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TEXAS HIGHER EDUCATION COORDINATING BOARD
COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

VIA LIVE BROADCAST

October 21, 2020

10:00 am

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

AGENDA

CHAIR
Fred Farias III, O.D.

VICE CHAIR
Donna N. Williams

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

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

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the July 22, 2020, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success
- V. Matters relating to the Committee on Academic and Workforce Success
 - A. Report on activities of the Certification Advisory Council
 - B. Report on activities of the Graduate Education Advisory Committee
 - C. Report on activities of the Apply Texas Advisory Committee
 - D. Report on activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities
 - E. Consideration of adopting the report on Access to Higher Education for Persons with Intellectual and Developmental Disabilities (*Texas Education Code, Section 61.06641*)
 - F. Consideration of adopting the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Texas Education Code, Section 61.0664*)

- G. 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*)
- H. Consideration of adopting the Graduate Medical Education Report: An Assessment of Opportunities for Graduates of Texas Medical Schools to Enter Residency Programs in Texas (*Texas Education Code, Section 61.0661(b)*)
- I. Consideration of adopting the Aerospace and Aviation Report (*Texas Government Code, Section 481.0066(d-2)*)
- J. Consideration of adopting the Study and Report on Core Curriculum (*Senate Bill 25, 86th Texas Legislature, Regular Session; Texas Education Code, Section 61.8221*)
- K. Consideration of adopting the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (*General Appropriations Act, House Bill 1, Article III, Section 49, 86th Texas Legislature, Regular Session*)
- L. Lunch
- M. Consideration of adopting the Texas Application for State Financial Aid (TASFA) Advisory Committee report set out in the Texas Education Code, Section 61.07762
- N. Consideration of adopting the Study regarding Streamlining Physician Licensing Requirements for Advanced Practice Registered Nurses (*Texas Education Code, Section 61.06693*)
- O. Consideration of approving the requests for a new degree program:

THE UNIVERSITY OF TEXAS AT ARLINGTON

- (1) Bachelor of Science (BS) in Data Science

THE UNIVERSITY OF TEXAS AT AUSTIN

- (2) Bachelor of Science and Bachelor of Arts in Informatics

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

- (3) Doctor of Occupational Therapy (OTD) in Occupational Therapy

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

- (4) Doctor of Podiatric Medicine (DPM)

- P. Consideration of approving the issuance of a Request for Applications for the Minority Health Research and Education Grant Program
- Q. Consideration of approving the issuance of a Request for Applications to solicit employers to offer internships through the Texas WORKS Internship Program
- R. Consideration of approving a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi)

S. Proposed Rules:

- (1) Consideration of adopting the proposed amendment to Chapter 1, Subchapter T, Section 1.223 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee
- (2) Consideration of adopting the proposed amendments to Chapter 4, Subchapter S, Section 4.314 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Public Institutions of Higher Education
- (3) Consideration of adopting the proposed amendments to Chapter 7, Subchapter B, Section 7.54 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Private or Independent Institutions of Higher Education and Private Postsecondary Educational Institutions
- (4) Consideration of adopting the proposed amendments for Chapter 4, Subchapter C, Sections 4.56, 4.57, and 4.62 of Board Rules, concerning the Texas Success Initiative

VI. Adjournment

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes for the July 22, 2020, Committee meeting

RECOMMENDATION: Approval

TEXAS HIGHER EDUCATION COORDINATING BOARD**MINUTES****Committee on Academic and Workforce Success****1200 East Anderson Lane, Room 1.170****Austin, Texas****July 22, 2020 10:15 am****Via Video Conference Call***(or upon adjournment of the Agency Operations Committee meeting, whichever occurs later)*

The Texas Higher Education Coordinating Board's *Committee on Academic and Workforce Success (CAWS)* convened at 10:15 am on July 22, 2020, with the following committee members present: Fred Farias, Chair presiding; Donna Williams, Vice Chair; Cody Campbell; Emma Schwartz; Sam Torn; Welcome Wilson; and Ex-Officio member(s) present: Stuart Stedman. Other Board Member(s) present: Javaid Anwar (joined the video conference call at 10:55 am).

AGENDA ITEM	ACTION
I. Welcome and Committee Chair's meeting overview	Dr. Fred Farias called the meeting to order and called the role. All members were present. A quorum was met for this Committee meeting.
II. Consideration of approval of the minutes from the April 23, 2020, Committee meeting	On motion by Welcome Wilson, seconded by Cody Campbell, the Committee approved the April 23, 2019 Committee Meeting minutes. The vote was unanimous.
III. Consideration of approval of the Consent Calendar	<p>On a motion by Sam Torn, seconded by Emma Schwartz, the Committee approved the Consent Calendar. The vote was unanimous.</p> <p>Items added to the Consent Calendar by Dr. Farias were: Agenda Item 5-C; Agenda Item 5-D; and Agenda Item 5-E.</p> <p>Items approved on the Consent Calendar as amended were: Agenda Item 5-C; Agenda Item 5-D; Agenda Item 5-E; Agenda Item 5-G; Agenda Item 5-H; Agenda Item 5-J; Agenda Item 5-K; Agenda Item 5-L (1 through 3); Agenda Item 5-N; Agenda Item 5-O (1 & 2); and Agenda Item P (1 through 5).</p>

AGENDA ITEM	ACTION
IV. Public Testimony on Items Relating to the Committee on Academic and Workforce Success	There was no public testimony.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Report to the Committee on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2020	<p>On a motion by Sam Torn, seconded by Donna Williams, the Committee approved the Report on activities of the Family Practice Residency Advisory Committee, including the report on trustee funds distributed in Fiscal Year 2020. The vote was unanimous.</p> <p>Dr. Onger, Vice Chair of the Family Practice Residency Advisory Committee, provided a brief update of activities and was available to answer questions.</p> <p>Agenda Item 5-F taken up.</p>
B. Report to the Committee on activities of the Learning Technology Advisory Committee	<p>On a motion by Welcome Wilson, seconded by Sam Torn, the Committee approved the Report on activities of the Learning Technology Advisory Committee. The vote was unanimous.</p> <p>Dr. Justin Louder, Chair of the Learning Technology Advisory Committee, provided a brief update of activities and was available to answer questions.</p>
C. Report to the Committee on activities of the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee	This item was approved on the Consent Calendar.
D. Report to the Committee on activities of the Medical Education and Graduate Medical Education Programs	This item was approved on the Consent Calendar.
E. Report to the Committee on activities of the Undergraduate Education Advisory Committee (UEAC)	This item was approved on the Consent Calendar.
F. Consideration of adopting the Family Practice Residency Advisory Committee's recommendation to the Committee relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2021	On a motion by Emma Schwartz, seconded by Donna Williams, the Committee adopted the Family Practice Residency Advisory Committee's recommendation relating to the distribution of funds trustee to the Coordinating Board to support family practice residency programs for Fiscal Year 2021. The vote was unanimous.

AGENDA ITEM	ACTION
	Dr. Onger, Vice Chair of the Family Practice Residency Advisory Committee, presented this item. Dr. Onger and Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, were available to answer questions.
G. Consideration of adopting the staff recommendation to the Committee relating to changes in the Lower-Division Academic Course Guide Manual (ACGM)	This item was approved on the Consent Calendar.
H. Consideration of adopting the staff recommendation to the Committee relating to the Report on the Autism Grant Program	This item was approved on the Consent Calendar.
I. Consideration of adopting the staff recommendation to the Committee relating to Strategies to Incentivize Institutions of Higher Education to Develop Degree Programs in Cybersecurity: A Report to the Texas Legislature (Senate Bill 64, 86th Texas Legislature, Regular Session)	<p>On a motion by Cody Campbell, seconded by Emma Schwartz, the Committee adopted the recommendations relating to Strategies to Incentivize Institutions of Higher Education to Develop Degree Programs in Cybersecurity: A Report to the Texas Legislature (Senate Bill 64, 86th Texas Legislature, Regular Session). The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available to answer questions.</p> <p>Mr. Anwar joined the call at 10:55 am.</p>
J. Consideration of adopting the staff recommendation to the Committee relating to the report on the effectiveness of the Open Educational Resources Grant Program (Senate Bill 810, 85th Texas Legislature, Regular Session; and House Bill 1, Rider 55, 86th Texas Legislature, Regular Session)	This item was approved on the Consent Calendar.
K. Consideration of adopting the staff recommendation to the Committee relating to the January 2020 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "A" through "O")	This item was approved on the Consent Calendar.
L. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program	

AGENDA ITEM	ACTION
THE UNIVERSITY OF TEXAS AT ARLINGTON (1) Bachelor of Arts (BA) in Philanthropy	This item was approved on the Consent Calendar.
UNIVERSITY OF NORTH TEXAS (2) Master of Science (MS) in Data Engineering	This item was approved on the Consent Calendar.
UNIVERSITY OF HOUSTON-DOWNTOWN (3) Master of Professional Accountancy (MPA) in Professional Accountancy	This item was approved on the Consent Calendar.
THE UNIVERSITY OF TEXAS AT EL PASO (4) Doctor of Philosophy (PhD) in Data Science	<p>On a motion by Donna Williams, seconded by Emma Schwartz, the Committee approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. The University of Texas at El Paso representatives Dr. Stephen Crites, Dean of the Graduate School and Associate Provost, and Dr. Amy Wagler, Associate Chair of Mathematical Sciences, were also available for questions.</p>
MIDWESTERN STATE UNIVERSITY 5) Doctor of Education (EdD) in Educational Leadership	<p>On a motion by Mr. Torn, seconded by Ms. Williams, the Board approved the new degree program. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions. Midwestern State University representatives Dr. James Johnston, Provost and Vice President for Academic Affairs; Dr. Kathy Zuckweiler, Dean of the Billie Doris McAda Graduate School; and Dr. Matthew Capps, Dean of the West College of Education, were also available for questions.</p>
M. Lunch	Dr. Farias determined the Committee did not want to break for lunch and continued with the rest of the agenda.
N. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Offers for the development and ongoing support of an online Pre-Assessment Activity	This item was approved on the Consent Calendar.

AGENDA ITEM	ACTION
O. Consideration of adopting the Committee's recommendation to the Board relating to the issuance of a Request for Applications for the:	
(1) Graduate Medical Education Expansion Program	This item was approved on the Consent Calendar.
(2) Nursing, Allied Health and Other Health-related Education Grant Program	This item was approved on the Consent Calendar.
P. Consideration of adopting the Committee's recommendation to the Board relating to the appointment of member(s) to:	
(1) Learning Technology Advisory Committee (LTAC)	This item was approved on the Consent Calendar.
(2) Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee	This item was approved on the Consent Calendar.
(3) Workforce Education Course Manual (WECM) Advisory Committee	This item was approved on the Consent Calendar.
(4) Certification Advisory Council (CAC)	This item was approved on the Consent Calendar.
(5) Apply Texas Advisory Committee (ATAC)	This item was approved on the Consent Calendar.
Q. Consideration of adopting the staff recommendation to the Committee relating to suspending the September 1, 2020, effective date for Fields of Study previously adopted by the Board	<p>On a motion by Cody Campbell, seconded by Emma Schwartz, the Committee approved the staff recommendation relating to suspending the September 1, 2020, effective date for Fields of Study previously adopted by the Board. The vote was unanimous.</p> <p>Dr. Stacey Silverman, Assistant Commissioner for Academic Quality and Workforce, presented this item and was available for questions.</p>

AGENDA ITEM	ACTION
R. Consideration of adopting the staff recommendation to the Committee relating to a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi)	<p>On a motion by Sam Torn, seconded by Donna Williams, the Committee approved the staff recommendation relating to a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi). The vote was unanimous.</p> <p>Jerel Booker, Assistant Commissioner for College Readiness and Success, presented this item and was available to answer questions.</p>
VI. Adjournment	On a motion by Sam Torn, seconded by Donna Williams, the Committee adjourned at 11:23 am. The vote was unanimous.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

O. Consideration of approving the requests for a new degree program:

THE UNIVERSITY OF TEXAS AT ARLINGTON

(1) Bachelor of Science (BS) in Data Science

THE UNIVERSITY OF TEXAS AT AUSTIN

(2) Bachelor of Science and Bachelor of Arts in Informatics

P. Consideration of approving the issuance of a Request for Applications for the Minority Health Research and Education Grant Program

S. Proposed Rules:

(1) Consideration of adopting the proposed amendment to Chapter 1, Subchapter T, Section 1.223 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee

(2) Consideration of adopting the proposed amendments to Chapter 4, Subchapter S, Section 4.314 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Public Institutions of Higher Education

(3) Consideration of adopting the proposed amendments to Chapter 7, Subchapter B, Section 7.54 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Private or Independent Institutions of Higher Education and Private Postsecondary Educational Institutions

(4) Consideration of adopting the proposed amendments for Chapter 4, Subchapter C, Sections 4.56, 4.57, and 4.62 of Board Rules, concerning the Texas Success Initiative

Committee on Academic and Workforce Success

AGENDA ITEM IV

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

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report on activities of the Certification Advisory Council

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's activities. The Certification Advisory Council (CAC) is authorized under Texas Education Code, Section 61.314, as an advisory council on private postsecondary educational institutions. Dr. Jacob Tingle, Director-Office of Experiential Learning, Trinity University, serves as chair of the CAC.

The CAC provides the Board with advice and recommendations regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate. The CAC is scheduled to meet on a quarterly basis if there are pending applications to review.

The committee held one meeting in Academic Year 2019-2020 and considered the following Certificate of Authority application for recommendation of approval:

- Southwest School of Art, San Antonio.

Dr. Jacob Tingle, Chair of CAC, will provide a brief update of activities and be available to answer questions.

CERTIFICATION ADVISORY COUNCIL ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The Certification Advisory Council (CAC) was created to provide the Board with advice and recommendation(s) regarding standards and procedures to be used in carrying out the provisions of Texas Education Code, Chapter 61, Subchapter G, Regulation of Private Postsecondary Educational Institutions, primarily including standards and procedures related to certification of private postsecondary educational institutions that are nonexempt; assists the Commissioner in the examination of individual applications for Certificates of Authority; and performs other duties related to certification that the Board finds to be appropriate.

Report Period: Fiscal Year 2020 (September 1, 2019 – August 31, 2020)

Chair: Jacob Tingle, EdD

Vice Chair: N/A

Committee Members: Six members with experience in higher education, three of whom must be drawn from private or independent institutions of higher education in Texas as defined in Texas Education Code, §61.003(15). Members serve two-year staggered terms.

List of Committee members is attached.

Committee Meeting Dates:

October 30, 2019

The January 30, 2020, April 30, 2020, and July 20, 2020 quarterly meetings were cancelled due to no pending applications.

Annual Costs Expended

Travel: The estimated travel cost was: \$540.79 (institutions cover travel costs)

Other: NA

Time Commitments:

Committee Members: 60 hours for CAC members (10 hours prep, meeting and travel time estimated for each member)

Coordinating Board staff: 10 hours

Current Recommendations to the Board:

There are no recommendations at this time.

Summary of Tasks Completed:

October 30, 2019: recommended approval of Southwest School of Art's fourth Certificate of Authority. The application was approved at the January 23, 2020 Board meeting.

Summary notes from the October 30, 2019 are pending approval as the CAC has not met since this meeting. The summary notes will be approved at the next scheduled meeting.

CERTIFICATION ADVISORY COUNCIL ROSTER

Academic Year 2019-2020

Hua Li, PhD
Associate Professor
Texas A&M University-Kingsville
Department of Mechanical & Industrial Engineering
700 University Blvd, MSC 191
Kingsville, Texas 78363
Phone: 361.593.4057
Hua.li@tamuk.edu
Term ends August 31, 2020
[Public]

Jacob Tingle, EdD
Director
Trinity University
Office of Experiential Learning
One Trinity Place
San Antonio, Texas 78212-7200
Phone: 210.999.8321
jtingle@trinity.edu
Term ends August 31, 2020
[Exempt/Private]

Lynette Gillis, PhD
Chief Financial Officer
Concordia University Texas
11400 Concordia University Dr.
Austin, Texas 78726
Phone: 512.313.5301
lynette.gillis@concordia.edu
Term ends August 31, 2020
[Exempt/Private]

Cheryle Snead-Greene, PhD
Assistant Provost, Office for Academic Affairs
Prairie View A&M University
PO Box, 519, MS 1023
Prairie View, TX 77446
Phone: 936.261.3695
csgreene@pvamu.edu
Term ends August 31, 2021
[Public]

Gina Anderson, EdD
Associate Dean of Educator Prep & Partnerships
Texas Woman's University
PO Box 425769
Denton, TX 76204
Phone: 940.898.2980
ganderson@twu.edu
Term ends August 31, 2021
[Public]

Dorothy Langley, EdD
Dean of Adult Education and CE
Jarvis Christian College
PO Box 1470 – US Hwy 80 E. PR 7631
Hawkins, TX 75765
Phone: 903.730.4890 X2105
dlangley@jarvis.edu
Term ends August 31, 2021
[Exempt/Private]

Committee on Academic Workforce and Success

AGENDA ITEM V-B

Report on activities of the Graduate Education Advisory Committee

RECOMMENDATION: No action required

Background Information:

Texas Higher Education Coordinating Board rules require advisory committees to report on committee activities on an annual basis. This allows the Board to properly evaluate the committee's work, usefulness, and the costs related to the committee's existence. The Graduate Education Advisory Committee (GEAC) has been created to provide the Board with advice and recommendations regarding graduate education. The GEAC was established in 2005 as a committee comprised of faculty and administrators from the state's public and private universities and health-related institutions. Dr. Karen Butler-Purry, Associate Provost for Graduate Studies at Texas A&M University, served as Chair of the committee, and Dr. Andrea Golato, Dean of the Graduate College at Texas State University, served as Vice-Chair during Fiscal Year (FY) 2020.

The committee held one meeting in FY 2020 with the following major agenda items:

- Discussion of a major report on sexual harassment;
- Discussion of policies for international students enrolling in online programs;
- Discussion of institutional approaches to setting tuition and fees for online programs; and
- Discussion of the display of semester credit hours in the program inventory.

Dr. Karen Butler-Purry, FY 2020 Chair of GEAC, will provide a brief update of activities and be available to answer questions.

GRADUATE EDUCATION ADVISORY COMMITTEE ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: OCTOBER 31, 2021

Committee Purpose: The Graduate Education Advisory Committee (GEAC) advises agency staff and the Board on procedures, issues, and long-range planning relating to graduate education.

Report Period: Fiscal Year 2020 (September 1, 2019 – August 31, 2020)

Chair: Dr. Karen Butler-Purry, Texas A&M University

Vice Chair: Dr. Andrea Golato, Texas State University

Committee Members: Up to 24 members, including graduate deans, faculty who teach in graduate programs, and others closely involved in the oversight of graduate education in Texas. Members come from public universities, public health-related institutions, private institutions, and one student member. Members serve three-year staggered terms.

Committee Meeting Dates: November 19, 2019 (summary notes not yet approved).

Annual Costs Expended

Travel: \$3,583 for one Committee meeting

Other: \$501 for one Committee meeting

Time Commitments:

Committee Members: 120 hours for Committee members (includes prep, meeting, and travel time).

Coordinating Board staff: 20 hours.

Summary of Tasks Completed and Current Recommendations to the Board:

The November 19, 2019 meeting featured a detailed discussion of the findings from the National Academies of Sciences, Engineering, and Medicine *Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine* (2018) study and report. Also discussed were policies for international students enrolling in online programs, and institutional approaches to setting tuition and fees for online programs.

There are no recommendations at this time.

Due to the COVID-19 pandemic, there were no other GEAC meetings during FY2020, and summary notes from the November 19, 2019 meeting were not approved. The summary notes will be approved at the next scheduled meeting.

Graduate Education Advisory Committee (GEAC)

Advisory Committee Members

Fiscal Year 2020

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

Chair and Vice-Chair

Karen L. Butler-Purry, Ph.D., P.E. (22)

(Chair Term expires 3/31/2020)
Associate Provost for Graduate &
Professional Studies
Texas A&M University

Andrea Golato, Ph.D. (22)

(Vice-Chair Term expires 3/31/2020)
Dean, The Graduate College
Texas State University

Members

Richard Berry, DMA (22)

Professor of Music
Stephen F. Austin State University

Raymond Jackson, Ph.D. (21)

Associate Dean of Graduate Studies
The University of Texas at Arlington

Lucía Durá, Ph.D. (21)

Associate Dean of the Graduate School
The University of Texas at El Paso

A. Anil Kumar, Ph.D. (22)

Professor
Prairie View A&M University

DoVeanna Fulton, Ph.D. (21)

Dean of the College of Humanities and Social
Sciences
University of Houston-Downtown

Rajkumar Lakshmanaswamy, Ph.D. (21)

Dean of the Graduate School of Biomedical
Science
Texas Tech University Health Sciences Center-
El Paso

Juan E. Gonzalez, Ph.D. (22)

Associate Provost and Dean of Graduate
Education
The University of Texas at Dallas

Barry Lambert, Ph.D. (21)

Dean of the College of Graduate Studies &
Associate Vice President of Research
Tarleton State University

William Harn, Ph.D. (20)

Dean of Graduate Studies
Lamar University

Sarah Larsen, Ph.D. (20)

Vice Provost and Dean of the Graduate School
University of Houston

Kenneth E. Hendrickson, Ph.D. (21)

Dean of Graduate Studies and Associate Vice
President for Academic Affairs
Sam Houston State University

Ambika Mathur, Ph.D. (22)

Vice Provost and Dean of the Graduate School
The University of Texas at San Antonio

Kathryn Matthew, Ed.D. (20)

Interim Associate Vice President for Academic Affairs
University of Houston-Clear Lake

Dean P. Neikirk, Ph.D. (21)

Associate Dean, Office of Graduate Studies
The University of Texas at Austin

Joseph Oppong, Ph.D. (20)

Associate Vice Provost for Graduate Education and Academic Associate Dean
University of North Texas

Claire Peel, Ph.D. (20)

Senior Vice Provost for Academic & Faculty Affairs
University of North Texas Health Science Center

Timothy Raabe, Ph.D. (22)

Associate Dean of Academic Affairs, Graduate School of Biomedical Sciences
The University of Texas Health Science Center at San Antonio

Jennifer Schroeder, Ph.D. (21)

Interim Dean of the Graduate School
Texas A&M University-Commerce

Mark A. Sheridan, Ph.D. (21)

Vice Provost for Graduate and Postdoctoral Affairs, Dean of the Graduate School
Texas Tech University

Chris Winkler, Ed.D. (22)

Associate Professor of Education, Senior Director of the College of Education
Concordia University-Texas

Andrew Zinn, MD, Ph.D. (21)

Dean of the Graduate School of Biomedical Sciences
The University of Texas Southwestern Medical Center

Student Representative**Danielle Reid (5/31/2022)**

University of North Texas Health Science Center

Coordinating Board Staff**James Goeman, Ph.D.**

Director, Graduate Education
Academic Quality & Workforce Division
Texas Higher Education Coordinating Board
(512) 427-6249
james.goeman@highered.texas.gov

Committee on Academic and Workforce Success

AGENDA ITEM V-C

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) 2020, more than 1.5 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 (UT-Austin) under contract with the THECB. In FY2020, the cost for providing these services was less than \$1 per admission application. The overall contract for FY2020 was \$755,500.

The ATAC met three times during FY2020 – September 30, 2019; December 16, 2019; and February 24, 2020. Estimated annual costs for the meetings, which are not covered by the UT-Austin contract, equaled \$13, 284.00, which includes costs related to committee member travel, staff time, and meeting broadcasts. Travel expenses and other costs related to attendance of ATAC meetings are paid by the committee members' respective institutions.

Dr. Rebecca Lothringer, Associate Vice President for Enrollment, The University of Texas at Arlington, and Dr. Mordecai Brownlee, Vice President for Student Success, St. Phillip's College, will provide a brief summary of committee activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE

ANNUAL REPORT

COMMITTEE ABOLISHMENT DATE: 10/31/2021

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.

Report Period:

September 2019 – August 2020

University Co-Chair:

Rebecca Lothringer, Associate Vice President for Enrollment, The University of Texas at Arlington

Community, State, and Technical College Co-Chair:

Mordecai Brownlee, Vice President for Student Success, St. Phillip's College

Committee Members:

List of 2019-2020 academic year Committee Members is attached.

Committee Meeting Dates:

September 30, 2019

February 24, 2020

December 16, 2019

Annual Costs Expended:

Committee costs for FY2020 were *estimated* at \$13,284 for the fiscal year. The estimate includes the following:

Travel and lodging: \$8,184

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

Mordecai Brownlee, Vice President for Student Success, St. Phillip's College was elected by the membership during the September ATAC meeting to serve as 2-year institution co-chair of the committee.

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 pandemic, this training was cancelled.

In lieu of an in-person training, with the assistance of ATAC and TACRAO, the ApplyTX team hosted a virtual workshop on June 17, 2020, to introduce the brand-new platform, Amazon Web Services (AWS). The event was to demonstrate the upcoming improvements to the ApplyTexas via two virtual workshops designed for ApplyTX Application administrators and for functional users.

Updates

This year, the committee discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation. The ApplyTexas Functional Changes implemented for the 2021-2022 Application Cycle are attached.

All of 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. The following changes have the broadest impact and perhaps best reflect the importance of the committee's work:

- Development continues with moving the Counselor Reporting Suite, Administrative site, and Applicant site to Amazon Web Services.
- Additional daily application deliveries – a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Helped with December 1 delivery time.
- Change to Educational Background module for US freshman applications, if the applicant indicates they have previous college credit hours, they will be asked, "Are your college credit hours earned (or being earned) through dual credit, concurrent enrollment, or an early college high school?" The possible answers are: Yes, all or some of my college credit hours have been earned through classwork or No, my hours have been earned through testing.
- Change to Residency module, questions related to Texas residency have now been made required.
- Auto-populated parent address 2 with the same address as parent address 1 and/or the applicant's address.
- Reworded the question asking applicants to enter previous and current college information.
- Modified the instruction text on entering first, middle, and last name information to encourage applicants to make sure entered information matches government-issued identification.
- Modified the language regarding sending official transcripts from all previous institutions.
- In response to Senate Bill 25, the requirement which includes an opt-in allowing applicants to indicate their desire to have their application forwarded to other institutions offering the same program/major was added to the application. ApplyTX began transmitting this data on October 28, 2019. QnE for applications was also modified to display this data.

Minutes for the 2019-2020 academic year are attached.

ATAC Members

Paula Arredondo
Executive Registrar
Texas State Technical College
mparredondo@tstc.edu
Term Ends: May 31, 2021

Kevin Davis
Associate Director of Admissions
Stephen F. Austin State University
daviskl2@sfasu.edu
Term Ends: May 31, 2021

Rebecca Griffith
District Director of Admissions and Records
Tarrant County College District
rebecca.griffith@tccd.edu
Term Ends: May 31, 2020

Leah Hickman
Associate Director of Admissions
Midwestern State University
leah.hickman@msutexas.edu
Term Ends: May 31, 2021

Dara Newton
Associate Vice President for Strategic Enrollment
The University of Texas Rio Grande Valley
dara.newton@utrgv.edu
Term Ends: May 31, 2021

TaNeal Richardson
District Registrar
Howard College
trichardson@howardcollege.edu
Term Ends: May 31, 2020

Madelyne Tolliver
Registrar, Admissions and Records
Victoria College
madelyne.tolliver@victoriacollege.edu
Term Ends: May 31, 2020

Mordecai Brownlee, Co-Chair
Vice President for Student Success
St. Philip's College
mbrownlee3@alamo.edu
Term Ends: May 31, 2021

Rosie Dickinson
Director of Admissions
Texas A&M International University
rosie@tamiu.edu
Term Ends: May 31, 2020

Jamie Hansard
Interim Senior Associate Vice President
of Enrollment Management
Texas Tech University
jamie.hansard@ttu.edu
Term Ends: May 31, 2020

Rebecca Lothringer, Co-Chair
Associate Vice President for Enrollment
The University of Texas at Arlington
rebecca.lothringer@uta.edu
Term Ends: May 31, 2020

Indra Pelaez
Associate Vice Chancellor, Enrollment Management
Houston Community College
indra.pelaez@hccs.edu
Term Ends: May 31, 2021

Angie Taylor
Director of Admissions
Sam Houston State University
ataylor@shsu.edu
Term Ends: May 31, 2021

Kristi Urban
Director, Admissions and Records
Blinn College
kristi.urban@blinn.edu
Term Ends: May 31, 2020

Michelle Walker
Director of Admissions Operations
Texas A&M University
mbwalker@tamu.edu
Term Ends: May 31, 2020

Miguel Wasielewski
Executive Director of Admissions
The University of Texas at Austin
miguelw@austin.utexas.edu
Term Ends: May 31, 2021

Student Representative

Sarah Haque
The University of Texas at Austin
sarahhaque@utexas.edu
Term Ends: May 31, 2020

ApplyTexas Technical Team – The University of Texas at Austin

Lorraine Avalino
lorraine.avelino@austin.utexas.edu

Graham Chapman
gchapman@austin.utexas.edu

Rebecca Kindschi
rkindschi@austin.utexas.edu

Barry McClendon
bmccclendon@austin.utexas.edu

David Muck, Manager
dmuck@austin.utexas.edu

Monique Murphy
momurphy@austin.utexas.edu

THECB Staff – Division For College Readiness and Success

Jerel Booker
Assistant Commissioner
jerel.booker@thecb.state.tx.us

Diana Foose
Administrative Assistant
diana.foose@thecb.state.tx.us

Claudette Jenks
Assistant Director, College Access
claudette.jenks@thecb.state.tx.us

Lisa Paiz
Program Specialist, College Access
lisa.paiz@thecb.state.tx.us

ApplyTexas Functional Changes for the 2021-2022 Application Cycle

Posted: May 15, 2020

Modified: June 29, 2020

Changes to the ApplyTexas application in general

- No changes this cycle.

Changes to the ApplyTexas Login Process

- No changes this cycle.

Changes to the ApplyTexas Profile Page

- No changes this cycle.

Changes to the copy feature

- No changes this cycle.

Changes to the My Applications section in My Account

- No changes this cycle.

Changes to Shared Application Modules

This section describes changes made to individual modules for the 2021-2022 application cycle. Please note that many modules are shared among several application types.

Biographical Information module

(Included in all application types)

- All applications: If an applicant enters a preferred name that is the same as their first name, the preferred name will not be sent in the EDI.

Biographical Information (continued) module

- No changes this cycle.

Educational Background module (Included in all application types)

- US freshman applications: If the applicant indicates they have previous college credit hours, they will be asked, “Are your college credit hours earned (or being earned) through dual credit, concurrent enrollment, or an early college high school?” The possible answers are:
 - Yes, all or some of my college credit hours have been earned through classwork
 - No, my hours have been earned through testing

Educational Information module

- No changes this cycle.

Test Scores module

- No changes this cycle.

Residency module

- Questions related to Texas residency have now been made required:
 - How long the individual has lived in Texas and their main purpose for being in the state.
 - If they are a member of the U.S. military, whether Texas is their home of record and which state is listed as their military legal residence on his or her Leave and Earnings Statement.
 - Whether they:
 - Hold the title to residential real property in Texas.
 - Have ownership interest and manage a business in Texas.

Preliminary Visa Information module

- No changes this cycle.

Extracurricular and Volunteer Activities module

- No changes this cycle.

Employment Information module

- No changes this cycle.

Custom Questions module

- No changes this cycle.

Scholarships module

- No changes this cycle.

Essays module

- No changes this cycle.

Certification and Payment Information module

- No changes this cycle.

Application Submitted page and email

- No changes this cycle.

Changes to the ApplyTexas Administrative Site

Executive menu

- No changes this cycle.

Application Searches and Application View

- No changes this cycle.

Selecting optional modules

This is not a change, just a reminder, to check your settings for the inclusion of optional modules in your applications for 2021-2022 application semesters. Please see the document "Module Chart for 2021-2022 ApplyTexas Applications" for a complete list.

- ApplyTexas administrators are able to select optional modules for the International Freshman, International Transfer, US Graduate, and International Graduate applications. **This should be done for each semester** before the application semester is signed off on and approved. To select the optional modules, administrators should go to Executive Menu > View and Change Fees, Deadlines, Essay Requirements and Display Messages and select the desired semester. At the top of the display for the International Freshman, International Transfer, US Graduate, and International Graduate applications, administrators will see a red star with a link reading, "NEW: Choose optional modules for [app type] application." Administrators should click on the link to go to a page where they can select the optional modules they wish to include in the application type for that semester.

Changes to the High School Counselors' Suite

- No changes this cycle.

Changes to ApplyTexas EDI Transmission

- The EDI changes will be referenced in a separate document on the ApplyTexas administrative website.

Additional Changes

- We are now offering transmission of applications two additional times a day (at 7:00 AM and noon, in addition to the standard 6:00 PM delivery). Please contact applytexas_adm@austin.utexas.edu if you are interested in more information about this.

This document may be updated to include the following changes:

- Mandated changes to the application enacted by the Texas Legislature;
- Items approved by the Texas Higher Education Coordinating Board and its ApplyTexas Advisory Committee on which the ApplyTexas technical team is still seeking clarification;
- Last-minute emergency changes requested by the Texas Higher Education Coordinating Board and/or the ApplyTexas committee and agreed to by the ApplyTexas technical team.

If this document is amended, ApplyTexas administrators will be notified at that time that a new version of this document is available on the ApplyTexas Administrative site.

Texas Higher Education Coordinating Board
Apply Texas Advisory Committee
September 30, 2019
1200 East Anderson Lane
Austin, Texas

MINUTES

Approved December 16, 2019 – ATAC Meeting

The Texas Higher Education Coordinating Board (THECB) Apply Texas Advisory Committee (ATAC) convened at 9:07 a.m. on September 30, 2019, with the following committee members present: Paula Arredondo, Mordecai Brownlee, Kevin Davis, Rosie Dickinson, Sheila Gray (*for Jamie Hansard*), Rebecca Griffith, Leah Hickman, Rebecca Lothringer, Dara Newton, Indra Peláez, TaNeal Richardson, Madelyne Tolliver, Michelle Walker, and Miguel Wasielewski.

ATAC Members Participating Via Remote Access: Sarah Haque (*Student Representative*), Monique Murphy (*ApplyTX Tech Team*), and Angie Taylor.

Members Absent: Jamie Hansard (*represented by Sheila Gray*), Michelle Hill, and Kristi Urban.

ApplyTexas Technical Team Members: Graham Chapman and David Muck.

Community Stakeholder(s): Rissa McGuire (*CPUPC*).

THECB Staff: Claudette Jenks, Lisa Paiz, and Diana Foose.

AGENDA ITEM	ACTION
A. Welcome and Introductions	Dr. Rebecca Lothringer called the meeting to order at 9:07 a.m.
B. Selection of 2-Year Institution Co-Chair for 2019-20 and 2020-2021 Academic Years	Committee voted Dr. Mordecai Brownlee as 2-year Co-Chair.
C. Review and Adoption of Minutes from the April 15, 2019 Meeting	Committee reviewed meeting notes. On motion by Dr. Mordecai Brownlee, seconded by Kevin Davis, the Committee approved this item.
D. Discussion of the July 17, 2019 SPEEDE/EDI/ApplyTexas Workshop	Dr. Rebecca Lothringer provided an update on the ApplyTexas Workshop. Discussed feedback for improvements. Committee suggested date and agenda released earlier to coordinate attendance, review room assignments and adjust according to attendance, consider moving back to June, and may consider another location.
E. Update from Strategic Planning Committee	Dr. Miguel Wasielewski provided an update for Strategic Planning subcommittee.

	<p>Subcommittee is analyzing usability of the ApplyTX application, including mobility friendly platform, readability, time to completion, and translated site. Subcommittee is working with ApplyTX staff to determine other capabilities available under the new mainframe (AWS) that will address some recommendations.</p> <p>No meeting was held during summer. Will re-invite all to attend separate meeting.</p> <p>Next steps:</p> <ul style="list-style-type: none"> • Getting feedback from community through surveys to determine need. • THECB will assist with survey approvals and what data may be accessible for analysis. • Zach Taylor still serving in analysis.
F. Discussion of Procedures for Proposing and Adopting Changes to ApplyTexas	<p>Kevin Davis suggested including a change form request external to the Administrative Suite so it is accessible to all stakeholders and not require a login.</p> <p>ApplyTX staff will add form to ApplyTX landing page.</p>
G. Review of Proposed Changes to ApplyTexas Applications or Procedures Carried Forward from 2019-2020	<p>David Muck reviewed pending items from last application cycle for committee to consider for the upcoming application cycle. See attached Tech Team update.</p>
H. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<p>Committee discussed need to receive notifications of changes before change happens.</p> <p>Committee discussed and considered proposed changes. See attachment.</p>
I. Discussion of Potential Agenda Items and Next Meeting Date(s)	<p>Items for next agenda:</p> <ul style="list-style-type: none"> • Proposed changes • Dual credit wording • Strategic Planning Subcommittee Update • Skip Logic of Residency Questions Subcommittee • ApplyTexas Workshop <p>Proposed meeting dates for the year:</p> <ul style="list-style-type: none"> • November 18, 2019 • February 24, 2020 • April 20, 2020 <p>Coordinating Board staff will confirm.</p>
J. Adjournment	<p>On motion by Rebecca Griffith, seconded by Dr. Mordecai Brownlee, the Committee approved this item.</p> <p>Meeting adjourned at 2:46 p.m.</p>

Item H: Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures

1. Committee discussed a request regarding three questions related to establishing domicile. Suggested a subcommittee be formed to review the skip logic. Subcommittee: Paula Arredondo-Chair, Matt Chastine, Rosie Dickinson, Shelia Gray, Rebecca Griffith, Indra Peláez, Madelyne Tolliver, and Michelle Walker. Subcommittee will discuss and provide update at next meeting.
2. Committee discussed a request to remove "college level correspondence study" or move to Dual Credit.

On motion by Paula Arredondo, seconded by Dr. Mordecai Brownlee, the Committee approved this item.

3. Committee discussed a request from Tarleton State University to modify language regarding students sending official transcripts from all previous institutions.

Proposed change: *It is your responsibility to submit official transcripts to each university applied from each institution attended.*

On motion by Michelle Walker, seconded by Madelyne Tolliver, the Committee approved this item.

4. Committee discussed a request from University of Texas at Arlington to modify instructional text when students are prompted to list their full legal name.

Proposed change: *List your full legal name as stated on one of the following: driver's license, passport, birth certificate or other state identification. Please do not include diacritical marks such as accents (') or tildes (). Do not use nicknames or abbreviations or commas because this information will be used for official record if you enroll.*

On motion by Rebecca Griffith, seconded by Rosie Dickenson, the Committee approved this item.

5. Committee discussed a request from the Texas Higher Education Coordinating Board, as mandated by Senate Bill 25, to add consent language to include the ability for an applicant to indicate their consent for an institution of higher education to share their application for admission with another institution if the applicant is denied admission to a particular degree program in which they applied. Implementation is required with the 2019-2020 academic year.
Proposed addition: *Should you be denied admission to a particular degree program to which you applied, do you allow the institution to share your application for admission with other institutions that offer the degree program? Y/N*

Committee discussed possible implications of implementation including data transfer between institutions, fees, supplemental documentation (transcripts), knowledge and timing of acceptance to particular institution's programs, FERPA, receiving college deadlines, and information systems not ready to accept data. The addition will need to be added to the 2019-2020 cycle on US Freshman and US Transfer applications. The question will not be required or marked optional. The Committee will work with TACRAO on implementation.

On motion by Mordecai Brownlee, seconded by Rebecca Griffith, the Committee approved this item.

6. Committee discussed a request from Angelo State University to add an audit that requires applicants that have indicated they have college credit hours to enter the name of the previous/current institution (US Freshman). Discussed adding a statement asking if college credit is dual credit or early college high school credit. If early college credit is not marked, student may not be able to advise appropriately. Recommendation for information to be known earlier in the process so it is captured.

Proposed language: *Are you a freshman with college credit hours? If indicate college credit, pop up question: Are any of these college credit hours you've indicated from dual credit or early college high school? Y/N* (Will be a required question if they indicated college credit.)

Item tabled until next meeting. Dara Newton will work on draft language and bring back to the committee.

7. Committee discussed a request from Tyler Junior College to make available the same application types for two-year institutions that are currently available to four-year institutions.

Item tabled. David Muck will follow-up to get more information about this request.

8. Committee discussed installing College Board integration to allow applicants to have test scores sent to institutions from within ApplyTX. Fees would need to be collected to send these scores. Committee discussed costs to students and possible waivers. Committee agreed to wait until move to AWS. David Muck will follow-up with the College Board for more information regarding costs and waivers for students.

9. Committee discussed allowing the selection of more than one major for graduate applications. Allow functionality similar to undergraduate applications to be able to select first choice school major and second school major.

Item tabled. Committee will discuss at TACRAO where there is graduate representation to gather more interest.

10. Work continues with AWS for counselor suite, administrative suite and applicant site and will be on AWS for next cycle.

11. Committee discussed House Bill 2140, which requires the development of the Texas Application for State Financial Aid (TASFA) in the ApplyTexas system. Claudette Jenks shared information regarding this legislation. A separate committee will be convened, may include representatives from the ATAC.

Texas Higher Education Coordinating Board
Apply Texas Advisory Committee
December 16, 2019
1200 East Anderson Lane
Austin, Texas

MINUTES

Approved February 24, 2020 – ATAC Meeting

The Texas Higher Education Coordinating Board (THECB) Apply Texas Advisory Committee (ATAC) convened at 9:08 a.m. on December 16, 2019, with the following committee members present: Mordecai Brownlee, Kevin Davis, Jamie Hansard, Rebecca Lothringer, Dara Newton, Indra Peláez, Angie Taylor, Michelle Walker, and Mike Washington (*representing Miguel Wasielewski*).

ATAC Members Participating Via Remote Access: Paula Arredondo, Rosie Dickinson, Rebecca Griffith, Leah Hickman, TaNeal Richardson, and Madelyne Tolliver.

Members Absent: Sarah Haque (*Student Representative*), Michelle Hill, Kristi Urban, and Miguel Wasielewski (*represented by Mike Washington*).

ApplyTexas Technical Team Members: Graham Chapman, Rebecca Kindschi, and David Muck.

Community Stakeholder(s): Rissa McGuire (*CPUPC*).

THECB Staff: Claudette Jenks and Diana Foose.

AGENDA ITEM	ACTION
A. Welcome and Introductions	Dr. Rebecca Lothringer called the meeting to order at 9:08 a.m.
B. Review and Adoption of Minutes for the September 30, 2019 Meeting	Committee reviewed meeting minutes. On motion by Michelle Walker, seconded by Angie Taylor, the Committee approved this item.
C. Update on Annual Report to the Board	Rebecca Lothringer and Mordecai Brownlee provided an update on the Annual Report to the Board.
D. Update from Subcommittees a. Strategic Planning b. Logic of Residency Questions	Strategic Planning Update: Mike Washington <ul style="list-style-type: none">Developed four online surveys for students, parents, higher education and counselors to determine usability of the ApplyTX application.Meeting scheduled for December 17, 2019, with Texas Higher Education Coordinating Board Data Committee to receive approval for dissemination of the online surveys.

	<ul style="list-style-type: none"> Plan to send out online surveys in January 2020. Results expected to be available in the spring. Committee requested a review of the surveys prior to dissemination. Subcommittee also provided feedback of the surveys via conference call at a prior meeting. Additional discussion after lunch break. <p>Logic of Residency Questions Update: Paula Arredondo</p> <ul style="list-style-type: none"> Working to schedule meeting in January.
E. Update from ApplyTexas Technical Team	David Muck reviewed Technical Team Update. See attachment.
F. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<p>Committee discussed topics from TACRAO meeting. Discussed wording of how long parent has been married to a Texas resident or lived in Texas lists months then years and students enter backwards, need for dual credit application, and residency changes needed for dual credit application.</p> <p>Committee discussed AWS update. Priority is to move current functionality moved to AWS, plan to change user experience on applicant site, plan to open July 1, 2020, and file format will not change at first. Committee discussed need for a communication plan to inform users of the updates and changes to ApplyTX. Committee created a Communication subcommittee to work on a communication plan. Mordecai Brownlee will chair the Communication subcommittee. Communication subcommittee includes Jamie Hansard, Dara Newton, and Rebecca Lothringer.</p> <p>Committee discussed presentation provided by Zach Taylor at summer SPEEDE/EDI/ApplyTexas Workshop regarding readability and usability of the ApplyTX application. Strategic Planning Subcommittee plans to address issues discussed. Committee requested a presentation at next meeting.</p> <p>Committee discussed Strategic Planning Subcommittee surveys and offered feedback. Communication Subcommittee can assist in developing an introduction to the surveys.</p> <p>Committee discussed SB 25 conversations from the TACRAO Conference. There was consensus that there were many questions and challenges regarding implementation. Committee suggested using College for All Texans website to refer students to options. Other suggestions included a link back to ApplyTX or to institutions to review admission</p>

	requirements. Committee would like to learn more about the intent of the legislation.
G. Discussion of SPEEDE/EDI/ApplyTexas Workshop	Committee discussed ideas for the next ApplyTX workshop. Recommended technical update, strategic planning subcommittee presentation, workgroups for brainstorming. Suggested moving ApplyTX Workshop to June for technical meeting to discuss AWS. Recommended a new location (Pickle Center).
H. Discussion of Potential Agenda Items and Next Meeting Date	<p>Items for Next Agenda:</p> <ul style="list-style-type: none"> • Communication Subcommittee • Strategic Planning Subcommittee: Zachary Taylor presentation <p>Confirmed Meeting Dates for the Year:</p> <ul style="list-style-type: none"> • February 24, 2020 • April 20, 2020
I. Adjournment	On motion by Angie Taylor, seconded by Jamie Hansard. Meeting adjourned at 2:16 p.m.

Item E: Update from ApplyTexas Technical Team

1. Additional daily application deliveries –a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Helped with December 1 delivery time.
2. As part of the email verification effort, the help desk has been reaching out to school districts that block emails from ApplyTexas. There's been success in working with districts to allow delivery of ApplyTX verification, password reset, and submission confirmation emails to students.
3. Requiring email verification has helped our ongoing effort to reduce the number of fake applications that are completed and sent to some of our institutions. The results are encouraging so far.
4. Team has strengthened the audits for college code entry to reduce the number of blank college codes entered on our applications. So far, they are seeing a decrease in the number of applications that have selected "School not found" (6.8% to 3.3%) and 'blank' (from 4.2% to 0%).
5. Team would like to encourage more high schools to participate in the transcript request service that they continue to maintain in collaboration with the Texas Education Agency. Need more communication about this effort.
6. Application numbers for the completed fall 2019 semester: there was a 3% increase in submitted applications (1,215,861), which includes a 9% increase in two-year applications (459,825) and a 0.3% decrease in four-year applications.
7. For the incomplete fall 2020 semester, they are up 2% on submitted applications compared to the same time last year.
8. The request to reword the question asking applicants to enter previous and current college information has been done.
9. The request to modify the instruction text on entering first, middle, and last name information to encourage applicants to make sure entered information matches government-issued identification has been completed.
10. The request to modify the language regarding sending official transcripts from all previous institutions has been completed.
11. The SB 25 requirement which includes an opt-in allowing applicants to indicate their desire to have their application forwarded to other institutions offering the same program/major has been added to the application. ApplyTX began transmitting this data on Monday, October 28. QnE for applications was also modified to display this data.

Item F: Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures

1. Proposal to auto-populate parent address 2 with the same address as parent address 1 and/or the applicant's address.
On motion by Kevin Davis, seconded by Rebecca Griffith, the Committee approved this item.
2. Proposal to add functionality to the administrative site allowing administrators to make unavailable entire schools in addition to the current functionality that allows administrators to make specific majors unavailable. Moved to the next application cycle.
3. Proposal to send the same address for parent 2 in the edit that we send with parent 1 if the applicant indicates they live with parent 1 and parent 2. Motion to not move forward due to previous change.
On motion by Kevin Davis, seconded by Michelle Walker, the Committee did not approve this item.
4. Proposal to add an audit that requires applicants that have indicated they have college credit hours to enter the name of the previous/current institution (US Freshman).
[Applicants can currently indicate they have college credit hours without entering any previous college information]. Proposed change: *"Are your college credit hours earned (or being earned) through dual credit, concurrent enrollment or an early college high school"*. If yes, the college becomes required, if no, it works as currently set-up. Michelle Walker motioned to move forward with the change.
On motion by Michelle Walker, seconded by Jamie Hansard, the Committee approved this item.
5. Proposal to make available the same application types for two-year institutions that are currently available to four-year institutions. Big change. Should review for next cycle after AWS transition. Committee recommended move to next application cycle. Tabled until next meeting.
6. Proposal to require applicants to answer three questions related to establishing domicile in Texas. Small change. Tabled until next meeting.
7. Proposal to install College Board integration to allow applicants to have test scores sent to institutions from within ApplyTexas. Discussed to consider after AWS transition. Concerns about students paying out more money for service. Further discussion is needed. Moved to the next application cycle.
8. Proposal allowing the selection of more than one major for graduate applications. Medium change. Recommend for next application cycle. Further discussion is needed. Tabled until next meeting.
9. Development continues on moving the Counselor Reporting Suite, Administrative site, and Applicant site to AWS. Update at next meeting.
10. Proposed request for different formats for delivery of data to the institution. Discussion regarding the availability of an institution receiving more than one delivery type. More discussion needed. Tabled until next meeting.

**TEXAS HIGHER EDUCATION COORDINATING BOARD
MINUTES
ApplyTexas Advisory Committee
1200 East Anderson Lane, Room 1. 170
Austin, Texas
February 24, 2020, 9:00 a.m.**

Minutes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:10 a.m. on February 24, 2020 with the following committee members present: Paula Arredondo, Mordecai Brownlee, Jamie Hansard, Leah Hickman, Rebecca Lothringer, Dara Newton, and Miguel Wasielewski.

ATAC Members Participating Via Remote Access: Kevin Davis, Rebecca Griffith, TaNeal Richardson, Angie Taylor, Madelyne Tolliver, Kristi Urban, and Michelle Walker.

Members Absent: Rosie Dickinson, Sarah Haque (*Student Representative*), Michelle Hill, and Indra Peláez.

ApplyTexas Technical Team Members: Graham Chapman, David Muck and Monique Murphy (*via remote access*).

Community Stakeholder(s): Rissa McGuire (*CPUPC*).

THECB Staff: Diana Foose, Claudette Jenks and Lisa Paiz.

AGENDA ITEM	ACTION
A. Welcome and Introductions	Mordecai Brownlee called the meeting to order at 9:10 a.m.
B. Review and Adoption of Minutes for the December 16, 2019 Meeting	Committee reviewed meeting notes. On motion by Jaime Hansard, seconded by Dara Newton, the Committee approved this item.
C. Update from Subcommittees a. Strategic Planning b. Communications c. Logic of Residency Questions	Strategic Planning Subcommittee: Miguel Wasielewski provided update from Strategic Planning subcommittee. Surveys for high school counselor, students/parents/college representatives were reviewed and approved by the THECB Data Planning Committee. Miguel will share with Claudette to send out to committee. Zachary Taylor provided presentation on the ApplyTexas Exploratory Report. Communications Subcommittee:

	<p>Mordecai Brownlee provided update from the Communications subcommittee. Consensus to help build out a template for the email to the constituents about the commitment and purpose to better ApplyTX the introduction of the survey.</p> <p>Logic of Residency Questions Subcommittee:</p> <p>Paula Arredondo provided update for Logic of Residency Questions. Subcommittee met on February 12 to discuss three questions regarding parent domicile in Texas. Discussed recommendation to require applicants to answer three questions related to establishing domicile in Texas. Recommendation considered during agenda item E.</p>
D. Update from ApplyTexas Technical Team	David Muck reviewed Technical Team update. See attachment. David provided a demonstration of the new ApplyTexas System.
E. Discussion and Consideration of Proposed Changes to ApplyTexas Forms or Procedures	<p>Committee discussed need to receive notifications of changes before change happens.</p> <p>Committee discussed and considered proposed changes. See attachment.</p> <p>For future meetings suggest inviting requesting institution to present new request and improve process to notify requestor about action taken.</p>
F. Discussion of Potential Agenda Items	<p>ApplyTX workshop</p> <p>Subcommittee updates</p> <p>Next meeting date scheduled for April 20, 2020.</p>
G. Adjournment	Meeting adjourned at 11:59 a.m.

Agenda Item D: Tech Team Update 2/24/20

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 (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.
- For the incomplete Fall 2020 semester, we are so far down 1% on submitted applications compared to the same time last year. 2 year up 1%, 4 year down 1-2%
- The request to auto-populate parent address 2 with the same address as parent address 1 has been completed.
- The proposal to add an audit that requires applicants that have indicated they have college credit hours to enter the name of the previous/current institution (US Freshman). [Applicants can currently indicate they have college credit hours without entering any previous college information]
- Proposed change: "Are your college credit hours earned (or being earned) through dual credit, concurrent enrollment or an early college high school". If yes, the college becomes required, if no, it works as currently set-up. Need more information.
- Installing College Board integration to allow applicants to have test scores sent to institutions from within ApplyTexas – for next cycle
- At the request of the Coordinating Board, tested the integration of a widget (ADVi) into ApplyTexas to provide automated responses to common questions from applicants and counselors. Will add early May.
- 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
- David providing

Agenda Item E

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

1. Proposal request by Tyler Junior College to make available the same application types for two-year institutions that are currently available to four-year institutions. More information is required. Suggest inviting requestor to present this item. Motion to consider request for next application cycle.
On the motion by Michelle Walker, seconded by Jaime Hansard, committee approved this item.
2. Proposal to require applicants to answer three questions related to establishing domicile in Texas. Subcommittee request three questions related to Texas residency be required: How long the individual has lived in Texas and their main purpose for being in the state; If they are a member of the U.S. Military, whether Texas is their home of record and which state is listed as their military legal residence on his or her Leave and Earnings Statement; Whether they: hold the title to residential real property in Texas or have ownership interest and manage a business in Texas. Motion to make questions required for July 2020.
On the motion by Rebecca Griffith, seconded by Paula Arredondo, committee approved this item.
3. Proposal request by Texas A&M University to allow the selection of more than one major for graduate applications. Request was withdrawn from consideration. Motion to remove this item.
On the motion by Michelle Walker, seconded by Miguel Wasielewski, committee approved this item.
4. Proposal request for different formats for delivery of data to the institution. Committee suggest consideration for further discussion next year after AWS rollout. Motion to table until next Fall.
On the motion by Rebecca Lothringer, seconded by Jaime Hansard, committee approved this item.
5. Proposal request to make the gender question required instead of optional. State requires this to be reported. Proposal was submitted because of housing assignments. Housing should consider other ways to identify students. Another request should be provided if intended for reporting purposes. Motion to push to housing offices to determine gender.
On the motion by Miguel Wasielewski, seconded by Jaime Hansard, committee approved this item.
6. Discuss update on the online development of the Texas Application for State Financial Aid in the ApplyTX System.
Claudette Jenks provided an update on the TASFA committee. Seeking nominations for committee. Committee will be making recommendations on the development of an online state application for financial aid. No action required for this item.

New Request

1. Proposal request to give UT tech team flexibility to make basic changes. Motion to allow for tech team to make changes based on their best practice recommendations.

On the motion by Jaime Hansard, seconded by Rebecca Lothringer, committee approved this item.

2. Proposal request by Texas A&M University-Commerce to set up and install Google Tag Manager and Google Analytics in ApplyTexas to allow tracking of how applicants arrive at ApplyTexas. This is a small/medium request. More institutional request rather than consideration for ApplyTX. Motion for institution to conduct this request.
On the motion by Jaime Hansard, seconded by Dara Newton, committee did not approve this item.
3. Proposal request by the University of Houston to add a "grade received" field to the Educational Information section to facilitate self-reporting of grades. Motion to table this proposal to next Fall.
On the motion by Dara Newton, seconded by Paula Arredondo. Committee approved this item.
4. Proposal request to add an audit that requires applicants that have indicated they have college credit hours to enter the name of the previous/current institution (US Freshman). [Applicants can currently indicate they have college credit hours without entering any previous college information] Proposed change: "Are your college credit hours earned (or being earned) through dual credit, concurrent enrollment or an early college high school". If yes, the college becomes required, if no, it works as currently set-up. Motion to approve request.
On the motion by Jaime Hansard, seconded by Miguel Wasielewski, committee approved this item.

Committee on Academic and Workforce Success

AGENDA ITEM V-D

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

RECOMMENDATION: Approval

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.

Dr. DeAnn Lechtenberger, Director, Connections for Academic Success and Employment (CASE), Texas Tech University, 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 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 2019 – August 2020

Chair:

DeAnn Lechtenberger, PhD
Director, Connections for Academic Success and Employment (CASE)
Texas Tech University

Council Members:

A list of the 2019-2020 council members is attached.

Council Meeting Dates:

January 31, 2020
July 21, 2020
August 11, 2020

Annual Costs Expended

Travel and lodging: \$1,770
THECB Staff Time (3): \$5,100

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

Current Recommendations to the Board:

Due to a delay in meetings caused by Covid-19, the Advisory Council has been working diligently over the past several months to gather data and information for persons with intellectual and developmental disabilities. The Advisory Council has drafted a comprehensive list of recommendations that will be included in the final report on Access to Higher Education for Persons with Intellectual and Developmental Disabilities that is required to the Board, according to TEC, Section 61.06641 (k).

Summary of Tasks Completed:

The advisory council has performed the following activities:

- established an advisory council on postsecondary education for persons with intellectual and developmental disabilities. (TEC, Sec. 61.06641 (b))
- maintained quarterly meetings with the exception of our scheduled meeting in May that was cancelled due to Covid-19. (TEC, Sec. 61.06641 (h))
- reviewed policies and practices that increase access to higher education opportunities. (TEC, Sec. 61.06641(a-1))
- studied the accessibility of higher education for persons with IDD, provided advice regarding resolving barriers to accessing higher education, and identified recommendations to address barriers to accessing higher education for persons with IDD who are or have been in foster care. (TEC, Sec. 61.06641 (g))
- gathered higher education data and related information regarding persons with IDD, including enrollment, geographic distribution of institutions providing appropriate opportunities, and a description of available programs across the state of Texas, and provided recommendations for changes to support success and achievement for persons with IDD. (TEC, Sec. 61.06641 (k))

Minutes for the 2019-2020 academic year are attached.

**Advisory Council on Postsecondary Educational Opportunities
for Persons with Intellectual and Developmental Disabilities (IDD)**

Presiding Officer:

DeAnn Lechtenberger, PhD

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

Jennifer Alexander

Associate Commissioner
Office of Special Populations and Monitoring
Texas Education Agency

Drew Bezucha

Graduate, CASE Program
Texas Tech University

Rhett Calvert

Student, CASE Program
Texas Tech University

Ashley Ford

Deputy Director of Public Policy & Advocacy
The Arc of Texas

Leigh Ann Godinez

Vocational Rehabilitation Supervisor
Texas Workforce Solutions

Jennifer Hines

Program Specialist
State Neurodevelopmental Disorders
Texas Workforce Commission

Linda Litzinger (Parent)

Policy Specialist
Texas Parent to Parent Advocacy Network

Jana M. McLain, PhD, LPC, CSC

Student Support Counselor
Humble ISD

Sue Moraska

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

Christine Price

Director, Skills, Training, and Education for
Personal Success (STEPS) Program
Austin Community College

DJ Puente

Student
South Texas College

Jolene Sanders (Parent)

Director of Advocacy and Public Policy
Easterseals Central Texas

Amy Sharp, PhD

Director, Texas Center for Disability Studies
The University of Texas at Austin

Beth Stalvey, MPH, PhD

Executive Director
Texas Council for Developmental Disabilities

Agatha Thibodeaux (Parent)

Governor Appointee
TEA Continuing Advisory Committee
on Special Education

Dalun Zhang, PhD, FAAIDD

Director, Center on Disability and Development
Texas A&M University

Advisory Council on Postsecondary Education for
Persons with Intellectual and Developmental Disabilities
Meeting Notes
January 31, 2020

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:09 a.m. on January 31, 2020, with the following committee members present, Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Susan Moraska, Christine Price, Beth Stalvey, Jolene Sanders, Robert "Drew" Bezucha, Deann Lechtenberger, Jennifer Alexander, Rhett Calvert, Jennifer Martinez, Amy Sharp, Dalun Zhang, DJ Puente, Jana McLain

Members Absent:

Guest(s)/Community Stakeholder(s): Agatha Thibodeaux, Parent/Governor Appointee, TEA Continuing Advisory Committee on Special Education
Cate Weir, Program Director, Think College

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

Location: THECB Board Room

The meeting was broadcasted live and recorded for our records at the following link:
<https://www.youtube.com/watch?v=zCim6eHpoAQ>.

Agenda Item A. Welcome and Introduction of Advisory Council	Dakota Doman, THECB Staff
Handout Provided: No	Formal Decision/Action Required: N/A
Dakota Doman called meeting to order and welcomed council members and guests.	

Agenda Item B. Discussion of Advisory Council Responsibilities	Dakota Doman, THECB Staff
Handout Provided: Yes	Formal Decision/Action Required: N/A
Critical Discussion Points: <ul style="list-style-type: none">• Review SB 1017	

Agenda Item C. Election of Chairperson	Dakota Doman, THECB Staff
Handout Provided: No	Formal Decision/Action Required: Yes

Critical Discussion Points:

Dakota opened the floor up for nominations including those interested in self as chairperson. DeAnn Lechtenberger, self-nominated and elected by default. Several other members were nominated but declined as follows: Linda Litzinger nominated Agatha Thibodeaux – non-member, Amy Sharp nominated Dalun Zhang, Dalun Zhang nominated Amy Sharp, Christine Price nominated Sue Moraska.

DeAnn Lechtenberger acknowledged Sue Moraska and Gerard Jimenez were among the group that start pushing some of this legislation and excited to continue doing this work as chair to help students and institutions with their programs.

Agenda Item D. THECB Data Collection Initiatives for Postsecondary Students with IDD	Melissa Humphries, Director of Research & Analysis, THECB
Handout Provided: No	Formal Decision/Action Required: N/A
Presentation on IDD Data	

Agenda Item E. Think College	Cate Weir, Program Director, Think College
Handout Provided: Yes	Formal Decision/Action Required: N/A
Think College Presentation	

Agenda Item F. Working Lunch	N/A
Handout Provided: No	Formal Decision/Action Required: N/A
Break at 12:04 p.m. Resumed at 12:25 p.m.	

Agenda Item G. Program Presentations by Institution of Higher Education (IHEs)	Multiple Council Members (identified below)
Handout Provided: Yes	Formal Decision/Action Required: N/A
<ul style="list-style-type: none"> DeAnn Lechtenberger, Director, Connections for Academic Success (CASE), Texas Tech University Sue Moraska, Program Director, VAST Academy, Houston Community College Christine Price, Director, Skills, Training, and Education for Personal Success (STEPS) Program, Austin Community College 	

Agenda Item H. Committee Member Work Assignments (Policy, Recruitment, Resources)	Dakota Doman, THECB Staff
Handout Provided: No	Formal Decision/Action Required: N/A
<p>Committees for future consideration and possible ways to approach the work:</p> <ul style="list-style-type: none"> • Data • Recruitment & Outreach • Policies • Student Resources at IHEs • Programs • Workforce • Barriers & Opportunities <p>Communication will be sent out to determine next meetings, availability, and committee</p>	

Agenda Item I. Adjournment	Dakota Doman, THECB Staff
Handout Provided: No	Formal Decision/Action Required: N/A
Meeting adjourned at 2:04 p.m.	

Advisory Council on Postsecondary Education for
Persons with Intellectual and Developmental Disabilities
Meeting Notes
July 21, 2020

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:36 a.m. on July 21, 2020, with the following committee members present, Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Susan Moraska, Christine Price, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders, Robert "Drew" Bezucha, Deann Lechtenberger, Jennifer Alexander, Rhett Calvert

Members Absent: Ashley Ford, Dalun Zhang, Jana McLain, DJ Puente, 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), Jennifer Martinez, Chief Executive Director at The Arc of Texas (Sub. for Ashley Ford)

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://www.youtube.com/watch?v=5k9vh00bcrw>.

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 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. Introduction of New Staff	DeAnn Lechtenberger, Chair
Handout Provided: No	Formal Decision/Action Required: N/A
<ul style="list-style-type: none">Agatha Thibodeaux – Parent/Governor Appointee, TEA Continuing Advisory Committee on Special EducationAshley Ford – Deputy Director of Public Policy & Advocacy, The Arc of Texas	

Agenda Item 4. Updates on how to meet the IDD Council Reporting Deadline	DeAnn Lechtenberger, Chair
Handout Provided: No	Formal Decision/Action Required: N/A
Critical Discussion Points: <ul style="list-style-type: none"> A. Discussion of Calendar for the IDD Council Meetings - Draft of Workgroups reports due 9/28/20, Editing of report 9/28-10/9/2020, Submit report to THECB Board 10/12/2020, THECB Board Meeting for approval 10/22/2020 B. Review of Work Groups – Policy, IDD Programs, and Workforce & Data <ul style="list-style-type: none"> Policy Group – Beth Stalvey (L), Linda Litzinger (L), Ashley Ford, Rhett Calvert, Jolene Sanders IDD Programs Group – Sue Moraska (L), Agatha Thibodeaux (L), Drew Bezucha, Jana McLain, Christine Price Data & Workforce Group – Jennifer Hines (L), Leigh Ann Godinez (L), DJ Puente, Christine Price, Jennifer Alexander C. Identify Point of Contact for each Work Group – identified with names above with (L) for lead contact for group 	

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"> • Next meeting scheduled for August 7, 2020 at 10:30 a.m. • Updates from each work group • Editing phase • HB 3165 discussion/update re Occupational & Life Skills Associate Degree Program (Lone Star College presentation) • Define IDD and how do we want to focus this work on 	

Agenda Item 6. Adjournment	DeAnn Lechtenberger, THECB Staff
Handout Provided: No	Formal Decision/Action Required: N/A
Meeting adjourned at 11:41 a.m.	

Advisory Council on Postsecondary Education for
Persons with Intellectual and Developmental Disabilities
Meeting Notes
August 11, 2020

The Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities convened at 10:37 a.m. on August 11, 2020, with the following committee members present, Leigh Ann Godinez, Jennifer Hines, Linda Litzinger, Jana McLain, Susan Moraska, Christine Price, DJ Puente, Amy Sharp, Beth Stalvey, Agatha Thibodeaux, Jolene Sanders.

Members Absent: Jennifer Alexander, Robert "Drew" Bezucha, Rhett Calvert, Ashley Ford, Dalun Zhang

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, 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://www.youtube.com/watch?v=0sgcZk8W1eg>.

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. Work Groups Updates	DeAnn Lechtenberger, Chair
Handout Provided: No	Formal Decision/Action Required: N/A
Critical Discussion Points: <ul style="list-style-type: none">The policy group gave an update on their findings lead by Linda Litzinger which grouped their information by readiness, admission, retention and matriculation, and other policy recommendations.	

- The IDD programs groups gave an update on their findings by Sue Moraska. They reviewed current recruitment survey and will begin investigation to collect additional information from institutions regarding campus programs. Seeking additional outreach and recruitment activities institutions may be providing. Jennifer Hines has a referral to contact for data collection regarding foster care information.
- The data and workforce group gave an update on their findings by Jennifer Hines. They have met with Melissa Humphries regarding CB data. Focus on neurodevelopmental definition of IDD (DSM5).

Agenda Item 4. Calendar Reminders for the IDD Council Meetings & Workgroups	DeAnn Lechtenberger, Chair
Handout Provided: No	Formal Decision/Action Required: N/A
Critical Discussion Points: <ul style="list-style-type: none"> • Draft of Workgroups reports due 9/28/20, changed to 9/14 • Editing of report 9/28-10/9/2020, changed to 9/15-10/2 • Submit report to THECB Board 10/12/2020 • THECB Board Meeting for approval 10/22/2020 	

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"> • Review report findings and recommendations • Next meeting scheduled for October 2, 2020 at 10:30 a.m. • Hold November 	

Agenda Item 6. Adjournment	DeAnn Lechtenberger, THECB Staff
Handout Provided: No	Formal Decision/Action Required: N/A
Motioned by Sue Moraska Seconded by Jennifer Hines Meeting adjourned at 12:05 p.m.	

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the report on Access to Higher Education for Persons with Intellectual and Developmental Disabilities (*Texas Education Code, Section 61.06641*)

RECOMMENDATION: Approval

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. It further requires THECB, with the assistance of the advisory council, 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 report on the Access to Higher Education for Persons with Intellectual and Developmental Disabilities is based on the advisory council activities and findings from examining the field. It includes historic and current higher education data and recommendations for changes to support success and achievement.

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

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-F

Consideration of adopting the report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education (*Texas Education Code, Section 61.0664*)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.0664 requires that the Texas Higher Education Coordinating Board (THECB) collect and study data on the participation of persons with intellectual and developmental disabilities (IDD) at public institutions of higher education (IHE). It further requires the Board to conduct an ongoing study on the college recruitment of persons with IDD. The study is to "identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment." The purpose of the report is to identify previously made recruitment efforts, limitations on recruitment and possible methods for recruitment. The report is to be submitted to the Governor and members of the Legislature by November 1 of each year.

House Bill 1807 mandates that the THECB maintain an inventory of postsecondary educational programs and services provided for persons with IDD by IHEs. Senate Bill (SB) 1017, 86th Legislature, requires the inventory to be updated annually. The data from public institutions of higher education will be posted by institution on the Coordinating Board's website and updated annually.

On July 28, 2020, the THECB notified the IDD reporting contacts of all Texas public higher education institutions with instructions for accessing the survey and a request that survey responses be submitted to the THECB by August 28, 2020.

The report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education is based on the results of that survey. It includes the number of institutions responding to the survey, a list of the survey questions, and, for those institutions reporting recruitment activities, a summary of their responses. In addition to the study on recruitment, SB 37 also required that the THECB collect administrative data on students with IDD enrolled in public IHEs. Texas Administrative Code, Section 4.12 requires all IHEs to indicate whether an enrolled student is identified as having an IDD, which allows the agency to track their academic success. The report also includes summary information obtained through those data collection efforts. The report is provided under separate cover.

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

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 112 near-peer college advisers to serve 110 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, Associate Professor 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 2019-2020 school year, Advise TX advisers met with over 50,000 Texas high school seniors and assisted with more than 41,000 college applications and more than 34,000 FAFSA submissions.

Recently published Advise TX results from a randomized control trial study¹ conducted between 2011-12 and 2013-14 found that low-income and Hispanic students who met with an Advise TX adviser saw statistically significant college enrollment increases of 2 to 3 percentage points in the fall after high school graduation. Our annual report on college enrollment outcomes for the graduating class of 2017 found similar impacts. Overall, college enrollment rates for the 2018 graduating class² improved by 0.6 percentage points for the low-income population when served by Advise TX. Further, African American students saw a 1.9 percentage point increase in four-year college attendance when served by Advise TX, and Hispanic students saw a positive increase in two-year college attendance.

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

¹ Bettinger, Eric & Brent J. Evans. "[College guidance for all: A randomized experiment in pre-college advising.](#)" *Journal of Policy Analysis and Management* 38, no. 3 (March 2019): 579-599.

² This is the most recent graduating class for which full first-year enrollment data are available, given lags on enrollment data availability.

Committee on Academic Workforce and Success

AGENDA ITEM V-H

Consideration of adopting the Graduate Medical Education Report: An Assessment of Opportunities for Graduates of Texas Medical Schools to Enter Residency Programs in Texas (Texas Education Code, Section 61.0661(b))

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.0661 requires the Texas Higher Education Coordinating Board to conduct an assessment of the adequacy of opportunities for graduates of medical schools in the state to enter graduate medical education in the state, and to report the results of the assessment to the Texas Legislature by December 1 of each even-numbered year. The report presents the required data and analysis, including:

- 1) a comparison of the number of first-year graduate medical education positions available with the number of medical school graduates;
- 2) a statistical analysis of recent trends in and projections of the number of medical school graduates and first-year graduate medical education positions;
- 3) methods and strategies for achieving a ratio for the number of first-year graduate medical education positions to the number of medical school graduates in the state of at least 1.1:1;
- 4) an evaluation of current and projected physician workforce needs of the state, by total number and by specialty, for the development of additional first-year graduate medical education positions; and
- 5) an examination of whether the state should ensure that a first-year graduate medical education position is created for each new medical student position established by a medical or dental unit.

The report is provided under separate cover.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-I

Consideration of adopting the Aerospace and Aviation Report (Texas Government Code, Section 481.0066(d-2))

RECOMMENDATION: Approval

Background Information:

The Aerospace and Aviation Office, part of the Texas Economic Development and Tourism Office, Office of the Governor, partners with the Texas Higher Education Coordinating Board (THECB) for its charge to foster technological advancement and economic development for spaceport activities by strengthening higher education programs and supporting aerospace activities as directed by Texas Government Code, Chapter 481, Subchapter A, Section 481.0066.

The Aerospace and Aviation Office is to submit a report to the legislature and governor by December 1 of each even-numbered year. As part of the partnership, the THECB provides a summary report of research in aerospace technology research conducted by public senior colleges or universities.

The report is provided under separate cover.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-J

Consideration of adopting the Study and Report on Core Curriculum (Senate Bill 25, 86th Texas Legislature, Regular Session; Texas Education Code, Section 61.8221)

RECOMMENDATION: Approval

Background Information:

Senate Bill 25, passed by the 86th Texas Legislature, directed the Texas Higher Education Coordinating Board (THECB) to conduct a study and make recommendations to the Legislature regarding the feasibility of implementing statewide meta majors for institutions of higher education. In conducting the study, the THECB was directed to establish an Advisory Committee, consider specific meta majors by academic disciplines, and report findings to the Legislature by November 1, 2020.

In fall 2019, THECB solicited institutions for representatives to serve on an Advisory Committee. Membership on the committee included faculty and administrators from each Texas higher education region with an equal number of members from public community colleges and universities, with a majority of university representatives from institutions that had at least 25% of students enrolled in the 2018 fall semester classified as transfer students. Additionally, members were appointed with consideration of their institution's mission, system affiliation, and institutional groupings under the THECB's Accountability System.

In fall 2020, the Advisory Committee members completed a qualitative data survey that asked for details about how the core curriculum worked for their respective institutions. The survey responses served as the basis for the report. Coordinating Board staff analysis of the response data is presented in the report.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-K

Consideration of adopting the Texas General Academic Institutions: Increasing Successful Community College Transfer Report (General Appropriations Act, House Bill 1, Article III, Section 49, 86th Texas Legislature, Regular Session)

RECOMMENDATION: Approval

Background Information:

The General Appropriations Act, House Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 49, 86th Texas Legislature, Regular Session for the 2020-2021 biennium directs the public universities to submit an annual report to the Coordinating Board that details institutional efforts to increase the number, success, and persistence of community college transfer students. Section 49 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 make recommendations. This is the tenth report since the report began 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 June 2019. 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. Board staff collected the survey responses which serve as the institutional reports required by Section 49. 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 Quality and Workforce, will present the update on this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the Texas Application for State Financial Aid (TASFA) Advisory Committee report set out in Texas Education Code Section 61.07762

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.07762 requires that the Texas Higher Education Coordinating Board (THECB) adopt procedures whereby the Texas Application for State Financial Aid (TASFA) may be completed and submitted through the same internet website through which the THECB provides the common admission application form required by Texas Education Code , Section 51.762 (i.e. ApplyTexas). The THECB is required to appoint an advisory committee of financial aid personnel and stakeholders who represent the needs of students to assist in developing procedures and recommendations for implementing the requirement.

In response to the legislation, the THECB appointed the Texas Application for State Financial Aid Advisory Committee (TASFAAC). The purpose of the committee is to assist the board in adopting the procedures to allow a person to complete and submit the TASFA or similar application for state student financial assistance by electronic submission.

The TASFAAC recommendations include considerations on relevant statute changes, procedure, development, and associated costs for an online application for state financial aid. The recommendations are based on feedback from stakeholders including institutions of higher education, students, and other state agencies with a similar online application for state financial aid. The online TASFA should be available to students beginning with applications for state student financial assistance submitted for the 2022-23 academic year.

The recommendations are provided under separate cover and should be submitted to the standing committee of each house of the Legislature with jurisdiction over higher education not later than January 1, 2021.

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

Committee on Academic Workforce and Success

AGENDA ITEM V-N

Consideration of adopting the Study regarding Streamlining Physician Licensing Requirements for Advanced Practice Registered Nurses (*Texas Education Code, Section 61.06693*)

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.06693 requires the Coordinating Board to collaborate with at least one institution of higher education, the Texas Medical Board (TMB), and the Texas Board of Nursing (BON) to conduct a study regarding the feasibility of a pilot program to streamline the requirements for Advanced Practice Registered Nurses (APRN) to become eligible for a license to practice medicine. Texas Occupations Code, Section 301.152 defines an APRN as a nurse practitioner, nurse midwife, nurse anesthetist, or clinical nurse specialist.

The report must be submitted not later than December 1, 2020, to the governor, the lieutenant governor, the speaker of the house of representatives, and each legislative standing committee with primary jurisdiction over matters relating to higher education or occupational licensing.

In March 2020, Coordinating Board staff prepared to convene a stakeholder workgroup of representatives from Texas institutions that offer a Doctor of Medicine or Doctor of Osteopathic Medicine degree and a graduate professional nursing program with tracks leading to APRN certification and licensure. However, the Coronavirus Disease 2019 (COVID-19) pandemic interrupted that plan. The institutions that would have participated were confronted with caring for COVID-19 patients, while also transitioning their students to online learning.

Coordinating Board staff consulted with BON and TMB and received information from representatives of Texas institutions of higher education. The report describes the education and licensure requirements for APRNs, and those required of medical students and residents. The study also includes input from the Texas Nurse Practitioners (TNP) and the Texas Medical Association (TMA) and incorporates data from the Texas Center for Nursing Workforce Studies (TCNWS) and the Texas Medical and Dental Schools Application Services (TMDSAS).

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-O (1)

Consideration of approving the request from The University of Texas at Arlington for a Bachelor of Science (BS) degree with a major in Data Science

RECOMMENDATION: Approval, beginning spring 2021

Rationale:

The University of Texas at Arlington (UT-Arlington) is proposing a Bachelor of Science (BS) in Data Science to begin spring 2021. The proposed face-to-face Data Science degree program would approach data science from a scientific and disciplinary specific domain. The proposed program would focus on teaching project management and communication skills, and technical data science skills, while also allowing students to pursue a minor in a particular scientific discipline (biology, chemistry, biochemistry, earth and environmental sciences, mathematics, physics, or psychology).

Data from the U.S. Bureau of Labor Statistics and the Texas Workforce Commission indicate a need for data science skills at the national and state levels. Fields related to data science which require a bachelor's degree for entry (such as Operations Research Analyst and Database Administrator) are growing at a faster rate than the national average for all occupations. Texas institutions are not graduating a sufficient quantity of students to meet the need for data science skills in the state at the bachelor's level.

UT-Arlington currently has related bachelor's programs in Mathematics, Computer Science, and Information Systems that could support the proposed program. There are currently four bachelor's programs in data science in Texas. The proposed program approaches data science from a scientific, disciplinary domain. This differs from other data science programs in the state, which tend to approach data science from a business analytics approach or a data analytics approach. The proposed program will be the only program in the state using the new 2020 CIP code for multi/interdisciplinary data science (30.7001.00). Other data science programs are listed in business or mathematics CIP codes.

In accordance with the institution's proposed hiring schedule, UT-Arlington will reallocate 1.0 FTE of faculty time in Year 2 and will hire one core faculty member to start in Year 3. By June 1 of that year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of data science courses to be taught.

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

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

UT-Arlington has two interdisciplinary degree programs with the same two-digit CIP 30:
 BA in Critical Languages and Interdisciplinary Studies (2012)
 BAIS in Interdisciplinary Studies (1990)

Proposed Program:

The proposed face-to-face program represents 120 semester credit hours of instruction that would begin in spring 2021. The proposed BS approaches data science from a scientific, disciplinary domain and would focus on teaching project management and communication skills, as well as technical data science skills, while allowing for students to pursue a minor in a particular scientific discipline (biology, chemistry, biochemistry, earth and environmental sciences, mathematics, physics, or psychology). The proposed BS would include data science core courses in statistics programming, database systems, data mining, and data science applications. Data science is predicted to be a growth field, in Texas and nationally.

The institution estimates that five-year costs would total \$5,571,801, and formula funding would represent 6% of all funding, totaling \$345,594.

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 3,483,437
Clerical/Staff	\$ 458,690
Graduate Assistants	\$ 768,375
Other	\$
Facilities and Equipment	\$ 0
Library, Supplies, and Materials	\$ 90,000
Other	\$ 771,299
Total	\$ 5,571,801

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 345,594
Reallocation	\$ 533,964
Other State Funding	\$ 0
Tuition and Fees	\$ 9,846,959
Other	\$ 0
Total	\$ 10,726,517

Evidence of Duplication, Workforce Need, and Student Demand:

<i>Duplication of Program: No duplication of programs in the region</i>			
Number of institutions with degree programs in the state with the same 6-digit CIP (30.7001.00): 0			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
<i>Job Market Need: Strong</i>			
Advertisements for job openings	<u>Yes</u>	No	N/A
Employer surveys	<u>Yes</u>	No	N/A
Projections from government agencies, professional entities, etc.	<u>Yes</u>	No	N/A
<i>Student Demand: Moderate</i>			
Increased enrollment in related programs at the institution	Yes	<u>No</u>	N/A
High enrollment in similar programs at other institutions	<u>Yes</u>	No	N/A
Applicants turned away at similar programs at other institutions	<u>Yes</u>	No	N/A
Student surveys	Yes	<u>No</u>	N/A

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	62	111	180	328	474
<i>Student FTE</i>	54	96	155	283	409
<i>Core Faculty Headcount</i>	7.0	9.0	10.0	10.0	10.0
<i>Core Faculty FTE</i>	3.5	4.5	5.0	5.0	5.0

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Arlington will reallocate 1.0 FTE of faculty time in Year 2 and will hire one core faculty member to start in Year 3. By June 1 of that year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of data science courses to be taught.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT ARLINGTON

Location: Arlington, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$9,380	.0%	\$9,598	.0%
2016	\$9,380	.0%	\$9,777	1.9%
2017	\$9,616	2.5%	\$10,201	4.3%
2018	\$9,952	3.5%	\$10,443	2.4%
2019	\$10,250	3.0%	\$10,712	2.6%
2020	\$11,040	7.7%	\$11,011	2.8%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	42%	\$7,856	46%	\$7,469	40%	\$6,917
2018	41%	\$7,473	45%	\$7,437	41%	\$6,842
Federal, State, Institutional or Other Grants Known by Institutions						
2017	54%	\$6,271	57%	\$7,502	75%	\$7,500
2018	56%	\$6,611	59%	\$7,729	77%	\$7,786
Federal (Pell) Grants						
2017	34%	\$3,977	37%	\$4,226	37%	\$4,201
2018	36%	\$4,327	39%	\$4,482	37%	\$4,438

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Peer Group
Cohort		2,624	3,163	3,395	Fall 2010 4-year	28.4%
Total		85.6%	86.6%	87.7%	Fall 2014 4-year	36.7%
Same		68.0%	73.3%	74.5%	Fall 2015 4-year	38.4%
Other		17.5%	13.2%	13.3%	Fall 2009 5-year	50.1%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	55.9%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	57.9%
Institution Persistence				Fall 2008 6-year	59.1%	
Cohort				Fall 2012 6-year	62.6%	
Total				Fall 2013 6-year	63.5%	
Same				National Comparison (IPEDS Definition)		
Other				Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence				Fall 2009 4-year	17.0%	18.7%
Cohort				Fall 2013 4-year	22.0%	31.4%
Total				Fall 2014 4-year	23.0%	34.2%
Same				Fall 2008 5-year	33.0%	41.3%
Other				Fall 2012 5-year	42.0%	52.0%
				Fall 2013 5-year	43.0%	54.0%
				Fall 2007 6-year	40.0%	51.0%
				Fall 2011 6-year	50.0%	57.6%
				Fall 2012 6-year	49.0%	59.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2015	3,207	12.04	144.01	3,544	10.86	141.45
FY 2018	3,586	12.20	143.00	4,194	10.62	138.12
FY 2019	3,805	12.00	142.00	4,447	10.52	136.87

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	73	45.2%
Peer Group	258	45.7%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,551	71.2%
Peer Group	3,351	72.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$136,962,296	27.8%	\$148,858,657	24.0%	\$154,511,028	22.8%
Federal Funds	\$81,696,900	16.6%	\$107,234,648	17.3%	\$114,055,253	16.8%
Tuition & Fees	\$210,712,249	42.8%	\$301,692,413	48.6%	\$311,918,978	46.1%
Total Revenue	\$492,543,829	100.0%	\$621,133,198	100.0%	\$677,192,012	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT ARLINGTON

Location: Arlington, Metroplex Region

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

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

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

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2018	
Total	87.7%
Same	74.5%
Other	13.3%

2-Year Persistence, Fall 2017	
Total	81.0%
Same	65.7%
Other	15.3%

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

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

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

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

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

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

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

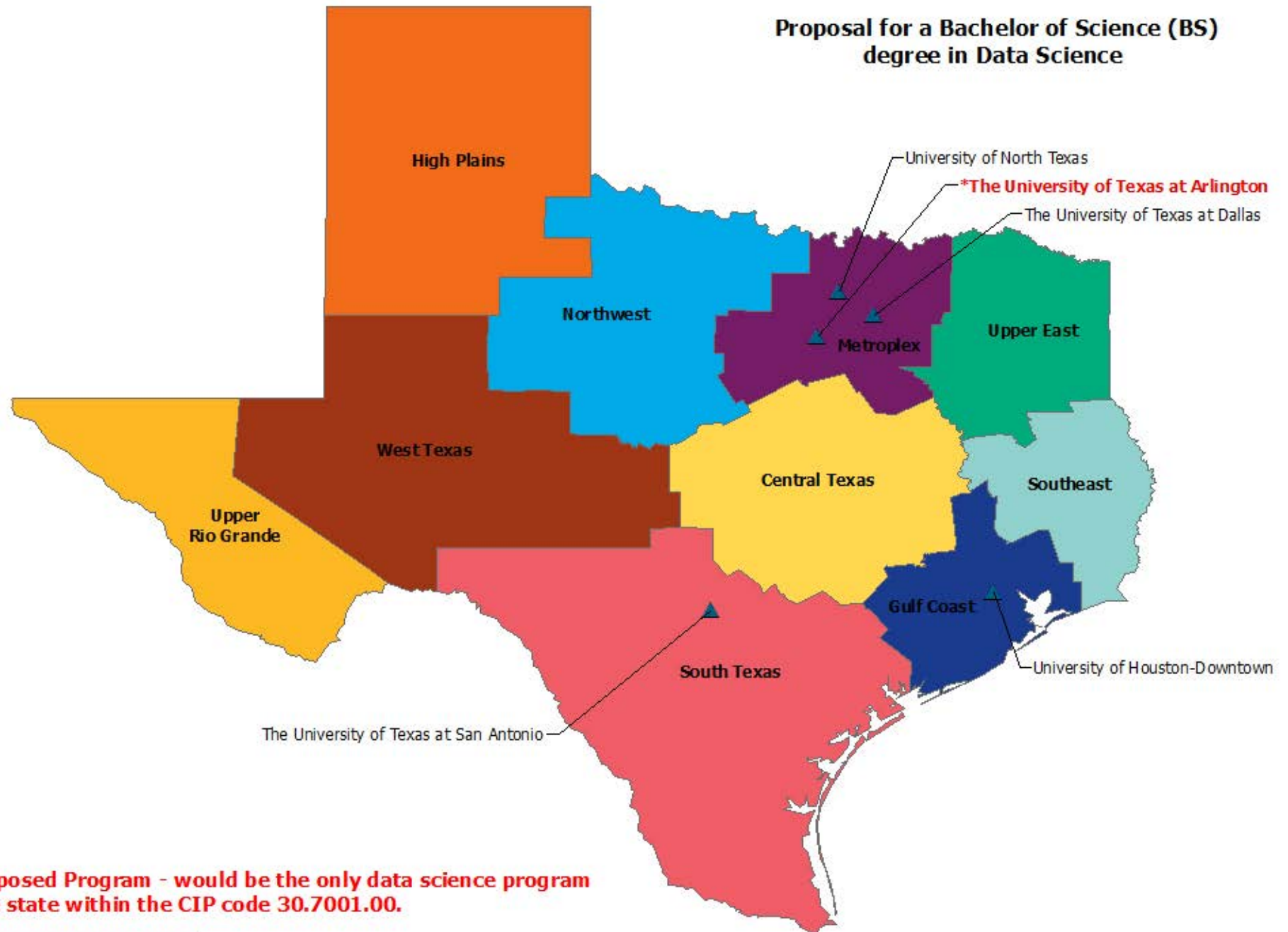
Instruction	
Measure of Excellence	Fall 2019
Undergraduate Classes with < 20 Students	33.8%
Undergraduate Classes with > 50 Students	24.6%
% of Teaching Faculty Tenured/Tenure-track *	44.0%
Student/Faculty Ratio *	0:1

* Fall 2018 Data

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

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

Proposal for a Bachelor of Science (BS) degree in Data Science



*** Proposed Program - would be the only data science program
in the state within the CIP code 30.7001.00.**

▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-O (2)

Consideration of approving the request from The University of Texas at Austin for a Bachelor of Science (BS) and Bachelor of Arts (BA) degree with a major in Informatics

RECOMMENDATION: Approval, beginning fall 2021

Rationale:

The University of Texas at Austin (UT-Austin) is proposing a Bachelor of Science (BS) and Bachelor of Arts (BA) in Informatics to begin fall 2021. The proposed face-to-face program would be offered at UT-Austin and would be available to undergraduate students who are interested in either a liberal arts-based or scientific-based approach to the rapidly growing intersection of people, information, technology, and data. Some specializations within the informatics discipline place greater emphasis on a broad understanding of humanities and social sciences, while others require a more technical and/or scientific foundation. Offering both a BS and a BA degree would allow students to pursue the most appropriate degree option for their academic and professional interests. Based on staff research of undergraduate informatics programs, currently there is only one other public institution in Texas that offers a bachelor's degree in informatics.

Data from the U.S. Bureau of Labor Statistics (BLS) estimates a national average of 149,700 openings for related jobs for the proposed program in informatics each year from 2018 to 2028. The Texas Workforce Commission (TWC) indicates a state average of 9,733 annual job openings for related jobs for the proposed program in informatics. There is a shortage of informatics graduates based on the projected available jobs.

In accordance with the institution's proposed hiring schedule, UT-Austin will hire 10 core faculty members. Two core faculty will be hired in Year 2 and Year 3 of the proposed program. Three core faculty will be hired in Year 4 and Year 5 of the proposed program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of informatics courses to be taught.

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

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

The University of Texas at Austin has four related degree programs with the same two-digit CIP 11

BS, MS, PhD in Computer Science (1974, 1965, 1966)
MS in Information Security and Privacy (2015)
MS, PhD in Information Studies (1969)
MS in Information Technology and Management (2018)

Proposed Program:

The proposed face-to-face program in informatics represents 120 semester credit hours (SCH) of instruction. The institution anticipates beginning the proposed program in fall 2021. The proposed BS/BA in Informatics is meant to prepare students for success in the digital university and in digital organizations, and provide preparation in programming, research methods, ethics, and a foreign language. This preparation would provide students with a deep understanding and knowledge of how data, information, and technology can benefit society. In addition, students completing the BA would complete additional coursework in liberal arts, while students completing the BS would complete additional coursework in science, technology, engineering, and math (STEM).

The institution estimates that five-year costs would total \$10,603,810.77. Formula Funding would represent 11% of all funding at \$2,046,575.55. Total funding is estimated to be \$18,003,747.43.

Estimated Five-Year Costs		Estimated Five-Year Funding	
Personnel		Formula Funding (Years 3-5 Only)	\$ 2,046,575.55
Faculty (New)	\$ 5,111,950.02	Other State Funding	\$ 0
Faculty (Reallocated)	\$ 433,798.82	Reallocated Funds	\$ 543,891.54
Program Administration (New)	\$ 1,339,074.45	Federal Funding (In-Hand Only)	\$ 0
Program Administration (Reallocated)	\$ 453,210.16	Tuition and Fees	\$ 15,413,280.64
Graduate Assistants (New)	\$ 718,485.30	Other	\$ 0
Graduate Assistants (Reallocated)	\$ 232,080.44		
Clerical/Staff (New)	\$ 801,855.58		
Clerical/Staff (Reallocated)	\$ 0		
Student Support	\$ 317,856		
Supplies & Materials	\$ 65,500		
Library & IT Resources	\$ 0		
Equipment	\$ 100,000		
Facilities	\$ 30,000		
Other	\$ 1,000,000		
Total	\$ 10,603,810.77	Total	\$ 18,003,747.43

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs: No duplication of programs in the region.

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (11.0104): **1**

Number of degree programs within a 60-minute drive with the same 6-digit CIP (11.0104): **0**

Job Market Need: Strong

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: Moderate

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

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Student Headcount</i>	50	100	100	100	100
<i>Student FTE</i>	50	150	250	350	400
<i>Core Faculty Headcount</i>	13	15	17	20	23
<i>Core Faculty FTE</i>	7	8	9	10.5	12

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-Austin will hire 10 core faculty members. Two core faculty will be hired in Year 2 and Year 3 of the proposed program. Three core faculty will be hired in Year 4 and Year 5 of the proposed program. By June 1, prior to the academic year in which faculty are hired, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of informatics courses to be taught.

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region

Research Accountability Peer Group: Texas A&M Univ

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](#)

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Enrollment						
Race/Ethnicity	Fall 2014		Fall 2018		Fall 2019	
	Number	Percent	Number	Percent	Number	Percent
White	24,087	46.9%	21,247	41.1%	20,301	39.9%
Hispanic	10,210	19.9%	11,296	21.9%	11,478	22.6%
African American	2,270	4.4%	2,484	4.8%	2,501	4.9%
Asian	8,861	17.3%	10,354	20.0%	10,450	20.5%
International	3,977	7.8%	4,240	8.2%	4,120	8.1%
Other & Unknown	1,907	3.7%	2,063	4.0%	2,044	4.0%
Total	51,312	100.0%	51,684	100.0%	50,894	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
	692	1.8%	354	.9%	454	1.1%
Two-Year Institutions	Number	% of UG	Number	% of UG	Number	% of UG
	1,108	2.8%	656	1.6%	651	1.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$9,798	.0%	\$9,520	.0%
2016	\$9,810	.1%	\$9,652	1.4%
2017	\$9,810	.0%	\$9,758	1.1%
2018	\$10,092	2.9%	\$9,987	2.3%
2019	\$10,398	3.0%	\$10,357	3.7%
2020	\$10,314	-.8%	\$10,438	.8%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
Federal Student Loans						
2017	34%	\$6,523	33%	\$6,430	33%	\$6,239
2018	36%	\$6,242	34%	\$6,254	32%	\$6,207
Federal, State, Institutional or Other Grants Known by Institutions						
2017	50%	\$10,590	52%	\$9,421	57%	\$13,178
2018	49%	\$10,671	52%	\$9,620	56%	\$14,266
Federal (Pell) Grants						
2017	24%	\$4,372	22%	\$4,358	20%	\$4,444
2018	23%	\$4,545	22%	\$4,623	21%	\$4,640

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
		Enter Fall 2013	Enter Fall 2017	Enter Fall 2018	Cohort	Peer Group
Cohort	Total	7,105	8,238	8,816	Fall 2010 4-year	54.8%
	Same	95.8%	97.1%	95.4%	Fall 2014 4-year	63.7%
	Other	93.0%	95.0%	93.5%	Fall 2015 4-year	65.7%
	Other	2.8%	2.1%	1.9%	Fall 2009 5-year	78.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2013 5-year	83.8%	
		Enter Fall 2012	Enter Fall 2016	Enter Fall 2017	Fall 2014 5-year	85.3%
Institution Persistence				Fall 2008 6-year	84.5%	
Cohort	Total	7,939	8,560	8,228	Fall 2012 6-year	86.0%
	Same	92.0%	94.4%	93.9%	Fall 2013 6-year	87.4%
	Other	86.8%	90.3%	90.6%	National Comparison (IPEDS Definition)	
	Other	5.1%	4.0%	3.3%	Cohort	OOS Peers
Peer Group Persistence				Fall 2009 4-year	51.0%	65.8%
Cohort	Total	7,552	8,530	8,939	Fall 2013 4-year	69.2%
	Same	92.7%	94.2%	93.7%	Fall 2014 4-year	69.8%
	Other	86.7%	88.4%	88.2%	Fall 2008 5-year	82.4%
	Other	5.9%	5.8%	5.5%	Fall 2012 5-year	83.6%
Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
		Institution	Peer Group			
		Grads	Sem	Grads	Sem	SCH
FY 2015		7,618	9.01	8,164	9.02	128.84
FY 2018		8,304	8.80	9,623	9.00	127.00
FY 2019		8,515	8.80	9,819	9.10	126.50

Six-year Graduation & Persistence Rate, Fall 2013		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	93	79.6%
Peer Group	91	71.4%
<i>For Students NOT Needing Dev Ed</i>		
Institution	7,012	91.0%
Peer Group	7,708	90.0%

*Peer Group data is average for peer group.

Funding						
Source	FY 2014 Amount	Pct of Total	FY 2018 Amount	Pct of Total	FY 2019 Amount	Pct of Total
Appropriated Funds	\$622,324,610	25.9%	\$743,879,747	28.7%	\$786,909,961	28.9%
Federal Funds	\$425,604,074	17.7%	\$499,875,880	19.3%	\$495,487,912	18.2%
Tuition & Fees	\$444,317,943	18.5%	\$471,826,602	18.2%	\$477,601,226	17.5%
Total Revenue	\$2,398,352,329	100.0%	\$2,592,679,781	100.0%	\$2,727,447,644	100.0%

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS AT AUSTIN

Location: Austin, Central Region

Research Accountability Peer Group: Texas A&M Univ

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](#)

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Enrollment		
Race/Ethnicity	Fall 2019	
	Number	Percent
White	20,301	39.9%
Hispanic	11,478	22.6%
African American	2,501	4.9%
Asian	10,450	20.5%
International	4,120	8.1%
Other & Unknown	2,044	4.0%
Total	50,894	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	454	1.1%
Other Institutions	651	1.6%

Baccalaureate Success		
Graduation Rate of First-time, Full-time Degree-seeking Students Entering		
Measure	Fall	Rate
4-year Rate Total	2015	70.4%
Same Institution		69.4%
Other Institutions		1.0%
5-year Rate Total	2014	86.9%
Same Institution		85.1%
Other Institutions		1.8%
6-year Rate Total	2013	88.8%
Same Institution		85.5%
Other Institutions		3.3%
Grad Rates by Ethnicity		

1-Year Persistence, Fall 2018	
Total	95.4%
Same	93.5%
Other	1.9%
2-Year Persistence, Fall 2017	
Total	93.9%
Same	90.6%
Other	3.3%

Avg Number SCH for Bachelor's Degree		
FY 2019 Average		
Sem	SCH	
All	8.80	123.00

Degrees Awarded	
Type	FY 2019
Bachelor's	10,114
Master's	2,969
Doctoral	855
Professional	433
Total	14,371

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2019 Rate
Education*	99.60%
Law	92.1%
Pharmacy	93.5%
Nursing	96.5%
Engineering	92.1%

*Data for FY 2018

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

Application for First-time Undergraduate Admission Fall 2019			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	17,782	32.4%	50.8%
African American	3,117	29.1%	43.3%
Hispanic	12,539	38.6%	44.9%
Asian	10,670	39.2%	51.4%
International	4,070	15.8%	23.1%
Other	2,035	33.9%	46.6%
Total	50,213	33.9%	47.6%

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2015	\$9,798	.0%	\$9,242	.0%
2016	\$9,810	.1%	\$9,494	2.7%
2017	\$9,810	.0%	\$9,707	2.2%
2018	\$10,092	2.8%	\$9,882	1.8%
2019	\$10,398	2.9%	\$10,316	4.2%
2020	\$10,314	-8%	\$10,562	2.3%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$10,314
On-campus Room & Board	\$11,812
Books & Supplies	\$700
Off-Campus Transportation & Personal Expenses	\$4,392
Total Cost	\$27,218

[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

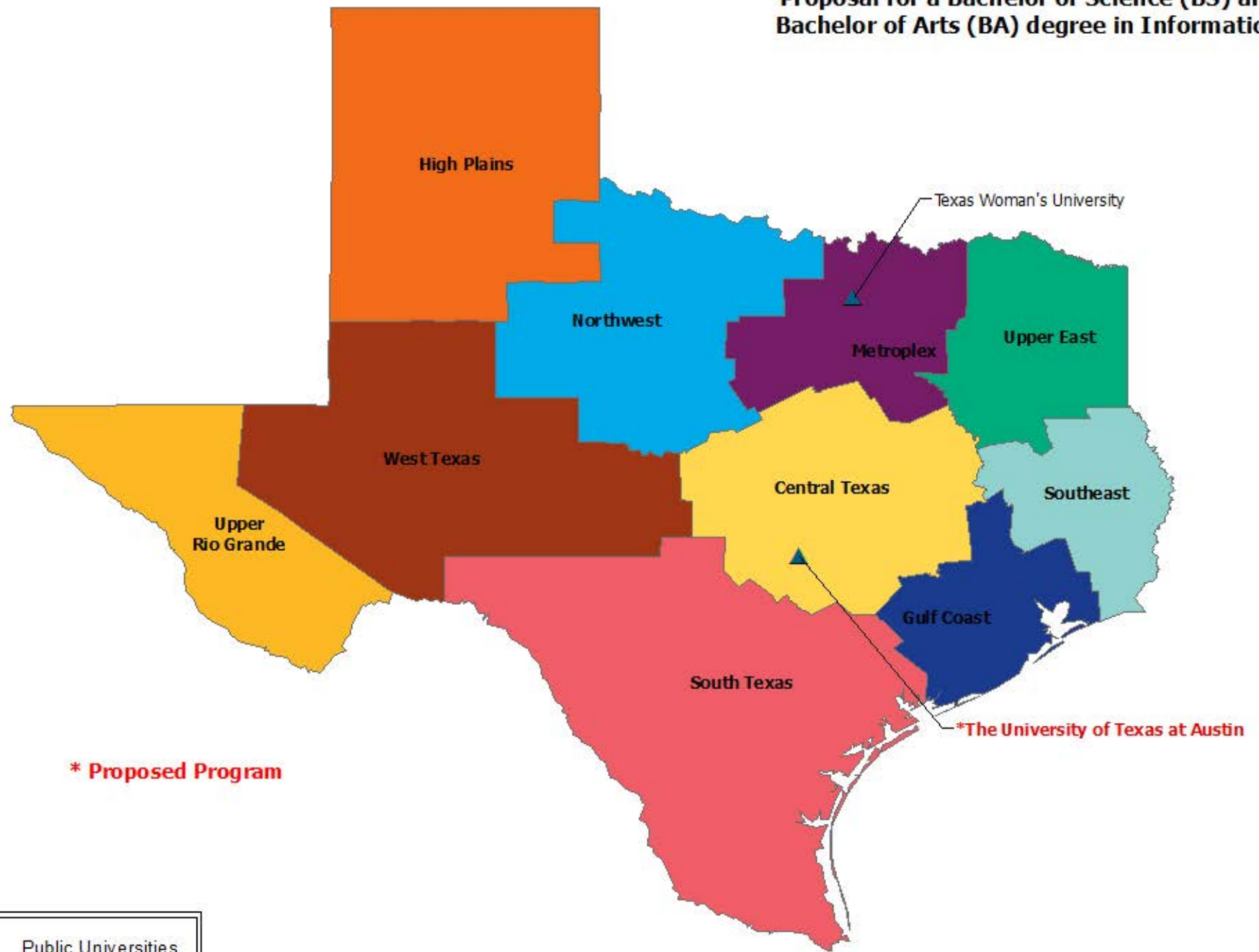
Instruction	
Measure of Excellence	Fall 2019
Undergraduate Classes with < 20 Students	36.0%
Undergraduate Classes with > 50 Students	24.8%
% of Teaching Faculty Tenured/Tenure-track *	66.1%
Student/Faculty Ratio *	0:1

* Fall 2018 Data

Financial Aid		
Enrolled in FY 2018		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	49%	*****
Federal (Pell) Grants	23%	\$4,545
Federal Student Loans	36%	\$6,242

Funding		
Source	FY 2019 Amount	Pct of Total
Appropriated Funds	\$786,909,961	28.9%
Federal Funds	\$495,487,912	18.2%
Tuition & Fees	\$477,601,226	17.5%
Total Revenue	\$2,727,447,644	100.0%

Proposal for a Bachelor of Science (BS) and Bachelor of Arts (BA) degree in Informatics



Committee on Academic and Workforce Success

AGENDA ITEM V-O (3)

Consideration of approving the request from The University of Texas Rio Grande Valley for a Doctor of Occupational Therapy (OTD) degree with a major in Occupational Therapy

RECOMMENDATION: Approval, beginning summer 2021

Rationale:

The University of Texas Rio Grande Valley (UT-RGV) is proposing a Doctor of Occupational Therapy (OTD) degree in Occupational Therapy. UT-RGV currently offers a master's degree program in Occupational Therapy that would be phased out as the proposed entry-level doctoral degree is initiated. The proposed OTD program would prepare students for professional practice and scholarly work in occupational therapy. The proposed program would enroll up to 32 students annually. The proposed face-to-face program would require 99 semester credit hours (SCH) post-bachelor's degree beginning in summer 2021. Students would engage in required coursework, two levels of fieldwork, and a doctoral capstone experience.

Workforce data suggest that there is a need for occupational therapists. According to the United States Bureau of Labor Statistics (BLS), the employment rate for occupational therapy as a field is expected to grow at a much greater rate (17.9%) than the average for all occupations (5.2%). Texas Workforce Commission (TWC) recognizes occupational therapy as one of the fastest growing careers requiring a master's degree in Texas and expects the state employment rate for occupational therapists to grow at a faster rate (30.2%) than the average for all occupations (16.6%).

While workforce projections consider a master's degree to be sufficient for occupational therapists, the accrediting body, the Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association, had been considering changing the entry-level requirement for occupational therapists to a doctoral degree. However, this change was considered, but not passed at their 2019 ACOTE meeting. Nationally, many institutions are moving toward offering the entry-level OTD degrees. There are currently seven institutions in Texas offering master's programs in occupational therapy and five offering doctoral programs. Three of those doctoral programs are entry-level, the rest are post-professional.

In accordance with the institution's proposed hiring schedule, UT-RGV will hire one core faculty member per year for the first five years of the program. By June 1 of each of these years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of occupational therapy courses to be taught.

The institution will seek ACOTE accreditation for its OTD program.

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

<i>Completion Measures</i>		<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73%	77%
	Doctoral 10-Year Graduation Rate	N/A*	65%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> • Medicine (MD, 2016) enrollments met • Clinical Psychology (PhD, 2018) enrollments met • Physical Therapy (DPT, 2020) recently approved program The institution has met its resource commitments for new doctoral program(s) approved in the last five years: <u>Yes</u> No N/A		

*Institution has not been in existence for 10 years.

Proposed Program:

The proposed face-to-face program would require 99 SCH post-bachelor's degree and would be available beginning in summer 2021 at the campus in Edinburg. The program would be the sixth doctoral occupational therapy program offered in Texas. The proposed program would prepare students for clinical practice and research in occupational therapy, which is a profession in high demand in Texas and nationally.

The institution estimates that five-year costs would total \$7,883,405.

Existing Programs:

There are currently four public institutions and one independent institution offering doctoral programs in occupational therapy.

Public Universities:

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

Independent Colleges and Universities:

Baylor University

The nearest institution to UT-RGV offering an entry-level doctoral program in occupational therapy is The University of Texas Health Science Center at San Antonio, more than 200 miles away.

In 2018, there were a total of 85 declared majors at the public universities.

<i>Start-Up Projections:</i>	<i>Yr. 1</i>	<i>Yr. 2</i>	<i>Yr. 3</i>	<i>Yr. 4</i>	<i>Yr. 5</i>
<i>Students Enrolled</i>	23	49	79	110	141
<i>Graduates</i>	0	0	0	23	26
<i>Avg. Financial Assistance</i>	\$36,000	\$36,000	\$36,000	\$36,000	\$36,000
<i>Students Assisted</i>	3	6	9	9	9
<i>Core Faculty (FTE)</i>	4.0	5.0	6.0	8.0	9.0
<i>Total Costs</i>	\$968,189	\$1,533,676	\$1,805,902	\$1,781,955	\$1,793,683
<i>Total Funding</i>	\$968,189	\$1,533,676	\$2,091,696	\$2,142,982	\$2,200,035
<i>% From Formula Funding</i>	0	0	14%	42%	41%

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	\$ 2,549,723
Faculty (Reallocated)	\$ 1,856,682
Program Administration (New)	\$ 25,000
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 1,296,000
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 468,000
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 75,000
Library and IT Resources	\$ 80,000
Equipment	\$ 1,418,000
Facilities	\$ 0
Other (Marketing, Accreditation)	\$ 115,000
Total	\$ 7,883,405

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 2,073,613
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 1,856,683
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 5,006,282
Other	\$ 0
Total	\$ 8,936,578

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-RGV will hire one core faculty member per year for the first five years of the program. By June 1 of each of these

years, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of occupational therapy courses to be taught.

The institution will seek accreditation for its OTD program from the Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) according to its schedule.

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

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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

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

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

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

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

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

*Peer Group data is average for peer group.

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

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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

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

[Grad Rates by Ethnicity](#)

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

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

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

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

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

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

* Fall 2018 Data

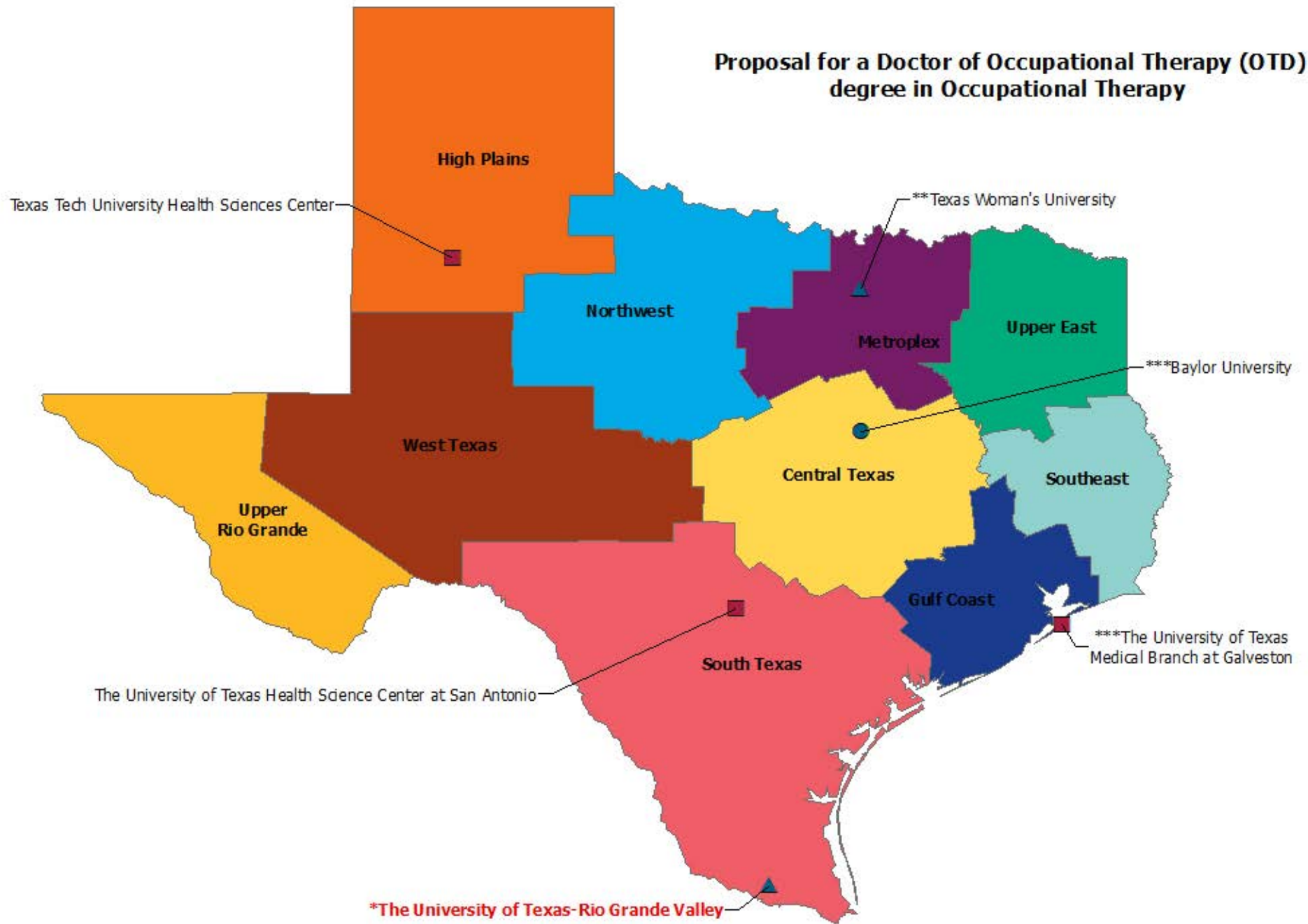
Costs	
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2020	
Type of Cost	Average Amount
Total Academic Cost	\$8,132
On-campus Room & Board	\$8,252
Books & Supplies	\$1,237
Off-Campus Transportation & Personal Expenses	\$3,324
Total Cost	\$20,945

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

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

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

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



* Proposed Program (entry-level)

** TWU's OTD program is post-professional, not entry level.

*** Baylor and UTMB have both post-professional and entry-level programs.

- | | |
|-------------------------------------|-----------------------------|
| ■ | Health-Related Institutions |
| ● | Independent Institutions |
| ▲ | Public Universities |

Committee on Academic and Workforce Success

AGENDA ITEM V-O (4)

Consideration of approving the request from The University of Texas Rio Grande Valley for a Doctor of Podiatric Medicine degree

RECOMMENDATION: Approval, beginning fall 2022

Rationale:

The University of Texas Rio Grande Valley (UT-RGV) is proposing a Doctor of Podiatric Medicine (DPM) to begin fall 2022. The DPM would prepare students for licensure and entry into the practice of Podiatry. Doctors of Podiatric Medicine are physicians specifically trained to examine, diagnose, and treat any disease, disorder, physical injury, deformity, or ailment of the human foot. The DPM would be a four-year, full-time, face-to-face program aligned with UT-RGV's allopathic medical (MD) degree program. Podiatric medicine students would spend the first two years of the DPM program fully integrated with medical students.

If approved, the UT-RGV DPM would be the tenth program in the U.S. and the first program in Texas. The Bureau of Labor Statistics anticipates an increased need for podiatrists through 2028, estimating 700 job openings per year. In 2018, podiatry schools across the U.S. produced 543 graduates, indicating a need for additional podiatrists.

Minority physicians are underrepresented in the field of podiatry. UT-RGV would establish a diversity pipeline program with area schools and colleges aimed at recruiting underrepresented populations to the proposed DPM program. The institution also would focus recruitment efforts on underrepresented students enrolled in existing degree programs.

In accordance with the institution's proposed hiring schedule, UT-RGV will hire three core faculty members prior to enrolling students for fall 2022. By June 1, 2022, 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 seek accreditation for the DPM program from the Council on Podiatric Medical Education (CPME), a national accreditation agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation. CPME is the accrediting body for schools of podiatric medicine and residency training programs for the profession. UT-RGV has developed a timeline to ensure full CPME accreditation in time for the first graduating cohort.

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

<i>Completion Measures</i>	<i>Institution</i>	<i>State</i>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73%
	Doctoral 10-Year Graduation Rate	NA*
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	<u>Yes</u> No N/A
	Recently Approved Doctoral Programs:	
	<ul style="list-style-type: none"> • Medicine (MD, 2016) enrollments met • Clinical Psychology (PhD, 2018) enrollments met • Physical Therapy (DPT, 2020) recently approved program 	
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<u>Yes</u> No N/A

*Institution has not been in existence for 10 years.

Proposed Program:

This proposed face-to-face program would be an accredited four-year program aligned with the School of Medicine curriculum and would require 204 semester credit hours for completion. The proposed curriculum would meet accreditation guidelines established by CPME, and graduates would be prepared for residency training and licensure examinations.

The institution estimates that five-year costs would total \$36,037,000.

Existing Programs:

There are no other universities offering a podiatric medicine degree in Texas.

<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>	40	78	116	152	152
<i>Graduates</i>	0	0	0	38	38
<i>Avg. Financial Assistance</i>	0	0	0	0	0
<i>Students Assisted</i>	0	0	0	0	0
<i>Core Faculty (FTE)</i>	4	4	4	4	4
<i>Total Costs</i>	\$5,103,500	\$6,818,000	\$8,038,500	\$8,038,500	\$8,038,500
<i>Total Funding</i>	\$5,103,500	\$6,818,000	\$8,038,500	\$8,038,500	\$9,475,083
<i>% From Formula Funding</i>	0	0	43%	43%	72%

FIVE-YEAR COSTS	
Personnel	
Faculty	\$ 30,602,000
Faculty (Reallocated)	\$ 0
Program Administration (New)	\$ 0
Program Administration (Reallocated)	\$ 0
Graduate Assistants (New)	\$ 0
Graduate Assistants (Reallocated)	\$ 0
Clerical/Staff (New)	\$ 2,756,000
Clerical/Staff (Reallocated)	\$ 0
Other	\$ 0
Student Support	\$ 0
Supplies and Materials	\$ 125,000
Library and IT Resources	\$ 0
Equipment	\$ 0
Facilities	\$ 0
Other (accreditation, faculty recruitment)	\$ 2,554,000
Total	\$ 36,037,000

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	\$ 13,806,227
Other State Funding	\$ 0
Reallocation of Existing Resources	\$ 0
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 9,315,600
Other (institutional funds, net patient care collections)	\$ 14,351,716
Total	\$ 37,473,583

Major Commitments:

In accordance with the institution's proposed hiring schedule, UT-RGV will hire three core faculty members prior to enrolling students for fall 2022. By June 1, 2022, 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 seek accreditation for the DPM program from the Council on Podiatric Medical Education (CPME) according to its schedule.

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

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

Online Resume for Legislators and Other Policymakers

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

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

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

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

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

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

*Peer Group data is average for peer group.

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

Online Resume for Prospective Students, Parents and the Public

THE UNIVERSITY OF TEXAS RIO GRANDE VALLEY

Location: Edinburg, South Texas Region

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

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

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

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

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

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

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

[Degrees by Ethnicity](#)

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

*Data for FY 2018

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

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

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

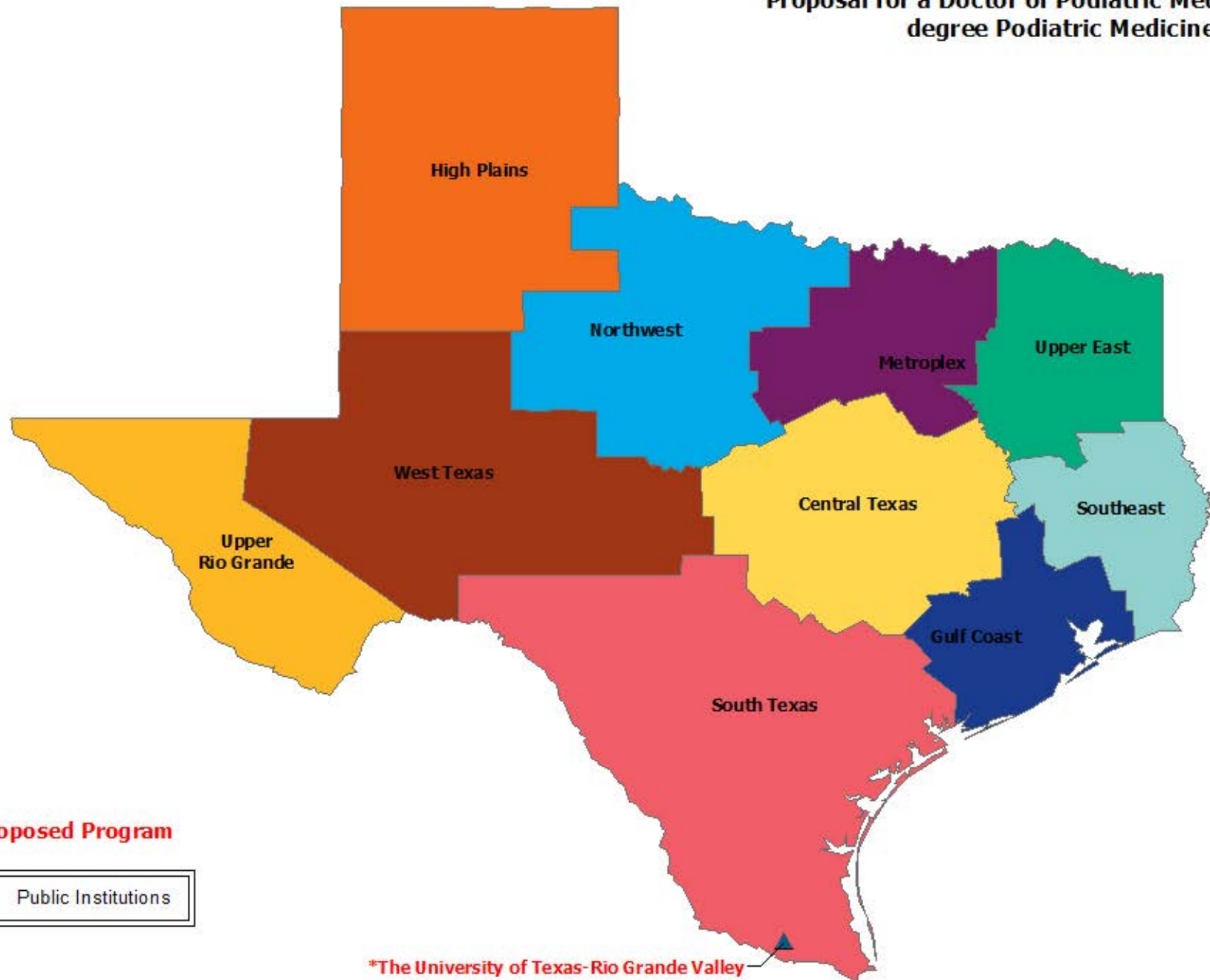
* Fall 2018 Data

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

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

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

Proposal for a Doctor of Podiatric Medicine (DPM) degree Podiatric Medicine



Committee on Academic Workforce and Success

AGENDA ITEM V-P

Consideration of approving the issuance of a Request for Applications for the Minority Health Research and Education Grant Program

RECOMMENDATION: Approval

Background Information:

The Minority Health Research and Education Grant Program (MHGP) was established in 1999, as a result of the state's Tobacco Lawsuit Settlement, and as codified in the Texas Education Code, Sections 63.301 through 63.302. Grants are funded by the interest earnings from the permanent fund for the program. To award grants, the Texas Higher Education Coordinating Board (THECB) requests applications from public and independent accredited general academic and health-related institutions.

Consistent with the goals of *60x30TX*, MHGP prioritizes student completion, program enrollment, and acquisition of marketable skills. Through the Academic-Clinical Partnerships (ACP) Request for Applications (RFA), MHGP helps address challenges related to clinical site shortages and has expanded students' clinical training in Texas communities with health disparities. Through four grant awards under the first RFA released in 2017, ACP supported approximately 130 clinical placements for students in degree programs, including counseling, occupational therapy, physical therapy, physician assistant studies, rehabilitation counseling, respiratory care, and social work. Another four ACP awards started in September 2019 and included the additional disciplines of clinical psychology, nursing, nutrition/metabolism, and optometry. The 2019 awards are ongoing, with a total of nearly 100 clinical placements projected by August 31, 2021.

Approximately \$2.5 million is currently available for additional ACP awards. The Board of the THECB, at its October 2019 meeting, approved the release of an RFA in spring 2020. The escalation of the Coronavirus Disease 2019 (COVID-19) in spring 2020 led to institutions' intense focus on providing distance education and restricted access to healthcare facilities. THECB staff requests that the spring 2020 RFA release be postponed to spring 2021. Pending approval by the Board, awards will be announced in summer 2021. Applications will be evaluated by agency staff based on a standard set of criteria, after which applications will be recommended for grant awards. The Board, through the Commissioner as its delegate and with approval of the Board Chair, Board Vice Chair, and Chair of the Committee on Academic Workforce and Success, will award grants based upon the highest scores.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-Q

Consideration of approving the issuance of a Request for Applications to solicit employers to offer internships through the Texas WORKS Internship Program

Total Project Cost: up to \$2,000,000
Source of Funds: C.1.7. Strategy: College Work Study Program
Texas College Work Study Program
Authority: Texas Education Code, Chapter 56,
Subchapter E-1, Section 56.0851-56.0857
Texas Working Off-Campus: Reinforcing Knowledge and Skills (WORKS)
Internship Program, 86th Texas Legislature, Regular Session

RECOMMENDATION: Approval

Background Information:

Texas Working Off-Campus: Reinforcing Knowledge and Skills (TXWORKS) Internship Program was created by Senate Bill 3808 during the 86th Texas Legislature. TXWORKS provides undergraduate students with paid-off campus internships to strengthen their marketable skills and support their transition to the workforce.

The Texas Higher Education Coordinating Board (THECB) staff requests approval to issue a Request for Applications (RFA) to solicit employers to offer internships through the TXWORKS Internship Program, Texas Education Code, Chapter 56, Subchapter E-1, Sections 56.0851-56.0857. Interested employers will submit an application to offer an internship through the Texas WORKS Program. Employers will be selected based on eligibility requirements in Texas Administrative Code, Title 19, Part 1, Chapter 21, Subchapter W, Section 21.703, including:

- administrative and financial capacity to carry out the employer's responsibilities under the program;
- financial capacity - ability to pay full wages and benefits to a student employed through the program;
- ability to properly administer the Texas WORKS Internship program - comply with reporting requirements; and
- adequate internal system of checks and balances, monitoring and evaluating marketable skills, authorizing, and disbursing funds, and reporting data accurately and in a timely manner.

The RFA will remain open until enough qualified employers have been accepted or until all funding has been obligated. The RFA process will ensure a transparent and equitable process for selecting participating employers.

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-R

Consideration of approving a request to establish a contract with a higher education artificial intelligence vendor for the Virtual Advising Project (ADVi)

Total Project Cost: up to \$1,000,000
Source of Funds: A.1.1. Strategy, College Readiness and Success and GEER funds
Authority: Texas Education Code, Section 61.0762(a)(5)
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to \$1,000,000 to a higher education artificial intelligence vendor to fund the continued support and development of the Virtual Advising Project.

Background Information:

The Virtual Advising project pairs artificial intelligence (AI) – a chatbot named “ADVi” – with knowledgeable advisers to help Texans get answers to questions about attending college, returning to college, financial aid, and more. This project enables the THECB to provide support to Texans looking to attend or return to higher education and supports the educated population goal of *60x30TX*.

The chatbot responds to student questions via text message or online chat, drawing from a growing database of over 1,200 questions. When an individual’s question cannot be answered by the chatbot, they are routed to near-peer advisers to respond. These advisers receive intensive training, similar to Advise TX advisers, that focuses on college access, financial aid, and other student services.

This project is currently entering a rapid expansion phase in response to the coronavirus pandemic. Advising students via ADVi at this critical time is a safe and cost-effective way that the state of Texas can help protect our students from the potentially devastating impacts of the pandemic on educational attainment.

Coordinating Board staff requests approval to expend additional funds for the continuation and enhancement of the Virtual Advising Project. These funds will enable a rapid scale-up of the project to reach students statewide and provide critical advising during this unprecedented time, with a vendor contract length that enables the project to come to full maturation and to serve over 300,000 Texans.

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-S (1)

Consideration of adopting the proposed amendment to Chapter 1, Subchapter T, Section 1.223 of Board Rules, concerning the Workforce Education Course Manual Advisory Committee

RECOMMENDATION: Approval

Background Information:

The intent of the proposed amendment to Chapter 1, Subchapter T, Section 1.223 of Board Rules is to allow the Workforce Education Course Manual Advisory Committee to continue in existence until January 31, 2025. It is recommended that the Board continue the committee in order for the Board to be provided with the committee's advice and recommendation(s) regarding content, structure, currency, and presentation of the Workforce Education Course Manual (WECM) and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in identifying new programs of study, developments within existing programs represented by courses in the manual, vertical and horizontal alignment of courses within programs, and obsolescence of programs of study and courses.

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

Date published in the *Texas Register* : August 21, 2020

The 30-day comment period with the Texas Register ended on: September 20, 2020

No comments were received during the public comment period.

The amendments have been prepared in the following format:

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

Chapter 1. Agency Administration

Subchapter T. Workforce Education Course Manual Advisory Committee

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

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

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

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

1.221 Definitions

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

(1) Board--The Texas Higher Education Coordinating Board.

(2) Commissioner--The Commissioner of Higher Education, the Chief Executive Officer of the Board.

1.222 Committee Membership and Officers

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

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

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

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

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

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

(d) Members of the committee shall select:

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

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

(e) Members shall serve staggered terms of up to three years.

1.223 Duration

The committee shall be abolished no later than January 31, ~~2021~~ 2025 in accordance with Texas Government Code, § 2110.008 It may be reestablished by the Board.

1.224 Meetings

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

1.225 Tasks Assigned to the Committee

Tasks assigned the committee include recommendations concerning:

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM V-S (2)

Consideration of adopting the proposed amendments to Chapter 4, Subchapter S, Section 4.314 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Public Institutions of Higher Education

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Chapter 4, Subchapter S, Section 4.314 of Board Rules would change the appeal process for institutions that have been denied membership in the State Authorization Reciprocity Agreement (SARA) by the Texas Higher Education Coordinating Board (THECB). The current process allows institutions to appeal a THECB denial to the Southern Regional Education Board and the National Council for SARA (NC-SARA). New [NC-SARA policy](#) requires SARA member states to develop and implement an in-state appeal process, giving states the final authority to deny institutions for SARA membership. The new appeal process must be in place by January 1, 2021. The proposed amendments clarify that if the Board of the THECB denies SARA membership to an institution, the institution may appeal to Texas' SARA Signatory. This appeal will provide additional in-state due process before the institution takes an appeal to the Southern Regional Education Board consistent with NC-SARA's revised policy.

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

Date published in the *Texas Register* : August 21, 2020

The 30-day comment period with the Texas Register ended on: September 20, 2020

No comments were received during the public comment period.

The amendments have been prepared in the following format:

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

Chapter 4. Rules Applying to All Public Institutions in Texas

Subchapter S. Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Public Institutions of Higher Education

- 4.310 Purpose
- 4.311 Authority
- 4.312 Definitions
- 4.313 Eligibility Criteria
- 4.314 Admission to SARA
- 4.315 Maintaining Eligibility
- 4.316 Complaint Resolution
- 4.317 Out-of-state SARA Participants

4.310 Purpose

The purpose of this subchapter is to establish the coordinating board's oversight for public institutions of higher education regarding participation in State Authorization Reciprocity Agreements.

4.311 Authority

Authority for this subchapter is provided by Texas Education Code §§61.05121, which provides the board with the authority to administer state participation in State Authorization Reciprocity Agreements.

4.312 Definitions

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

- (1) Accredited--Holding institutional accreditation by name as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education.
- (2) Board or Coordinating Board--The Texas Higher Education Coordinating Board.
- (3) Commissioner--Commissioner of Higher Education.
- (4) C-RAC Guidelines--Refers to the *Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning)* for best practices in postsecondary distance education developed by leading practitioners of distance education and adopted by the Council of Regional Accrediting Commissions (C-RAC).
- (5) Distance Education--Instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video or correspondence courses or programs.

- (6) Home State--A member state where the institution holds its legal domicile. To operate under SARA an institution must have a single home state.
- (7) Host State--A member state in which an institution operates under the terms of this agreement, other than the home state.
- (8) Institution--A degree-granting postsecondary entity.
- (9) Member State--Any state, district or territory that has joined SARA.
- (10) NC SARA--National Council for State Authorization Reciprocity Agreements.
- (11) SARA--State Authorization Reciprocity Agreement is an agreement among its member states, districts and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.
- (12) SREB--Southern Regional Education Board

4.313 Eligibility Criteria

- (a) Any public degree granting institution of higher education may apply to participate in SARA if its principle campus is located in Texas.
- (b) All distance education content provided by SARA participants must originate in the United States or a U.S. territory.
- (c) The institution must be accredited by an accrediting body recognized by the U.S. Department of Education.

4.314 Admission to SARA

All eligible institutions may apply to the Coordinating Board for admission to SARA under the signature of the institution's chief academic officer. Coordinating Board staff will review the application and make a determination to approve or deny the request to participate in SARA. Within the application, an institution shall make assurances that it:

- (1) Agrees to abide by the C-RAC Guidelines for the Evaluation of Distance Education.
- (2) Agrees to be responsible for the actions of any third-party providers used by the institution to engage in operations under SARA.
- (3) Agrees to notify the board of any negative changes to its accreditation status.
- (4) Agrees to provide data requested by the board.
- (5) Agrees to cooperate with the board in the investigation of any complaints arising from the students its serves in other states through SARA and to abide by investigating authority's resolution of any such complaint.

- (6) All complaints must follow the institution's customary resolution procedure prior to being referred to the Coordinating Board. Grade appeals and student conduct appeals will be resolved at the institutional level without further appeal through SARA.
- (7) Agrees to notify all students in a course or program that customarily leads to professional licensure, or which a student could reasonably believe leads to such licensure, whether or not the course or program meets requirements for licensure in the state where the student resides. If an institution does not know whether the course or program meets licensure requirements in the student's state of residence, the institution may meet this SARA requirement by informing the student in writing and providing the student the contact information for the appropriate state licensing board(s). An email dedicated solely to this purpose and sent to the student's best known email address meets this requirement.
- (8) Agrees, in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive.
- (9) Agrees to pay an annual fee to NC-SARA. This fee replaces any state fees that the institution would normally pay to other SARA member states. If an institution offers distance education to students in non-SARA participating states, it must pay required state fees.
- (10) If the Coordinating Board's SARA Coordinator denies an institution's application for membership in SARA, a written reason for denial will be provided. The institution may reapply at any time, having corrected any deficiencies, or may appeal the denial within 30 calendar days to the Coordinating Board's SARA Signatory. SARA director of SREB. If the denial is upheld by SREB, the institution may appeal to NC SARA. The Coordinating Board's SARA Signatory will review the appeal and render a final decision. If the SARA Signatory upholds the denial, the institution may appeal to the SREB to determine if the board has met the requirements of SARA, but the SREB cannot overturn the final decision made by the Coordinating Board's SARA Signatory.
- ~~(10) If institutional membership is denied, the board will provide a written reason for denial. The institution may reapply at any time, having corrected any deficiencies, or may appeal the denial to the SARA director of SREB. If the denial is upheld by SREB, the institution may appeal to NC SARA.~~

4.315 Maintaining Eligibility

To remain eligible for participation in SARA, an institution must renew its participation agreement with the board and pay its required SARA fees annually. At the time of renewal, board staff will determine whether the institution still meets SARA requirements. An institution may be removed at any time by the board for violation of SARA standards.

4.316 Complaint Resolution

Institutions operating under SARA shall make their resolution policies and procedures readily available to students taking courses under SARA provisions.

- (1) Complaints against an institution operating under SARA must first go through the institution's own procedures for resolution grievances.
- (2) If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complainant may appeal, within two years of the incident, to the board.
- (3) Coordinating Board staff will review the appeal, determine a resolution to the appeal, and notify the complainant and the institution of the decision.

4.317 Out-of-state SARA Participants

The board shall serve as point of contact for all other SARA states. If a public out-of-state SARA participant provides courses in Texas and is in apparent violation of the SARA agreement or with Texas Education Code or Administration Code, the board shall take appropriate action to terminate the institution's operation within Texas.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (3)

Consideration of adopting the proposed amendments to Chapter 7, Subchapter B, Section 7.54 of Board Rules, concerning the Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Private or Independent Institutions of Higher Education and Private Postsecondary Educational Institutions

RECOMMENDATION: Approval

Background Information:

The proposed amendments to Chapter 7, Subchapter B, Section 7.54 of Board Rules would change the appeal process for institutions that have been denied membership in the State Authorization Reciprocity Agreement (SARA) by the Texas Higher Education Coordinating Board (THECB). The current process allows institutions to appeal a THECB denial to the Southern Regional Education Board and the National Council for SARA (NC-SARA). New NC-SARA policy requires SARA member states to develop and implement an in-state appeal process, giving states the final authority to deny institutions SARA membership. The new appeal process must be in place by January 1, 2021.

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

Date published in the *Texas Register* : August 21, 2020

The 30-day comment period with the Texas Register ended on: September 20, 2020

No comments were received during the public comment period.

The amendments have been prepared in the following format:

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

Chapter 7. Degree Granting Colleges and Universities Other Than Texas Public Institutions

Subchapter B. Approval for Participation in the State Authorization Reciprocity Agreement (SARA) for Private or Independent Institutions of Higher Education and Private Postsecondary Educational Institutions

7.50 Purpose

7.51 Authority

7.52 Definitions

7.53 Eligibility Criteria

7.54 Admission to SARA

7.55 Maintaining Eligibility

7.56 Complaint Resolution

7.57 Out-of-state SARA Participants

7.50 Purpose

The purpose of this subchapter is to establish the coordinating board's oversight for private or independent institutions of higher education and private postsecondary educational institutions regarding participation in State Authorization Reciprocity Agreements.

7.51 Authority

Authority for this subchapter is provided by Texas Education Code §§61.05121, which provides the board with the authority to administer state participation in State Authorization Reciprocity Agreements.

7.52 Definitions

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

- (1) Accredited--Holding institutional accreditation by name as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education.
- (2) Board or Coordinating Board--The Texas Higher Education Coordinating Board.
- (3) Commissioner--Commissioner of Higher Education.
- (4) C-RAC Guidelines--Refers to the *Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning)* for best practices in postsecondary distance education developed by leading practitioners of distance education and adopted by the Council of Regional Accrediting Commissions (C-RAC).
- (5) Distance Education--Instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video or correspondence courses or programs.

- (6) Home State--A member state where the institution holds its legal domicile. To operate under SARA an institution must have a single home state.
- (7) Host State--A member state in which an institution operates under the terms of this agreement, other than the home state.
- (8) Institution--A degree-granting postsecondary entity.
- (9) Member State--Any state, district or territory that has joined SARA.
- (10) NC SARA--National Council for State Authorization Reciprocity Agreements.
- (11) SARA--State Authorization Reciprocity Agreement is an agreement among its member states, districts and U.S. territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs.
- (12) SREB--Southern Regional Education Board

7.53 Eligibility Criteria

- (a) Any private or independent degree granting institution of higher education or private postsecondary educational institutions may apply to participate in SARA if its principle campus located in Texas.
- (b) All distance education content provided by SARA participants must originate in the United States or a U.S. territory.
- (c) The institution must be accredited by an accrediting body recognized by the U.S. Department of Education.

7.54 Admission to SARA

All eligible institutions may apply to the Coordinating Board for admission to SARA under the signature of the institution's chief academic officer. Coordinating Board staff will review the application and make a determination to approve or deny the request to participate in SARA. Within the application, an institution shall make assurances that it:

- (1) Agrees to abide by the C-RAC Guidelines for the Evaluation of Distance Education.
- (2) Agrees to be responsible for the actions of any third-party providers used by the institution to engage in operations under SARA.
- (3) Agrees to notify the board of any negative changes to its accreditation status.
- (4) Agrees to provide data requested by the board.

- (5) Agrees to cooperate with the board in the investigation of any complaints arising from the students its serves in other states through SARA and to abide by investigating authority's resolution of any such complaint.
- (6) All complaints must follow the institution's customary resolution procedure prior to being referred to the Coordinating Board. Grade appeals and student conduct appeals will be resolved at the institutional level without further appeal through SARA.
- (7) Agrees to notify all students in a course or program that customarily leads to professional licensure, or which a student could reasonably believe leads to such licensure, whether or not the course or program meets requirements for licensure in the state where the student resides. If an institution does not know whether the course or program meets licensure requirements in the student's state of residence, the institution may meet this SARA requirement by informing the student in writing and providing the student the contact information for the appropriate state licensing board(s). An email dedicated solely to this purpose and sent to the student's best known email address meets this requirement.
- (8) Agrees, in cases where the institution cannot fully deliver the instruction for which a student has contracted, to provide a reasonable alternative for delivering the instruction or reasonable financial compensation for the education the student did not receive.
- (9) Agrees to pay an annual fee to NC-SARA. This fee replaces any state fees that the institution would normally pay to other SARA member states. If an institution offers distance education to students in non-SARA participating states, it must pay required state fees.
- (10) If institutional membership is denied, the board will provide a written reason for denial. The institution may reapply at any time, having corrected any deficiencies, or may appeal the denial within 30 calendar days to the Coordinating Board's SARA signatory. [SARA director of SREB. If the denial is upheld by SREB, the institution may appeal to NC-SARA.] The Coordinating Board's SARA signatory will review the appeal and render a final decision. If the denial is upheld, the institution may appeal to the SREB to determine if the board has met the requirements of SARA, but the SREB cannot overturn the final decision made by the Coordinating Board's SARA signatory.

7.55 Maintaining Eligibility

To remain eligible for participation in SARA, an institution must renew its participation agreement with the board and pay its required SARA fees annually. At the time of renewal, board staff will determine whether the institution still meets SARA requirements. An institution may be removed at any time by the board for violation of SARA standards.

7.56 Complaint Resolution

Institutions operating under SARA shall make their resolution policies and procedures readily available to students taking courses under SARA provisions.

- (1) Complaints against an institution operating under SARA must first go through the institution's own procedures for resolution grievances.

- (2) If a person bringing a complaint is not satisfied with the outcome of the institutional process for handling complaints, the complainant may appeal, within two years of the incident, to the board.
- (3) Coordinating Board staff will review the appeal, determine a resolution to the appeal, and notify the complainant and the institution of the decision.

7.57 Out-of-state SARA Participants

- (a) The board shall serve as point of contact for all other SARA states.
- (b) If a private or independent out-of-state SARA participant provides courses in Texas and is in apparent violation of the SARA agreement or with Texas Education Code or Administration Code, the board shall take appropriate action to terminate the institution's operation within Texas.

Committee on Academic and Workforce Success

AGENDA ITEM V-S (4)

Consideration of adopting the proposed amendments for Chapter 4, Subchapter C, Sections 4.56, 4.57, and 4.62 of Board Rules, concerning the Texas Success Initiative

RECOMMENDATION: Approval

Background Information:

The Texas Higher Education Coordinating Board (Coordinating Board) proposes amendments to the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter C, Sections 4.56, 4.57, and 4.62, concerning the Texas Success Initiative. Specifically, these amendments will provide college readiness benchmarks for the revised assessment approved by the Board under this title and provide the final phase for implementation of Corequisite models supporting underprepared students.

The amendment to Section 4.56 replaces the TSI Assessment, which expires in January 2021, with the TSI Assessment, Version 2.0 (TSIA2), as the Board-approved assessment instrument under this title. The amendment to Section 4.57 adds the college readiness benchmarks, based on faculty-driven, psychometric standard setting processes, for the TSIA2 and clarifies that results from both assessment instruments remain valid for the purposes of this title for five (5) years from date of testing. With regard to Section 4.62(8)(A)(iv), statewide developmental education (DE) outcomes data continue to demonstrate that underprepared students enrolled in corequisite models consistently and significantly outperform students in traditional stand-alone DE with regard to meeting college readiness and first college-level course completions. The amendment to Section 4.62 provides the final phase of corequisite implementation for 2021 and thereafter, ensuring eligible underprepared students are afforded the best opportunity in building momentum towards important milestones leading to certificate/degree completions and transfers.

Dr. Luz Bay, College Board, will present a brief overview of the standard setting process used to inform the proposed TSIA2 college readiness benchmarks. In addition, Jerel Booker, J.D., Assistant Commissioner for College Readiness and Success, will be available to answer questions.

Date Published in the *Texas Register*: September 4, 2020

The 30-day comment period with the *Texas Register* ends on: October 4, 2020

Supplemental materials with public comments and staff response will be provided prior to the Committee on Academic and Workforce meeting on October 21, 2020.

The amendments have been prepared in the following format:

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

Chapter 4 - Rules Applying To All Public Institutions Of Higher Education In Texas

Subchapter C – Texas Success Initiative

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

§§4.51 – 4.55 No changes

§4.56 Assessment Instrument

Effective fall 2013, the Texas Success Initiative Assessment (TSIA) is the only Board-approved assessment instrument used under this title. The TSIA, Version 2.0 (TSIA2) will replace the TSIA on January 11, 2021, at which time the TSIA2 will be the only Board-approved assessment instrument offered under this title. ~~[Beginning with the institution's first class day of Academic Year (fall) 2013, an institution of higher education shall use the TSI Assessment offered by the College Board as the only Board-approved assessment instrument under this title. Any previously employed assessments (ACCUPLACER, Compass, THEA, Asset, Compass ESL, ACCUPLACER ESL) can no longer be used under this title for entering students who initially enroll in any course on or after the institution's first class day in fall 2013 or for any students retesting for TSI purposes.]~~ Test administrators of the TSI Assessment must follow the requirements and processes for test administration as set forth by the THECB and the test vendor.

4.57 College Ready Standards

- (a) Effective the institution's first class day of fall 2017, the following minimum college readiness ~~[passing]~~ standards (also known as "cut scores") for reading, mathematics, and writing on the TSI Assessment (TSIA) shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

- (1) Reading 351;
- (2) Mathematics 350; and
- (3) Writing:

(A) a placement score of at least 340, and an essay score of at least 4; or

(B) a placement score of less than 340 and an ABE Diagnostic level of at least 4 and an essay score of at least 5.

(b) Effective January 11, 2021, the following minimum college readiness standards (also known as "cut scores") for English Language Arts Reading (ELAR) and mathematics on the TSI Assessment, Version 2.0 (TSIA2) shall be used by an institution to determine a student's readiness to enroll in entry-level freshman coursework:

(1) Mathematics (for college-level coursework with mathematics-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 950; or

(B) a CRC score below 950 and a Diagnostic level of 6.

(2) ELAR (for college-level coursework with reading, writing, or reading and writing-intensive designation by the offering institution):

(A) a College Readiness Classification (CRC) score of at least 945 and an essay score of at least 5; or

(B) a CRC score below 945 and a Diagnostic level of 5 or 6 and an essay score of at least 5.

(c) [(b)] Institutions must use the TSI Assessment (TSIA or TSIA2) diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of undergraduate students not meeting the college readiness standards as defined in subsection (a) or (b) of this section.

(d) [(c)] An institution shall not require higher or lower college readiness standards on any or all portions of the TSI Assessment (TSIA or TSIA2) to determine a student's readiness to enroll in entry-level freshman coursework.

(e) [(d)] For a student with an existing plan for academic success as required in §4.58 of this title (relating to Advisement and Plan for Academic Success), the institution must revise the plan as needed to align with the college readiness standards as defined in subsections (a) or (b), as applicable, of this section.

(f) [(e)] Both TSI Assessment (TSIA and TSIA2) results are valid for the purposes of this title for five (5) years from date of testing.

§§4.58 – 4.61 No changes

§4.62 Required Components of Developmental Education Programs

- (a) an institution of higher education must base developmental coursework on research-based best practices that include all of the following components:
- (1) assessment;
 - (2) differentiated placement and instruction;
 - (3) faculty development;
 - (4) support services;
 - (5) program evaluation;
 - (6) integration of technology with an emphasis on instructional support programs;
 - (7) non-course-based developmental education interventions; and
- (8) Each institution of higher education shall develop and implement corequisite model(s) as defined in §4.53(7) of this title (relating to Definitions) for developmental mathematics and integrated reading/writing (IRW) courses and interventions, and each institution must ensure that a minimum percentage of its undergraduate students other than those exempt as outlined in subparagraph (B) of this paragraph must be enrolled in such corequisite model(s).
- (A) Each public institution of higher education must ensure that the institution's developmental courses and interventions comply with the requirements of this section according to the following schedule:
- (i) for the 2018-2019 academic year, at least 25 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);
 - (ii) for the 2019-2020 academic year, at least 50 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);
 - (iii) for the 2020-2021 academic year, at least 75 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s);
 - (iv) for the 2021-2022 academic year and thereafter, 100 percent of the institution's non-exempt students enrolled by subject area in developmental education must be enrolled in corequisite model(s).
- (B) The following students are exempt by subject area(s) from this requirement:

- (i) students assessed at ABE Diagnostic levels 1-4 on the TSI Assessment;
 - (ii) students who are college ready;
 - (iii) students enrolled in adult education;
 - (iv) students enrolled in degree plans not requiring a freshman-level academic mathematics course;
 - (v) students who meet one or more of the exemptions as outlined in §4.54 (relating to Exemptions, Exceptions, and Waivers);
- (C) Institutions of higher education must adhere to developmental education funding limitations per TAC §13.107 (relating to Limitation on Formula Funding for Remedial and Developmental Courses and Interventions).
- (b) As part of subsection (a)(2) of this section, institutions shall offer Integrated Reading and Writing (IRW) course/intervention at the highest level (just below college-readiness as determined by the institution) by spring 2015.
- (c) As part of subsection (a)(7) of this section, institutions shall offer at least one section of non-course competency-based intervention (NCBO) per developmental education subject area by spring 2015.

§4.63 No changes