

TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

1200 EAST ANDERSON LANE, BOARD ROOM 1.170
AUSTIN, TEXAS

Live Broadcast available at: <https://www.highered.texas.gov>

October 20, 2021
9:45 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

Fred Farias III, O.D.
Richard L. Clemmer
Emma W. Schwartz
R. Sam Torn
Welcome W. Wilson, Jr.

Matthew B. Smith
Student Representative, Ex-Officio

This meeting is conducted via video-conference pursuant to Tex. Gov't Code § 551.127. A quorum of the Board may be present in the Board Room, which is open to the public.

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 of the Texas Higher Education Coordinating Board (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://highered.texas.gov/public-testimony>.

- I. Welcome and committee chair's meeting overview
- II. Consideration of approval of the minutes for the July 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 Certification Advisory Council's recommendation relating to a request from Burrell College of Osteopathic Medicine for a Second Certificate of Authority to grant degrees in Texas
 - B. Report to the Board on school closures and/or teach-outs pursuant to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Section 7.7 (5)
 - C. Consideration of adopting the "Texas General Academic Institutions: Increasing Successful Community College Transfer Report" (General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session)
 - D. Report on activities of the Apply Texas Advisory Committee
 - E. Report on activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

Note: Highlighted items in gray are on the consent calendar

F. Consideration of adopting the "Report on The Effectiveness of the Advise TX Program" (General Appropriations Act, House Bill 1, Article III, Section 51, 86th Texas Legislature)

G. Consideration of approving the following requests for new degree programs:

TEXAS A&M UNIVERSITY

(1) Doctor of Nursing Practice (DNP) in Nursing Practice

TEXAS STATE UNIVERSITY

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

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

(3) Doctor of Science (ScD) in Rehabilitation Sciences

TEXAS WOMAN'S UNIVERSITY

(4) Doctor of Philosophy (PhD) in Education, Leadership, and Organization

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

(5) Doctor of Philosophy (PhD) in School Psychology

H. Lunch

I. Proposed rules:

(1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.8 of Board rules, concerning the excused absence for a person called to required military service

(2) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Section 4.9 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students

(3) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Section 4.84 of Board rules, concerning institutional agreements for dual credit programs

(4) Consideration of adopting the proposed repeal to Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, Section 5.51 of Board rules, concerning Publishing of Doctoral Program Data

(5) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Sections 7.7 and 7.8 of Board rules, incorporating restrictions added by Texas Education Code, Title 3, Subtitle B, Chapter 61, Section 61.303(c) and (c-1) and Section 61.306(a), (c), (c-1), and (d), enacted by the 87th Texas Legislature, Regular Session

(6) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter N, Section 9.673 of Board rules, concerning baccalaureate degree programs at public junior colleges

VI. Adjournment

Committee on Academic and Workforce Success

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.

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and committee chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the July 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
July 21, 2021, 10:23 am

The Texas Higher Education Coordinating Board's Committee on Academic and Workforce Success (CAWS) convened at 10:23 am on July 21, 2021, with the following committee members present: Donna Williams, presiding; Fred Farias; Emma Schwartz; Sam Torn; Welcome Wilson; and Matthew Smith, Ex-Officio. Members absent: Javaid Anwar

Other Board members present: Ricky Raven

| AGENDA ITEM | ACTION |
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| I. Welcome and committee chair's meeting overview | Dr. Farias began the meeting and announced his appointment as Chair of the Texas Higher Education Coordinating Board. Before the meeting was called to order, he announced the appointment of Ms. Donna Williams as Chair of the Committee on Academic Workforce and Success, Matthew Smith as an ex-officio member, and himself as a regular member. Dr. Farias passed the gavel to Ms. Williams, who called the meeting to order. All members were present. A quorum was met for this committee meeting. |
| II. Consideration of approval of the minutes from the April 21, 2021, committee meeting | On motion by Mr. Wilson, seconded by Ms. Schwartz, the committee approved the April 21, 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. |

| AGENDA ITEM | ACTION |
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| IV. Consideration of approval of the consent calendar | <p>Consent calendar was broken into three parts:</p> <p>First Part: Approval of contracts and grants related to Governor's Emergency Education Relief (GEER) Funds</p> <p>On a motion by Mr. Farias, seconded by Ms. Schwartz, the committee approved contracts and grants related to Governor's Emergency Education Relief (GEER) Funds. The vote was unanimous.</p> <p>Items approved related to Governor's Emergency Education Relief (GEER) Funds on the non-rule consent calendar were: 5-O(1); 5-O(2); 5-O(6) through 5-O(10)</p> <p>Second Part: The non-rule consent calendar</p> <p>On a motion by Mr. Wilson, seconded by Mr. Torn, the committee approved the non-rule consent calendar. The vote was unanimous.</p> <p>Items approved on the non-rule consent calendar were: 5-A; 5-C; 5-J; 5-N; 5-P(1) through 5-P(4); 5-Q(1) through 5-Q(6)</p> <p>Third Part: Rule Items</p> <p>On a motion by Ms. Schwartz, seconded by Dr. Farias, the committee approved the rule consent calendar. The vote was unanimous.</p> <p>Items approved on the rule consent calendar were: 5-R(1).</p> |
| 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) | This item was approved on the consent calendar. |

| AGENDA ITEM | ACTION |
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| B. Consideration of adopting the report regarding the 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 | <p>On motion by Ms. Schwartz, seconded by Mr. Torn, the committee adopted the report regarding the 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</p> <p>Dr. Tina Jackson, Assistant Commissioner for Workforce Education, provided a brief update and was available to answer questions.</p> |
| C. Report on activities of the Joint Admission Medical Program | This item was approved on the consent calendar. |
| D. Consideration of adopting the recommendation relating to funding appropriated to the Joint Admission Medical Program for Fiscal Years 2022-23. | <p>On motion by Dr. Farias, seconded by Mr. Wilson, the committee adopted the recommendation relating to funding appropriated to the Joint Admission Medical Program for Fiscal Years 2022-23.</p> <p>Mr. Paul Hermesmeier, Executive Director, Joint Admission Medical Program, and Mr. Matthew Meeks, Executive Director, Texas Health Education Service provided an update and address questions. Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, was also available to answer questions.</p> |
| E. Report on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2021 | No action required. Dr. Michael Ragain, M.D., Chair of the Family Practice Residency Advisory Committee, provided a brief update of activities and was available to answer questions. |
| 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. | <p>On motion by Mr. Wilson, seconded by Ms. Schwartz, the committee adopted the recommendation relating to the distribution of funds trustee to the Coordinating Board to support Family Practice Residency Programs for Fiscal Year 2022.</p> <p>Dr. Michael Ragain and Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p> |

| AGENDA ITEM | ACTION |
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| G. Report regarding the activities of the Lower-Division Academic Course Guide Manual Advisory Committee | No action required. Dr. Paul Bernazzani and Mr. Michael Endy provided a brief update of activities and was available to answer questions. |
| H. Consideration of adopting the recommendation relating to changes in the Lower-Division Academic Course Guide Manual. | <p>On motion by Mr. Schwarz, seconded by Dr. Farias, the committee adopted the recommendation relating to changes in the Lower-Division Academic Course Guide Manual.</p> <p>Dr. Paul Bernazzani and Mr. Michael Endy, Co-Chairs for the Academic Course Guide Manual Advisory Committee, presented this item and was available to answer questions.</p> |
| I. Report regarding the activities of the Medical Education and Graduate Medical Education Programs | No action required. Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions. |
| J. Report on activities of the Autism Grant Program | This item was approved on the consent calendar. |
| K. Report regarding the activities of the Learning Technology Advisory Committee. | No action required. Dr. Justin Louder, Chair of Learning Technology Advisory Committee, provided a brief update of activities and was available to answer questions. |
| L. Consideration of adopting the staff recommendation to the committee relating to requests for a new degree program | |
| <p>TEXAS A&M UNIVERSITY</p> <p>(1) Doctor of Philosophy (PHD) in Construction Science</p> | <p>On a motion by Mr. Torn, seconded by Dr. Farias, 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 University representatives Dr. Patrick Suermann, Dept. Head and Associate Professor, Dr. David Jeong, Professor and Ph.D. Program Coordinator, and Dr. Phil Lewis, Associate Professor and Master Program Coordinator, were also available for questions.</p> |
| <p>TEXAS A&M UNIVERSITY-KINGSVILLE</p> <p>(2) Bachelor of Science (BS) in Computer Engineering</p> | On a motion by Mr. Wilson, seconded by Dr. Farias, the committee approved the new degree program. The vote was unanimous. |

| AGENDA ITEM | ACTION |
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| | <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, provided a brief update and was available to answer questions. Texas A&M University-Kingsville representatives Dr. Scott C. Smith, Chair of Electrical Engineering and Computer Science, Dr. Robert Diersing, Interim Dean and Professor Emeritus of Computer Science, and Dr. Afzel Noore, Associate Dean for Undergraduate Affairs, were also available for questions.</p> |
| <p>THE UNIVERSITY OF TEXAS EL PASO (3) Bachelor of Science (BS) in Aerospace and Aeronautical Engineering</p> | <p>On a motion by Ms. Schwartz, seconded by Mr. Wilson, 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 El Paso representatives Dr. John Wiebe, Provost and Vice President for Academic Affairs, Dr. Patricia Nava, Interim Dean of the College of Engineering and, Dr. Jack Chessa, Chair of Mechanical Engineering, are available for questions and comments., were also available for questions.</p> |
| <p>THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY (4) Doctor of Philosophy (PHD) in Physics</p> | <p>On a motion by Dr. Farias, seconded by Ms. Schwarz, 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 Valley representatives Dr. Guy Bailey, President, Dr. Janna Arney, Deputy President and Interim Provost, and Dr. Vivian Incera, Dean, College of Sciences, were also available for questions.</p> |
| <p>ANGELO STATE UNIVERSITY (5) Doctor of Psychology (PsyD) in Counseling Psychology</p> | <p>On a motion by Mr. Torn, seconded by Dr. Farias, 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</p> |

| AGENDA ITEM | ACTION |
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| | questions. Angelo State University representatives Dr. Don R. Topliff, Provost and Vice President for Academic Affairs, Dr. Leslie M. Mayrand, Dean, Archer College of Health and Human Services, and Dr. Drew A. Curtis, Director, Counseling Psychology, were also available for questions. |
| M. LUNCH | The committee recessed at 11:58 am for a 30-minute lunch. |
| N. Consideration of adopting the January 2021 Annual Compliance Reports for institutions under a Certificate of Authorization (names beginning with "A" through "O") | This item was approved on the consent calendar. |
| 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 | This item was approved on the consent calendar. |
| (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 | This item was approved on the consent calendar. |
| (3) Consideration of adopting the request to extend the current contract for the Texas Success Initiative Pre-Assessment Activity | <p>On a motion by Ms. Schwarz, seconded by Dr. Farias, the committee adopted the request to extend the current contract for the Texas Success Initiative Pre-Assessment Activity. 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> |
| (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 | On a motion by Ms. Schwarz, seconded by Dr. Farias, the committee adopted the request to establish an interagency contract (IAC) with The University of Texas at Austin for continued research and data services for Texas OnCourse. The vote was unanimous. |

| AGENDA ITEM | ACTION |
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| | Jerel Booker, Assistant Commissioner for College Readiness and Success, and Laura Brennan, Deputy Assistant Commissioner for College and Career Advising, presented this item and was available to answer questions |
| (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 | <p>On a motion by Mr. Torn, seconded by Dr. Farias, the committee adopted the 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.</p> <p>Jerel Booker, Assistant Commissioner for College Readiness and Success, will present this item and be available to answer questions.</p> |
| (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 | This item was approved on the consent calendar. |
| (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 | This item was approved on the consent calendar. |
| (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 | This item was approved on the consent calendar. |
| (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, | This item was approved on the consent calendar. |

| AGENDA ITEM | ACTION |
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| 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 | This item was approved on the consent calendar. |
| <p>P. Consideration of approving the appointment of member(s) to:</p> <ul style="list-style-type: none"> (1) Apply Texas Advisory Committee (2) Certification Advisory Council (3) Learning Technology Advisory Committee (4) Lower-Division Academic Course Guide Manual Advisory Committee | This item was approved on the consent calendar. |
| <p>Q. Consideration of approving the issuance of a Request for Applications for the:</p> <ul style="list-style-type: none"> (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 | This item was approved on the consent calendar. |
| 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 | This item was approved on the consent calendar. |
| (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 | On a motion by Dr. Farias, seconded by Ms. Schwartz, the committee adopted the new rules in Texas Administrative Code, Title 19, Chapter |

| AGENDA ITEM | ACTION |
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| concerning Recommended Course Sequencing, Development and Institutional Reporting | <p>4, Subchapter U, Rules 4.360-4.364 of Board Rules concerning Recommended Course Sequencing, Development, and Institutional Reporting.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic and Health Affairs, presented this item and was available to answer questions.</p> |
| VI. Adjournment | <p>On a motion by Mr. Torn, seconded by Mr. Williams, the committee adjourned at 12:32 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 that meetings are efficient, and to save institutions time and travel costs to attend the Committee on Academic and Workforce Success meetings in Austin, the committee has a consent calendar for items that are noncontroversial. Any item can be removed from the consent calendar by a Board member.

Consent Calendar

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

B. Report to the Board on school closures and/or teach-outs pursuant to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Section 7.7 (5)

I. Proposed rules:

- (1) Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.8 of Board rules, concerning the excused absence for a person called to required military service
- (2) Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Section 4.9 of Board rules, concerning limitations on the number of courses that may be dropped under certain circumstances by undergraduate students
- (4) Consideration of adopting the proposed repeal to Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, Section 5.51 of Board rules, concerning Publishing of Doctoral Program Data

Committee on Academic and Workforce Success

AGENDA ITEM V - A

Consideration of adopting the Certification Advisory Council's recommendation to the committee relating to a request from Burrell College of Osteopathic Medicine for a Second Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

Burrell College of Osteopathic Medicine (Burrell), Las Cruces, New Mexico, seeks approval for a Certificate of Authority to coordinate clinical clerkship rotations in Texas for third- and fourth-year medical students through its Regional Education Center in El Paso. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, absent sufficient cause, the institution must have obtained accreditation from an accrediting agency recognized by the Texas Higher Education Coordinating Board (THECB). The Certificate of Authority would be Burrell's second Certificate of Authority, valid from December 2021 to December 2023.

Burrell has applied for its second Certificate of Authority as the institution works toward accreditation by the Higher Learning Commission, an accrediting agency recognized by the THECB. Burrell's osteopathic medicine degree program is accredited by the American Osteopathic Association's Commission on Osteopathic College Accreditation.

A virtual site evaluation was conducted with Burrell June 2-4, 2021. The site evaluation team consisted of Boyd Buser, D.O. (Team Chair), Retired Dean, University of Pikeville College of Osteopathic Medicine, and Past President, American Osteopathic Association; Annette Ferguson, Vice President of Finance and Administration, Lee College; and Lisa Nash, D.O., Senior Associate Dean, University of North Texas College of Health Sciences. Paul D. Shuler, Ph.D., represented the THECB.

The site evaluation team report noted that all required standards of operation were met.

The THECB's Certification Advisory Council (CAC) reviewed the evaluation team's report and Burrell's response to the evaluation report at its July 29, 2021, (virtual) meeting. The CAC members had the opportunity to ask additional questions of both the Burrell representatives and the site team chair. The CAC members voted 5-0, with one member absent, to recommend approval of Burrell College of Osteopathic Medicine's application for its second Certificate of Authority.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-B

Report to the Board on school closures and/or teach-outs pursuant to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: No action required

Background Information:

Pursuant to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Section 7.7(5), Closure of an Institution, the Texas Higher Education Coordinating Board (THECB) must be notified in writing at least 90 days before a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to approval by the board of the THECB (Board). The Board has given the Assistant Commissioner of Workforce Education the authority to oversee this approval process.

University of Phoenix on-ground campuses

On June 17, 2021, University of Phoenix (UOP), based in Phoenix, Arizona, notified the THECB of its intention to phase out all remaining out-of-state campuses in Texas. The on-ground campuses include the Dallas campus, 12400 Coit Road, Dallas, TX 75251; and the Houston campus, 11451 Katy Freeway, Houston, TX 77079. As of June 21, 2021, UOP will no longer accept new campus-based enrollments and will enter a teach-out period. All students will be able to complete their programs. Teach-out will continue until approximately 2025. At the time of the closure notice, the Dallas location had 49 students and the Houston location had 56 students. UOP reported it was submitting a teach-out plan to its accreditor, the Higher Learning Commission. The Certificate of Authorization for each location will end as of notification that a teach-out is complete at the closed location. Student records will be maintained by UOP at its corporate location, in Phoenix, Arizona.

Northwood University on-ground teaching sites

On March 31, 2021, Northwood University, based in Midland, Michigan, notified the THECB and its accreditor, the Higher Learning Commission, of its intention to close all remaining out-of-state campuses in Texas. Northwood University will continue one site on a Fort Worth military base, which is not under THECB oversight. The on-ground locations include teaching sites at GM Arlington Plant: 2525 E. Abram Street, Arlington, TX; Texas Program Center: 207 N. Cannady Drive, Cedar Hill, TX; UPS Independence Program Center: 13700 Independence Parkway, Fort Worth, TX; UPS Sweetwater Program Center: 8330 Sweetwater Lane, Houston, TX; and UPS – Dallas: 2925 Merrell Road, Dallas, TX. All students at these sites transferred to Northwood University's online programs. The Certificate of Authorization for each location was ended upon closure as of June 30, 2021. Student records may be obtained through the National Student Clearinghouse transcript services or the Northwood University registrar's office in Midland, Michigan.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Consideration of adopting the "Texas General Academic Institutions: Increasing Successful Community College Transfer Report" (General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 47, 87th Texas Legislature, Regular Session for the 2022-2023 biennium, directs the public universities to submit an annual report to the Texas Higher Education Coordinating Board (Coordinating Board) that details institutional efforts to increase the number, success, and persistence of community college transfer students. Section 47 also requires the Coordinating Board to collect and analyze the institutional reports and institutional performance data. The Coordinating Board then submits an annual report to the Texas Legislature that summarizes the actions taken by the public universities to increase the number, success, and persistence of community college transfer students and makes recommendations. This is the 11th report since reporting began in 2010. The report is to be delivered to the governor, House Appropriations Committee, Senate Finance Committee, and the Legislative Budget Board by November 1 of each year.

A survey was developed and distributed to the public universities in May 2021. The survey asked for information regarding institutional efforts to serve current and future transfer students. These efforts include local and regional articulation agreements with faculty collaboration, community college program enhancements, student outreach and advising, website information development, targeted financial aid, university student success programs, degree program alignment, and participation in statewide initiatives. Coordinating Board staff collected the survey responses, which serve as the institutional reports required by Section 47. The Coordinating Board staff conducted the required analysis of the institutional responses and institutional data from existing Coordinating Board Management (CBM) reports.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-D

Report on activities of the Apply Texas Advisory Committee

RECOMMENDATION: No action required

Background Information:

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

The Apply Texas System includes outreach resources called the Counselor Suite to help high school counselors track their students' progress toward admission to college and in applying for financial aid for college. In Fiscal Year (FY) 2021, nearly 1.1 million applications were submitted through the system. Over 2,000 high school counselors accessed the Apply Texas Counselor Suite to determine their students' status in applying for admission and financial aid. Although individual colleges may charge admission fees, the admission application system is free of charge to the applicants. The development and maintenance costs of the system are met by participating institutions. Technical support is provided by The University of Texas at Austin under contract with the THECB. In FY 2021, the cost for providing these services was approximately \$1.43 per admission application. The overall contract for FY 2021 was \$766,250.

The ATAC met three times during FY 2021: October 19, 2020; February 10, 2021; and May 12, 2021. A request by the Texas Office of the Attorney General to temporarily suspend a limited number of open meeting laws in response to the COVID-19 pandemic was approved. All meetings were held virtually with no reported cost related to attendance of ATAC meetings.

The current ATAC Co-Chairs, Dr. Jamie Hansard, Vice President for Enrollment Management, Texas Tech University, and Dr. Shontell Blake, Associate Dean, Enrollment Services/Registrar, Dallas College-Cedar Valley, will provide a brief summary of committee activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2025

Committee Purpose:

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

The ATAC may tasks include:

- (1) technical and functional revisions to the common admission applications and the Apply Texas System;
- (2) development of training materials for the users of the various components of the Apply Texas System;
- (3) recommendations on admission policy; and
- (4) other activities necessary for the maintenance of the Apply Texas System.

Report Period:

September 2020 – August 2021

University Co-Chair:

Jamie Hansard, Vice President for Enrollment Management, Texas Tech University

Community, State, and Technical College Co-Chair:

Mordecai Brownlee, Vice President for Student Success, St. Phillip's College (term ended May 2021)

Committee Members:

List of 2020-2021 academic year Committee Members is attached.

Committee Meeting Dates:

October 19, 2020

February 10, 2021

May 12, 2021

Annual Costs Expended:

Committee costs for FY2021 were *estimated* at \$5,100 for the fiscal year. The estimate includes the following:

Travel and lodging: \$0

Staff time (3): \$5,100

Time Commitments:

Committee members spent approximately 5-7 days on committee work for the three meetings; staff members averaged approximately 10-12 days to prepare, attend, and develop minutes for each of the meetings.

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

Membership and Oversight

Jamie Hansard, Vice President for Enrollment Management, Texas Tech University was elected by the membership during the October 19, 2020, ATAC meeting, to serve as 4-year institution co-chair of the committee. Her term will end May 2022.

Training

The ATAC annually sponsors an ApplyTexas workshop in conjunction with the TACRAO SPEEDE Committee. The purpose of the workshop is to share information on upcoming changes to the application, legislative updates, and user training for the ApplyTexas Application. Admissions and technical staff from colleges and universities across the state attend the workshop. Due to the COVID-19 pandemic, this training was cancelled.

ApplyTX Application Preview

On July 1, 2021, the ApplyTX Application expected to launch on a brand-new platform, Amazon Web Services (AWS). On June 9, 2021, the ATAC and ApplyTX team hosted a virtual preview of the new ApplyTX application platform, 2021. The preview provided an overview and progress of the ApplyTexas Advisory Committee's strategic planning

and introduced the improvements and changes made to the application, Administrative Suite, and Counselor Suite. The event was recorded and shared with over 1,000 registrants for later viewing.

Updates

The following changes to the application and work of the ATAC Planning and Assessment Subcommittee have the broadest impact and perhaps best reflect the importance of the committee's work:

General Changes to the ApplyTexas application

- Databases moved to AWS cloud
- New application site
- Mobile-friendly site

Approved change requests

The ATAC reviewed change requests from participating institutions. The ATAC discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation.

All the changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission.

- A question that will allow students applying to public, two-year colleges to self-identify in one of the Perkins V special populations categories and request available local services was added (request by THECB).
- Expanded the option of the parent information questions to all application types, but to not require that information on application types other than the US Freshman

ApplyTexas Strategic Planning and Assessment Subcommittee

In partnership with the Texas Higher Education Coordinating Board, the ATAC set a goal to strengthen and enhance the ApplyTexas application. The ApplyTexas Strategic Planning and Assessment Subcommittee devised a survey to gather feedback from various user groups to inform technological, structural, and operational modifications to the ApplyTexas application to assist this effort. A random sample of recent applicants and their parents/guardians, along with Texas high school counselors and college and university representatives, were invited to offer feedback about the application and comparative systems, such as the Coalition and Common Applications. In March 2021, the Planning and Assessment Committee established a report of the findings.

Overall, student and parent/guardian responses closely aligned with one another across the board. Key takeaways show:

- The vast majority (75% or more) were neutral about the application's overall difficulty or believed the application was easy to complete.
- Roughly 3/4 rated the time it takes to complete the application as "just right".
- Students and parents/guardians (along with high school counselors) more frequently reported 1-3 hours as the completion time for the average student.
- The top three most challenging sections to complete were (in order) the long essay, resume activities, and institution-specific questions.

Of highest importance, recommendations for enhanced ApplyTexas features included:

1. Auto-save feature
2. Easier to understand
3. More web accessible for students with disabilities

Those with the highest "not at all important" rating include: (*denotes top three for students, parents/guardians, and college/university representatives only.)

1. Available in multiple languages
2. Accessible via a smartphone app*
3. Mobile-friendly for smartphone browsers*

The move to the new platform is expected to address these and other recommendations provided from other external analysis. The ATAC will continue to review and prioritize recommendations for implementation for future application cycles. The final ApplyTexas Strategic Planning and Assessment Survey report is attached.

Meeting notes for the 2020-2021 academic year are attached.

Attachments:

- Attachment A: 2020-2021 ATAC Member List
- Attachment B: October 19, 2020 Meeting Notes
- Attachment C: February 10, 2021 Meeting Notes
- Attachment D: May 12, 2021 Meeting Notes
- Attachment E: ApplyTexas Strategic Planning and Assessment Survey Report

Apply Texas Advisory Committee (ATAC) September 2020-May 2021

| ATAC Members | |
|--|--|
| Mordecai Brownlee, Co-Chair Vice President for Student Success St. Philip's College mbrownlee3@alamo.edu Term Ends: May 31, 2021 | Jamie Hansard, Co-Chair Vice President for Enrollment Management Texas Tech University jamie.hansard@ttu.edu Term Ends: May 31, 2022 |
| Paula Arredondo Executive Registrar Texas State Technical College mparredondo@tstc.edu Term Ends: May 31, 2021 | Scott Bennett Executive Director of Enrollment Services/Registrar Lee College sbennett@lee.edu Term Ends: May 31, 2022 |
| Shontell Blake Associate Dean, Enrollment Services/Registrar Dallas College – Cedar Valley sblake@dcccd.edu Term Ends: May 31, 2022 | Kevin Davis Associate Director of Admissions Stephen F. Austin State University daviskl2@sfasu.edu Term Ends: May 31, 2021 |
| Hanna Deland Associate Director of Admissions Operations Lamar University hedeland@lamar.edu Term Ends: May 31, 2022 | Todd Fields Dean of Admissions/District Registrar Collin College tfields@collin.edu Term Ends: May 31, 2022 |
| Luis Franco Director, Undergraduate Admissions & Recruitment University of North Texas at Dallas Luis.Franco@untDallas.edu Term Ends: May 31, 2022 | Leah Hickman Associate Director of Admissions Midwestern State University leah.hickman@msutexas.edu Term Ends: May 31, 2021 |
| Laura Isdell Executive Director, Admissions & Prospective Students Lone Star College laura.isdell@lonestar.edu Term Ends: May 31, 2022 | Billy Lagal Director of Admissions and Recruitment University of Houston – Victoria lagalb@uhv.edu Term Ends: May 31, 2022 |
| Rebecca Lothringer Associate Vice President for Enrollment The University of Texas at Arlington rebecca.lothringer@uta.edu Term Ends: May 31, 2022 | Dara Newton Associate Vice President for Strategic Enrollment The University of Texas Rio Grande Valley dara.newton@utrgv.edu Term Ends: May 31, 2021 |

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| <p>Indra Pelaez Associate Vice Chancellor, Enrollment Management Houston Community College indra.pelaez@hccs.edu Term Ends: May 31, 2021</p> | <p>Angie Taylor Director of Admissions Sam Houston State University ataylor@shsu.edu Term Ends: May 31, 2021</p> |
| <p>Julia Vickery Vice President of Student Services Midland College jvickery@midland.edu Term Ends: May 31, 2022</p> | <p>Michelle Walker Director of Admissions Operations Texas A&M University mbwalker@tamu.edu Term Ends: May 31, 2022</p> |
| <p>Miguel Wasielewski Executive Director of Admissions The University of Texas at Austin miguelw@austin.utexas.edu Term Ends: May 31, 2021</p> | <p>Tristan Pepper (<i>Student Representative</i>) The University of Texas at San Antonio tristan.pepper@utsa.edu Term Ends: May 31, 2022</p> |
| <p><i>ApplyTexas Technical Team – The University of Texas at Austin</i></p> | |
| <p>Graham Chapman Executive Director, Academic Information Systems gchapman@austin.utexas.edu</p> | <p>Rebecca Kindschi Senior Software Developer/Analyst rkindsch@austin.utexas.edu</p> |
| <p>Barry McClendon Senior Software Engineer bmccclendon@austin.utexas.edu</p> | <p>David Muck, Manager Principal Software Developer/Analyst dmuck@austin.utexas.edu</p> |
| <p>Lorraine Muniz Senior Administrative Associate lorraine.avelino@austin.utexas.edu</p> | |
| <p><i>THECB Staff – Division for College Readiness and Success (CRS)</i></p> | |
| <p>Claudette Jenks Assistant Director, College Access claudette.jenks@highered.texas.gov</p> | <p>Lisa Paiz Program Specialist, College Access lisa.paiz@highered.texas.gov</p> |
| <p>Diana Foose Administrative Assistant diana.foose@highered.texas.gov</p> | <p>Jerel Booker Assistant Commissioner jerel.booker@highered.texas.gov</p> |

**Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
October 19, 2020**

Meeting Notes

Approved – February 10, 2021, ATAC Meeting

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 10:06 a.m. on October 19, 2020 with the following committee members present: Paula Arredondo, Scott Bennett, Shontell Blake, Mordecai Brownlee, Kevin Davis, Hanna Deland, *(representing Lamar University*)*, Todd Fields, Luis Franco, Jamie Hansard, Leah Hickman, Laura Isdell, Billy Lagal, Rebecca Lothringer, Dara Newton, Indra Peláez, Becky Sergeant, Angie Taylor, Julia Vickery, Miguel Wasielewski, and Michelle Walker.

Student Representative: Tristan Pepper

ApplyTexas Technical Team Members: Graham Chapman, Rebecca Kindschi, Lorraine Muniz, David Muck

THECB Staff: Jerel Booker, Diana Foose, Kendra Horn, and Claudette Jenks

*(*currently a non-voting member; appointment pending approval at January Board meeting)*

| AGENDA ITEM | ACTION |
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| 1. Welcome and Introductions | Mordecai Brownlee called the meeting to order at 10:06 a.m. |
| 2. Acknowledgment of Members finishing their terms | Recognized past members and past co-chair, Rebecca Lothringer. |
| 3. Selection of 4-Year Institution Co-Chair for 2020-2021 and 2021-2022 Academic Years | Mordecai Brownlee requested nominations for the 4-Year Institution Co-Chair from the members. Jamie Hansard was the only member nominated. On motion by Angie Taylor, seconded by Michelle Walker, the Committee approved Jamie Hansard as the 4-year Co-Chair. |
| 4. Review and Adoption of Minutes for the February 24, 2020 Meeting | Committee reviewed meeting notes. On motion by Kevin Davis, seconded by Dara Newton, the Committee approved this item. |
| 5. Discussion of the June 17, 2020 ApplyTexas Virtual Workshop | Two workshops provided at the ApplyTexas Virtual Workshop, one for high school counselors and one for enrollment officials, 600 counselors and 300 higher education were in attendance. Members discussed the delay in the new ApplyTexas rollout. |

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| | <p>Graham Chapman shared ApplyTexas plans to go live this summer. Plan for early access for those wishing to try it out, preview access starting in March, extended to more in April and May. ApplyTexas are building in feedback from TACRAO and best lessons learned. There have been several ApplyTexas improvements suggested.</p> <p>The Committee discussed reasons for the delay. Graham Chapman shared some of the comments from testers caused staff to pull back and COVID affected the progress. ApplyTexas staff shared the new ApplyTexas platform will definitely go live, the committee will see the updates that will show progress to move forward, will be alerted along the way, there will be a 100% cut over instead of working with different platforms when ApplyTexas goes live. Michelle Walker applauded the Tech Team for making the decision to not go live. The platform was not ready based on her testing.</p> <p>Committee discussed cost concerns because ApplyTexas is running two systems during the transition. Claudette Jenks shared there will be no cost increases to institutions. Additional costs are to be absorbed under the existing budget.</p> <p>Committee asked that ApplyTexas needs to send out an update to make sure users know what happened with the ApplyTexas rollout and what is happening throughout the process. Communication subcommittee will work with ApplyTexas staff and THECB to provide a memo for institutions.</p> |
| 6. Update on Annual Report to the Board | Mordecai Brownlee provided an overview of the Annual Report. Claudette Jenks explained the purpose of the report and that the report is required annually to the Committee on Academic and Workforce Success (CAWS). |
| 7. Update from Strategic Planning Committee | Miguel Wasielewski provided an update from the Strategic Planning Committee. Covid-19 hit and slowed the progress on activities. Strategic Planning subcommittee needs to work with the Communications subcommittee to make sure cover conveys the purpose. The purpose is to get evaluation of ApplyTexas and other applications to help stay current with other applications and their platforms. |
| 8. Update from Communications Committee | Mordecai Brownlee provided an update from the Communications subcommittee. A template for the purpose and commitment of ATAC was drafted but halted after COVID. Committee was asked what can be done to get |

Attachment B: October 19, 2020 Meeting Notes

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| | information out about ATAC's commitment to constituents and the commitment to have ApplyTX application go live. David Muck shared communications were sent out to administrative users and all the session attendees about the delay in going live. Mordecai Brownlee asked to connect offline to get something out to others as soon as possible. |
| 9. Overview of Procedures for Proposing and Adopting Changes to ApplyTexas | Claudette Jenks provided overview of how to propose changes to the ATAC for new and existing members. Angie Taylor mentioned a need to change the timeline in the new member orientation document provided. |
| 10. Review of Proposed Changes to ApplyTexas Applications or Procedures Carried Forward from 2020-2021 | ApplyTX team provided an update. Committee reviewed items from last year for consideration. See attached Current Cycle Updates and proposals. Committee members discussed THECB's request to add a question to opt-in to text messaging. Committee expressed interest in learning more about the messaging and timing to applicants. Committee addressed fraudulent applications and the need for communicating these issues and changes about ApplyTX to constituents. Communications subcommittee will work on a plan. |
| 11. Discussion and Consideration of New Proposed Changes to ApplyTexas Forms or Procedures | ApplyTX team reviewed requests for changes to ApplyTX. See attached Future cycle proposals and updates. Additionally, Committee discussed the pending electronic TASFA integration and transcripts through the TREx system. |
| 12. Discussion of Potential Agenda Items and Next Meeting Date | Committee asked for update from subcommittees and Tech Team, information on the ADVi tool, review AWS platform, and review revised proposal request from THECB. |
| 13. Adjournment | On motion by Scott Bennett, seconded by Angie Taylor, the meeting adjourned at 12:28 p.m. |

Tech Team Update 10/19/20

Graham Chapman – Executive Director, Academic Information Systems, University of Texas at Austin

David Muck – Principal Software Developer/Analyst, AIS, University of Texas at Austin

Current cycle updates and proposals (David Muck):

- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- We would like to encourage more high schools to participate in the transcript request service that we continue to maintain in collaboration with the Texas Education Agency.
- The Fall 2020 semester is currently down 4% in submitted applications from the same time a year ago. Two year submissions are down 11% while four year submissions were approximately the same. These numbers are incomplete as some applications are still open.
- For the incomplete Fall 2021 semester, we are so far down 35% on submitted applications compared to the same time last year.
- A question was added to two year and US Freshman applications asking for the applicant's consent to receive text-messaging from the Texas Higher Education Coordinating Board and AdmitHub. This will facilitate some of the advising and outreach campaigns the Texas Higher Education Coordinating Board is involved in.
- Fraudulent applications continue to be a problem for some of our two-year institutions. We continue to work to reduce this issue.

Future cycle proposals and updates (David Muck):

PROPOSAL REQUESTS

- A proposal to set up and install Google Tag Manager and Google Analytics in ApplyTexas to allow tracking of how applicants arrive at ApplyTexas. (request from last cycle by Texas A&M – Commerce)
Action: Tabled.
- A proposal to add a “grade received” field to the Educational Information section to facilitate self-reporting of grades (request by University of Houston from last cycle)
Action: Need more information, tabled.
- A proposal to add a question if the applicant enters a cell phone number: “[Institution name] uses text messaging to communicate important admissions information to prospective students. Your information is not shared with third parties and you may opt out at any time. Standard messaging rates may apply. - Allow (default) - Do not Allow” (proposal by University of The Incarnate Word)
Action: Tabled.
- Provide a question that will allow students applying to public, two-year colleges to self-identify in one of the Perkins V special populations categories* and request available local services (request by THECB Mindy Nobles, presented).
Action: THECB staff will meet with a subgroup and revise request for consideration at next meeting. Tabled.

UPDATES

- AWS update
- Development continues on moving the Counselor Reporting Suite to AWS
- Development continues on moving the Administrative site to AWS
- Development continues on moving the Applicant site to AWS
- Future electronic TASFA integration as required by statute.

**Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
February 10, 2021**

Meeting Notes

Approved – May 12, 2021, ATAC Meeting

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 10:08 a.m. on February 10, 2021, with the following committee members present: Paula Arredondo, Scott Bennett, Shontell Blake, Mordecai Brownlee, Kevin Davis, Hanna Deland, Luis Franco, Jamie Hansard, Leah Hickman, Laura Isdell, Billy Lagal, Rebecca Lothringer, Dara Newton, Becky Sergeant, Angie Taylor, Julia Vickery, Miguel Wasielewski, and Michelle Walker.

Unable to Attend: Todd Fields and Indra Peláez

Student Representative: Tristan Pepper

ApplyTexas Technical Team Members: Graham Chapman, Rebecca Kindschi, Barry McClendon, Lorraine Muniz, and David Muck

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

| AGENDA ITEM | NOTES/ACTION |
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| 1. Welcome and Introductions | Mordecai Brownlee called the meeting to order at 10:08 a.m. |
| 2. Review and Adoption of Minutes for the October 19, 2020 Meeting | On a motion by Angie Taylor, seconded by Julia Vickery, the Committee approved this item. |
| 3. Update from Strategic Planning Committee | <p>Miguel Wasielewski provided an update from the Strategic Planning Committee. The survey of students, parents, high school counselors and higher education representatives was executed, and final results were received at the end of January 2021. There was a strong response rate and good representation with a lot of qualitative information. A follow-up meeting will be scheduled with the Strategic Planning subcommittee review results and recommendations will be determined from that feedback. Preliminary results from the survey showed applicants would like an autosave feature, web accessibility, and better understand the application. The report will provide additional information and the final report will be available in the next few weeks.</p> <p>Dr. Zach Taylor, Trellis Company, presented a second edition of an exploratory report with a comparative analysis of ApplyTX and other application systems- Common, Coalition, and Universal College Application from 2018 through 2021 and recommendations for improvement.</p> |

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| | An additional cross-analysis of 15 major college application systems will also be included in the report. |
| 4. Update from Communications Committee | Mordecai Brownlee provided an update from the Communications subcommittee. The subcommittee assisted in setting up the distribution of survey through the TACRAO listserv. |
| 5. Update from ApplyTexas Technical Team | David Muck provided the ApplyTexas Tech Team update. Committee reviewed items from last year for consideration. See attached Current Cycle Updates and Proposals. |
| 6. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures | <p>David Muck provided an overview of the Future cycle proposed changes and updates. See attached Future cycle proposals.</p> <p>Erin Willig, Texas Higher Education Coordinating Board, provided an overview of the ADVi chatbot. Last fall a consent was added to ApplyTX to opt in to receive text messages. There are 150,000 opted in to date and a 44% engagement rate with ADVi. A team of 5 virtual advisers support the chatbot through one on one engagement and answer questions the chatbot may not be able to answer. There is a regular campaign calendar for general messaging about financial aid, admission applications, and other information. Messaging is timely and general enough to supplement any institution's messaging. Additional outcomes will be presented at the next ATAC meeting.</p> <p>David Muck provided an update on the AWS transition and an overview of the revisions to the ApplyTX System. The timeline is March 29 alpha testing/early preview access by invitation and April 19 beta testing/full preview institutions to opt in. Regarding transmission, there will be no changes to the EDI. ApplyTX will expand the format offerings in future phases.</p> <p>Committee discussed communication about the new changes to ApplyTX. ApplyTX staff will provide messaging about the new application on the ApplyTX webpage and Administrative Suite. The Communications Subcommittee and Coordinating Board staff will discuss a communication plan. The Coordinating Board staff will use current listservs of counselor and administrators to inform groups of the changes.</p> |
| 7. Discussion of Potential Agenda Items and Next Meeting Date | Committee asked for updates from subcommittees and ApplyTX Tech Team, discuss what reporting institutions would like, outcomes of ADVi, Dr. Zach Taylor final report on ApplyTX. |

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| 8. Adjournment | On motion by Kevin Davis, seconded by Michelle Walker, the meeting adjourned at 12:40 p.m. |
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Tech Team Update 2/10/21

Graham Chapman – Executive Director, Academic Information Systems, University of Texas at Austin

David Muck – Principal Software Developer/Analyst, AIS, University of Texas at Austin

Current cycle updates and proposals (David Muck):

- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- We would like to encourage more high schools to participate in the transcript request service that we continue to maintain in collaboration with the Texas Education Agency.
- The completed Fall 2020 semester was down 4% in submitted applications from the prior year. Two-year submissions were down 11% while four-year submissions were approximately the same. Two-year applications left in saved (not submitted) status were up 14% from the prior fall semester.
- For the incomplete Fall 2021 semester, we are down 12% on submitted applications compared to the same time last year. Four-year application submissions are down 7% while two-year application submissions are down 30%. There has been steady improvement in these numbers as statewide application submissions were down 35% in early November.
- A question was added to two year and US Freshman applications asking for the applicant's consent to receive text-messaging from the Texas Higher Education Coordinating Board and AdmitHub. This will facilitate some of the advising and outreach campaigns the Texas Higher Education Coordinating Board is involved in. We have heard some positive feedback regarding the ADVi chatbot both on twitter and in our post-submission survey.
- Fraudulent applications continue to be a problem for some of our institutions. We continue to work to reduce this issue.

Future cycle proposals and updates (David Muck):

- A proposal to add a "grade received" field to the Educational Information section to facilitate self-reporting of grades (request by University of Houston from last cycle)
Action: On a motion by Rebecca Lothringer, seconded by Dara Newton, the Committee did not approve the addition of this question to the application for this cycle. Vote: 16 in favor, 1 against.
- A proposal to add a question if the applicant enters a cell phone number: "[Institution name] uses text messaging to communicate important admissions information to prospective students. Your information is not shared with third parties and you may opt out at any time. Standard messaging rates may apply.
- Allow (default) - Do not Allow" (proposal by University of The Incarnate Word)
Action: Table for next meeting. Institutions have a custom question, can eliminate if universal available. Cannot make this option institution specific. David will draft language based on

information from other institutions questions. Scott Bennett, Mordecai Brownlee, Dara Newton, and Rebecca Lothringer will review.

- A proposal to add fields to collect Pearson Test of English scores to the test pages (proposal by Pearson)

Action: Table to next meeting.

- Provide a question that will allow students applying to public, two-year colleges to self-identify in one of the Perkins V special populations categories* and request available local services (request by THECB)

Action: On a motion by Mordecai Brownlee, seconded by Julia Vickery, the Committee approved this question be added to this application cycle. Vote: 17 in favor, 0 against.

- A proposal to expand the option of the parent information questions to all application types, but to not require that information on application types other than the US Freshman. Request text below (request from Tarleton State University):

- "I noticed the Parent information can be "turned on or off" but if it is "on", it is required. Can this also be an option for transfers and readmits to be "turned on" but not required since transfer students can be a wide range of ages. Our administration wants to communication with parents more so I wondered if this was an option. Thank you."

Action: Table to next meeting.

- Development continues on moving the Counselor Reporting Suite to AWS
- Development continues on moving the Administrative site to AWS
- Development continues on moving the Applicant site to AWS

**Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
May 12, 2021**

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 8:33 a.m. on May 12, 2021 with the following committee members present: Paula Arredondo, Scott Bennett, Shontell Blake, Mordecai Brownlee, Kevin Davis, Luis Franco, Jamie Hansard, Leah Hickman, Billy Lagal, Rebecca Lothringer, Dara Newton, Indra Peláez, Angie Taylor, Julia Vickery, Miguel Wasielewski, and Michelle Walker.

Unable to Attend: Hanna Deland, Todd Fields, Laura Isdell, and Tristan Pepper (*Student Representative*)

ApplyTexas Technical Team Members: Lorraine Muniz, David Muck

THECB Staff: Jerel Booker, Diana Foose, Kendra Horn, Claudette Jenks, and Lisa Paiz

| AGENDA ITEM | ACTION |
|---|---|
| 1. Welcome and Introductions | Jamie Hansard called the meeting to order at 8:33 am |
| 2. Acknowledgment of Members Finishing Their Terms | Committee acknowledged members ending their term and recognized Co-Chair Mordecai Brownlee for his service. |
| 3. Approval of Minutes from the February 10, 2021 Meeting | On motion by Michelle Walker, seconded by Angie Taylor, the Committee approved this item. |
| 4. Update from Strategic Planning Subcommittee | <p>Miguel Wasielewski provided an update from the Strategic Planning Committee.</p> <p>Miguel Wasielewski reviewed the findings of the ApplyTexas Strategic Planning and Assessment Survey and discussed next steps on the recommendations from the report.</p> <p>There are some technical improvements and qualitative aspects of ApplyTX that can be improved. Committee suggest making each recommendation a formal proposal for consideration to the ATAC. The ATAC and the ApplyTX tech team can assess each recommendation and have the committee prioritize. The ATAC can continue to rely on other analysis to make improvements. Miguel Wasielewski will convert each recommendation into formal request to be considered at the next ATAC meeting.</p> |

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| 5. Update from Communications Subcommittee | <p>Mordecai Brownlee provided an update from the Communications Subcommittee. The Communications Subcommittee coordinated with THECB. THECB will seek guidance from the agency's new Communications team to assist in improving overall communications.</p> <p>The ApplyTX team presented at CPUPC with ESEC Enrollment managers. ApplyTX staff gave an overview of changes to ApplyTX and answered questions about the transition to the new application.</p> |
| 6. Update from ApplyTexas Tech Team | David Muck provided an update from the ApplyTX team. See attached Current Cycle Updates and proposals. |
| 7. Discussion and Possible Action to Adopt Proposed Changes to ApplyTexas Forms or Procedures | David Muck provided an overview of the Future cycle proposed changes and updates. See attached Future cycle proposals. |
| 8. Discussion Regarding the Apply Texas/SPEEDE-EDI Meeting | <p>Jaime Hansard proposed to separate the ApplyTX/SPEEDE and TACRAO meetings and host a SPEEDE/EDI meeting in June to align with the opening of the ApplyTX application in July. Committee agreed effective summer 2021.</p> <p>Committee proposed ApplyTX tech team host a virtual overview of the ApplyTX updates. Committee discussed format and delivery. THECB staff will work with ApplyTX tech team to preview ApplyTX on June 9, 2021.</p> |
| 9. Transition of Leadership | <p>Jamie Hansard nominated Shontell Blake, for 2-year committee co-chair.</p> <p>On a motion by Luis Franco, seconded by Michelle Walker, the Committee approved the nomination.</p> |
| 10. Adjournment | On motion by Mordecai Brownlee, seconded by Angie Taylor, the meeting adjourned at 11:10 am. |

Tech Team Update 5/12/21

Graham Chapman – Executive Director, Academic Information Systems, University of Texas at Austin
David Muck – Principal Software Developer/Analyst, AIS, University of Texas at Austin

Current cycle updates and proposals (David Muck):

- For the incomplete Fall 2021 semester, we are down 7% on submitted applications compared to the same time last year. Four year application submissions are down 5% while two year application submissions are down 14%. There has been steady improvement in these numbers as statewide application submissions were down 35% in early November.
- There was some impact to ApplyTexas from the February weather event we all experienced. Due to emergency maintenance issues on UT-Austin campus, we made the decision to take ApplyTexas offline from 8 pm February 17 through 10 am February 18. This 14 hour period represents the longest continuous downtime ApplyTexas has experienced in at least 15 years. There were no scheduled application deadlines during this outage so no applicants were prevented from submitting applications. There were delays over the two week period from February 13 through February 28 in our responding to applicants as quickly as we usually do as the University of Texas at Austin was closed for most of that time and our team had intermittent and infrequent access to many of our normal functions. The weather event also put much of our development work behind schedule.
- Testing with our administrative users continues and the feedback has been very helpful. We've implemented many of the suggestions for improvement already and ticketed some others for future development. Please keep your suggestions coming.
- Fraudulent applications continue to be a problem for some of our institutions. We continue to work to reduce this issue.
- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- We would like to encourage more high schools to participate in the transcript request service that we continue to maintain in collaboration with the Texas Education Agency
- Development continues on moving the Counselor Reporting Suite to AWS
- Development continues on moving the Administrative site to AWS
- Development continues on moving the Applicant site to AWS

Future cycle proposals and updates (David Muck):

- A proposal to add a "grade received" field to the Educational Information section to facilitate self-reporting of grades (request by University of Houston from last cycle)
Action: Table to next application cycle.
- A proposal to add a question if the applicant enters a cell phone number: "[Institution name] uses text messaging to communicate important admissions information to prospective students. Your information is not shared with third parties and you may opt out at any time. Standard messaging rates may apply. - Allow (default) - Do not Allow" (proposal by University of The Incarnate Word)
Action: Table to next application cycle
- A proposal to add fields to collect Pearson Test of English scores to the test pages (proposal by Pearson)
Action: Table to next application cycle

- A proposal to expand the option of the parent information questions to all application types, but to not require that information on application types other than the US Freshman. Request text below (request from Tarleton State University):
 - “I noticed the Parent information can be "turned on or off" but if it is "on", it is required. Can this also be an option for transfers and readmits to be "turned on" but not required since transfer students can be a wide range of ages. Our administration wants to communication with parents more so I wondered if this was an option. Thank you.”
- Action: On a motion by Angie Taylor, seconded by Dara Newton, the Committee approved this question be added to this application cycle. Vote: 17 in favor, 0 against.**

DRAFT

ApplyTexas Strategic Planning and Assessment Survey

Introduction

In partnership with the Texas Higher Education Coordinating Board, the ApplyTexas Advisory Committee has set a goal to strengthen and enhance the ApplyTexas application. The ApplyTexas Strategic Planning and Assessment Subcommittee devised a survey to gather feedback from various user groups to inform technological, structural, and operational modifications to the ApplyTexas application to assist this effort. The leadership and governing boards of ApplyTexas hope the survey results and forthcoming committee proposal will encourage more students to apply to higher education institutions and assist the high school counselors who work with them.

To complete the survey research, a random sample of recent applicants and their parents/guardians, along with Texas high school counselors and college and university representatives, were invited to offer feedback about the application and comparative systems, such as the Coalition and Common Applications. Dr. Ka'rin Thornburg, Research and Assessment Program Administrator in the Office of Admissions at The University of Texas at Austin conducted survey administration, data analysis, and created the enclosed report.

Executive Summary

Overall, student and parent/guardian responses closely aligned with one another across the board. As such, they are frequently reported together as a single subgroup. Key takeaways, as detailed in the report, show:

- The vast majority (75% or more) were neutral about the application's overall difficulty or believed it was easy to complete (Q3).
- Roughly 3/4 rated the time it takes to complete the application as "just right" (Q4).
- Students and parents/guardians (along with high school counselors) more frequently reported 1-3 hours as the completion time for the average student (Q5).
- The top three most challenging sections to complete were (in order) the long essay, resume activities, and institution-specific questions (Q6).

Additionally, more than 58% of students and their parents/guardians reported the student completed the application independently, followed by help from a family member at 24% (Q7).

Conversely, high school counselor and college/university subgroup responses often diverged from students, parents/guardians, and at times, from each other. For example, high school counselors and college/university representatives more frequently reported the ApplyTexas application was difficult (Q3), too long (Q4), and should take the average student less time to complete (Q5). Additionally, high school counselors and college/university representatives offered vastly different views regarding the most challenging aspects of the application; they more frequently reported the residency information and educational background sections than students and the parents/guardians (Q6).

Where the subgroups ratings converge relate to recommendations for enhanced ApplyTexas features. Those that fell within the highest "extremely" or "very important" ratings:

1. Auto-save feature
2. Easier to understand
3. More web accessible for students with disabilities

On the other hand, those with the highest "not at all important" rating include: (**denotes top three for students, parents/guardians, and college/university representatives only.*)

1. Available in multiple languages
2. Accessible via a smartphone app*
3. Mobile-friendly for smartphone browsers*

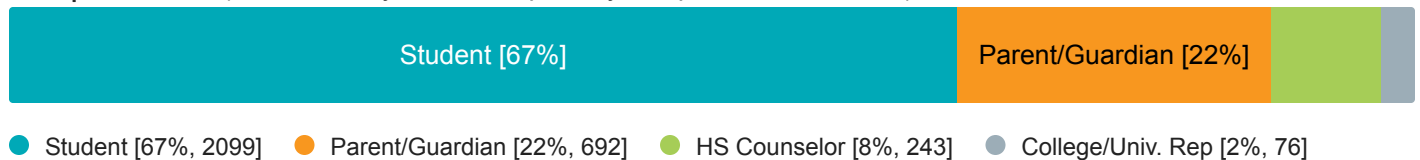
Qualitative or write-in responses from students regarding ApplyTexas feedback and their experience with other application systems are summarized on pages 12-13.

Population and Sample

The study's population is comprised of random sample of all Fall 2021 ApplyTexas applicants (324,351), their parents/guardians (if an email was provided), all Texas high school counselors in The University of Texas at Austin's CRM (Slate), and contact lists of two- and four-year college/university representatives. Additionally, the survey audience was expanded to the TACRAO listserve at the request of a TACRAO member. ApplyTexas staff provided a random sample of 20% of student applicants. Successful invitations were distributed as follows:

- Students: 61,411 (random sample)
- Parents/Guardians: 25,337
- High School Counselors: 2,771
- College and University Representatives: 134
 - Two-Year College Representative: 72
 - Four-Year College/University Representative: 62
 - TACRAO members: Unknown (used anonymous link through group listserve)

Respondents (usable surveys; includes partially completed submissions)

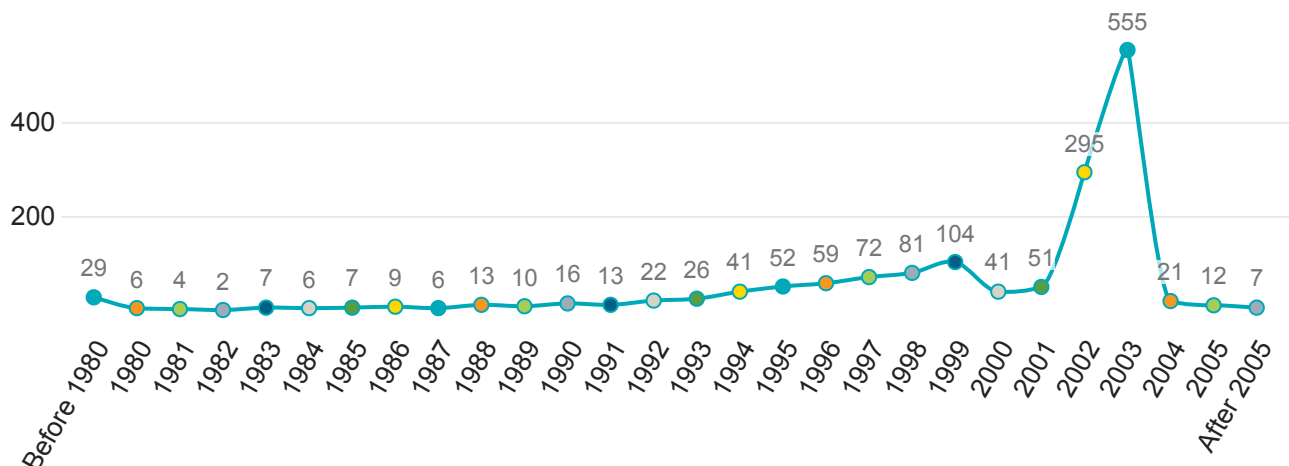


The student survey response rate of 3.4% **is statistically significant** at a 99% confidence level.

Students (Parents/Guardians)

Approximately 60% (1263) of student respondents applied to one institution. (Among parents/guardians, 39% (270) represent students who applied to one institution.) Student demographics are presented below:

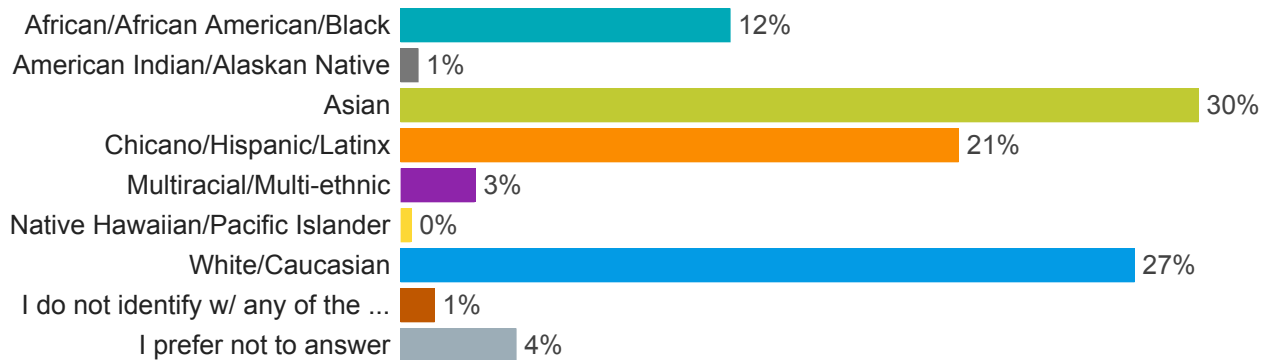
Count of Student Respondents by Birth Year



Gender

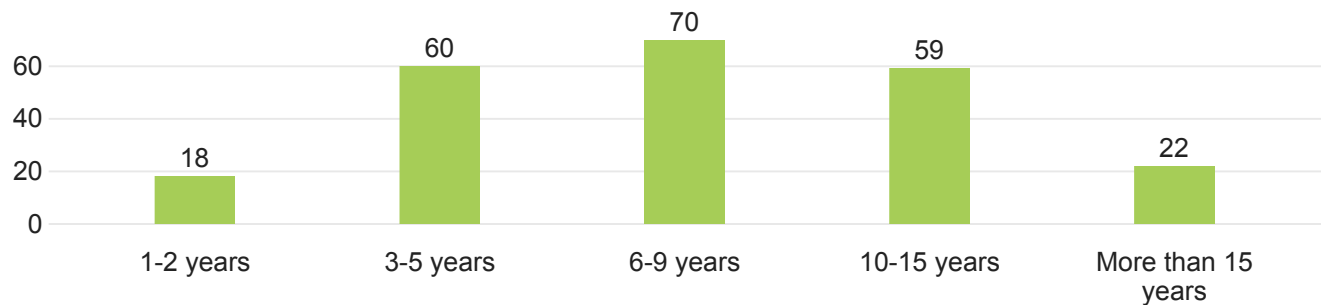
| Field | Choice Count | |
|--------------------------------------|--------------|------|
| Female | 55% | 995 |
| Male | 42% | 750 |
| Non-binary or non-gender conforming | 1% | 26 |
| I would rather not discuss my gender | 2% | 35 |
| Total | | 1806 |

Racial or ethnic identity (reported as percentage of choices)



High School Counselors

Count of Counselors with "x" Years of Experience using ApplyTexas



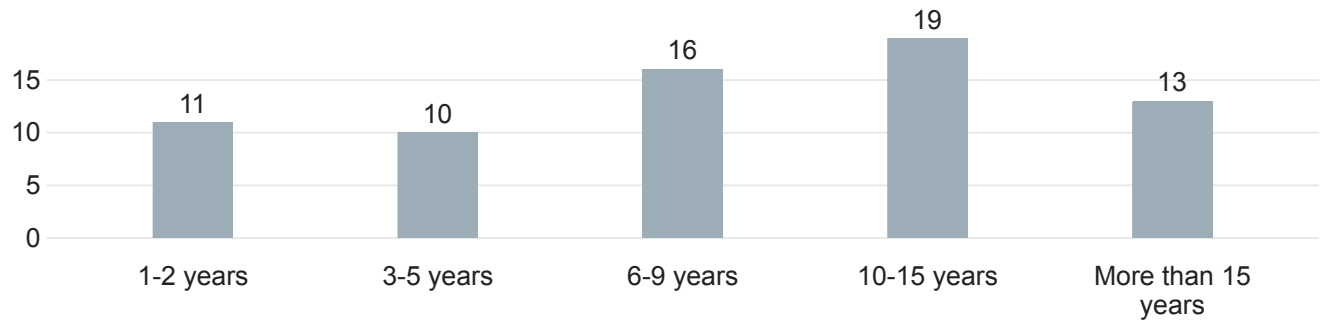
College and University Representatives

Of the 76 respondents who self-identified as a college or university representative,

- approximately 28% (21) are from the Two-Year College representative invite list
- approximately 30% (23) are from the Four-Year College/University representative invite list
- approximately 21% (16) are from the student invite list
-

- approximately 21% (16) are unidentified (accessed through anonymous survey link)

Count of College/Univ. Representatives with "x" Years Experience Using ApplyTexas



Data Analysis

The following survey data reflect the respondents' impressions and feedback regarding the usability, structure, content, time/method of completion, and advancements related to the ApplyTexas application. Data analysis includes all respondents or respondent subgroups, as specified. As students are the primary users and audience of ApplyTexas, the emphasis is placed on their responses, along with their parents/guardians, given they may have direct knowledge regarding their students' experiences.

Q3 - How easy/difficult is it to complete the ApplyTexas application?

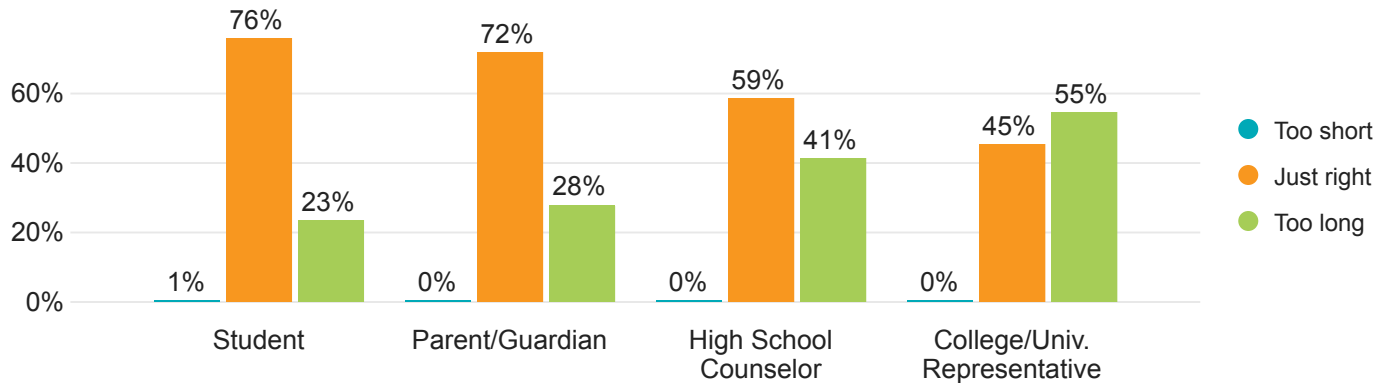
| Rating | Student | | Parent/Guardian | | HS Counselor | | College/Univ. Rep. | |
|----------------------------|---------|------|-----------------|-----|--------------|-----|--------------------|----|
| Extremely easy | 10% | 219 | 13% | 89 | 5% | 11 | 7% | 5 |
| Moderately easy | 30% | 628 | 32% | 219 | 28% | 68 | 24% | 18 |
| Slightly easy | 15% | 317 | 13% | 88 | 15% | 37 | 12% | 9 |
| Neither easy nor difficult | 20% | 423 | 19% | 127 | 15% | 37 | 13% | 10 |
| Slightly difficult | 16% | 338 | 15% | 100 | 23% | 55 | 24% | 18 |
| Moderately difficult | 6% | 130 | 6% | 44 | 12% | 30 | 16% | 12 |
| Extremely difficult | 2% | 41 | 3% | 18 | 2% | 4 | 4% | 3 |
| Total | | 2096 | | 685 | | 242 | | 75 |

Key takeaway: Generally speaking, the vast majority of students (75%) and parents/guardians (77%) believed the application was easy to complete or were neutral regarding the overall difficulty level.

Approximately 55% of student and 58% of parent/guardian respondents reported the ApplyTexas application was "easy" compared to 24% of students and 24% of parents who found the application "difficult."

Among school administrators, 48% of high school counselors and 43% of college/university representatives reported the application was "easy" and compared to "difficult" ratings of 37% and 44%.

Q4 - In your estimation, the time it takes to complete the ApplyTexas application (start to finish) is:



Key takeaway: The vast majority of students and parents/guardians (upwards of 3/4 of respondents) rated the time to completion as favorable or "just right."

Among students and parents/guardians, approximately 1/4 of respondents reported the time to complete the application was "too long," and fewer than 1% reported it as "too short."

School administrators were more divided with a moderate-to-slim majority (59%) of high school counselors reporting the time to complete was "just right," and 55% of college/university representatives reporting it was "too long." No school administrators reported the time to complete as "too short."

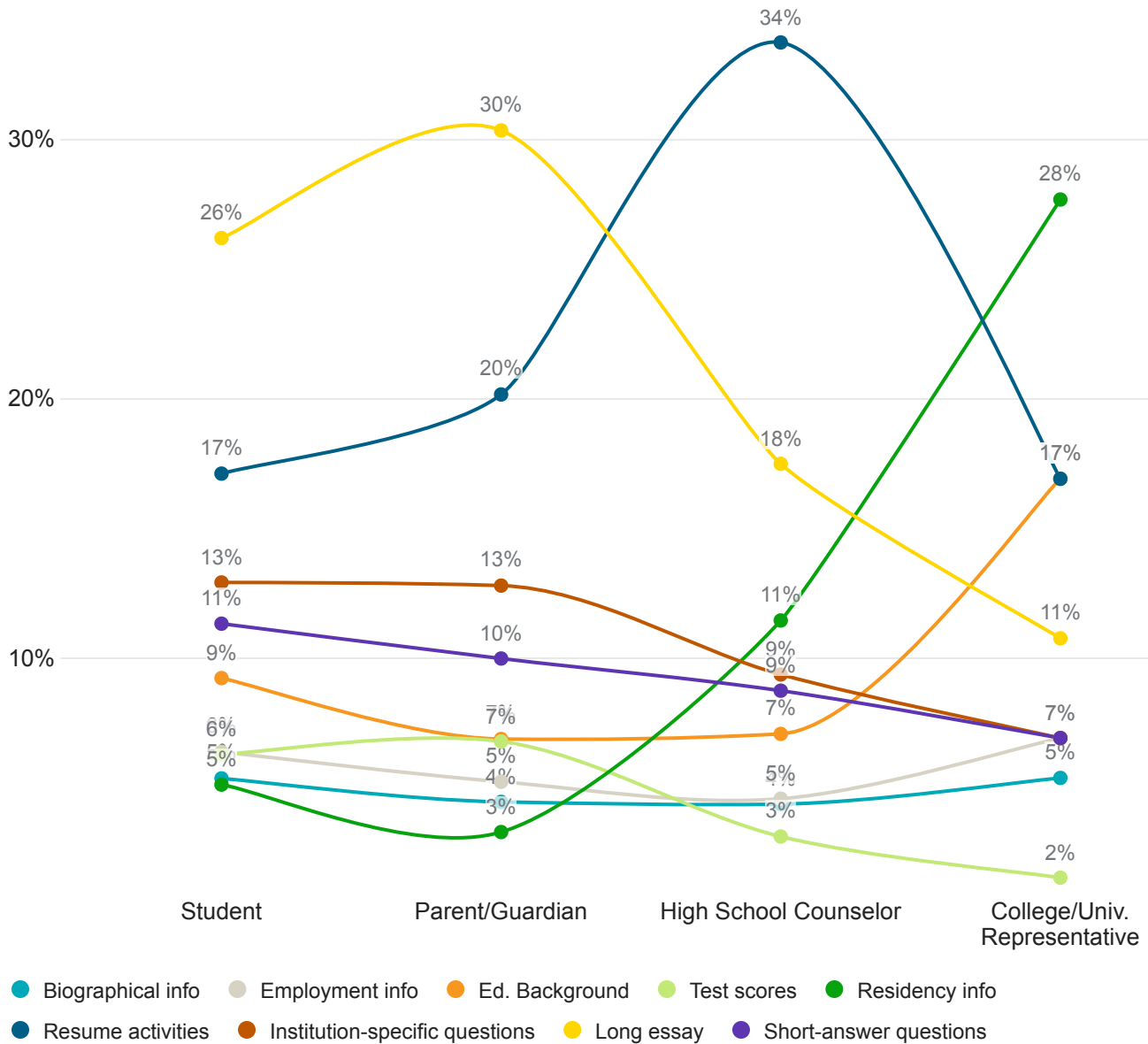
Q5 - How long do you think it should take the average student to complete the ApplyTexas application?

| Field | Student | | Parent/Guardian | | High School Counselor | | College/Univ. Rep. | |
|---------------------------|---------|------|-----------------|-----|-----------------------|-----|--------------------|----|
| Less than 1 hour | 25% | 525 | 30% | 203 | 40% | 97 | 72% | 53 |
| 1 to 3 hours | 41% | 868 | 42% | 291 | 44% | 107 | 26% | 19 |
| 4 to 6 hours (Half a day) | 14% | 300 | 14% | 94 | 8% | 19 | 0% | 0 |
| 8 to 12 hours (1 day) | 7% | 150 | 5% | 35 | 5% | 11 | 1% | 1 |
| 1.5 to 2 days | 5% | 100 | 5% | 32 | 0% | 1 | 0% | 0 |
| 2.5 to 3 days | 5% | 105 | 3% | 18 | 2% | 4 | 0% | 0 |
| More than 3 days | 2% | 44 | 2% | 12 | 1% | 3 | 1% | 1 |
| Total | | 2092 | | 685 | | 242 | | 74 |

Key takeaway: The majority of students (41%), parents/guardians (42%), and high school counselors (44%) reported 1-3 hours as the completion time for the average student.

Among college/university respondents, the majority (72%) reported less than 1 hour for the average student.

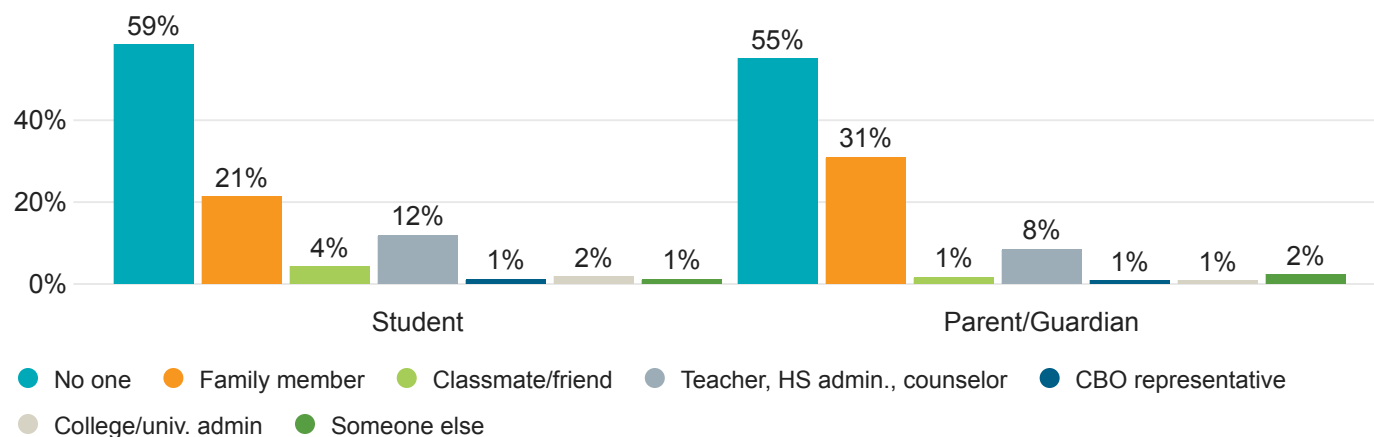
Q6 - What is the most challenging section to complete on the ApplyTexas application? (select all that apply)



Key takeaway: Students' and parents'/guardians' ratings of the most challenging ApplyTexas sections closely mirrored one another across all answer choices. The subgroups' top three include the long essay (26%, 30%), resume activities (17%, 20%), and institution-specific questions (13%).

Within the high school counselor subgroup, the top three most challenging sections were rated as resume activities (34%), the long essay (18%), and residency information (11%). Conversely, college/university representatives reported the top three as residency information (28%), resume activities (17%), and educational background (17%).

Q7 - Who assisted you (or your student) in completing the ApplyTexas application? (check all that apply):



Key takeaway: More than half of students (59%) and parents/guardians (55%) reported the student received no assistance in completing the ApplyTexas application.

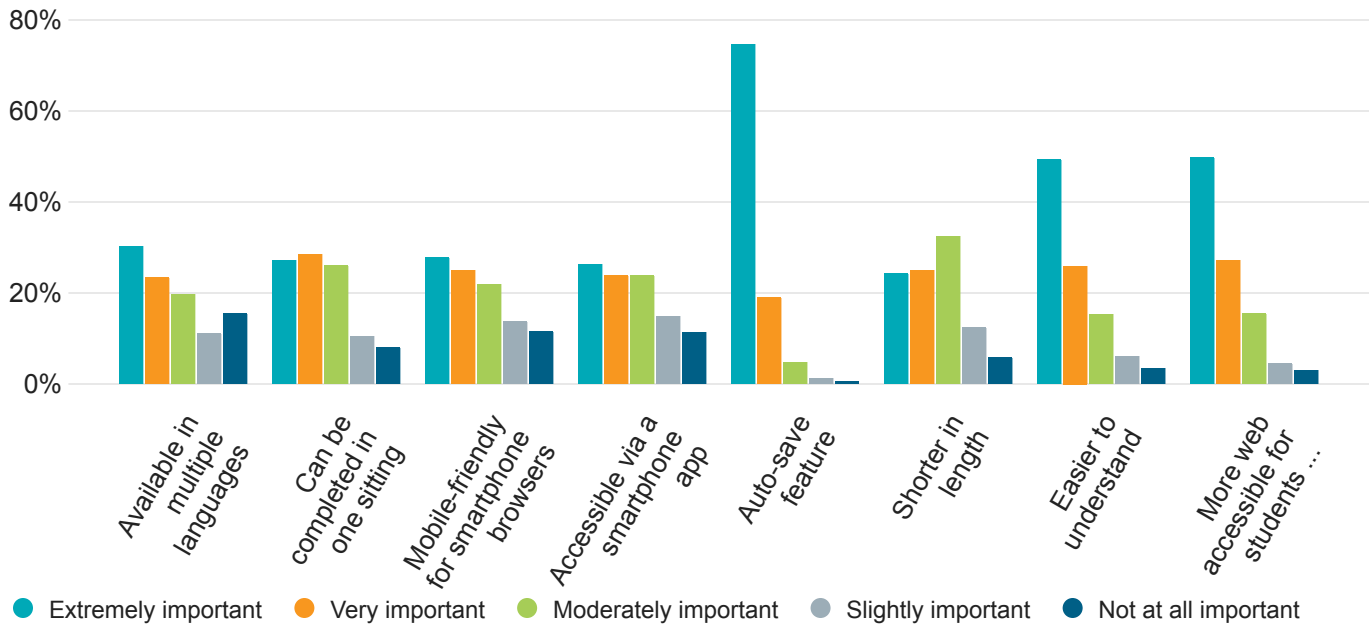
Approximately 21% of students and 31% of parents/guardians reported receiving assistance from a family member; 12% of students and 8% of parents/guardians reported they (or their student) received assistance from a teacher, high school administrator, or counselor.

Q8 - In your estimation, approximately what percentage (1-100) of students complete the ApplyTexas application with one of the following individuals (if you are unsure or don't know, enter "0"): (high school counselors and college representatives only)

| Field | Min | Max | Mean | Median | Standard Deviation | Responses |
|---|------|--------|-------|--------|--------------------|-----------|
| - No one (they complete it alone) | 0.00 | 100.00 | 24.38 | 15.00 | 26.94 | 302 |
| - A family member | 0.00 | 90.00 | 15.70 | 10.00 | 19.44 | 302 |
| - A classmate/friend | 0.00 | 100.00 | 6.27 | 0.00 | 11.88 | 302 |
| - A teacher, high school administrator or counselor | 0.00 | 100.00 | 30.01 | 20.00 | 30.11 | 302 |
| - A community-based organization representative | 0.00 | 100.00 | 3.46 | 0.00 | 9.31 | 301 |
| - A college or university administrator | 0.00 | 100.00 | 4.08 | 0.00 | 12.52 | 302 |
| - Someone else (please specify in the text box): | 0.00 | 100.00 | 2.33 | 0.00 | 10.53 | 300 |

Key takeaway: High school counselors and college/university representatives reported, on average, 30% of students sought assistance from a teacher, high school administrator, or counselor; 24% completed it alone; 15% were assisted by a family member.

Q10 - How important are the following to the ApplyTexas application: *(displaying students and parents/guardians respondents only)*



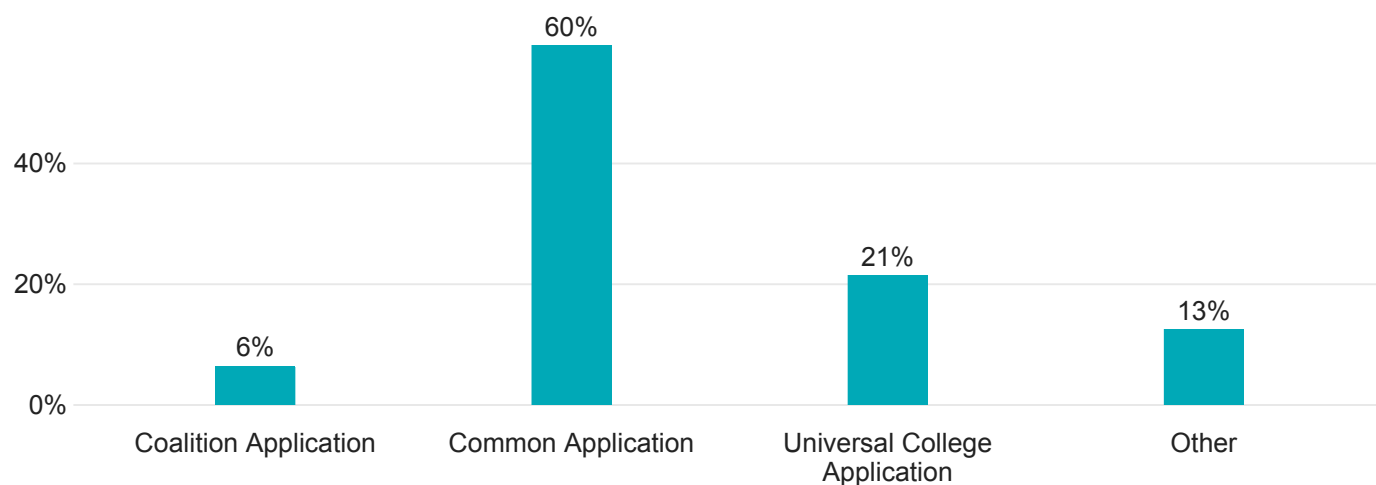
Key takeaway: Nearly 94% of students and parents/guardians, 99.6% of high school counselors, and 97% of college/university representatives rated an auto-save feature as "extremely/very important."

Among students and parents/guardians, making the application easier to understand and more web accessible for students with disabilities was rated "extremely" or "very important" by 75% and 77%, respectively. Those most rated as "not at all important" include available in multiple languages (15.5%), mobile-friendly for smartphone browsers (11.5%), and accessible via a smartphone app (11%).

Additional "extremely/very important" ratings within the high school counselor subgroup include making the application easier to understand (78%), more web accessible for students with disabilities (76.5%), and mobile-friendly for smartphone browsers (74%). In contrast, available in multiple languages, shorter in length, and can be completed in one sitting had the most "not important at all" ratings at 6.3%, 6%, and 4%.

Finally, the vast majority of college and university representatives rated making the application easier to understand (89%), can be completed in one sitting (86%), and more web accessible for students with disabilities (83%) as "extremely/very important." Conversely, those most rated as "not at all important" include available in multiple languages (10%), accessible via a smartphone app (7%), and mobile-friendly for smartphone browsers (4.3%).

Q12 - What other applications have you completed? (check all that apply): *(students only)*



Key takeaway: Student respondents most frequently had current or prior experience with the Common Application.

Additionally, the majority of applications listed under "other" included institution-specific applications for graduate or professional programs.

ApplyTexas and Comparative Application Feedback

The following analysis summarizes respondents' impressions and feedback regarding comparative application systems and qualitative feedback regarding ApplyTexas.

Q13-15 - What feedback can you provide regarding your experience using:

The Coalition Application

Students who offered positive feedback most commonly referenced ease of use, navigation, visualization, organization, and transferability to other applications. Those who said the application was "OK" stated it was somewhat confusing, but it did not detract from the overall experience. Students who offered negative feedback often said the application was tedious and time-consuming, particularly the requirement to enter all course information and the inability to navigate to other sections before the current section is complete.

The Common Application

Positive feedback for the Common Application included a modern look and feel, ease of use, transferability of information to other institutions, auto-saving, integration with other systems (e.g., Naviance), and special features like confetti upon completion. They also discussed the organization of the application itself and the ability to freely navigate through the application as needed. Those who said the application was "OK" shared that it was relatively easy but time-consuming. Some were also less impressed with the aesthetics. Finally, negative feedback included longer than expected completion time, entering all course information, and not necessarily intuitive. While most students concentrated their frustrations on the length, several stated it was tolerable given most of the information was transferable to other institutions and only needed to be entered once.

The University College Application

Lastly, students who offered positive feedback for the Universal College Application said it was clear, easy to use and understand, and took little time to complete. Those who had a negative or challenging experience generally said it was confusing or discussed difficulty with attachments. Specifically, some had problems uploading or updating previously uploaded documents.

Q17 - What are the positive aspects of the ApplyTexas application (please be specific):

Students who identified positive aspects referenced the simplicity of the platform (e.g., to the point and easy to understand), checking for completion errors before submission, ease in changing previously entered information, and adequate IT support. One respondent specifically mentioned that ApplyTexas "doesn't involve politics." They lamented communication from the Common Application that referenced the events at the U.S. Capitol on January 6 and felt strongly that "Educational organizations and schools should provide a

fair platform for people to think and talk freely, not inject their own political ideology."

Q18 - What are the areas for improvement on the ApplyTexas application (please be specific):

Areas for improvement, as noted by respondents, include the user-interface (more aesthetically pleasing, better site organization/navigation, readability/larger font size, and save features), the desire for more detailed guidance (e.g., chatbox, tips/hints pop-ups, and more detailed but easy to understand directions for complicated sections), and shorter in length.

Additionally, some students expressly mentioned limitations with respect to the name, scholarship, awards, resume, essays, test scores (including international scores), and letters of recommendation sections. While most were not detailed in how they would like these areas improved, a few suggested removing character limits (name), adding an "other" category with write-in options (resume: level of activities), the ability to directly upload files in lieu of a text box (essays, LORs), and the ability to upload attachments more quickly and change or update them as needed. A few students also mentioned the application itself is slow, not accessible for students with disabilities, takes too long to receive confirmation from institutions of receipt, asks for too much parental information (which can be difficult to compile), and lacks an efficient auto-save feature. Also, a few students mentioned the initial institution search in the college selection drop-down menu is too long and confusing.

Q19 - How does the ApplyTexas application compare to other application systems you have experienced:

Many respondents said ApplyTexas was the only application they used and therefore could not offer a comparison. Respondents who did have experience with other applications offered a full-range of opinions. Those who preferred ApplyTexas reiterated that it was simple, relatively user-friendly, and easy to understand. Many said it balanced out or was similar to other applications with respect to difficulty and time to complete. Respondents who expressed ApplyTexas was the lesser application often said it was outdated, unattractive, uninviting, clunky, and at times, confusing.

End.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Report on activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

RECOMMENDATION: No action required

Background Information:

Texas Education Code, Section 61.06641 requires that the Texas Higher Education Coordinating Board (THECB) establish an advisory council on postsecondary education for persons with intellectual and developmental disabilities (IDD). It further requires THECB to periodically review the policies and practices that increase access to higher education opportunities and distribute educational outreach materials developed by the advisory council.

The purpose of the advisory council is to study the accessibility of higher education for persons with intellectual and developmental disabilities. It should also provide advice regarding resolving barriers to accessing higher education and developing recommendations to address barriers for persons with IDD who are or have been in the foster care system.

The report on the activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities is based on the advisory council's exploration and findings from examining the field. It includes the advisory council's activities, relevant rule changes to decrease barriers accessing higher education, and recommendations for potential outreach and distribution materials to increase public awareness.

The report is provided under separate cover and should be submitted to the governor and members of the Legislature by December 1 of each year.

Christine Price, Coordinator, Skills, Training and Education for Personal Success (STEPS), Austin Community College, will provide a brief summary of council activities and be available to answer questions.

**ADVISORY COUNCIL ON POSTSECONDARY EDUCATION
FOR PERSONS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
ANNUAL REPORT**

Council Purpose: According to the Texas Education Code (TEC), Section 61.06641(b), the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities (IDDAC) is to advise the Board on policies and practices to improve postsecondary education opportunities for persons with intellectual and developmental disabilities (IDD).

Report Period:

September 2020 – August 2021

Chair:

Christine Price
Skills, Training and Education for Personal Success (STEPS) Coordinator
Austin Community College

Council Members:

A list of the 2020-2021 council members is attached.

Council Meeting Dates:

October 2, 2020
January 29, 2021
April 30, 2021
July 30, 2021

Annual Costs Expended

Travel and lodging: \$0
THECB Staff Time (4): \$6,800

Time Commitments: Council members spent approximately 6-8 days on committee work for the four meetings. THECB staff members averaged approximately 14-16 days to prepare, attend, and develop minutes for each of the meetings.

Current Recommendations to the Board:

The advisory council has suggested the following recommendations:

- Include postsecondary outcomes for Texans with IDD in tools and resources such as the Texas Public Higher Education Almanac, the Tracking K12 Outcomes dashboard, the Generation TX movement, the College for All Texans portal, and the Texas Reality Check calculator.
- Include in the College for All Texans portal information about applying for vocational rehabilitation assistance through TWC or about federal student aid available for students with intellectual disabilities through a comprehensive transition and postsecondary (CTP) program.
- Provide time for the Advisory Council and the THECB to research how students with neurodevelopmental disorders and their families can learn about and be encouraged and/or supported in enrolling for credit-earning courses not specifically designed for students with neurodevelopmental disorders so students can earn a certificate or degree.
- Require postsecondary education programs to maintain accessible information that is highlighted for individuals with neurodevelopmental disorders and their families to locate programs that support them to attend college.
- Identify and replicate best practices on how the state can help ensure that students who complete postsecondary programs for people with neurodevelopmental disorders earn meaningful credentials that support their individual goals, needs, and preferences.
- Identify school districts that offer dual-credit/concurrent enrollment opportunities for students and/or offer science, technology, engineering, and mathematics classes/programs to students receiving special education services.
- Recommend that each student receives additional training from postsecondary institutions in other areas to help ensure successful employment, such as social and advocacy skills, transportation training, and information regarding how employment income can affect Social Security and medical benefits. This training can come from the postsecondary institution or from other agency/ community partners.

- Prioritize efforts to increase referrals for children with neurodevelopmental disorders to waiver programs earlier in life because these programs include services that provide employment supports after the individual starts employment.

Summary of Tasks Completed:

The advisory council has performed the following activities:

- Replaced two members and re-elected a presiding officer from membership (TEC, Sec. 61.06641 (c-4, f))
- Maintained quarterly meetings at the call of the presiding officer (TEC, Sec. 61.06641 (h))
- Continued the work to review and research accessibility, policies, and marketing outreach material (TEC, Sec. 61.06641 (a))
- Participated in the 60x30TX Refresh virtual listening sessions. (TEC, Sec. 61.06641 (k-2A))
- Created letters to the Coordinating Board and to students and parents regarding the Council's interest in inclusion and equity for the IDD population. (TEC, Sec. 61.06641 (k-2A))
- Participated in a presentation from ADVi by Erin Willig, Tracy Heim, Stacie Brodie for consideration of chatbot to respond to questions for students with IDD. (TEC, Sec. 61.06641 (j-3))
- Created a database for IDD programs at IHEs with recommendation of database or interactive list to be added to the advisory council's page on the THECB website. (TEC, Sec. 61.06641 (j-3))
- Created IDD resource list to be shared for parents, programs, and students. (TEC, Sec. 61.06641 (j-3))
- Planning and collaboration has started for the implementation of the council's recommendations for TEA, TWC, and THECB. (TEC, Sec. 61.06641 (g-2))
- Began researching to what extent occupational skills training programs are accessible and available to students with neurodevelopmental disorders and how students can access these services and potential programs of study. (TEC, Sec. 61.06641 (g))

Minutes for the 2020-2021 academic year are attached.

Attachments:

Attachment A: 2020-2021 IDDAC Member List
 Attachment B: October 2, 2020 Meeting Notes
 Attachment C: January 9, 2021 Meeting Notes
 Attachment D: April 30, 2021 Meeting Notes
 Attachment E: July 30, 2021 Meeting Notes

**Advisory Council on Postsecondary Education
for Persons with Intellectual and Developmental Disabilities (IDDAC)
Member List
September 2020-August 2021**

Presiding Officer

Christine Price
STEPS Coordinator
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Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental
Disabilities
Meeting Notes
October 2, 2020

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:32 a.m. on October 2, 2020, with the following committee members present, Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Jana McLain, Susan Moraska, Christine Price, DJ Puente, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders, Jennifer Alexander, Dalun Zhang, Deann Lechtenberger.

Members Absent: Robert "Drew" Bezucha, Rhett Calvert, Ashley Ford, Amy Sharp

Guest(s)/Community Stakeholder(s): Tracy Glass, Director of the Postsecondary Access and Training in Human Services (PATHS) program at TAMU (Sub. for Dalun Zhang)
Nina Zuna, Associate Director of Texas Center for Disability Studies (Sub. for Amy Sharp)

THECB Staff: Waylon Metoyer, Dakota Doman, Kendra Horn, Diana Foose, and Lisa Paiz

Location: Virtual Meeting Online via Zoom

The meeting was broadcasted live and recorded for our records at the following link:

<https://youtu.be/ehfef9zAgJc>.

| | |
|--|---|
| Agenda Item 1. Call to Order | DeAnn Lechtenberger, Chair |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| DeAnn Lechtenberger called meeting to order and welcomed council members and guests. | |

| | |
|---|---|
| Agenda Item 2. Advisory Council Member Roll Call | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer conducted roll call requesting each council member to voice their presence after calling their name. | |

| | |
|---|---|
| Agenda Item 3. Approval of Minutes | DeAnn Lechtenberger, Chair |
| Handout Provided: Yes | Formal Decision/Action Required: Yes |

Critical Discussion Points:

- Approval of minutes from January 31, 2020, July 21, 2020, August 11, 2020 meetings
- Motioned by Jennifer Hines, Seconded by Linda Litzinger

| | |
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| Agenda Item 4. Advisory Council Report to the Board | DeAnn Lechtenberger, Chair |
| Handout Provided: NO | Formal Decision/Action Required: N/A |
| Critical Discussion Points: Workgroups provided a brief review and highlights of their findings and recommendations for the IDD Accessibility report: <ul style="list-style-type: none">• Agatha Thibodeaux gave an update on the findings from the IDD Programs workgroup. Topics included current post-secondary programs for students with IDD, recruitment strategies, best supports for students with IDD, and common barriers.• The data and workforce group gave an update on their findings by Jennifer Hines. Topics included data collected should be focused on the four main neurodevelopmental disorders, require every public IHE to add ASD, AD/HD, IDD, and SLD to their CBM report, and require a designated a point of contact at every public IHE to collect and report data from all departments and programs.• Linda Litzinger provided an update on behalf of the policy group. Topics included ADA definition updates, specific barriers around readiness, admission, retention and matriculation, and other policy considerations. | |

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| Agenda Item 5. Discussion of Potential Agenda Items and Next Meeting | DeAnn Lechtenberger, Chair |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none">• November 13th next Advisory Council meeting• Relationship between the IDD Report and 60x30TX Strategic Plan• Present report findings from advisory council at upcoming conferences (Virtual) | |

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|-----------------------------------|---|
| Agenda Item 6. Adjournment | DeAnn Lechtenberger, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Meeting adjourned at 11:47 a.m. | |

Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
Meeting Notes
January 29, 2021

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:35 a.m. on January 29, 2021, with the following committee members present,

Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Susan Moraska, Christine Price, DJ Puente, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders, Jennifer Alexander, Deann Lechtenberger, Ashley Ford.

Members Absent: Robert "Drew" Bezucha, Rhett Calvert, Amy Sharp, Dalun Zhang, Jana McLain

Guest(s)/Community Stakeholder(s): Tracy Glass, Director of the Postsecondary Access and Training in Human Services (PATHS) program at TAMU (Sub. for Dalun Zhang)
Nina Zuna, Associate Director of Texas Center for Disability Studies (Sub. for Amy Sharp)
Anne Ginnett, Lone Star College lifePATH Program Presenter

THECB Staff: Waylon Metoyer, Kendra Horn, Diana Foose, and Lisa Paiz

Location: Virtual Meeting Online via Zoom

The meeting was broadcasted live and recorded for our records at the following link:

<https://youtu.be/bax4e0yRRoo>.

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| Agenda Item 1. Call to Order | DeAnn Lechtenberger, Chair |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| DeAnn Lechtenberger called meeting to order at 10:35 a.m. and welcomed council members and guests. | |

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| Agenda Item 2. Advisory Council Member Roll Call | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer conducted roll call requesting each council member to voice their presence after calling their name. | |

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| Agenda Item 3. Approval of Minutes | DeAnn Lechtenberger, Chair |
| Handout Provided: Yes | Formal Decision/Action Required: Yes |

Critical Discussion Points:

- Approval of minutes from October 2, 2020 meetings
- Motioned by Jennifer Hines, Seconded by Linda Litzinger

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| Agenda Item 4. Lone Star College lifePATH Program Presentation | Dr. Anne Gissett, Presenter |
| Handout Provided: NO | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none">• First 2 years are experiential and immersive time to recognize needs and how to navigate processes and the college environment. (developing and enhancing soft and hard skills)• 4-year program, at 2 yrs a decision is made to determine if an alternative degree is a better option (25% does this vs the other who finishes the lifePATH program)• The OLSA (Occupational and Life Skills Associate) Degree is the legislative degree as of Fall 2020, had to seek and receive accreditation for program• There around 80-90 students in program at a given time (Freshman – Seniors)• LoneStar only college currently able to offer degree, able to create their own core curriculum and specialization area such as the Business Operations Certificate.• Baseline IQ is 70 or above; however, an holistic evaluation is done for acceptance criteria to properly support the students in the program.• Future legislative may provide opportunities for additional colleges to provide degree and use lifePATH's Program as a model across the state.• Inquiries and more information can be found at https://www.lonestar.edu/lifepath | |

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| Agenda Item 5. Potential Agenda Items and 2021 Plans | DeAnn Lechtenberger, Chair |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none">• Continuing the work to review and research accessibility, policies, and marketing outreach material• Participating in the 60x30TX Refresh virtual listening sessions and submitting a letter to the Board regarding the Council's interest for inclusion and equity for the IDD population. | |

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| Agenda Item 6. Announcements | DeAnn Lechtenberger, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none">• Legislative Updates: HB 855 & SB 54• Tentative Next Meetings: April 30, July 30, October 29 | |

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|-----------------------------------|---|
| Agenda Item 6. Adjournment | DeAnn Lechtenberger, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Meeting adjourned at 12:09 p.m. | |

Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
Meeting Notes
April 30, 2021

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:35 a.m. on January 29, 2021, with the following committee members present,

Leigh Ann Godinez, Linda Litzinger, Susan Moraska, Christine Price, DJ Puente, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders, Jennifer Alexander, Nina Zuna, Taylor Fidler

Members Absent: Robert "Drew" Bezucha, Rhett Calvert, Dalun Zhang, Jana McLain, Jennifer Hines

Guest(s)/Community Stakeholder(s): Tracy Glass, Director of the Postsecondary Access and Training in Human Services (PATHS) program at TAMU (Sub. for Dalun Zhang)
Jennifer Martinez, Chief Executive Director, The Arc of Texas (Sub. for Ashley Ford)
Sabrina Gonzales, Education Specialist, TWC

THECB Staff: Waylon Metoyer, Kendra Horn, Diana Foose, and Lisa Paiz

Location: Virtual Meeting Online via Zoom

The meeting was broadcasted live and recorded for our records at the following link:
<https://youtu.be/aahbvYDtQr8>.

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|---|---|
| Agenda Item 1. Call to Order | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer called meeting to order at 10:35 a.m. and welcomed council members and guests. | |

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| Agenda Item 2. Advisory Council Member Roll Call | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer conducted roll call requesting each council member to voice their presence after calling their name. | |

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| Agenda Item 3. Approval of Minutes | Waylon Metoyer, THECB Staff |
| Handout Provided: Yes | Formal Decision/Action Required: Yes |

Critical Discussion Points:

- Motion by Beth Stalvey, Second by Susan Moraska, Minutes accepted

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| Agenda Item 4. New Member Introductions | Waylon Metoyer, THECB Staff |
| Handout Provided: NO | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none">• Taylor Fidler, Director, Connections for Academic Success and Employment (CASE), Texas Tech University• Nina Zuna, Associate Director Texas Center for Disability Studies, UT Austin | |

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| Agenda Item 5. Election of Chairperson | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none">• Agatha Thibodeaux nominated Linda Litzinger, accepted• Linda Litzinger nominated Agatha Thibodeaux, declined• Linda Litzinger nominated Jolene Sanders, declined• Jolene Sanders 2nd nomination for Linda Litzinger• Beth Stalvey nominated Christine Price, accepted• Susan Moraska 2nd nomination for Christine Price• Linda Litzinger withdrew nomination• Christine Price accepted position by unanimous decision | |

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| Agenda Item 6. 60x30TX Refinement Plan | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none">• Christine Price and Nina Zuna attended 60x30TX refinement sessions. Sessions were broad but seem more career focused with discussions around businesses and STEM.• Christine and Nina will be invited for upcoming community sessions.• Council decided to finalize letter to submit to committee and the agency regarding the inclusion of the IDD population. | |

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| Agenda Item 7. Marketing Outreach & Recommendations | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: |

| | |
|---|------------|
| | N/A |
| <ul style="list-style-type: none"> • Presentation from ADVi by Erin Willig, Tracy Heim, Stacie Brodie • Chatbot to respond to questions for students • Database for IDD programs at IHEs • ThinkCollege has list that may be helpful • Education Service Centers a possible outreach opportunity • Test before publicizing ADVi | |

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| Agenda Item 8. Announcements | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none"> • Tentative Next Meetings: July 30, October 29 • New contact list shared to members | |

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| Agenda Item 9. Adjournment | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none"> • Motion by Linda Litzinger • Second by Beth Stalvey • Meeting adjourned by Waylon Metoyer at 11:47 p.m. | |

Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental
Disabilities
Meeting Notes
July 30, 2021

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:35 a.m. on January 29, 2021, with the following committee members present,

Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Susan Moraska, Christine Price, DJ Puente, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders, Jennifer Alexander, Ashley Ford, Nina Zuna, Taylor Fidler

Members Absent: Robert "Drew" Bezucha, Rhett Calvert, Dalun Zhang, Jana McLain

Guest(s)/Community Stakeholder(s): Tracy Glass, Director of the Postsecondary Access and Training in Human Services (PATHS) program at TAMU (Sub. for Dalun Zhang)

THECB Staff: Waylon Metoyer, Kendra Horn, Diana Foose, and Lisa Paiz

Location: Virtual Meeting Online via Zoom

The meeting was broadcasted live and recorded for our records at the following link:

<https://www.youtube.com/watch?v=lke7GRqt49Y>.

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| Agenda Item 1. Call to Order | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer called meeting to order at 1:06 p.m. and welcomed council members and guests. | |
| Agenda Item 2. Advisory Council Member Roll Call | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Waylon Metoyer conducted roll call requesting each council member to voice their presence after calling their name. | |
| Agenda Item 3. Approval of Minutes | Waylon Metoyer, THECB Staff |
| Handout Provided: Yes | Formal Decision/Action Required: Yes |

Critical Discussion Points:

- Motion by Beth Stalvey,
- Second by Sue Moraska,
- Minutes accepted with the following changes:
 - Jennifer Hines, absent
 - Sabrina Gonzales, Education Specialist, TWC
 - Jennifer Martinez, Chief Executive Director, The Arc of Texas, sub for Ashley Ford

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| Agenda Item 4. 60X30TX Refresh Inclusion Letter | Christine Price, THECB Staff |
| Handout Provided: NO | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <ul style="list-style-type: none"> • Change heading for letter to new presiding officer • Taylor Fidler and Ashley Ford will volunteer to review before submitting. • Need contact information to address letter to Commissioner Keller. | |

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| Agenda Item 5. Marketing & Outreach | Christine Price, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| Critical Discussion Points: <p>PEAT (Postsecondary Educational Alliance of Texas) Meeting</p> <ul style="list-style-type: none"> • Nina introduced PEAT that they may be an organization to work closely with. • IDDAC shared information and report • Taylor and Sue introduced our council to start collaborating and seeing how we can work together by providing services, navigating resources, and making it all user friendly. Also, by sharing best practices is a main priority with PEAT. • PEAT August 4, 2021 has an open house. • Cheryl is helping to lead the initiative, but still working on goals. <p>Comprehensive College List</p> <ul style="list-style-type: none"> • ThinkCollege is now showing 15 programs which has added 4 since our initial list. • Needs updating and add new programs. • Jennifer, is there a mandate for IHEs to report programs? • Ashley Ford not sustainable and need CB support. • Are we including Private IHEs beyond Public IHEs? • AC, Who are the reporting individuals to respond to IDD survey and inventory? • Families are really needing this list by Linda Litzininger. • Needs to get in the hands of transition specialist – Taylor • College for All Texans by inclusive – Ashley Ford • SMS Texting, knowledgebase can link to College For All Texans and our site • AC, Who's the designated contact person to report campus data for serving students with disabilities? • Alignment with campus reporting individuals and survey contacts. • CB Working with TWC to identify programs they can support. • Include private institution programs. | |

Resources and Agency List

- May not be able to use google drive but we will identify a single person to use
- Sue Moraska can send all information
- Agatha doesn't mind compiling the information and format the data.
- AC, Any parameters around highlighting organizations, private entities, community groups regarding resources and services to place on CB's site?

Implementation recommendations

- Any recommendations that we have not spoken about that needs to be added let's discuss and email Christine.
- Parents are asking for various communication methods to discuss
- Social Media private parent's page, or method to ask questions, and
- Consider Spanish speaking population, access to other diverse groups
- Nina asked about prioritization and implementation plan of recommendations from Council's report
- Beth – important to still highlight our progress in our Report

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| Agenda Item 6. Announcements | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none">• Tentative Next Meetings: October 29• New contact list shared to members | |

| | |
|--|---|
| Agenda Item 7. Adjournment | Waylon Metoyer, THECB Staff |
| Handout Provided: No | Formal Decision/Action Required: N/A |
| <ul style="list-style-type: none">• Motion by Sue Moraska• Second by Linda Litzinger• Meeting adjourned by Waylon Metoyer at 2:46 p.m. | |

Committee on Academic and Workforce Success

AGENDA ITEM V-F

Consideration of adopting the "Report on The Effectiveness of the Advise TX Program" (General Appropriations Act, House Bill 1, Article III, Section 51, 86th Texas Legislature)

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (THECB) staff request approval of the report to the governor and Legislative Budget Board in response to Rider 51, 86th Texas Legislature, Regular Session, which requires the THECB to evaluate the effectiveness of the Advise TX program.

Advise TX is a partner program of the national College Advising Corps (CAC) and a priority program of the current Texas higher education plan, *60x30TX*. Advise TX places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education. Currently, the THECB contracts with Texas A&M University, Texas Christian University, The University of Texas at Austin, and Trinity University to hire 111 near-peer college advisers to serve 108 high schools. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX advisers receive intensive training that focuses on college access, financial aid, and other student services. Advisers provide admissions and financial aid advising to students and their families and help identify the college that best fits their career aspirations and academic preparation.

In response to Rider 51, the THECB, in coordination with CAC, worked with Dr. Eric Bettinger, Professor of Education at Stanford University and Evaluation and Assessment Solutions for Education (EASE), to prepare a report on the impact of the Advise TX program on college-going rates. The report provides the program's impact on college enrollment and persistence.

During the 2020-2021 school year, Advise TX advisers met with over 50,000 Texas high school seniors and held more than 84,000 one-on-one advising sessions. Advisers assisted 31,000 students complete at least one college application, nearly 25,000 FAFSA submissions, and over 5,000 individual scholarship applications.

Annual reports on college enrollment outcomes for the graduating classes of 2017 and 2018 found impacts on low-income students of 1.2 and 0.6 percentage points, respectively. For this report, the focus was on the 2019 graduating class, the most recent graduating class for

which complete data is available, and the measured impacts on low-income students are similar. Low-income students were 1.1 percentage points more likely to attend college when served by Advise TX. Additionally, African American students saw a 1.3 percentage point increase in four-year college attendance when served by Advise TX, and Hispanic students saw a 2.2 percentage point decline in four-year college attendance but a 1.3 percentage point increase in two-year college attendance.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G (1)

Consideration of approving the request from Texas A&M University for a Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

Texas A&M University (TAMU) is seeking approval to offer a Doctor of Nursing Practice (DNP) degree program. The online post-master's program would require 38 semester credit hours (SCHs) beginning fall 2022. The proposed program would prepare advanced practice nurses to become clinical leaders who are skilled in the translation of evidence into clinical practice.

Workforce data suggest that there is a need for nurse practitioners. According to the United States Bureau of Labor Statistics (BLS), the employment rate for nursing practice as a field is expected to grow at a much greater rate (52.4%) than the average for all occupations (3.7%). The Texas Workforce Commission (TWC) recognizes nursing practice as one of the fastest growing careers requiring a graduate degree in Texas and expects the state employment rate for nurse practitioners to grow at a faster rate (31.9%) than the average for all occupations (12.6%). The BLS and TWC anticipate an increased need for nurse practitioners through 2029.

While workforce projections consider a master's degree to be sufficient for nurse practitioners, the American Association of Colleges of Nursing adopted a position statement identifying the Doctor of Nursing Practice as the most appropriate degree for Advanced Practice Registered Nurses (APRNs) to enter practice and endorsed a position that master's programs educating APRNs should transition to the DNP as the entry-level for APRNs. The proposed program would support the national movement toward making the DNP the necessary degree for advanced nursing practice.

The proposed post-master's DNP at TAMU would not produce additional nurse practitioners to enter the workforce. Students would enter the program with a master's degree in nursing.

The institution will seek accreditation for the DNP program from the Commission on Collegiate Nursing Education (CCNE).

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

| Completion Measures | | Institution | State |
|--|--|--------------------|--------------|
| <i>Graduate</i> | Master's 5-Year Graduation Rate | 90.4% | 76.3% |
| | Doctoral 10-Year Graduation Rate | 76.8% | 65.4% |
| <i>Status of Recently Approved Doctoral Programs</i> | The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: | Yes | No N/A |
| | Recently Approved Doctoral Programs: | | |
| | <ul style="list-style-type: none"> • Astronomy (2016) • Marine and Coastal Management and Science (2019) • Pharmaceutical Sciences (2019) • Marine Biology (2020) • PhD Construction Science (2021) | | |
| | 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 online program would require 38 SCHs and would be available beginning in fall 2022. The proposed curriculum would align with the Essentials of Doctoral Education for Advanced Nursing Practice, which is required for CCNE accreditation. The proposed program would prepare advanced practice nurses to become clinical leaders trained to improve patient outcomes and advance safety.

The institution estimates that five-year costs would total \$3,882,743.

Existing Programs:

There are 13 public and 5 independent universities offering the DNP in Nursing Practice in Texas.

Public Universities:

Prairie View A&M University
 Texas A&M University-Corpus Christi
 Texas Woman's University
 The University of Texas at Arlington
 The University of Texas at Austin
 The University of Texas at El Paso
 The University of Texas at Tyler
 The University of Texas Rio Grande Valley
 University of Houston
 Texas Tech University Health Sciences Center
 The University of Texas Health Science Center at Houston
 The University of Texas Health Science Center at San Antonio
 The University of Texas Medical Branch at Galveston

Independent Colleges and Universities:

Abilene Christian University
Baylor University
Texas Christian University
Texas Wesleyan University
University of the Incarnate Word

There is one existing program within a 60-minute drive of proposed program, the Prairie View A&M University program, which is located 49 miles from the proposed program and enrolled its first class in 2013.

In 2020, there were a total of 687 declared majors enrolled 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> | 18 | 40 | 62 | 68 | 68 |
| <i>Graduates</i> | 0 | 0 | 16 | 22 | 22 |
| <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 | 2 | 2 | 2 | 2 |
| <i>Total Costs</i> | \$477,220 | \$674,991 | \$867,548 | \$892,373 | \$970,611 |
| <i>Total Funding</i> | \$509,451 | \$748,318 | \$963,153 | \$994,359 | \$1,174,717 |
| <i>% From Formula Funding</i> | 0 | 0 | 36% | 35% | 46% |

| FIVE-YEAR COSTS | |
|--------------------------------------|---------------------|
| Personnel | |
| Faculty | \$ 1,017,566 |
| Faculty (Reallocated) | \$ 1,266,686 |
| Program Administration (New) | \$ 148,055 |
| Program Administration (Reallocated) | \$ 226,073 |
| Graduate Assistants (New) | \$ 0 |
| Graduate Assistants (Reallocated) | \$ 0 |
| Clerical/Staff (New) | \$ 565,075 |
| Clerical/Staff (Reallocated) | \$ 0 |
| Student Support | \$ 0 |
| Supplies and Materials | \$ 18,040 |
| Library and IT Resources | \$ 0 |
| Equipment | \$ 0 |
| Facilities | \$ 0 |
| Other | \$ 641,248 |
| Total | \$ 3,882,743 |

| FIVE-YEAR FUNDING | |
|---------------------------------------|---------------------|
| Formula Funding (Years 3-5) | \$ 1,237,332 |
| Other State Funding | \$ 0 |
| Reallocation of Existing Resources | \$ 1,690,422 |
| Federal Funding (In-Hand Only) | \$ 0 |
| Tuition and Fees | \$ 1,462,244 |
| Other | \$ 0 |
| | |
| Total | \$ 4,389,998 |

Major Commitments:

The institution will seek accreditation for its DNP in Nursing Practice degree program from the Commission on Collegiate Nursing Education.

The institution will submit reports in years one, three, and five 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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| 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% |
| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | 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% |
| Institution Grade | Sem | SCH | Peer Group Average Grade | Sem | SCH | | |

| 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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| 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 | | |
| Measure | Entering 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 | https://nces.ed.gov/ | |
| Math | | |
| 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](#)

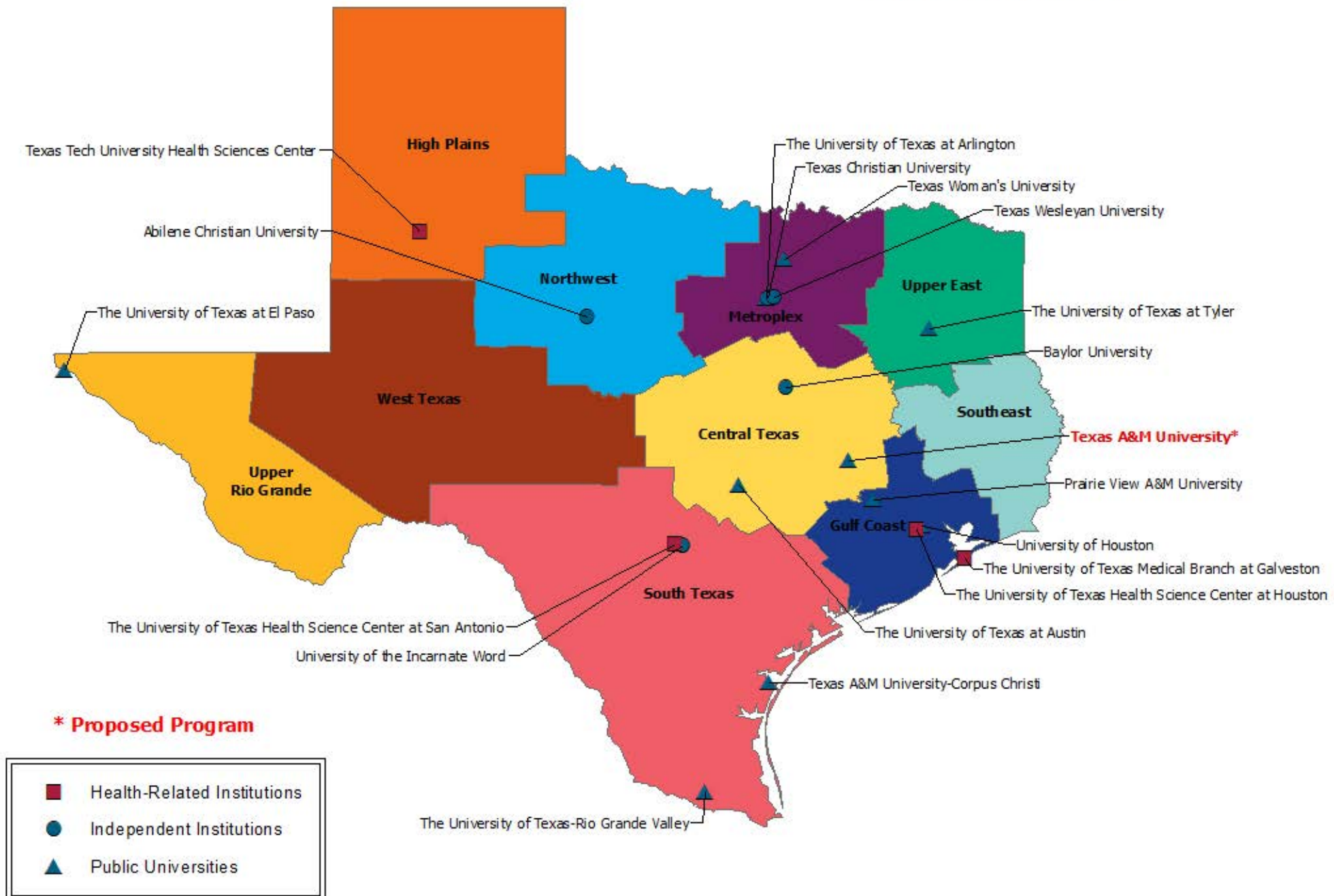
| Instruction | |
|--|-----------|
| Measure of Excellence | Fall 2020 |
| Undergraduate Classes with < 20 Students | 31.0% |
| Undergraduate Classes with > 50 Students | 26.1% |
| % of Teaching Faculty Tenured/Tenure-track * | 68.1% |
| Student/Faculty Ratio * | 25:1 |

| 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% |

* Fall 2019 Data

Proposal for a Doctor of Nursing Practice (DNP) degree with a major in Nursing Practice.



Committee on Academic and Workforce Success

AGENDA ITEM V-G (2)

Consideration of approving the request from Texas State University for a Bachelor of Science (BS) degree with a major in Mechanical Engineering

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

Texas State University (Texas State) is seeking approval to offer a Bachelor of Science (BS) in Mechanical Engineering. If approved, the proposed face-to-face program would prepare students for careers with a strong foundation in traditional mechanical engineering principles combined with an education in designing and developing mechanical systems that are intelligent, interconnected, and integrated with the virtual world and emerging digital infrastructure, known as Industry 4.0 tools and technologies. The primary objective of the proposed program is to prepare students to enter the workforce with an ability to understand and implement Industry 4.0 concepts. There are 22 public universities that offer a bachelor's-level mechanical engineering degree program in Texas. The proposed program, which would be housed in the Ingram School of Engineering, would consist of 126 semester credit hours (SCHs).

The proposed program would be designed to prepare students with Industry 4.0 tools and technologies such as sensor systems, real-time communication, big data and analytics, engineering simulation, additive manufacturing including rapid prototyping, and human-machine collaborations. In addition, students would also be prepared to pass the Fundamentals of Engineering Examination as the first step toward professional licensure. The institution will seek accreditation through ABET upon graduation of its first class.

The data from the U.S. Bureau of Labor Statistics and the Texas Workforce Commission indicate the national and state workforce need for mechanical engineers is being met, with a surplus of mechanical engineering graduates based on the projected available jobs from 2019 to 2029. The Texas Workforce Commission indicates a state average of 1,710 annual job openings for related jobs for the proposed program in mechanical engineering. However, mechanical engineers are readily employed, with a low unemployment rate (~3%). The institution showed able workforce demand in the region. The prospect for their future graduates getting jobs remains realistic despite high degree production statewide.

In accordance with the institution's proposed hiring schedule, Texas State will hire 11 core faculty members. Two new core faculty members would be hired in years one and two of the program. Four new core faculty members would be hired in year three of the program. Three new core faculty members would be hired in year four of the program. By June 1, before the academic year in which faculty are hired, the institution would provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechanical engineering courses to be taught.

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

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

Texas State offers seven engineering degree programs:

- MS in Software Engineering (1998)
- BS in Manufacturing Engineering (2000)
- BS in Industrial Engineering (2004)
- BS in Electrical Engineering (2007)
- PhD in Materials Science, Engineering, and Commercialization (2011)
- MS in Engineering (2014)
- BS in Civil Engineering (2019)

Proposed Program:

The proposed face-to-face program in mechanical engineering represents 126 semester credit hours of instruction. The institution anticipates beginning the proposed program in fall 2022. The proposed program would prepare students for careers with a strong foundation in traditional mechanical engineering principles combined with an education in designing and developing mechanical systems that are intelligent, interconnected, and integrated with the virtual world and emerging digital infrastructure, known as Industry 4.0 tools and technologies.

The institution estimates that five-year costs would total \$12,410,451. Formula funding would represent 22% of all funding at \$3,180,263. Total funding is estimated to be \$14,109,046.

| FIVE-YEAR COSTS | | FIVE-YEAR FUNDING | |
|--------------------------------------|----------------------|-----------------------------|----------------------|
| Personnel | | Formula Funding (Years 3-5) | \$ 3,180,263 |
| Faculty (New) | \$ 6,274,680 | Other State Funding | \$ 0 |
| Faculty (Reallocated) | \$ 0 | Reallocated Funding | \$ 0 |
| Program Administration (New) | \$ 0 | Tuition and Fees | \$ 10,928,783 |
| Program Administration (Reallocated) | \$ 0 | Federal Funding | \$ 0 |
| Graduate Assistants (New) | \$ 1,295,397 | Other | \$ 0 |
| Graduate Assistants (Reallocated) | \$ 0 | | |
| Clerical/Staff (New) | \$ 775,000 | | |
| Clerical/Staff (Reallocated) | \$ 0 | | |
| Student Support | \$ 0 | | |
| Supplies & Materials | \$ 160,744 | | |
| Library & IT Resources | \$ 56,630 | | |
| Equipment | \$ 843,000 | | |
| Facilities | \$ 0 | | |
| Other | \$ 3,005,000 | | |
| Total | \$ 12,410,451 | Total | \$ 14,109,046 |

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

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0201): **22**

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0201): **2**

Job Market Need:

| | | | |
|---|-------------------|----|-----|
| 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:

| | | | |
|--|-------------------|------------------|-----|
| Increased enrollment in related programs at the institution | <u>Yes</u> | No | N/A |
| High enrollment in similar programs at other institutions | <i>Yes</i> | <u>No</u> | N/A |
| Applicants turned away at similar programs at other institutions | <i>Yes</i> | <u>No</u> | N/A |
| Student surveys | <i>Yes</i> | <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> | 66 | 108 | 143 | 156 | 164 |
| <i>Student FTE</i> | 66 | 108 | 143 | 156 | 164 |
| <i>Core Faculty Headcount</i> | 5 | 7 | 11 | 14 | 14 |
| <i>Core Faculty FTE</i> | 5 | 7 | 11 | 14 | 14 |

Major Commitments:

In accordance with the institution's proposed hiring schedule, Texas State would hire 11 core faculty members. Two new core faculty members would be hired in years one and two of the program. Four new core faculty members would be hired in year three of the program. Three new core faculty members would be hired in year four of the program. By June 1, before the academic year in which faculty are hired, the institution would provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of mechanical engineering courses to be taught.

The institution will seek ABET accreditation upon graduation of its first class.

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 STATE UNIVERSITY

Location: San Marcos, Central Region

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

Out-Of-State Peers: University Of Arkansas, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of Wisconsin-Milwaukee

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Race/Ethnicity | Fall 2015 | | Fall 2019 | | Fall 2020 | |
| | Number | Percent | Number | Percent | Number | Percent |
| White | 18,889 | 49.7% | 16,927 | 44.3% | 16,387 | 43.3% |
| Hispanic | 12,614 | 33.2% | 14,636 | 38.3% | 14,621 | 38.7% |
| African American | 3,819 | 10.1% | 4,114 | 10.8% | 4,207 | 11.1% |
| Asian | 950 | 2.5% | 1,053 | 2.8% | 1,075 | 2.8% |
| International | 537 | 1.4% | 524 | 1.4% | 486 | 1.3% |
| Other & Unknown | 1,170 | 3.1% | 933 | 2.4% | 1,036 | 2.7% |
| Total | 37,979 | 100.0% | 38,187 | 100.0% | 37,812 | 100.0% |
| TX First Time Transfers | Number | | Number | | Number | |
| | % of UG | | % of UG | | % of UG | |
| Two-Year Institutions | 2,574 | 7.7% | 2,685 | 7.9% | 2,083 | 6.3% |
| Other Institutions | 850 | 2.5% | 571 | 1.7% | 623 | 1.9% |

| Costs | | | | |
|--|---------------------|------------------|--------------------|------------------|
| Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH | | | | |
| Fiscal Year | Texas Rates | | | |
| | Institution Average | Percent Increase | Peer Group Average | Percent Increase |
| 2016 | \$9,940 | .0% | \$9,777 | .0% |
| 2017 | \$10,200 | 2.6% | \$10,201 | 4.3% |
| 2018 | \$10,620 | 4.1% | \$10,443 | 2.4% |
| 2019 | \$10,920 | 2.8% | \$10,712 | 2.6% |
| 2020 | \$11,240 | 2.9% | \$11,011 | 2.8% |
| 2021 | \$11,540 | 2.7% | \$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 | 53% | \$9,479 | 45% | \$7,437 | 43% | \$6,856 |
| 2019 | 51% | \$6,446 | 43% | \$6,780 | 0% | \$0 |
| Federal, State, Institutional or Other Grants Known by Institutions | | | | | | |
| 2018 | 52% | \$7,471 | 59% | \$7,729 | 67% | \$6,935 |
| 2019 | 53% | \$7,458 | 61% | \$8,004 | 0% | \$0 |
| Federal (Pell) Grants | | | | | | |
| 2018 | 37% | \$4,576 | 39% | \$4,482 | 30% | \$4,389 |
| 2019 | 37% | \$4,642 | 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 | | 5,234 | 5,966 | 6,116 | Fall 2011 4-year | 29.7% | 29.7% |
| Total | | 88.9% | 87.2% | 87.0% | Fall 2015 4-year | 35.6% | 38.4% |
| Same | | 78.2% | 75.6% | 76.4% | Fall 2016 4-year | 38.9% | 40.7% |
| Other | | 10.7% | 11.6% | 10.6% | Fall 2010 5-year | 54.6% | 50.7% |
| Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates | | | | | Fall 2014 5-year | 56.6% | 57.9% |
| | | Enter Fall 2013 | Enter Fall 2017 | Enter Fall 2018 | Fall 2015 5-year | 59.6% | 59.8% |
| Institution Persistence | | | | | Fall 2009 6-year | 62.1% | 59.2% |
| Cohort | | 5,302 | 5,717 | 5,955 | Fall 2013 6-year | 62.9% | 63.5% |
| Total | | 81.9% | 81.6% | 80.1% | Fall 2014 6-year | 63.9% | 65.3% |
| Same | | 66.3% | 65.8% | 64.7% | National Comparison (IPEDS Definition) | | |
| Other | | 15.5% | 15.8% | 15.4% | Cohort | Institution Rate | OOS Peers Rate |
| Peer Group Persistence | | | | | Fall 2010 4-year | 27.0% | 28.6% |
| Cohort | | 3,603 | 4,380 | 4,534 | Fall 2014 4-year | 28.0% | 34.6% |
| Total | | 81.4% | 82.2% | 82.8% | Fall 2015 4-year | 28.0% | 36.6% |
| Same | | 65.4% | 68.9% | 70.5% | Fall 2009 5-year | 48.0% | 51.0% |
| Other | | 16.0% | 13.3% | 12.3% | Fall 2013 5-year | 50.0% | 54.6% |
| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | Fall 2014 5-year | 49.0% | 56.0% |
| | | | | | Fall 2008 6-year | 55.0% | 58.0% |
| | | | | | Fall 2012 6-year | 56.0% | 59.6% |
| | | | | | Fall 2013 6-year | 54.0% | 61.0% |
| | | | | | | | |
| Institution | Same | SCH | Peer Group Average | Same | SCH | | |
| Grade | | | Grade | | | | |

| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | | |
|---|--|-------------|-------|--------------------|-------|--------|
| Year | | Institution | | Peer Group Average | | |
| | | Grads | Sem | Grads | Sem | SCH |
| FY 2016 | | 4,777 | 10.77 | 3,673 | 11.27 | 139.87 |
| FY 2019 | | 5,579 | 10.00 | 4,447 | 10.52 | 136.87 |
| FY 2020 | | 5,821 | 9.80 | 4,658 | 10.37 | 135.75 |

| Six-year Graduation & Persistence Rate, Fall 2014 | | |
|---|--------|-------|
| Student Group | Cohort | Rate |
| <i>For Students Needing Dev Ed</i> | | |
| Institution | 285 | 61.4% |
| Peer Group | 215 | 53.0% |
| <i>For Students NOT Needing Dev Ed</i> | | |
| Institution | 4,949 | 73.4% |
| 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 | \$166,778,860 | 34.0% | \$211,197,383 | 35.2% | \$225,892,189 | 35.3% |
| Federal Funds | \$76,327,465 | 15.6% | \$97,998,921 | 16.3% | \$126,061,854 | 19.7% |
| Tuition & Fees | \$205,160,296 | 41.8% | \$238,678,109 | 39.8% | \$242,885,556 | 37.9% |
| Total Revenue | \$490,525,370 | 100.0% | \$599,715,036 | 100.0% | \$640,021,337 | 100.0% |

Online Resume for Prospective Students, Parents and the Public

TEXAS STATE UNIVERSITY

Location: San Marcos, Central Region

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

Out-Of-State Peers: University Of Arkansas, University Of Central Florida, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of Wisconsin-Milwaukee

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | |
|--------------------------------|---------------|----------------|
| Race/Ethnicity | Fall 2020 | |
| | Number | Percent |
| White | 16,387 | 43.3% |
| Hispanic | 14,621 | 38.7% |
| African American | 4,207 | 11.1% |
| Asian | 1,075 | 2.8% |
| International | 486 | 1.3% |
| Other & Unknown | 1,036 | 2.7% |
| Total | 37,812 | 100.0% |
| TX First Time Transfers | Number | % of UG |
| Two-Year Institutions | 2,083 | 6.3% |
| Other Institutions | 623 | 1.9% |

Baccalaureate Success

| Graduation Rate of First-time, Full-time Degree-seeking Students Entering | | |
|---|------|-------|
| Measure | Fall | Rate |
| 4-year Rate Total | 2016 | 38.9% |
| Same Institution | | 34.7% |
| Other Institutions | | 4.3% |
| 5-year Rate Total | 2015 | 59.6% |
| Same Institution | | 52.2% |
| Other Institutions | | 7.4% |
| 6-year Rate Total | 2014 | 63.9% |
| Same Institution | | 54.9% |
| Other Institutions | | 9.1% |

[Grad Rates by Ethnicity](#)

| 1-Year Persistence, Fall 2019 | |
|-------------------------------|-------|
| Total | 87.0% |
| Same | 76.4% |
| Other | 10.6% |
| 2-Year Persistence, Fall 2018 | |
| Total | 80.1% |
| Same | 64.7% |
| Other | 15.4% |

| Avg Number SCH for Bachelor's Degree | | |
|--------------------------------------|------|--------|
| FY 2020 Average | | |
| | Sem | SCH |
| All | 9.80 | 132.00 |

| Degrees Awarded | |
|-----------------|--------------|
| Type | FY 2020 |
| Bachelor's | 7,554 |
| Master's | 1,278 |
| Doctoral | 55 |
| Professional | 36 |
| Total | 8,923 |

[Degrees by Ethnicity](#)

| First-time Licensure or Certification Examination Pass Rate | |
|---|--------------|
| Field | FY 2020 Rate |
| Law | % |
| Pharmacy | % |
| Nursing | 100.0% |
| Engineering | 55.6% |

*Data for FY 2019

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

| Application for First-time Undergraduate Admission Fall 2020 | | | |
|--|---------------|--------------|--------------|
| Race/Ethnicity | Applicants | Accepted | Enrolled |
| White | 8,744 | 89.2% | 29.2% |
| African American | 3,719 | 77.3% | 28.1% |
| Hispanic | 13,585 | 85.7% | 21.2% |
| Asian | 927 | 90.5% | 16.1% |
| International | 110 | 82.7% | 9.9% |
| Other | 642 | 87.5% | 29.0% |
| Total | 27,727 | 85.9% | 24.6% |

| 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 | \$9,940 | .0% | \$9,753 | .0% | Type of Cost |
| 2017 | \$10,200 | 2.5% | \$10,201 | 4.4% | |
| 2018 | \$10,620 | 4.0% | \$10,417 | 2.1% | Average Amount |
| 2019 | \$10,920 | 2.7% | \$10,682 | 2.5% | |
| 2020 | \$11,240 | 2.8% | \$10,979 | 2.7% | Total Academic Cost |
| 2021 | \$11,540 | 2.6% | \$11,443 | 4.1% | On-campus Room & Board |
| | | | | | Books & Supplies |
| | | | | | Off-Campus Transportation & Personal Expenses |
| | | | | | Total Cost |

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

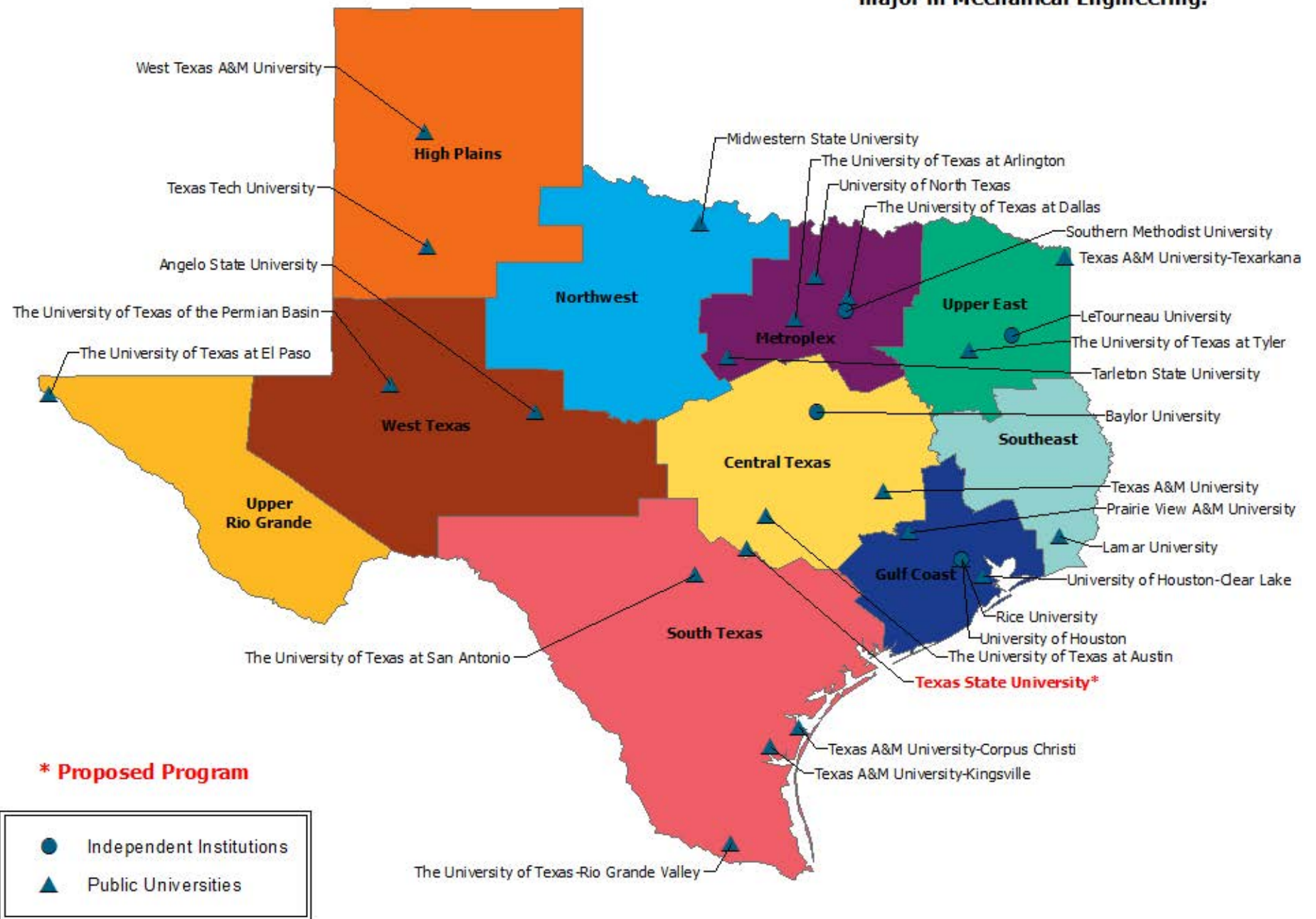
| Instruction | | |
|--|-----------|--|
| Measure of Excellence | Fall 2020 | |
| Undergraduate Classes with < 20 Students | 30.2% | |
| Undergraduate Classes with > 50 Students | 14.2% | |
| % of Teaching Faculty Tenured/Tenure-track * | 42.3% | |
| Student/Faculty Ratio * | 26:1 | |

* Fall 2019 Data

| Financial Aid | | |
|------------------------|--------------------|----------------|
| Enrolled in FY 2019 | | |
| Type of Aid | % of UGs Receiving | Average Amount |
| Grants or Scholarships | 53% | \$7,458 |
| Federal (Pell) Grants | 37% | \$4,642 |
| Federal Student Loans | 51% | \$6,446 |

| Funding | | |
|----------------------|----------------------|---------------|
| Source | FY 2020 Amount | Pct of Total |
| Appropriated Funds | \$225,892,189 | 35.3% |
| Federal Funds | \$126,061,854 | 19.7% |
| Tuition & Fees | \$242,885,556 | 37.9% |
| Total Revenue | \$640,021,337 | 100.0% |

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



Committee on Academic and Workforce Success

AGENDA ITEM V-G (3)

Consideration of approving the request from Texas Tech University Health Science Center for a Doctor of Science (ScD) degree with a major in Rehabilitation Sciences

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

Texas Tech University Health Sciences Center (TTUHSC) is seeking approval to offer a Doctor of Science (ScD) degree program in Rehabilitation Sciences to be delivered primarily online in a hybrid format, with approximately 64% of the program offered online. The proposed post-professional program would require 70 semester credit hours (SCHs) for students entering with a bachelor's degree, and 48 SCHs for students entering with a master's degree beginning in fall 2022.

The proposed ScD program would offer students the option of two tracks: 1) clinical research and 2) clinical education. Both tracks would require students to complete dissertations.

Workforce data suggest that there is a greater than average need for the rehabilitation sciences fields of physical therapy, occupational therapy, and athletic training. According to the United States Bureau of Labor Statistics, there would be a 17% combined increase in the rehabilitation sciences specialties of physical therapy, occupational therapy, and athletic training, with approximately 25,000 combined average job openings per year. The Texas Workforce Commission anticipates a combined average of 21% growth in the indicated rehabilitation sciences specialties for the decade 2019-2029. This would create a combined average of 723 annual job openings due to growth and replacement.

Currently, there are no bachelor's, master's, or doctoral-level rehabilitation sciences programs in Texas with the CIP code 51.2300. In accordance with the institution's proposed hiring schedule, TTUHSC will hire two additional core faculty members in years three and five. 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.

Texas Tech University Health Science Center (*Accountability Peer Group: Health-Related Institutions*)

| <i>Completion Measures</i> | | <i>Institution</i> | <i>State</i> |
|--|---|--------------------|--------------|
| <i>Graduate</i> | Master's 5-Year Graduation Rate | 76.7% | 78.2% |
| | Doctoral 10-Year Graduation Rate | 47.8% | 64.3% |
| <i>Status of Recently Approved Doctoral Programs</i> | The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A | | |
| | The institution has one recently approved doctoral program, the Doctor of Occupational Therapy that began in summer 2020. | | |
| | The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A | | |

Proposed Program:

The proposed hybrid program (64% online) would require 70 SCHs beyond a bachelor's degree and 48 SCHs beyond a master's degree beginning in fall 2022. There is currently a well-documented shortage of the rehabilitation sciences fields of physical therapy, occupational therapy, and athletic training.

The institution estimates that five-year costs would total \$3,276,462.

Existing Programs:

The institution has offered the Doctor of Science in Physical Therapy since 2002, the PhD in Rehabilitation Sciences since 2004, and the Doctor of Physical Therapy since 2007.

There are currently no public or independent institutions offering a doctorate in Rehabilitation Sciences in the CIP Code 51.2300.

There are no existing Doctor of Science in Rehabilitation Sciences programs within a 60-minute drive of proposed program. The nearest existing program to the West Texas region is at The University of Oklahoma Health Sciences Center, which is approximately 333 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> | 74 | 83 | 92 | 101 | 110 |
| <i>Graduates</i> | 8 | 8 | 8 | 8 | 8 |
| <i>Avg. Financial Assistance</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Students Assisted</i> | 0 | 0 | 0 | 0 | 0 |
| <i>Core Faculty (FTE)</i> | 3.2 | 3.2 | 4.2 | 4.2 | 4.2 |
| <i>Total Costs</i> | \$562,957 | \$579,538 | \$692,118 | \$693,846 | \$748,004 |
| <i>Total Funding</i> | \$637,812 | 670,457 | \$705,060 | \$739,674 | \$774,290 |
| <i>% From Formula Funding</i> | 0 | 0 | 31% | 31% | 38% |

*Assumes the program begins with 65 current ScD-PT students

| FIVE-YEAR COSTS | | FIVE-YEAR FUNDING | |
|--------------------------------------|---------------------|---|---------------------|
| Personnel | | Formula Funding (Years 3-5) | \$ 918,979 |
| Faculty (New) | \$ 614,800 | Other State Funding | \$ 151,800 |
| Faculty (Reallocated) | \$ 2,104,500 | Reallocation of Existing Resources | \$ \$397,194 |
| Program Administration (New) | \$ 0 | Federal Funding (In-Hand Only) | \$ 0 |
| Program Administration (Reallocated) | \$ 56,500 | Other (Tuition and Fees and Industry Support) | \$ 2,059,320 |
| Graduate Assistants (New) | \$ 0 | | |
| Graduate Assistants (Reallocated) | \$ 0 | | |
| Clerical/Staff (New) | \$ 0 | | |
| Clerical/Staff (Reallocated) | \$ 231,800 | | |
| Other | \$ 0 | | |
| Student Support | \$ 0 | | |
| Supplies and Materials | \$ 9,500 | | |
| Library and IT Resources | \$ 217,775 | | |
| Equipment | \$ 0 | | |
| Facilities | \$ 29,587 | | |
| Other (travel expenses) | \$ 12,000 | | |
| Total | \$ 3,276,462 | Total | \$ 3,527,293 |

Major Commitments:

In accordance with the institution's proposed hiring schedule, TTUHSC will hire one additional faculty member to start in the program's third year and another in the fifth 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 one, three, and five 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 TECH UNIVERSITY HEALTH SCIENCES CENTER

Location: Lubbock, High Plains Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Georgia Health Sciences University, Louisiana State University Health Sciences Center-, University Of Oklahoma Health Science Center

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | | |
|-----------------------------------|-----------|-----------|-----------|
| Category | Fall 2015 | Fall 2019 | Fall 2020 |
| Medical School Students | 665 | 728 | 737 |
| Total Enrollment | 4,337 | 5,141 | 5,128 |
| Physicians Certified in Residency | 421 | 501 | 536 |

| Costs | | | | |
|--|-------------|------------|------------------|------------|
| Average Annual Total Academic Costs for Resident Full-time Student | | | | |
| Undergraduate Student | | | Graduate Student | |
| Year | Institution | Peer Group | Institution | Peer Group |
| FY 2016 | \$8,886 | \$5,469 | \$10,112 | \$5,817 |
| FY 2020 | \$8,886 | \$5,938 | \$8,838 | \$6,833 |
| FY 2021 | \$9,760 | \$7,063 | \$7,854 | \$6,710 |

| Student Success | | | | | | | | | |
|---|------------------|------------|-------------|------------|-------------|---|-------------------------|-------------|-------------------------|
| Nursing and Allied Health Degrees Awarded | | | | | | National Data: Nursing or Allied Health Degrees Awarded | | | |
| FY 2015 | | FY 2019 | | FY 2020 | | FY 2014 | | FY 2018 | |
| Type | Peer Institution | Peer Group | Institution | Peer Group | Institution | Institution | Out-of-state Peers Ave. | Institution | Out-of-state Peers Ave. |
| Bachelor's | 956 | 278 | 1233 | 341 | 1186 | 4 | | | |
| Master's | 395 | 140 | 508 | 183 | 532 | 396 | 1,155 | 1,293 | |
| Doctoral | 33 | 12 | 31 | 16 | 31 | 207 | 425 | 488 | |
| Professional | 87 | 35 | 98 | 32 | 107 | 3 | 100 | 103 | |

| Research Expenditures | |
|-----------------------|--------------|
| Year | Amount |
| FY 2015 | \$58,939,133 |
| FY 2019 | \$43,909,753 |
| FY 2020 | \$44,091,705 |

| Percent of Medical School Students Practicing Primary Care in Texas after Graduation | | |
|--|-------------|------------|
| Year | Institution | Peer Group |
| FY 2015 | 27.50% | 32.42% |
| FY 2019 | 24.21% | 23.84% |
| FY 2020 | 23.39% | 25.33% |

| Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License | | |
|---|-------------|------------|
| Year | Institution | Peer Group |
| FY 2015 | 94.67% | 96.05% |
| FY 2019 | 97.00% | 97.60% |
| FY 2020 | 98.00% | 98.24% |

| Funding | | | |
|--|---------------|---|---------------|
| Total Appropriated Funds Including Faculty and Staff Health and Retirement | | Total Amount of Money from Any Source Available in FY | |
| Year | Amount | Year | Amount |
| FY 2016 | \$169,147,781 | FY 2016 | \$434,664,747 |
| FY 2019 | \$178,658,143 | FY 2019 | \$466,971,696 |
| FY 2020 | \$202,766,858 | FY 2020 | \$516,832,381 |

Online Resume for Prospective Students, Parents and the Public

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

Location: Lubbock, High Plains Region

Health Related Institution Accountability Peer Group: Texas A&M System HSC, Texas Tech Univ HSC - El Paso, UNT HSC, UT Austin Dell Medical School, UT HSC Houston, UT HSC San Antonio, UT HSC Tyler, UT M. D. Anderson Cancer Center, UT Southwestern Medical Center, UTMB Galveston, UTRGV - Medical School

Out-Of-State Peers: Georgia Health Sciences University, Louisiana State University Health Sciences Center-, University Of Oklahoma Health Science Center

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | | | | | |
|--------------------|----------------|---------------|------------------|---------------|------------------------------------|---------------|
| Fall 2020 | | | | | | |
| Race/Ethnicity | Total Students | | Medical Students | | Physicians Certified in Residency* | |
| | Number | % of Total | Number | % of Total | Number | % of Total |
| White | 2,632 | 51.3% | 343 | 46.5% | 234 | 43.7% |
| Hispanic | 1,117 | 21.8% | 103 | 14.0% | 81 | 15.1% |
| African American | 472 | 9.2% | 46 | 6.2% | 29 | 5.4% |
| Asian/Pacific Isl. | 584 | 11.4% | 172 | 23.3% | 187 | 34.9% |
| International | 88 | 1.7% | 0 | .0% | 2 | .4% |
| Other & Unknown | 235 | 4.6% | 73 | 9.9% | 3 | .6% |
| Total | 5,128 | 100.0% | 737 | 100.0% | 536 | 100.0% |

* Data for FY 2021

| Costs | |
|---|-----------------|
| Annual Academic Costs for Full-time Resident Student, FY 2021 | |
| Type of Cost | Average Amount |
| Undergraduate | \$9,760 |
| Graduate | \$7,854 |
| First-time Medical Student | \$20,486 |

[Rates of Tuition per SCH](#)

[Mandatory Fees as Defined by CB](#)

[Amount & Percent of Tuition Increase \(UGrad\)](#)

[Amount & Percent of Tuition Increase \(Grad\)](#)

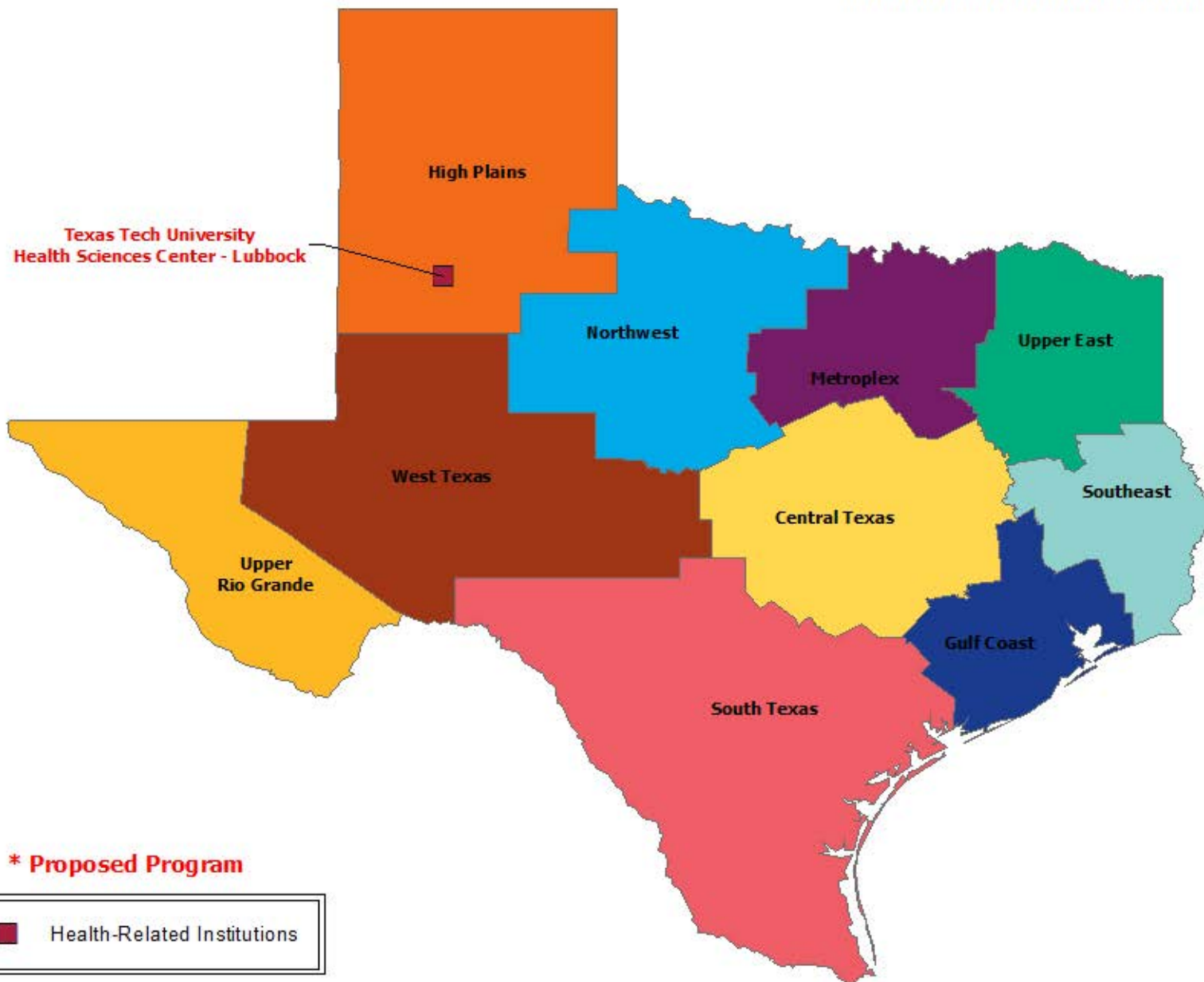
| Financial Aid | | |
|---|--------------------|----------------|
| Need-based Aid for Graduate Students (GS) | | |
| Fall 2019 | | |
| Type of Aid | % of GSs Receiving | Average Amount |
| Grants or Scholarships | 42.2% | \$2,097 |
| Loans | | . |
| Work Study | | . |
| Grants, Scholarships, Loans or Workstudy | 42.2% | \$2,097 |

| Student Success | | | | | | |
|---|-------------|------------|--|-------------|--|-------------------|
| Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License | | | Percent of Medical School Students Practicing Primary Care in Texas after Graduation | | Nursing and Allied Health Degrees, FY 2020 | |
| | | | | | Year | Institution |
| Year | Institution | Peer Group | Year | Institution | Peer Group | |
| FY 2020 | 98.00% | 98.24% | FY 2020 | 23.39% | 25.33% | Bachelor's1186333 |
| | | | | | | Master's532185 |
| | | | | | | Doctoral3115 |
| | | | | | | Professional10732 |

| First-time Licensure or Certification Examination Pass Rate | | |
|---|-------------|------------|
| FY 2020 | | |
| Field | Institution | Peer Group |
| Dental | N/A | 93.0% |
| Allied Health | 89.2% | 96.1% |
| Nursing | 97.2% | 96.2% |
| Pharmacy | 92.6% | 89.1% |
| Medical | 98.0% | 98.2% |

| Research Expenditures | |
|-----------------------|--------------|
| Year | Amount |
| FY 2020 | \$44,091,705 |

**Proposal for a Doctor of Science (ScD) degree with a
major in Rehabilitation Sciences.**



Committee on Academic and Workforce Success

AGENDA ITEM V-G (4)

Consideration of approving the request from Texas Woman's University for a Doctor of Philosophy (PhD) degree with a major in Education, Leadership, and Organization

RECOMMENDATION: Approval, beginning spring 2022

Rationale:

Texas Woman's University (TWU) is seeking approval to offer a Doctor of Philosophy (PhD) degree in Education, Leadership, and Organization. The proposed 100% online PhD program would prepare students for educational leadership roles in Early Childhood through 12th grade (EC-12), higher education, and interdisciplinary nonprofit settings. The anticipated start date would be January 2022. The proposed 100% online program would require a minimum 75 semester credit hours (SCHs) post-master's degree. Most students would be full-time, practicing educators and enroll in the program part-time. Students would be allowed to transfer courses from other institutions. The transfer course(s) would be approved on a case-by-case basis by the TWU Graduate School. The proposed PhD program would be housed in the Department of Teacher Education within the College of Professional Education.

The proposed PhD program would offer students the option to pursue one of three tracks: 1) Superintendent/EC-12 Leadership; 2) Higher Education Organizational Leadership; and 3) Interdisciplinary Nonprofit Organizational Leadership.

Workforce data suggest that there is a need for additional education administrators. The United States Bureau of Labor Statistics projects a 9.5% increase in school administrator positions during the 2019-29 decade. This increase would lead to approximately 27,100 available education administration positions annually. The Texas Workforce Commission (TWC) anticipates an 18% growth in school administrator positions for the decade 2018-28. This would create approximately 2,695 annual job openings due to growth and replacement.

In Texas, there are 30 public and independent institutions with doctoral programs within the same CIP code (13.0401.00, Educational Administration and Leadership, General). There are four programs in educational leadership within 60 miles of Denton. The nearest program is at University of North Texas (UNT), which is 1.7 miles away, and The University of Texas at Arlington's (UTA's) program is located 46.5 miles from TWU. The institution has no plans to hire additional faculty during the first five years of the program.

Texas Woman's University (*Accountability Peer Group: Doctoral*)

| <i>Completion Measures</i> | | <i>Institution</i> | <i>State</i> |
|--|--|--------------------|--------------|
| <i>Graduate</i> | Master's 5-Year Graduation Rate | 76.3% | 76.3% |
| | Doctoral 10-Year Graduation Rate | 54.3% | 65.4% |
| <i>Status of Recently Approved Doctoral Programs</i> | The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: | Yes No | N/A |
| | 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 100% online program would require a minimum 75 SCHs and would be available beginning in spring 2022. The proposed program would prepare graduates for educational leadership roles in EC-12, higher education, and interdisciplinary nonprofit settings.

The institution estimates that five-year costs would total \$2,252,967.

Existing Programs:

There are 30 public and independent universities offering doctoral programs in educational leadership and administration in Texas.

Public Universities:

Lamar University (EdD)
 Midwestern State University (EdD)
 Prairie View A&M University (PhD)
 Sam Houston State University (EdD)
 Stephen F. Austin State University (EdD)
 Tarleton State University (EdD)
 Texas A&M University (EdD and PhD)
 Texas A&M University-Commerce (EdD)
 Texas A&M University-Corpus Christi (EdD)
 Texas A&M University-Kingsville (EdD)
 Texas A&M University-Texarkana (EdD)
 Texas Southern University (EdD)
 Texas State University (PhD)
 Texas Tech University (EdD and PhD)
 The University of Texas at Arlington
 The University of Texas at Austin (EdD and PhD)
 The University of Texas at El Paso (EdD)
 The University of Texas at San Antonio (EdD and PhD)
 The University of Texas Rio Grande Valley (EdD)
 The University of Texas at Tyler (EdD)

University of Houston (EdD)
 University of Houston-Clear Lake (EdD)
 University of North Texas (EdD and PhD)
 West Texas A&M University (EdD)

Independent Institutions:

Abilene Christian University (EdD)
 Baylor University (EdD and PhD)
 Dallas Baptist University (EdD)
 Houston Baptist University (EdD)
 Texas Christian University (EdD and PhD)
 Texas Wesleyan University (EdD)

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

Distance Education Programs:

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

There are four existing programs within a 60-minute drive of proposed program; two are public and two are independent. UNT's program is located 1.7 miles from TWU. UTA's program is located 46.5 miles from TWU.

In fall 2020, there were a total of 2,209 declared majors in doctoral programs in CIP 13.0401.00 at the public universities.

| <i>Start-Up Projections:</i> | <i>Yr. 1</i> | <i>Yr. 2</i> | <i>Yr. 3</i> | <i>Yr. 4</i> | <i>Yr. 5</i> |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <i>Students Enrolled</i> | 10 | 10 | 12 | 14 | 15 |
| <i>Graduates</i> | 0 | 0 | 0 | 10 | 11 |
| <i>Avg. Financial Assistance</i> | \$1,000 | \$1,000 | \$1,000 | \$1,000 | \$1,000 |
| <i>Students Assisted</i> | 5 | 5 | 5 | 5 | 5 |
| <i>Core Faculty (FTE)</i> | 4.75 | 4.75 | 4.75 | 4.75 | 4.75 |
| <i>Total Costs</i> | \$292,044 | \$445,156 | \$463,372 | \$522,750 | \$529,645 |
| <i>Total Funding</i> | \$288,057 | \$473,756 | \$685,685 | \$850,709 | \$862,214 |
| <i>% From Formula Funding</i> | 0 | 0 | 24% | 28% | 28% |

| FIVE-YEAR COSTS | |
|--------------------------------------|---------------------|
| Personnel | |
| Faculty (New) | \$ 13,800 |
| Faculty (Reallocated) | \$ 1,632,961 |
| Program Administration (New) | \$ 0 |
| Program Administration (Reallocated) | \$ 198,083 |
| Graduate Assistants (New) | \$ 75,000 |
| Graduate Assistants (Reallocated) | \$ 0 |
| Clerical/Staff (New) | \$ 0 |
| Clerical/Staff (Reallocated) | \$ 59,928 |
| Student Support | \$ 25,000 |
| Supplies and Materials | \$ 46,800 |
| Library and IT Resources | \$ 100,395 |
| Equipment | \$ 0 |
| Facilities | \$ 0 |
| Other (Marketing, Accreditation) | \$ 101,000 |
| Total | \$ 2,252,967 |

| FIVE-YEAR FUNDING | |
|---------------------------------------|---------------------|
| Formula Funding (Years 3-5) | \$ 647,601 |
| Other State Funding | \$ 0 |
| Reallocation of Existing Resources | \$ 1,890,972 |
| Federal Funding (In-Hand Only) | \$ 0 |
| Tuition and Fees | \$ 546,848 |
| Other (Institutional Advancement) | \$ 75,000 |
| | |
| Total | \$ 3,160,421 |

Major Commitments:

The institution would submit reports in years one, three, and five 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 WOMAN'S UNIVERSITY

Location: Denton, Metroplex Region

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

Out-Of-State Peers: East Tennessee State University, University Of Central Arkansas, University Of North Carolina At Greensboro, University Of Northern Colorado, University Of Southern Mississippi

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Race/Ethnicity | Fall 2015 | | Fall 2019 | | Fall 2020 | |
| | Number | Percent | Number | Percent | Number | Percent |
| White | 6,627 | 43.8% | 6,292 | 40.1% | 6,286 | 39.2% |
| Hispanic | 3,376 | 22.3% | 4,289 | 27.3% | 4,470 | 27.9% |
| African American | 3,044 | 20.1% | 2,838 | 18.1% | 2,954 | 18.4% |
| Asian | 1,334 | 8.8% | 1,477 | 9.4% | 1,522 | 9.5% |
| International | 282 | 1.9% | 326 | 2.1% | 359 | 2.2% |
| Other & Unknown | 483 | 3.2% | 488 | 3.1% | 441 | 2.8% |
| Total | 15,146 | 100.0% | 15,710 | 100.0% | 16,032 | 100.0% |
| TX First Time Transfers | Number | % of UG | Number | % of UG | Number | % of UG |
| | 1,098 | 11.6% | 993 | 9.9% | 930 | 9.2% |
| Two-Year Institutions | Number | % of UG | Number | % of UG | Number | % of UG |
| | 148 | 1.6% | 151 | 1.5% | 141 | 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 | \$8,522 | .0% | \$8,261 | .0% |
| 2017 | \$8,790 | 3.1% | \$8,728 | 5.7% |
| 2018 | \$9,360 | 6.5% | \$7,697 | -11.8% |
| 2019 | \$9,360 | .0% | \$7,955 | 3.4% |
| 2020 | \$9,480 | 1.3% | \$8,178 | 2.8% |
| 2021 | \$9,630 | 1.6% | \$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 | 49% | \$1,053 | 45% | \$5,902 | 52% | \$7,146 |
| 2019 | 46% | \$6,983 | 45% | \$6,185 | 0% | \$0 |
| Federal, State, Institutional or Other Grants Known by Institutions | | | | | | |
| 2018 | 66% | \$6,756 | 55% | \$6,104 | 74% | \$8,361 |
| 2019 | 66% | \$6,791 | 55% | \$6,321 | 0% | \$0 |
| Federal (Pell) Grants | | | | | | |
| 2018 | 41% | \$4,320 | 39% | \$4,103 | 42% | \$4,735 |
| 2019 | 39% | \$4,612 | 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 | Peer Group |
| Cohort | Total | 1,152 | 1,226 | 1,279 | Fall 2011 4-year | 22.1% |
| | Same | 88.2% | 85.8% | 87.0% | Fall 2015 4-year | 26.7% |
| | Other | 75.8% | 72.9% | 77.3% | Fall 2016 4-year | 28.4% |
| | Other | 12.4% | 12.9% | 9.7% | Fall 2010 5-year | 37.3% |
| Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates | | | | Fall 2014 5-year | 43.7% | |
| | | Enter Fall 2013 | Enter Fall 2017 | Enter Fall 2018 | Fall 2015 5-year | 45.1% |
| Institution Persistence | | | | Fall 2009 6-year | 44.0% | |
| Cohort | Total | 1,079 | 1,260 | 1,223 | Fall 2013 6-year | 49.1% |
| | Same | 77.0% | 76.2% | 77.2% | Fall 2014 6-year | 50.6% |
| | Other | 57.7% | 58.4% | 61.2% | National Comparison (IPEDS Definition) | |
| | Other | 19.3% | 17.8% | 15.9% | Cohort | OOS Peers |
| Peer Group Persistence | | | | Fall 2010 4-year | 24.8% | |
| Cohort | Total | 1,722 | 1,656 | 1,589 | Fall 2014 4-year | 26.6% |
| | Same | 73.5% | 70.5% | 70.7% | Fall 2015 4-year | 31.0% |
| | Other | 45.6% | 53.0% | 54.5% | Fall 2009 5-year | 42.0% |
| | Other | 34.3% | 17.5% | 16.2% | Fall 2013 5-year | 42.8% |
| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | | |
| | | Institution | Peer Group | | | |
| Year | | Grads | Sem | SCH | Grads | Sem |
| FY 2016 | | 1,164 | 12.11 | 144.00 | 1,172 | 11.32 |
| FY 2019 | | 1,225 | 11.00 | 139.00 | 1,359 | 10.40 |
| FY 2020 | | 1,397 | 11.20 | 138.00 | 1,403 | 10.43 |

| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | | |
|---|-------------|-------|--------|-------|------------|---------|
| Year | Institution | Grads | Sem | SCH | Peer Group | Average |
| FY 2016 | 1,164 | 12.11 | 144.00 | 1,172 | 11.32 | 143.33 |
| FY 2019 | 1,225 | 11.00 | 139.00 | 1,359 | 10.40 | 140.00 |
| FY 2020 | 1,397 | 11.20 | 138.00 | 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 | 318 | 56.0% |
| Peer Group | 386 | 39.9% |
| <i>For Students NOT Needing Dev Ed</i> | | |
| Institution | 834 | 73.3% |
| 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 | \$80,328,320 | 43.6% | \$92,495,779 | 42.9% | \$102,814,185 | 43.0% |
| Federal Funds | \$23,834,528 | 13.0% | \$25,830,688 | 12.0% | \$31,122,777 | 13.0% |
| Tuition & Fees | \$71,114,836 | 38.6% | \$77,541,183 | 36.0% | \$87,137,532 | 36.4% |
| Total Revenue | \$184,040,809 | 100.0% | \$215,543,736 | 100.0% | \$239,291,117 | 100.0% |

Online Resume for Prospective Students, Parents and the Public

TEXAS WOMAN'S UNIVERSITY

Location: Denton, Metroplex Region

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

Out-Of-State Peers: East Tennessee State University, University Of Central Arkansas, University Of North Carolina At Greensboro, University Of Northern Colorado, University Of Southern Mississippi

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | |
|-------------------------|---------------|---------------|
| Race/Ethnicity | Fall 2020 | |
| | Number | Percent |
| White | 6,286 | 39.2% |
| Hispanic | 4,470 | 27.9% |
| African American | 2,954 | 18.4% |
| Asian | 1,522 | 9.5% |
| International | 359 | 2.2% |
| Other & Unknown | 441 | 2.8% |
| Total | 16,032 | 100.0% |
| TX First Time Transfers | | |
| Number | % of UG | |
| Two-Year Institutions | 930 | 9.2% |
| Other Institutions | 141 | 1.4% |

Baccalaureate Success

| Graduation Rate of First-time, Full-time Degree-seeking Students | | |
|--|------|-------|
| Entering | | Rate |
| Measure | Fall | Rate |
| 4-year Rate Total | 2016 | 29.3% |
| Same Institution | | 26.2% |
| Other Institutions | | 3.1% |
| 5-year Rate Total | 2015 | 46.1% |
| Same Institution | | 41.4% |
| Other Institutions | | 4.7% |
| 6-year Rate Total | 2014 | 56.2% |
| Same Institution | | 47.8% |
| Other Institutions | | 8.3% |

[Grad Rates by Ethnicity](#)

| 1-Year Persistence, Fall 2019 | |
|-------------------------------|-------|
| Total | 87.0% |
| Same | 77.3% |
| Other | 9.7% |
| 2-Year Persistence, Fall 2018 | |
| Total | 77.2% |
| Same | 61.2% |
| Other | 15.9% |

| Avg Number SCH for Bachelor's Degree | | |
|--------------------------------------|-------|--------|
| FY 2020 Average | | |
| Sem | SCH | |
| All | 11.20 | 138.00 |

| Degrees Awarded | |
|-----------------|--------------|
| Type | FY 2020 |
| Bachelor's | 2,263 |
| Master's | 1,396 |
| Doctoral | 114 |
| Professional | 95 |
| Total | 3,868 |

[Degrees by Ethnicity](#)

| First-time Licensure or Certification Examination Pass Rate | |
|---|--------------|
| Field | FY 2020 Rate |
| Law | % |
| Pharmacy | % |
| Nursing | 99.8% |
| Engineering | % |

*Data for FY 2019

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

| Application for First-time Undergraduate Admission | | | |
|--|--------------|--------------|--------------|
| Fall 2020 | | | |
| Race/Ethnicity | Applicants | Accepted | Enrolled |
| White | 902 | 95.6% | 33.5% |
| African American | 1,180 | 86.3% | 25.4% |
| Hispanic | 3,310 | 92.4% | 14.2% |
| Asian | 490 | 96.5% | 25.6% |
| International | 83 | 95.2% | 3.8% |
| Other | 100 | 95.0% | 29.5% |
| Total | 6,065 | 92.1% | 20.3% |

| Costs | | | | | | | | | | | | | | | | | | | |
|--|---------------------|------------------|--------------------|------------------|--|--|--|--------------|----------------|---------------------|---------|------------------------|----------|------------------|---------|---|---------|------------|----------|
| Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH | | | | | <table><tr><th colspan="2">Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021</th></tr><tr><th>Type of Cost</th><th>Average Amount</th></tr><tr><td>Total Academic Cost</td><td>\$9,630</td></tr><tr><td>On-campus Room & Board</td><td>\$10,386</td></tr><tr><td>Books & Supplies</td><td>\$1,050</td></tr><tr><td>Off-Campus Transportation & Personal Expenses</td><td>\$3,051</td></tr><tr><td>Total Cost</td><td>\$24,117</td></tr></table> | Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021 | | Type of Cost | Average Amount | Total Academic Cost | \$9,630 | On-campus Room & Board | \$10,386 | Books & Supplies | \$1,050 | Off-Campus Transportation & Personal Expenses | \$3,051 | Total Cost | \$24,117 |
| Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021 | | | | | | | | | | | | | | | | | | | |
| Type of Cost | Average Amount | | | | | | | | | | | | | | | | | | |
| Total Academic Cost | \$9,630 | | | | | | | | | | | | | | | | | | |
| On-campus Room & Board | \$10,386 | | | | | | | | | | | | | | | | | | |
| Books & Supplies | \$1,050 | | | | | | | | | | | | | | | | | | |
| Off-Campus Transportation & Personal Expenses | \$3,051 | | | | | | | | | | | | | | | | | | |
| Total Cost | \$24,117 | | | | | | | | | | | | | | | | | | |
| Fiscal Year | Institution Average | Percent Increase | Peer Group Average | Percent Increase | | | | | | | | | | | | | | | |
| 2016 | \$8,522 | .0% | \$8,209 | .0% | | | | | | | | | | | | | | | |
| 2017 | \$8,790 | 3.0% | \$8,715 | 5.8% | | | | | | | | | | | | | | | |
| 2018 | \$9,360 | 6.1% | \$7,420 | -17.5% | | | | | | | | | | | | | | | |
| 2019 | \$9,360 | .0% | \$7,721 | 3.9% | | | | | | | | | | | | | | | |
| 2020 | \$9,480 | 1.3% | \$7,961 | 3.0% | | | | | | | | | | | | | | | |
| 2021 | \$9,630 | 1.6% | \$8,277 | 3.8% | | | | | | | | | | | | | | | |

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

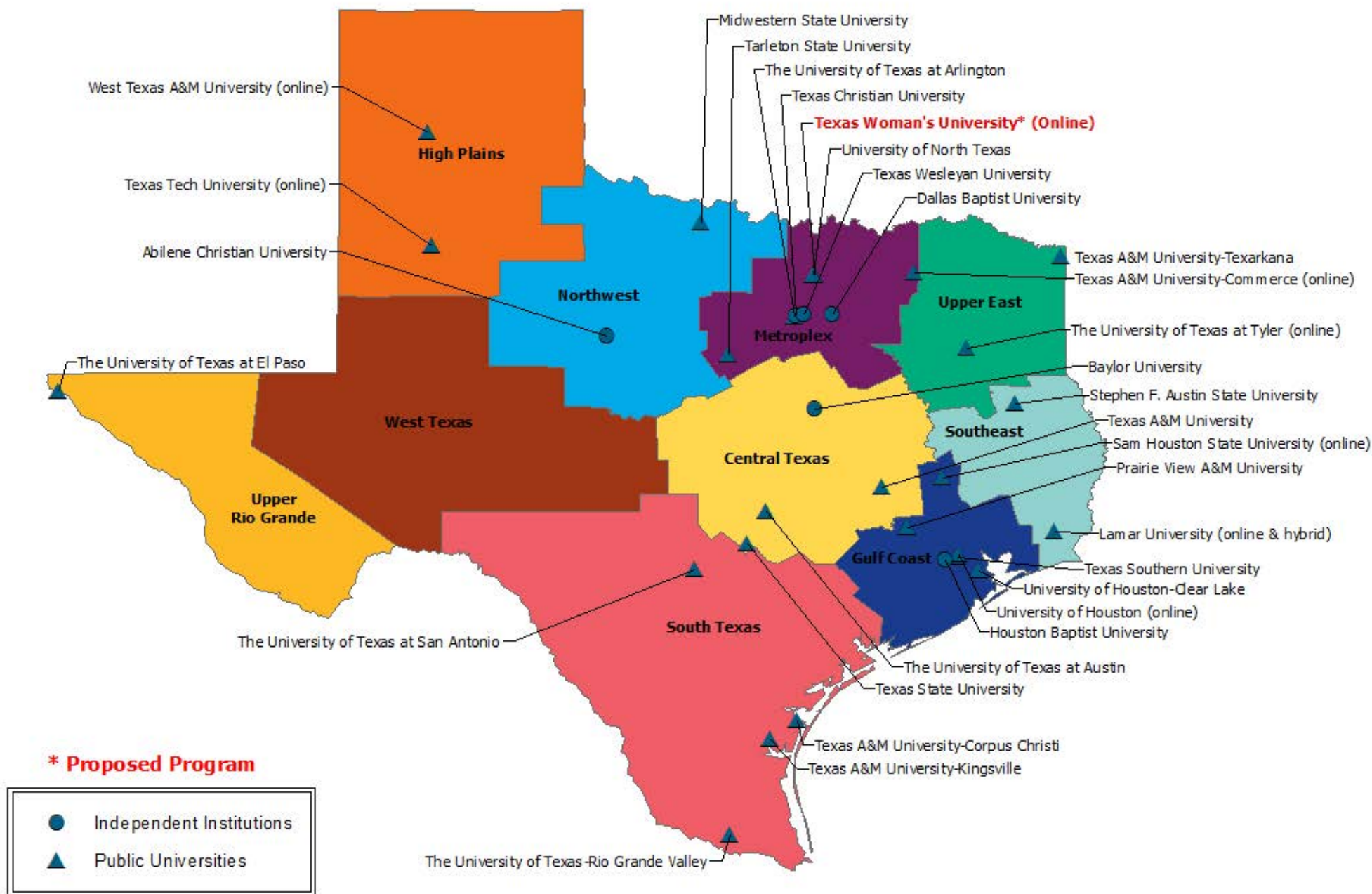
| Instruction | | |
|--|-----------|--|
| Measure of Excellence | Fall 2020 | |
| Undergraduate Classes with < 20 Students | 37.1% | |
| Undergraduate Classes with > 50 Students | 12.5% | |
| % of Teaching Faculty Tenured/Tenure-track * | 48.0% | |
| Student/Faculty Ratio * | 17:1 | |

| Financial Aid | | |
|------------------------|--------------------|----------------|
| Enrolled in FY 2019 | | |
| Type of Aid | % of UGs Receiving | Average Amount |
| Grants or Scholarships | 66% | \$6,791 |
| Federal (Pell) Grants | 39% | \$4,612 |
| Federal Student Loans | 46% | \$6,983 |

| Funding | | |
|----------------------|----------------------|---------------|
| Source | FY 2020 Amount | Pct of Total |
| Appropriated Funds | \$102,814,185 | 43.0% |
| Federal Funds | \$31,122,777 | 13.0% |
| Tuition & Fees | \$87,137,532 | 36.4% |
| Total Revenue | \$239,291,117 | 100.0% |

* Fall 2019 Data

Proposal for a Doctor of Philosophy (PhD) degree with a major in Education, Leadership, and Organization.



Committee on Academic and Workforce Success

AGENDA ITEM V-G (5)

Consideration of approving the request from The University of Texas at San Antonio for a Doctor of Philosophy (PhD) degree with a major in School Psychology

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

The University of Texas at San Antonio (UT-San Antonio) is seeking approval to offer a Doctor of Philosophy (PhD) in School Psychology. The proposed face-to-face program would prepare graduates for careers as scientist practitioners and as licensed psychologists in the state of Texas. If approved, UT-San Antonio will seek accreditation from the National Association of School Psychologists and American Psychological Association (APA). The proposed PhD program would consist of a minimum of 54 semester credit hours (SCHs) for students entering with a master's degree and 87 SCHs for students entering with a bachelor's degree. The curriculum would adhere to the APA requirements, which includes practicum hours and a dissertation. Consistent with other doctoral programs in the field, the proposed program would admit students each fall semester.

Workforce data suggest that there is need for school psychologists. According to the United States Bureau of Labor Statistics projections, there would be a 3% increase in school psychology positions during the 2019-2029 decade. This increase would lead to approximately 10,500 available school psychology positions annually. The Texas Workforce Commission anticipates a 16% growth in school psychology positions for the decade 2018-2028. This would create approximately 890 annual job openings due to growth and replacement.

School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. Currently, there are five public and independent universities in Texas that offer PhD programs in School Psychology with the CIP code 42.2805.00.

In accordance with the institution's proposed hiring schedule, UT-San Antonio will hire two core faculty members. One additional core faculty member would be hired in the first year, and one in the second year of the program. By June 1, before the academic year in which faculty are hired, the institution would provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of school psychology courses to be taught.

The University of Texas at San Antonio (*Accountability Peer Group: Emerging Research*)

| Completion Measures | | Institution | State |
|--|--|--------------------|--------------|
| <i>Graduate</i> | Master's 5-Year Graduation Rate | 77.5% | 76.3% |
| | Doctoral 10-Year Graduation Rate | 59.8% | 65.4% |
| <i>Status of Recently Approved Doctoral Programs</i> | The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Yes No N/A | | |
| | Recently Approved Doctoral Programs: <ul style="list-style-type: none"> Civil Engineering (2018) | | |
| | 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 a minimum of 54 SCHs and would be available beginning in fall 2022. The proposed program would prepare graduates for careers as scientist practitioners and licensed psychologists. Students would demonstrate an understanding of basic content areas in psychology, as well as professional issues, including ethical and legal principles, cultural diversity, communication, and quality assurance principles necessary for professional competencies in assessment, intervention, consultation, and supervision of psychological services with diverse populations. Students would be prepared to become licensed in Texas.

The institution estimates that five-year costs would total \$4,063,856.

Existing Programs:

There are currently are five public universities and one independent university offering doctoral programs in School Psychology.

Public Universities:

Stephen F. Austin State University
 Texas A&M University
 Texas Woman's University
 University of Houston
 University of Houston-Clear Lake

Independent University:

Baylor University

| Start-Up Projections: | Yr. 1 | Yr. 2 | Yr. 3 | Yr. 4 | Yr. 5 |
|----------------------------------|--------------|--------------|--------------|--------------|--------------|
| <i>Students Enrolled</i> | 5 | 5 | 6 | 6 | 6 |
| <i>Graduates</i> | 0 | 0 | 0 | 1 | 4 |
| <i>Avg. Financial Assistance</i> | \$16,500 | \$16,500 | \$16,500 | \$16,500 | \$16,500 |
| <i>Students Assisted</i> | 10 | 14 | 20 | 28 | 36 |
| <i>Core Faculty (FTE)</i> | 3 | 4 | 4 | 4 | 4 |
| <i>Total Costs</i> | \$413,500 | \$606,075 | \$805,428 | \$1,058,101 | \$1,180,753 |
| <i>Total Funding</i> | \$1,004,366 | \$877,385 | \$732,808 | \$849,071 | \$952,092 |
| <i>% From Formula Funding</i> | 0 | 0 | 22% | 27% | 31% |

| FIVE-YEAR COSTS | |
|--------------------------------------|---------------------|
| Personnel | |
| Faculty (New) | \$ 806,299 |
| Faculty (Reallocated) | \$ 1,195,883 |
| Program Administration (New) | \$ 87,601 |
| Program Administration (Reallocated) | \$ 0 |
| Graduate Assistants (New) | \$ 450,000 |
| Graduate Assistants (Reallocated) | \$ 0 |
| Clerical/Staff (New) | \$ 0 |
| Clerical/Staff (Reallocated) | \$ 57,073 |
| Student Support | \$ 1,350,000 |
| Supplies and Materials | \$ 87,000 |
| Library and IT Resources | \$ 30,000 |
| Equipment | \$ 0 |
| Facilities | \$ 0 |
| Other (Marketing, Accreditation) | \$ 0 |
| Total | \$ 4,063,856 |

| FIVE-YEAR FUNDING | |
|------------------------------------|---------------------|
| Formula Funding (Years 3-5) | \$ 689,019 |
| Other State Funding | \$ 264,000 |
| Reallocation of Existing Resources | \$ 1,195,884 |
| Federal Funding (In-Hand Only) | \$ 602,356 |
| Tuition and Fees | \$ 193,851 |
| Other (Institutional Advancement) | \$ 1,470,612 |
| Total | \$ 4,415,722 |

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-San Antonio would hire two core faculty members. One additional core faculty member would be hired in the first year, and one in the second year of the program. By June 1, before the academic year in which faculty are hired, the institution would provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of school psychology courses to be taught.

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

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | | | | | |
|-------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Race/Ethnicity | Fall 2015 | | Fall 2019 | | Fall 2020 | |
| | Number | Percent | Number | Percent | Number | Percent |
| White | 7,719 | 26.8% | 7,386 | 22.8% | 7,638 | 22.2% |
| Hispanic | 14,408 | 50.1% | 18,071 | 55.8% | 19,635 | 57.1% |
| African American | 2,770 | 9.6% | 3,173 | 9.8% | 3,326 | 9.7% |
| Asian | 1,574 | 5.5% | 1,866 | 5.8% | 1,941 | 5.6% |
| International | 1,473 | 5.1% | 979 | 3.0% | 926 | 2.7% |
| Other & Unknown | 843 | 2.9% | 914 | 2.8% | 936 | 2.7% |
| Total | 28,787 | 100.0% | 32,389 | 100.0% | 34,402 | 100.0% |
| TX First Time Transfers | Number | % of UG | Number | % of UG | Number | % of UG |
| | 1,669 | 6.8% | 2,213 | 8.0% | 2,312 | 7.9% |
| Two-Year Institutions | 426 | 1.7% | 613 | 2.2% | 561 | 1.9% |
| Other Institutions | | | | | | |

| Costs | | | | |
|--|---------------------|------------------|--------------------|------------------|
| Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH | | | | |
| Fiscal Year | Texas Rates | | | |
| | Institution Average | Percent Increase | Peer Group Average | Percent Increase |
| 2016 | \$9,361 | .0% | \$9,777 | .0% |
| 2017 | \$9,677 | 3.4% | \$10,201 | 4.3% |
| 2018 | \$10,013 | 3.5% | \$10,443 | 2.4% |
| 2019 | \$9,978 | -.3% | \$10,712 | 2.6% |
| 2020 | \$9,724 | -2.5% | \$11,011 | 2.8% |
| 2021 | \$10,600 | 9.0% | \$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 | 50% | \$6,459 | 45% | \$7,437 | 42% | \$6,785 |
| 2019 | 49% | \$6,331 | 43% | \$6,780 | 0% | \$0 |
| Federal, State, Institutional or Other Grants Known by Institutions | | | | | | |
| 2018 | 68% | \$7,808 | 59% | \$7,729 | 72% | \$7,379 |
| 2019 | 78% | \$6,658 | 61% | \$8,004 | 0% | \$0 |
| Federal (Pell) Grants | | | | | | |
| 2018 | 44% | \$4,297 | 39% | \$4,482 | 37% | \$4,754 |
| 2019 | 44% | \$4,428 | 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 | Peer Group |
| Cohort | | 4,948 | 4,864 | 4,342 | Fall 2011 4-year | 29.7% |
| Total | | 86.4% | 88.3% | 89.6% | Fall 2015 4-year | 38.4% |
| Same | | 67.6% | 73.4% | 77.4% | Fall 2016 4-year | 40.7% |
| Other | | 18.9% | 14.9% | 12.2% | Fall 2010 5-year | 50.7% |
| Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates | | | | Fall 2014 5-year | 57.9% | |
| | | Enter Fall 2013 | Enter Fall 2017 | Enter Fall 2018 | Fall 2015 5-year | 59.8% |
| Institution Persistence | | | | Fall 2009 6-year | 59.2% | |
| Cohort | | | | Fall 2013 6-year | 63.5% | |
| Total | | | | Fall 2014 6-year | 65.3% | |
| Same | | | | National Comparison (IPEDS Definition) | | |
| Other | | | | Cohort | Institution Rate | OOS Peers Rate |
| Peer Group Persistence | | | | Fall 2010 4-year | 11.0% | 26.2% |
| Cohort | | | | Fall 2014 4-year | 18.0% | 32.2% |
| Total | | | | Fall 2015 4-year | 22.0% | 34.4% |
| Same | | | | Fall 2009 5-year | 24.0% | 49.0% |
| Other | | | | Fall 2013 5-year | 34.0% | 53.4% |
| | | | | Fall 2014 5-year | 37.0% | 54.6% |
| | | | | Fall 2008 6-year | 31.0% | 56.6% |
| | | | | Fall 2012 6-year | 40.0% | 58.8% |
| | | | | Fall 2013 6-year | 42.0% | 60.0% |

| Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree | | | | | | |
|---|-------------|-------|--------|--------------------|-------|--------|
| Year | Institution | | | Peer Group Average | | |
| | Grads | Sem | SCH | Grads | Sem | SCH |
| FY 2016 | 3,365 | 11.11 | 141.00 | 3,673 | 11.27 | 139.87 |
| FY 2019 | 4,214 | 10.00 | 133.00 | 4,447 | 10.52 | 136.87 |
| FY 2020 | 4,536 | 10.00 | 133.00 | 4,658 | 10.37 | 135.75 |

| Six-year Graduation & Persistence Rate, Fall 2014 | | |
|---|--------|-------|
| Student Group | Cohort | Rate |
| <i>For Students Needing Dev Ed</i> | | |
| Institution | 111 | 38.7% |
| Peer Group | 215 | 53.0% |
| <i>For Students NOT Needing Dev Ed</i> | | |
| Institution | 4,837 | 73.2% |
| 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 | \$146,950,855 | 32.4% | \$158,607,508 | 30.9% | \$171,517,169 | 30.4% |
| Federal Funds | \$83,760,620 | 18.5% | \$109,935,970 | 21.4% | \$131,831,406 | 23.4% |
| Tuition & Fees | \$167,758,047 | 37.0% | \$183,418,781 | 35.8% | \$203,601,417 | 36.1% |
| Total Revenue | \$453,823,442 | 100.0% | \$512,547,554 | 100.0% | \$564,371,844 | 100.0% |

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT SAN ANTONIO

Location: San Antonio, South Texas Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

| Enrollment | | |
|--------------------------------|---------------------|----------------|
| Race/Ethnicity | Fall 2020 Number | Percent |
| White | 7,638 | 22.2% |
| Hispanic | 19,635 | 57.1% |
| African American | 3,326 | 9.7% |
| Asian | 1,941 | 5.6% |
| International | 926 | 2.7% |
| Other & Unknown | 936 | 2.7% |
| Total | 34,402 | 100.0% |
| TX First Time Transfers | Number | % of UG |
| Two-Year Institutions | 2,312 | 7.9% |
| Other Institutions | 561 | 1.9% |

| Baccalaureate Success | | |
|---|------|-------|
| Graduation Rate of First-time, Full-time Degree-seeking Students Entering | | |
| Measure | Fall | Rate |
| 4-year Rate Total | 2016 | 39.0% |
| Same Institution | | 32.3% |
| Other Institutions | | 6.7% |
| 5-year Rate Total | 2015 | 59.0% |
| Same Institution | | 45.8% |
| Other Institutions | | 13.2% |
| 6-year Rate Total | 2014 | 62.7% |
| Same Institution | | 46.2% |
| Other Institutions | | 16.5% |
| Grad Rates by Ethnicity | | |

| 1-Year Persistence, Fall 2019 | |
|-------------------------------|-------|
| Total | 89.6% |
| Same | 77.4% |
| Other | 12.2% |
| 2-Year Persistence, Fall 2018 | |
| Total | 81.9% |
| Same | 64.1% |
| Other | 17.8% |

| Avg Number SCH for Bachelor's Degree | | |
|--------------------------------------|-------|--------|
| FY 2020 Average | | |
| Sem | SCH | |
| All | 10.00 | 133.00 |

| Degrees Awarded | |
|-----------------|--------------|
| Type | FY 2020 |
| Bachelor's | 5,924 |
| Master's | 1,338 |
| Doctoral | 153 |
| Professional | 0 |
| Total | 7,415 |

[Degrees by Ethnicity](#)

| First-time Licensure or Certification Examination Pass Rate | |
|---|-----------------|
| Field | FY 2020 Rate |
| Law | % |
| Pharmacy | % |
| Nursing | % |
| Engineering | 72.2% |

*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 | 3,331 | 88.4% | 34.1% |
| African American | 2,417 | 78.6% | 29.3% |
| Hispanic | 13,815 | 82.1% | 28.4% |
| Asian | 1,450 | 91.5% | 27.7% |
| International | 210 | 91.4% | 27.6% |
| Other | 402 | 88.3% | 34.1% |
| Total | 21,625 | 83.5% | 29.5% |

| Costs | | | | |
|--|---------------------|------------------|--------------------|------------------|
| Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH | | | | |
| Fiscal Year | Institution Average | Percent Increase | Peer Group Average | Percent Increase |
| 2016 | \$9,361 | .0% | \$9,836 | .0% |
| 2017 | \$9,677 | 3.3% | \$10,276 | 4.3% |
| 2018 | \$10,013 | 3.4% | \$10,504 | 2.2% |
| 2019 | \$9,978 | -.4% | \$10,817 | 2.9% |
| 2020 | \$9,724 | -2.6% | \$11,195 | 3.4% |
| 2021 | \$10,600 | 8.3% | \$11,578 | 3.3% |

| Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2021 | |
|--|-----------------|
| Type of Cost | Average Amount |
| Total Academic Cost | \$10,600 |
| On-campus Room & Board | \$12,112 |
| Books & Supplies | \$1,000 |
| Off-Campus Transportation & Personal Expenses | \$2,568 |
| Total Cost | \$26,280 |

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

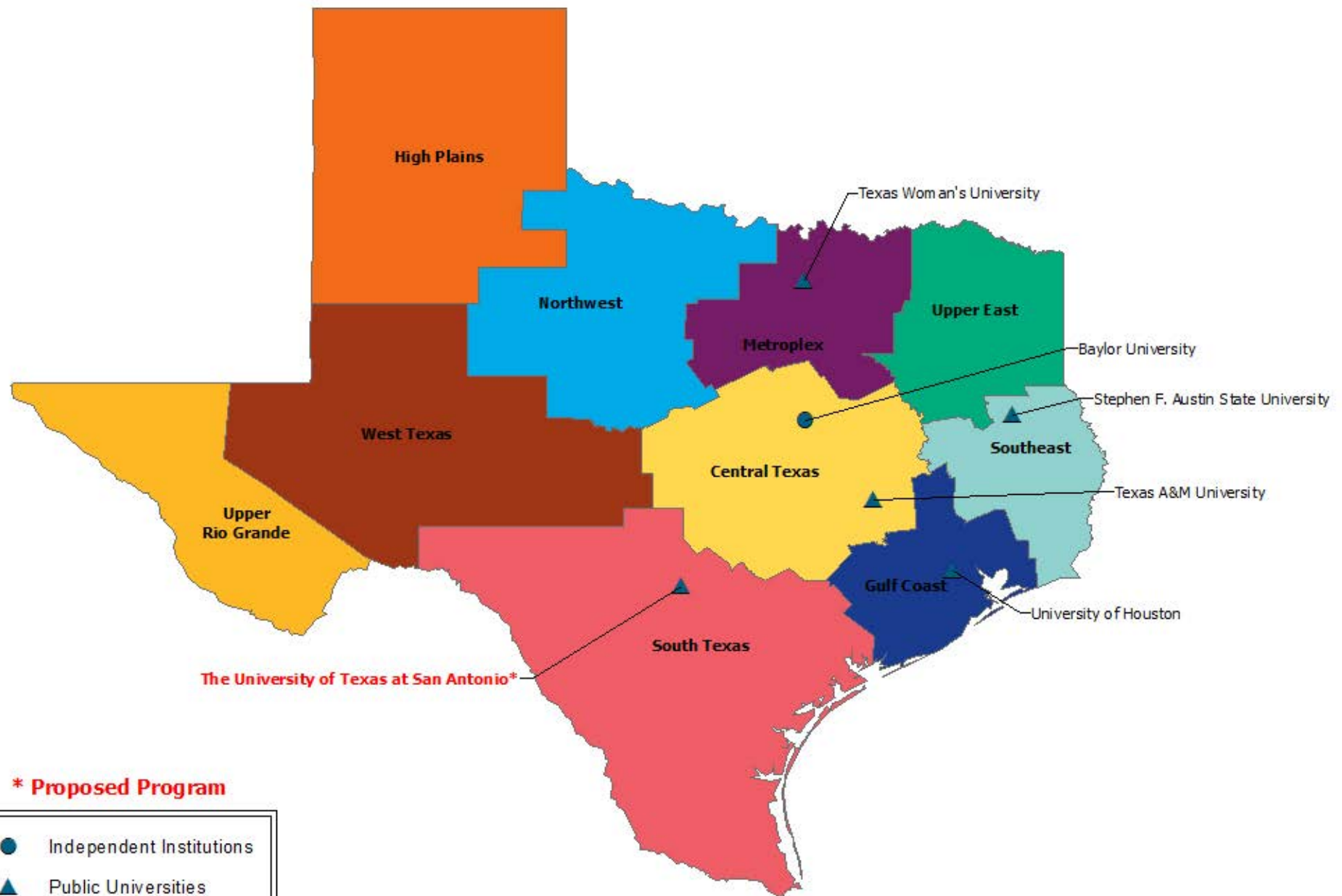
| Instruction | |
|--|-----------|
| Measure of Excellence | Fall 2020 |
| Undergraduate Classes with < 20 Students | 19.7% |
| Undergraduate Classes with > 50 Students | 30.0% |
| % of Teaching Faculty Tenured/Tenure-track * | 52.3% |
| Student/Faculty Ratio * | 24:1 |

* Fall 2019 Data

| Financial Aid | | |
|------------------------|--------------------|----------------|
| Enrolled in FY 2019 | | |
| Type of Aid | % of UGs Receiving | Average Amount |
| Grants or Scholarships | 78% | \$6,658 |
| Federal (Pell) Grants | 44% | \$4,428 |
| Federal Student Loans | 49% | \$6,331 |

| Funding | | |
|----------------------|----------------------|---------------|
| Source | FY 2020 Amount | Pct of Total |
| Appropriated Funds | \$171,517,169 | 30.4% |
| Federal Funds | \$131,831,406 | 23.4% |
| Tuition & Fees | \$203,601,417 | 36.1% |
| Total Revenue | \$564,371,844 | 100.0% |

Proposal for a Doctor of Philosophy (PhD) degree with a major in School Psychology.



Committee on Academic and Workforce Success

AGENDA ITEM V-I (1)

Consideration of adopting proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Rule 4.8 of Board rules, concerning the excused absence for a person called to required military service

RECOMMENDATION: Approval

Background Information:

The proposed amendments are based on legislative changes made to the Texas Education Code by Senate Bill 937, 87th Texas Legislature, Regular Session, which directs the Coordinating Board to adopt rules for determining the maximum duration a student must be excused because of military service. Senate Bill 937 amended the statute, Texas Education Code, Section 51.9111, by changing the phrase "active military service" to "required military service," clarifying that absence of a student from attending classes or other activities is excused because of required military service. These amendments are limited to implementing the revision to statute enacted in Senate Bill 937.

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

Date approved by the commissioner for publication in the *Texas Register*: July 16, 2021

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the Texas Register ended on: September 18, 2021

At this time no comments have been received.

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

Subchapter A – General Provisions

4.8 Excused Absence for a Person Called to Required [Active] Military Service.

(a) Upon notice from a student required to participate in required [active] military service, an institution shall excuse a student from attending classes or engaging in other required activities, including examinations.

(b) A student shall not be penalized for an absence which is excused under this subsection and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence.

(c) Each institution shall adopt a policy under this subsection which includes:

(1) the retention of a student's course work completed during the portion of the course prior to the student being called to required [active] military service;

(2) the course syllabus or other instructional plan, so that the student will be able to complete the course without prejudice and under the same course requirements that were in effect when the student enrolled in the course;

(3) a definition of a reasonable time after the absence for the completion of assignments and examinations;

(4) procedures for failure of a student to satisfactorily complete the assignment or examination within a reasonable time after the absence; and

(5) an institutional dispute resolution process regarding the policy.

(d) The maximum period for which a student may be excused under this section shall be no more than 25% (twenty-five percent) of the total number of class meetings or the contact hour equivalent (not including the final examination period) for the specific course or courses in which the student is currently enrolled at the beginning of the period of required [active] military service.

(e) Institutions are directed to develop and publish policies and procedures to ensure that students enrolled in distance learning, self-paced, correspondence, and other asynchronous courses receive equivalent consideration for the purposes of determining acceptable duration of excused absences and time limits for the completion of course work following an excused absence under this section.

Committee on Academic and Workforce Success

AGENDA ITEM V-I (2)

Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter A, Section 4.9 of Board Rules, implementing the express provisions of new Texas Education Code, Title 3, Subtitle A, Chapter 51, Section 51.907(e) (2), enacted by the 87th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The proposed amendments are based on legislative changes made to the Texas Education Code by Senate Bill 165, which directs the Coordinating Board to adopt rules for determining the duration of no or limited in-person course attendance at institutions that significantly affects the student's ability to participate in coursework under the conditions of an event which the governor has declared a disaster. This amendment will allow students to exceed the maximum limitation of courses dropped in the event of a disaster, recognized and declared by the governor, which results in the cessation or limitation of in-person course attendance by students at the institution. Under general circumstances, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses.

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

Date approved by the commissioner for publication in the *Texas Register*: July 16, 2021

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the Texas Register ended on: September 18, 2021

At this time no comments have been received.

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

Subchapter A – General Provisions

4.9 Limitations on the Number of Courses That May Be Dropped under Certain Circumstances By Undergraduate Students

(a) Beginning with the fall 2007 academic term, and applying to students who enroll in higher education for the first time during the fall 2007 academic term or any term subsequent to the fall 2007 term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless:

(1) the institution has adopted a policy under which the maximum number of courses a student is permitted to drop is less than six; or

(2) a disaster declared by the governor results in cessation or limitation of in-person course attendance by students at the institution of a duration determined by the institution to significantly affect the student's ability to participate in course work with consideration of the length of time of the cessation or limitation of in-person course attendance, the type of courses, and the personal circumstances of students affected by the disaster; or

(3) ~~[(2)]~~ the student shows good cause for dropping more than that number, including but not limited to a showing of:

(A) a severe illness or other debilitating condition that affects the student's ability to satisfactorily complete the course;

(B) the student's responsibility for the care of a sick, injured, or needy person if the provision of that care affects the student's ability to satisfactorily complete the course;

(C) the death of a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's death is considered to be a showing of good cause;

(D) the active duty service as a member of the Texas National Guard or the armed forces of the United States of either the student or a person who is considered to be a member of the student's family or who is otherwise considered to have a sufficiently close relationship to the student that the person's active military service is considered to be a showing of good cause;

(E) the change of the student's work schedule that is beyond the control of the student, and that affects the student's ability to satisfactorily complete the course; or

(F) other good cause as determined by the institution of higher education.

(4) ~~[(3)]~~ the enrollment is for a student who qualifies for a seventh course enrollment, who:

(A) has reenrolled at the institution following a break in enrollment from the institution or another institution of higher education covering at least the 24-month period preceding the first class day of the initial semester or other academic term of the student's reenrollment; and

(B) successfully completed at least 50 semester credit hours of course work at an institution of higher education that are not exempt from the limitation on formula funding set out in §13.104(1) - (6) of this title (relating to Exemptions for Excess Hours) before that break in enrollment.

(b) – (e) (No Change.)

Committee on Academic and Workforce Success

AGENDA ITEM V-I (3)

Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Section 4.84 of Board rules, concerning institutional agreements for dual credit programs

RECOMMENDATION: Approval

Background Information:

The proposed amendments are based on legislative changes made to the Texas Education Code by Senate Bill 1277, 87th Texas Legislature, Regular Session, which require specific criteria be included in a dual credit agreement established between an institution of higher education and school district. Senate Bill 1277 amended the statute, Texas Education Code, Section 28.009, by requiring the dual credit agreement to designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course. These amendments are limited to implementing the revision to statute enacted in Senate Bill 1277.

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

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the *Texas Register* ended on: September 18, 2021

Summary of comments received: No comments were received regarding this rule.

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

Subchapter D – Dual Credit Partnerships between Secondary Schools and Texas Public Colleges

- 4.81 Purpose
- 4.82 Authority
- 4.83 Definitions
- 4.84 Institutional Agreements
- 4.85 Dual Credit Requirements

4.81 – 4.83 No Changes.

4.84 Institutional Agreements

(a) Need for Institutional Agreements. For any dual credit partnership between a secondary school and a public college, an agreement must be approved by the governing boards or designated authorities (e.g., principal and chief academic officer) of both the public school district or private secondary school and the public college prior to the offering of such courses.

(b) Elements of Institutional Agreements. Any dual credit agreement must address the following elements:

- (1) Eligible Courses;
- (2) Student Eligibility;
- (3) Location of Class;
- (4) Student Composition of Class;
- (5) Faculty Selection, Supervision, and Evaluation;
- (6) Course Curriculum, Instruction, and Grading;
- (7) Academic Policies and Student Support Services;
- (8) Transcribing of Credit;
- (9) Funding; and
- (10) Defined sequences of courses, where applicable.

(c) Institutional Agreement between Public Institution of Higher Education and Public School District. Any agreement entered into or renewed between a public institution of higher education and public school district on or after September 1, 2021 [~~September 1, 2019~~], including a memorandum of understanding or articulation agreement, must:

- (1) include specific program goals aligned with the statewide goals developed under TEC 28.009, Subsection (b-1);

(2) establish common advising strategies and terminology related to dual credit and college readiness;

(3) provide for the alignment of endorsements described by Section 28.025 (c-1) offered by the district, and dual credit courses offered under the agreement that apply towards those endorsements, with postsecondary pathways and credentials at the institution and industry certifications;

(4) identify tools, including tools developed by the Texas Education Agency, Texas Higher Education Coordinating Board, or the Texas Workforce Commission, to assist counselors, students, and families in selecting endorsements offered by the district and dual credit courses offered under the agreement;

(5) establish, or provide a procedure for establishing, the course credits that may be earned under the agreement, including developing a course equivalency crosswalk or other method of equating high school courses with college courses and identifying the number of credits that may be earned for each course completed through the program;

(6) describe the academic supports and, if applicable, guidance that will be provided to students participating in the program;

(7) establish the institution of higher education's and the school district's respective roles and responsibilities in providing the program and ensuring the quality and instructional rigor of the program;

(8) state the sources of funding for courses offered under the program, including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the program;

(9) require the district and the institution to consider the use of free or low-cost open educational resources in courses offered under the program; ~~and~~

(10) designate at least one employee of the district or institution as responsible for providing academic advising to a student who enrolls in a dual credit course under the program before the student begins the course; and

(11) ~~[(10)]~~ be posted each year on the institution of higher education's and the school district's respective Internet websites.

4.85 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-I (4)

Consideration of adopting the proposed repeal to Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, Section 5.51 of Board rules, concerning Publishing of Doctoral Program Data

RECOMMENDATION: Approval

Background Information:

The intent of the proposed repeal is to remove the requirement that public four-year institutions publish data annually regarding the performance of their doctoral programs, thereby reducing their reporting burden. Coordinating Board staff regularly reviews statutory language to repeal any unnecessary or duplicative data reporting, and the proposed repeal reduces duplicative institutional reporting.

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

Date approved by the commissioner for publication in the *Texas Register*: August 8, 2021

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the Texas Register ended on: September 18, 2021

At this time seven comments have been received.

Two comments from University of Houston:

I write to share my support of the repeal of rules for posting doctoral data (Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, §5.51). Repealing this rule will save much time that is spent by numerous people across our campus to put this data together. Not only does my office have to spend time with a number of the items, the graduate schools works with people in all our colleges to gather pieces that are not easily obtained in either our HR or student information system. It really takes a couple of months to put together once everything is done. And the effort to work on this is on top of everyone's regular work activity. We have much information about our students at the doctoral level already published on our website if individuals wanted to learn about them. I strongly support repealing this rule.

I wanted to record my comments in support of repealing the reporting tied to the 18 Characteristics of PhD programs. In my position, I help put together this data for one of the colleges, around 10 individual programs, for the University of Houston. I find it to be very tedious to put this data together each year. While there are certain data points from that report

that we regularly tabulate, use in strategic planning, and make available to the public, putting together some of the other data points to be very time consuming and hard to keep uniform across disciplines. I would absolutely do the work if I thought potential students were using this data, but despite our efforts to post the information in highly-visible areas, I truly believe that students rarely look for this kind of data. Even if they stumble onto the data, I just don't think it factors into their decision to choose/ not choose our programs. They're much more likely to be using the opinions of mentors, peers, and the important people in their lives over these reports. Please allow us to skip this report. It just doesn't have the value for which it was originally intended and has become a groan-worthy part of each year's cycle of reports. Thank you for your time

Comment from The University of Texas System:

I write to express my support to the Texas Higher Education Coordinating Board for repealing Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, §5.51, regarding the publishing of doctoral program data.

Comment from The University of Texas at Tyler:

I am writing to express my support of the proposed repeal of rules for publishing doctoral program data (Texas Administrative Code, Title 19, Part 1, Chapter 5, Subchapter C, §5.51). Even for our institution, which currently has relatively few doctoral programs, this requirement has been an undue burden. This reporting typically requires more than 40 hours each year across several departments. Repeal of this requirement will allow us to better use this time to serve our students.

Comment from University of North Texas:

I am writing to support the removal of the above named reporting requirement. The amount of staff time dedicated to this reporting requirement could and should instead be focused on supporting student success and institutional outcomes that align with the 60x30xTX plan. This reporting effort does not appear to be utilized broadly and given the wide range of data now available in the market place this is a duplicative reporting effort. I would encourage the removal of this expectation so that our institutional data practitioners can prioritize more pressing projects with a direct outcome on Texas residents.

Comment from The University of Texas Health Science Center at Houston:

I am in agreement with the proposal to repeal the requirement for doctoral programs to publish program data on their website. Specifically, doctoral programs are all very unique, not least because doctoral programs tend to be very individualized once the required courses are completed. Without standardized comparison data, it is difficult to know how to interpret the data.

Comment from The University of Texas at El Paso:

Thank you for considering the elimination of the annual publication of doctoral program data to assess a doctoral program's performance. These data are already available in multiple formats and locations on the THECB website (e.g., THECB Accountability) and on most institutional websites. Repeal of this requirement will reduce duplicative institutional reporting at both the State and federal levels (NCES).

Coordinating Board staff concur with these comments in favor of the repeal.

Chapter 5 – Rules Applying to Public Universities, Health-Related Institutions, and/or Selected Public Colleges of Higher Education in Texas

Subchapter C – Approval of New Academic Programs at Public Universities, Health-Related Institutions, and Review of Existing Degree Programs

- 5.41 Purpose
- 5.42 Authority
- 5.43 Definitions
- 5.44 Presentations of Requests and Steps for Implementation
- 5.45 Criteria for New Baccalaureate and Master's Degree Programs
- 5.46 Criteria for New Doctoral Programs
- 5.48 Criteria for Certificate Programs at Universities and Health-Related Institutions
- 5.50 Approvals by the Commissioner
- 5.51 Publishing of Doctoral Program Data
- 5.52 Review of Existing Degree Programs
- 5.53 Annual Evaluation of New Doctoral Degree Programs
- 5.54 Noncompliance with Conditions of Approval for New Doctoral Degree Programs
- 5.55 Revisions to Approved Programs

5.41 – 5.50 No changes.

~~[5.51—Publishing of Doctoral Program Data~~

~~Each public university and health-related institution with one or more doctoral programs on its program inventory shall collect and publish information on its website regarding the "Characteristics of Texas Public Doctoral Programs" as approved by the Board, on a schedule determined by the Commissioner. Each institution must develop and implement a plan for using the Characteristics of Texas Public Doctoral Programs for ongoing evaluation and quality improvement of each doctoral program course credit.]~~

5.52 – 5.55 No changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-I (5)

Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 7, Subchapter A, Sections 7.7 and 7.8 of Board rules, incorporating restrictions added by Texas Education Code, Title 3, Subtitle B, Chapter 61, Section 61.303(c) and (c-1) and Section 61.306(a), (c), (c-1), and (d), enacted by the 87th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The proposed amendments are based on legislative changes made to the Texas Education Code by Senate Bill 1490, 87th Texas Legislature, Regular Session, concerning private postsecondary institutions' compliance requirements and restrictions for authorizing professional degrees. Proposed amendments will also delete an unnecessary date reference for documentation of reserves, lines of credit, or surety instruments; clarify use of an outside consultant in desk reviews of Certificate of Authority applications; correct a reference to institutional accreditors to be consistent with US Department of Education terminology; and add the Coordinating Board's delegation of its authority to the appropriate assistant commissioner to approve institution closures.

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

Date approved by the commissioner for publication in the *Texas Register*: July 21, 2021

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the Texas Register ended on: September 18, 2021

At this time no comments have been received.

Chapter 7 – Degree-granting Colleges and Universities other than Texas Public Institutions

Subchapter A – General Provisions

- 7.1 Purpose
- 7.2 Authority
- 7.3 Definitions
- 7.4 Standards for Operation of Institutions
- 7.5 Administrative Injunctions, Limitations, and Penalties
- 7.6 Recognition of Accrediting Agencies
- 7.7 Institutions Accredited by Board-Recognized Accreditors
- 7.8 Institutions Not Accredited by a Board-Recognized Accreditor
- 7.9 Religious Institutions Offering Degrees in Religious Disciplines
- 7.10 Registration of Agents
- 7.11 Changes of Ownership and Other Substantive Changes
- 7.12 Review and Use of Degrees from Institutions Not Eligible for Certificates of Authority
- 7.13 Student Data Reporting
- 7.14 Distance Education Approval Processes for Degree Granting Colleges and Universities Other Than Texas Public Institutions
- 7.15 Academic Records Maintenance, Protection, and Repository of Last Resort
- 7.16 Financial Protections for Student Tuition and Fees

7.1 – 7.6 No Changes.

7.7. Institutions Accredited by Board-Recognized Accreditors.

An institution which does not meet the definition of an institution of higher education contained in Texas Education Code §61.003, is accredited by a Board-recognized accreditor, and is interested in offering degrees or courses leading to degrees in the State of Texas is subject to the restriction on professional degrees in paragraph (1) and must follow the requirements in paragraphs (2) – (5) [(1) - (4)] of this section.

(1) Restriction on Professional Degrees. The Board may not approve the issuance of a Certificate of Authorization for an exempt institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions), or to represent that credits earned in this state are applicable toward a professional degree except to the extent allowed for an authorized institution operating under a State Authorization Reciprocity Agreement (SARA).

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

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

- (i) Name of the institution;

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

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

(iv) Name of Board-recognized accreditor;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

minimum of five years and shall make any such advertisements available to the Board for inspection upon request.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- (i) Restrictions on adding degree programs to its authorization;
- (ii) An increase in the amount of financial reserves, lines of credit or surety instrument required to maintain a Certificate of Authorization; and
- (iii) Review every six months, including unannounced site visits.

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

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

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

(4) [(3)] Grounds for Revocation of any Certificate of Authorization.

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

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

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

(i) If the institution's Certificate of Authorization is revoked due to its accrediting agency's removal from the U.S. Department of Education and/or the Board's list of approved accreditors, the Board, or Board staff as delegated, shall set a provisional time period within which institutions may continue to operate, not to exceed any provisional time period set by the United States Department of Education.

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

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

(E) Board staff recommends revocation based on deficiencies in compliance with the principles addressed in §7.4 of this chapter as evidenced by lack of compliance with the Board-

recognized accreditor's standards, which are found in annual review documentation and not corrected by the institution upon request by Board staff.

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

(5) [(4)] Process for Removal of Authorization.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(iv) other requirements imposed by the Board.

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

(6) [(5)] Closure of an Institution.

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

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

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

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

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

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

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

(H) The Coordinating Board has delegated its authority to approve institution closure arrangements and agreements to the Assistant Commissioner with oversight of the closing institution.

7.8 Institutions Not Accredited by a Board-Recognized Accreditor

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

(1) Certificate of Authority Eligibility.

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

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

(ii) which meet one of the following conditions:

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

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

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

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

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

(B) To be considered by the Board as operating, means to have assembled a governing board, developed policies, materials, and resources sufficient to satisfy the requirements for a Certificate of Authority, and either have enrolled students and conducted classes or accumulated sufficient financing to do so for at least one year upon certification based on reasonable estimates of projected enrollment and costs. Sufficient financing may be demonstrated by proof of an adequate surety instrument meeting requirements as defined in §7.16 of this subchapter (relating to Financial Protections for Student Tuition and Fees), including but not limited to, a surety bond, an assignment of a savings or escrow account, certificate of deposit, irrevocable letter of credit, or a properly executed participation contract

with a private association, partnership, corporation, or other entity whose membership is comprised of postsecondary institutions.

(2) Certificate of Authority Restrictions for Professional Degrees.

(A) The Board may not issue a Certificate of Authority for a private postsecondary institution to grant a professional degree, as defined in §7.3 of this title (relating to Definitions), or to represent that credits earned in this state are applicable toward a degree unless the Board determines there is evidence of program need and institutional ability, including but not limited to the following:

(I) capacity and ability of similar professional degree programs at institutions of higher education and private or independent institutions of higher education are insufficient to meet the state's current market needs;

(II) the institution seeking the certificate of authority:

(a) has the necessary faculty and other resources to ensure student success; and

(b) is subject to and agrees to meet the same standards for approval and all academic criteria applicable to similar professional degree programs offered by institutions of higher education and private or independent institutions of higher education (as defined under Texas Education Code, §61.003).

(iii) sufficient placements are available to students for required field-based experience, such as clinicals or clerkships, for the proposed professional degree.

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

(3) [(2)] Certificate of Authority Application Submission and Requirements.

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

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

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

(iii) The desk review may be done, in consultation with Board staff, ~~[will be done]~~ by a reviewer who will act as the site review team leader if the application is deemed complete and ready for a site team visit.

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

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

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

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

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

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

(C) The Certificate of Authority application must include:

(i) The name and address of the institution;

(ii) The purpose and mission of the institution;

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

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

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

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

(I) The sponsors or owners of the institution;

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

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

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

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

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

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

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

(xi) A written accreditation plan, identifying:

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

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

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

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

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

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

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

(iii) Possession of all listed facilities and resources.

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

(4) [~~(3)~~] Fees Related to Certificates of Authority.

(A) Each biennium the Board shall set the fees for applications for Certificates of Authority, which shall not exceed the average cost, in the preceding two fiscal years, of staff time, review

and consultation with applicants, and evaluation of the applications by necessary consultants, including the cost of such consultants.

(B) Each biennium, the Board shall also set the fees for amendments to add additional degree programs to Certificates of Authority.

(C) The Commissioner shall request changes in the fees at a Board quarterly meeting.

(5) ~~[(4)]~~ Authorization Process.

(A) Based upon the information contained in the application, the Commissioner or his/her designee shall determine whether a site review team is necessary. A site review team is always required for applications for an initial Certificate of Authority.

(B) A site review team shall be composed of no fewer than three (3) members, all of whom have experience and knowledge in postsecondary education. The combined team experience and knowledge shall be sufficient to review all applicable standards of the agency.

(C) An institution must demonstrate it is prepared to be fully operational as of the date of the on-site evaluation; i.e., it must have in-hand or under contract all the human, physical, administrative, and financial resources necessary to demonstrate its capability to meet the standards for nonexempt institutions.

(D) The conditions found at the institution as of the date of the on-site evaluation review team's visit will provide the basis for the team's evaluation and report, the Certification Advisory Council's recommendation, the Commissioner's recommendation, and the Board's determination of the institution's qualifications for a Certificate of Authority.

(E) The site review team shall conduct an on-site review of the institution and prepare a report regarding the institution's ability to meet the Standards of Operation.

(F) The applicant shall have thirty (30) days in which to respond in writing to the report.

(G) The Certification Advisory Council shall review the site review team's report and the applicant's response and make a recommendation regarding disposition to the Board and Commissioner.

(i) If the applicant has no previous operational history as described by paragraph (1)(A)(ii)(I)-(III) of this section, the Council shall make recommendations for additional conditions, restrictions, or reporting requirements during the first two years of operation under a Certificate of Authority.

(ii) If the applicant has previous operational history as described by paragraph (1)(A)(ii)(I)-(III) of this section, the Council may make recommendations for additional conditions, restrictions, or reporting requirements during the first two years of operation under a Certificate of Authority.

(H) The Commissioner shall make his/her recommendation regarding the application to the Board. The Commissioner's recommendation shall be made independent of the Certification Advisory Council's recommendation. The Commissioner may make recommendations for

additional conditions, restrictions, or reporting requirements for the time the institution is operating under a Certificate of Authority.

(I) After review of the Commissioner's and Council's recommendations, if the Board approves the application, the Commissioner shall immediately have prepared a Certificate of Authority containing the issue date, a list of the approved degree(s) or courses leading to degrees, and the period for which the Certificate is valid. If applicable, the Certificate of Authority will be issued with any written, specific conditions, restrictions, or reporting requirements placed upon the institution and approved by the Board.

(J) After review of the Commissioner's and Council's recommendations, if the Board does not approve the application, the Commissioner shall immediately notify the applicant of the denial and the reasons for the denial.

(K) Upon denial, an applicant that has met the previous operational history conditions described by paragraph (1)(A)(ii)(I)-(III) of this section may not reapply for a period of one hundred eighty (180) days from date of denial.

(L) Upon denial, an applicant that has not met the previous operational history conditions described by paragraph (1)(A)(ii)(I)-(III) of this section may not reapply for a period of one year from date of denial.

(6) ~~[(5)]~~ Terms and Limitations of a Certificate of Authority.

(A) The Certificate of Authority to grant degrees is valid for a period of two (2) years from the date of issuance.

(B) Certification by the state of Texas is not accreditation, but merely a protection of the public interest while the institution pursues accreditation from a recognized agency, within the time limitations expressed in subparagraph (A) of this paragraph. Therefore, the institution awarded a Certificate of Authority shall not use terms to interpret the significance of the certificate which specify, imply, or connote greater approval than simple permission to operate and grant certain specified degrees in Texas. Terms which may not be used include, but are not limited to, "accredited," "supervised," "endorsed," and "recommended" by the state of Texas or agency thereof. Specific language prescribed by the Commissioner which explains the significance of the Certificate of Authority shall be included in all publications, advertisements, and other documents where certification and the accreditation status of the institution are mentioned.

(C) Institutions holding a Certificate of Authority will be required to:

- (i) furnish a list of their agents to the Board;
- (ii) maintain records of students enrolled, credits awarded, and degrees awarded, in a manner specified by the Board; and
- (iii) report any substantive change, including changes in administrative personnel, faculty, or facilities.

(D) Institutions that, upon application, did not meet one of the three previous operational history conditions described by paragraph (1)(A)(ii)(I)-(III) of this section, in addition to the requirements of subparagraph (C) of this paragraph, are required to provide, at the end of the first year of the initial Certificate of Authority:

(i) Documentary evidence of continued exemption or approval from the Texas Workforce Commission pursuant to Texas Education Code, Chapter 132;

(ii) Current audited financial statements, including a balance sheet, income statement, statement of changes in net worth, and statement of cash flow, updated since issuance of the initial Certificate of Authority;

(iii) Documentation of continued validity of any required financial surety instrument;

(iv) Current enrollment, retention, and graduation numbers for students in all approved degree programs; and

(v) An updated accreditation plan, including any progress made toward obtaining Board-recognized accreditation identified in the initial application or a change in plans to apply for accreditation with another Board-recognized accreditation agency.

(E) Authority to Represent Transferability of Course Credit. Any institution as defined in §7.3 of this chapter, whether it offers degrees or not, may solicit students for and enroll them in courses on the basis that such courses will be credited to a degree program offered by another institution, provided that:

(i) the other institution is named in such representation, and is accredited by a Board-recognized accrediting agency or has a Certificate of Authority;

(ii) the courses are identified and documented for which credit is claimed to be applicable to the degree programs at the other institution; and

(iii) the written agreement between the institution subject to these rules and the accredited institution is approved by both institutions' governing boards in writing, and is filed with the Board.

(7) [(6)] Amendments to a Certificate of Authority.

(A) An institution seeking to amend its Certificate of Authority to award a new or different degree during the period of time covered by its current Certificate of Authority may file an application for amendment, on forms provided by the Board upon request, subject to the following exceptions:

(i) An institution with no previous operational history described by paragraph (1)(A)(ii)(I)-(III) of this section which has been granted a Certificate of Authority may not apply for an amendment during the period of time covered by its initial Certificate of Authority.

(ii) An institution with operational history described by paragraph (1)(A)(ii)(I)-(III) of this section which has been granted a Certificate of Authority may not apply for an amendment

within the first one hundred eighty (180) days after the grant of its initial Certificate of Authority.

(iii) An institution with operational history described by paragraph (1)(A)(ii)(I)-(III) of this section which has been granted a Certificate of Authority with restrictions may not apply for an amendment during the period of time covered by the restricted Certificate of Authority.

(iv) An institution seeking to discontinue a degree program, without closure of the institution, shall assure the continuity of students' education by entering into a teach-out agreement with:

(I) another institution authorized by the Board to hold a Certificate of Authority; or

(II) an institution operating under a Certificate of Authorization; or

(III) a public or private institution of higher education as defined in Texas Education Code §61.003.

(v) The teach-out agreement shall be in writing, shall be subject to Board staff approval, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(B) Applications for amendments shall be accompanied by the fee described in paragraph (3) of this subsection for each amendment to an existing degree or for each application to award a new or different degree.

(C) Based upon the information contained in the application for amendment, the Commissioner or his/her designee may utilize an outside consultant, the Certification Advisory Council, or both, to review the application for amendment in order to make a recommendation to the Board.

(D) Upon Board approval that the new or revised degree program meets the required standards, the Board shall amend the institution's Certificate of Authority accordingly.

(E) A change of degree level or additional program would require an amended Certificate of Authority prior to beginning the program.

(8) ~~[(7)]~~ Renewal of Certificate of Authority.

(A) At least one hundred eighty (180) days, but no more than two hundred ten (210) days, prior to the expiration of the current Certificate of Authority, an institution seeking renewal shall make application to the Board on forms provided upon request. The renewal application must include any applications for or renewal of accreditation by institutional ~~[national or regional]~~ accrediting agencies. The renewal application shall be accompanied by the fee described in paragraph (3) of this subsection.

(B) The application for renewal of the Certificate of Authority will be evaluated in the same manner as that prescribed for evaluation of an initial application, except that the renewal application must include the institution's record of improvement and progress toward

accreditation. Evaluation of the renewal application will include review of compliance with any specific conditions, restrictions, or reporting requirements placed upon the institution during the period of the previous Certificate of Authority and whether continuation or addition of conditions, restrictions or reporting requirements is warranted.

(C) An institution may be granted consecutive Certificates of Authority for a total grant of no longer than eight (8) years. Absent sufficient cause, at the end of the eight (8) years, the institution must be accredited by a recognized accrediting agency.

(D) Subject to the application and authorization restrictions of this section, the Board shall renew the certificate if it finds that the institution has maintained all requisite standards and is making sufficient progress toward accreditation by a Board-recognized accrediting agency.

(9) ~~[(8)]~~ Revocation of Certificate of Authority.

(A) Grounds for revocation include:

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

(ii) Institution fails to comply with substantive change notification and data reporting requirements as outlined in §7.11 of this chapter (relating to Changes of Ownership and Other Substantive Changes) and §7.13 of this chapter (relating to Student Data Reporting), respectively; or

(iii) Institution offers degrees or courses leading to a degree for which it does not have Board approval; or

(iv) Institution fails to maintain the Standards of Operation as defined in §7.4 of this chapter; or

(v) Failure to comply with the requirement to submit all accrediting agency correspondence, reports, or findings and institutional responses to such correspondence, reports, and findings if an institution is accredited by entities which are not recognized by the Board; or

(vi) Failure to fully comply with any additional conditions, restrictions, or reporting requirements placed upon the institution as part of its current Certificate of Authority.

(B) Process for revocation of Certificate of Authority to offer degrees in Texas:

(i) Board notifies institution of grounds for revocation as outlined in this paragraph via registered or certified mail;

(ii) Within ten (10) days of its receipt of the Commissioner's notice, the institution must either cease and desist operations or respond and offer proof of its continued qualification for the authorization, and/or submit data as required by this chapter;

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

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

(C) Without a valid Certificate of Authority, the institution must immediately cease and desist all operations, including granting degrees, offering courses leading to degrees, receiving payments from students for courses which may be applicable toward a degree, or enrolling new students.

(i) If an institution must cease and desist operations, within forty-five (45) days of the adverse determination becoming final and binding, the institution must assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas Education Code §61.003.

(ii) The teach-out agreement shall be in writing, shall be subject to Board staff approval prior to implementation, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

(D) Reapplication After Revocation of Certificate of Authority.

(i) The institution will not be eligible to reapply for a period of one hundred eighty (180) days.

(ii) The subsequent application must show, in addition to all other requirements described herein, correction of the deficiencies which led to the denial.

(iii) The period of time during which the institution does not hold a Certificate of Authority shall not be counted against the eight (8) year period within which the institution must achieve accreditation from a Board-recognized accrediting agency absent sufficient cause, as described in paragraph (7)(C) of this section; the time period begins to run again upon reinstatement.

(10) ~~[(9)]~~ Closure of an Institution.

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

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

(C) If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, the institution shall assure the continuity of students' education by entering into a teach-out agreement with another institution authorized by the Board to hold a Certificate of Authority, with an institution operating under a Certificate of Authorization, or with a public or private institution of higher education as defined in Texas

Education Code §61.003. The agreement shall be in writing, shall be subject to Board approval prior to implementation, shall contain provisions for student transfer, and shall specify the conditions for completion of degree requirements at the teach-out institution. The agreement shall also contain provisions for awarding degrees.

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

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

(ii) No new students shall be admitted to the transferred degree program unless the new entity seeks and receives permanent approval for the program(s) from the Board, or Board staff, as delegated, or the transferred degree program already has such approval.

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

(F) The Coordinating Board has delegated its authority to approve institution closure arrangements and agreements to the Assistant Commissioner with oversight of the closing institution.

7.9 – 7.16 No Changes.

Committee on Academic and Workforce Success

AGENDA ITEM V-I (6)

Consideration of adopting the proposed amendments to Texas Administrative Code, Title 19, Part 1, Chapter 9, Subchapter N, Section 9.673 of Board rules, incorporating changes to Texas Education Code, Title 3, Subtitle G, Chapter 130, Section 130.306(a) and Section 130.307(b) and (b-1), enacted by the 87th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

The proposed amendments are based on legislative changes made to the Texas Education Code by House Bills 3348 and 885, 87th Texas Legislature, Regular Session, concerning provisions for baccalaureate degree programs offered at public junior colleges. This amendment will allow public junior colleges to apply for Coordinating Board approval to offer a baccalaureate degree program in nursing if the college district has a taxable property valuation of at least \$4 billion in the previous year and there are no four-year institutions of higher education located within the same county. It also increases the number of baccalaureate programs public junior colleges may offer from three to five for colleges that were previously limited to offering three baccalaureate programs.

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

Date approved by the commissioner for publication in the *Texas Register*: July 16, 2021

Date published in the *Texas Register*: August 20, 2021

The 30-day comment period with the Texas Register ended on: September 18, 2021

At this time no comments have been received.

Chapter 9 – Rules Applying to Program Development in Public Two-Year Colleges

Subchapter N – Baccalaureate Degree Programs

- 9.670 Purpose
- 9.671 Authority
- 9.672 Definitions
- 9.673 General Provisions
- 9.674 Program Requirements
- 9.675 Required Articulation Agreements
- 9.676 Special Requirements for Nursing Degree Programs
- 9.677 Funding
- 9.678 Reporting

9.670 – 9.672 No Changes.

9.673 General Provisions

(a) All baccalaureate degree programs offered at public junior colleges must comply with the provisions of this subchapter.

(b) A public junior college offering a baccalaureate degree program under this subchapter must meet all applicable accreditation requirements of the Southern Association of Colleges and Schools Commission on Colleges of a Level II institution.

(c) A public junior college district offering a baccalaureate degree program may not offer more than five [~~three~~] baccalaureate degree programs at any time unless the institution previously participated in a pilot project to offer baccalaureate degree as defined in §9.672(10) of this subchapter notwithstanding if accredited as a single institution or as separate institutions within a district.

(d) Except as provided by Subsection (e), a public junior college may be approved to offer a baccalaureate degree program under this subchapter only if its junior college district:

(1) has a taxable property valuation of not less than \$6 billion based on the preceding year's calculations as determined by the county's appraisal district. This valuation shall include the valuation of the taxing district as well as any branch campus maintenance tax valuations; and

(2) has received a positive assessment of the overall financial health, as defined in §9.672 of this subchapter, on the most recent Community College Financial Condition Report. If changes to financial reporting, mandated by external financial governing bodies as defined in §9.672 of this subchapter directing financial reporting processes, or other extraordinary factors have a short-term impact to the assessment of the financial health of the institution, the Coordinating Board may, at the Commissioner's discretion:

(A) Use the most recent report not impacted by the mandated changes; or

(B) Calculate the financial health correcting for the mandated changes or extraordinary factors.

(e) The requirement of Subsection (d-1) does not apply to baccalaureate degree programs in nursing if the public junior college district:

(A) has a taxable property valuation of not less than \$4 billion on the preceding year's calculations as determined by the county's appraisal district; and

(B) does not have a four-year institution of higher education located in the same county as the public junior college district.

(f) Offering a baccalaureate degree program under this subchapter does not otherwise alter the role and mission of a public junior college.

(g) Degree programs offered under this subchapter are subject to the continuing approval of the coordinating board.

9.674 – 9.678 No Changes.