COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS

A G E N D A

Texas Capitol
1100 Congress Ave.
Austin, Texas

Capitol Extension, Room E1.030
(House Appropriations Committee Hearing Room)

9:30 A.M., Wednesday, October 26, 2022
(or upon adjournment of the Committee on Innovation, Data, and Educational Analytics meeting, whichever occurs later)

This meeting is conducted in person or via video conference, pursuant to Texas Government Code, Section 551.127. A quorum of the Board may be present in the Board Room, which is open to the public.

Chair: Donna N. Williams
Vice Chair: R. Sam Torn
Members: Richard L. Clemmer; Fred Farias III, O.D.; Emma W. Schwartz; Daniel O. Wong
Student Representative: Georgia A. Blackwell (Ex-Officio)

COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS
A G E N D A

Public Testimony: The chair shall designate whether public testimony will be taken at the beginning of the meeting, at the time the related item is taken up by the Board of the Texas Higher Education Coordinating Board (Board) after staff has presented the item, or any other time as determined by the chair. For procedures on testifying, please go to highered.texas.gov/public-testimony.

I.   Welcome and committee chair's meeting overview

II. Consideration and possible action to adopt the minutes for the July 27, 2022, committee meeting

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

IV. Consideration and possible action to adopt the consent calendar

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

   A. Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)

   B. Consideration and possible action related to withdrawal of recognition for the Accrediting Council for Independent Colleges and Schools (ACICS) pursuant to Board Rules 7.6(a)(2)(B) and 7.6(b)

   C. Consideration and possible action to adopt the "Professional Nursing Shortage Reduction Program Report"

   D. Consideration and possible action to adopt the "Transfer Report 2022" (General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 47, 87th Texas Legislature, Regular Session)

   E. Consideration and possible action to adopt 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))

   F. Consideration and possible action to adopt the "Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education in Texas" (Texas Education Code, Section 61.0664)

G. Consideration and possible action to adopt the "Report on Access to Higher Education for Persons with Intellectual and Developmental Disabilities" (Texas Education Code, Section 61.06641)

H. Report on activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities (Texas Education Code, Section 61.06641)

I. Report on activities of the ApplyTexas Advisory Committee

J. Consideration and possible action to adopt "A Report on the Effectiveness of the Advise TX Program" (General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session)

K. Consideration and possible action to adopt the request to extend the current contract with a vendor for the Virtual Advising Project (ADVi)

L. Consideration and possible action to appoint replacement members to the Learning Technology Advisory Committee

M. Consideration and possible action to approve the following requests for new degree programs:

ANGELO STATE UNIVERSITY
(1) Doctor of Education (EdD) in Transformative Leadership

NAVARRO COLLEGE
(2) Bachelor of Science in Nursing (RN-BSN)

THE UNIVERSITY OF TEXAS AT EL PASO
(3) Doctor of Philosophy (PhD) in Sociology

THE UNIVERSITY OF TEXAS PERMIAN BASIN
(4) Bachelor of Science (BS) in Civil Engineering

THE UNIVERSITY OF TEXAS AT TYLER
(5) Bachelor of Science (BS) in Construction Engineering

N. Lunch

O. Proposed rules:

(1) Consideration and possible action to adopt proposed amendments to Texas Administrative Code (TAC), Chapter 1, Subchapter G, Sections 1.130(b)(6), (9), and (10) of Board rules, concerning the Apply Texas Advisory Committee

       (2)   Consideration and possible action to adopt proposed amendments to Chapter 19, Subchapter O, Sections 4.230 through 4.233, 4.236, and 4.237 of Board rules, concerning the Open Educational Resources Grant Program

       (3)   Consideration and possible action to adopt new Board rules Chapter 2, Sections 2.1 through 2.184, concerning academic planning, policy, and programs

VI.   Adjournment

Executive Session: *The Texas Higher Education Coordinating Board Agency Operations Committee may convene in Executive Session at any point in this meeting, concerning any item listed in the agenda or to seek or to receive its attorney's advice on legal matters related thereto, pursuant to Texas Government Code Ann. 551.071.*

Note: *Because the Board members who attend the committee meeting may create a quorum of the full Board, the meeting of the Agency Operations Committee is also being posted as a meeting of the full Board. Only assigned committee members act upon any item before the Agency Operations Committee at this meeting.*

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

Committee on Academic and Workforce Success

<u>AGENDA ITEM I</u>

<u>Welcome and committee chair's meeting overview</u>

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

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration and possible action to adopt the minutes for the July 27, 2022, committee meeting

RECOMMENDATION: Approval

Committee on Academic and Workforce Success

<u>AGENDA ITEM III</u>

<u>Public testimony on items relating to the Committee on Academic and Workforce Success</u>

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic and Workforce Success

AGENDA ITEM IV

<u>Consideration and possible action to adopt the consent calendar</u>

RECOMMENDATION: Approval

Background Information:

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

Consent Calendar

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

   A. Report to the Board on school closures and/or teach-outs pursuant to Board Rule
       7.7(6)

   C. Consideration and possible action to adopt the "Professional Nursing Shortage
       Reduction Program Report"

   L. Consideration and possible action to appoint replacement members to the Learning
       Technology Advisory Committee

   O. Proposed Rules

      (1) Consideration and possible action to adopt proposed amendments to Texas
          Administrative Code (TAC), Chapter 1, Subchapter G, Sections 1.130(b)(6), (9), and
          (10) of Board rules, concerning the Apply Texas Advisory Committee

Committee on Academic and Workforce Success

AGENDA ITEM V-A

<u>Consideration and possible action to adopt the report to the Board on school closures and/or teach-outs pursuant to Board Rule 7.7(6)</u>

RECOMMENDATION: No action required

Background Information:

Pursuant to Texas Higher Education Coordinating Board (Coordinating Board) rules, Texas Administrative Code, Chapter 7, Subchapter A, Section 7.7(6), Closure of an Institution, an institution must notify the Coordinating Board in writing at least 90 days before a planned closure date or immediately if an institution closes unexpectedly. If an institution closes or intends to close before all currently enrolled students have completed all requirements for graduation, a teach-out plan is required. The teach-out plan is subject to Board approval. The Board has given the Assistant Commissioner of Workforce Education the authority to oversee this approval process.

Strayer University-North Austin

On January 21, 2022, Strayer University notified the Coordinating Board that it was unable to complete a viable relocation of its North Austin campus and was closing the campus located at 8501 N. Mopac Expressway, Ste. 100, Austin, Texas 78759, as of January 31, 2022. The North Austin location had not offered on-ground classes or on-ground support services since March 2020. All North Austin students had continued to receive remote support services and online course offerings. These students will continue to receive online support and education through Strayer University's online campus or at the Killeen campus. Student records will continue to be maintained by the University Office of the Registrar located in Virginia.

Houston Graduate School of Theology

On June 7, 2022, Houston Graduate School of Theology notified the Coordinating Board of its decision to teach out its campus at 4300 W. Bellfort Boulevard, Houston, Texas 77035. Effective June 30, 2023, Houston Graduate School of Theology will voluntarily withdraw from institutional accreditation by the Association of Theological Schools (ATS) and dissolve as a legal entity. The teach-out is due to the institution's programs, faculty, assets, and identity acquisition by Kairos University, with a main campus in South Dakota. Kairos University will submit a separate application to operate in Texas starting July 1, 2023. Kairos University is also accredited by ATS. The teach-out process will be governed and managed by Kairos University. Students who have not completed their programs by the end of the teach-out will

be accepted as students of Kairos University. Kairos University will maintain all student records.

Universidad Ana G. Mendez, AKA Ana G. Mendez University

On July 13, 2022, Ana G. Mendez University notified the Coordinating Board of its decision to close its three campuses at 3010 N. Stemmons Freeway, Dallas, Texas 75247, which operated separately as the Gurabo campus, the Carolina campus, and the Cupey campus. The institution had planned to open one combined campus at the same location. The combined location never enrolled students or offered courses due to the COVID-19 pandemic; therefore, no academic records exist for the combined campus. The last day of classes for the three campuses was August 13, 2022. Eleven students finished their programs in August. Other students successfully transferred to another institution or withdrew from enrollment. The institution's accreditor, Middle States Commission on Higher Education, has removed the Dallas campus from its scope of accreditation. Ana G. Mendez University's main campus in Puerto Rico will maintain student academic records.

Upper Iowa University-Richardson

On July 15, 2022, Upper Iowa University notified the Coordinating Board of its cessation of face-to-face courses at its location at 2280 N. Greenville Ave., Richardson, Texas 75082. The last course offered at the Richardson location ended May 7, 2020. The institution had maintained a teaching location in partnership with GEICO in Richardson, Texas. Student transcripts may be obtained through the institution's main campus registrar located in Fayette, Iowa.

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

Committee on Academic and Workforce Success

<u>AGENDA ITEM V-B</u>

<u>Consideration and possible action related to withdrawal of recognition for the Accrediting Council for Independent Colleges and Schools (ACICS) pursuant to Board Rules 7.6(a)(2)(B), 7.6(b)</u>

RECOMMENDATION: Approval of recommendation

Background Information:

      Pursuant to Texas Higher Education Coordinating Board (THECB or Coordinating Board) rules, Texas Administrative Code, Chapter 7, Subchapter A, Section 7.6, Recognition of Accrediting Agencies, the THECB may recognize accrediting agencies with a commitment to academic quality and student achievement that demonstrate, through an application process, compliance with Coordinating Board criteria. To be eligible for recognition, Section 7.6(a)(1)(A) requires recognition by the Secretary of Education of the U.S. Department of Education as an accrediting agency authorized to accredit educational institutions that offer the associate degree or higher.

      Accrediting agencies must have continuing recognition by the Department of Education. Section 7.6(a)(2)(B) of Board rules specifies that loss of recognition by the Department of Education automatically results in loss of THECB recognition. Section 7.6(b) outlines the process through which the Coordinating Board may withdraw the recognition.

ACICS history:

      The Accrediting Council for Independent Colleges and Schools (ACICS) has been recognized by the Coordinating Board since July 24, 2008. ACICS first lost U.S. Department of Education (the Department) recognition in 2016. ACICS-accredited institutions were provisionally approved by both the Department and the Coordinating Board. The Department allowed the institutions provisional approval to participate in federal financial aid programs. The Coordinating Board issued provisional certificates of authorization, which allowed institutions time to find alternative accreditation. Following a lawsuit against the Department, recognition of ACICS was reinstated in 2018.

      On August 19, 2022, the Department once again terminated ACICS' federal recognition. The Department found that ACICS failed to comply with federal recognition criteria, including monitoring of compliance of institutions and inadequate administrative capability. ACICS' loss

of federal recognition on August 19, 2022 automatically triggered loss of THECB recognition on that date.

The Department is allowing ACICS-accredited institutions 18 months to provisionally participate in federal student aid programs. A provisional certificate of authorization, for up to the 18-month period authorized by the Department, can be issued to Texas Health and Science University, the one institution still accredited by ACICS, with the understanding that it must seek and receive alternative institutional accreditation during the provisional period of authorization. The Coordinating Board staff has requested copies of all correspondence between the institution and the Department regarding the institution's compliance with the Department's requirements during the 18-month provisional period.

Due to loss of recognition by the Secretary of Education as an accrediting agency, the Coordinating Board staff recommends formal withdrawal of Coordinating Board recognition of ACICS as an institutional accreditor that may accredit institutions located in Texas. ACICS will be notified of the formal withdrawal of recognition and may appeal the decision as provided in Texas Administrative Code , Title 19, Chapter 1, Subchapter B. Coordinating Board staff also recommends setting a provisional period of authorization for Texas Health and Science University, which concludes at the end of the US Department of Education's provisional period, on or about February 19, 2024.

Matt Parson Assistant Commissioner for Workforce Innovation, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-C

Consideration and possible action to adopt the "Professional Nursing Shortage Reduction Program Report"

RECOMMENDATION: Approval

Background Information:

      The Nursing Shortage Reduction Program (NSRP) was first authorized by the 77th Texas Legislature in 2001, which found that, "Texas is experiencing a significant shortage in the registered nurses it needs," and that, "it is necessary to increase the number of registered nurses in the state to protect the health, safety and welfare of the public." NSRP provides grants to nursing education programs at Texas public and private nonprofit institutions of higher education to increase the number of licensed nurses through investments in enrolling, retaining, and graduating nurses.

      The General Appropriations Act, Senate Bill 1, Article III, Section 27, 87th Texas Legislature, Regula Session, requires the Texas Higher Education Coordinating Board (THECB) to confer with higher education nursing programs and the Texas Nurses Association (TNA) on how metrics relating to the quality of nursing programs should be incorporated into the NSRP and any recommendations for weighting of different types of nursing degrees awarded.

      The THECB identified 109 institutions of higher education in Texas that offer nursing degree programs and their points of contact. The contacts included department chairs, coordinators, professors, and deans. The THECB conducted a survey to ask participants to respond to how metrics relating to the quality of nursing program could be incorporated into NSRP. The THECB staff completed an analysis of the survey results, which are detailed in this report. In addition, the THECB received recommendations from TNA on the weighted metrics, which are also included in the report.

      The report is provided under separate cover.

      Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

<u>AGENDA ITEM V-D</u>

<u>Consideration and possible action to adopt the "Transfer Report 2022" (General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 47, 87th Texas Legislature, Regular Session)</u>

RECOMMENDATION: Approval

Background Information:

The General Appropriations Act, Senate Bill 1, Article III, Special Provisions Relating Only to State Agencies of Higher Education, Section 47, 87th Texas Legislature, Regular Session, for the 2022-2023 biennium, directs Texas public universities to submit an annual report to the Texas Higher Education Coordinating Board (THECB) that details institutional efforts to increase the number, success, and persistence of community college transfer students. In addition, the section also requires the THECB to collect and analyze the institutional reports and performance data. Based on this information, the THECB completes an annual report that is submitted to the Texas Legislature, as well as to the governor, House Appropriations Committee, Senate Finance Committee, and the Legislative Budget Board by November 1 of each year.

To complete the report, THECB developed and distributed a survey to public universities in June 2022 and requested information regarding institutional efforts to serve current and future transfer students. THECB staff collected the survey responses, conducted analysis of the institutional responses, and used data from existing Coordinating Board Management (CBM) reports.

The report is provided under separate cover.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration and possible action to adopt 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 assess 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 to 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.

    Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will be available for questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-F

<u>Consideration and possible action to adopt the "Report on the Recruitment of Persons with Intellectual and Developmental Disabilities at Institutions of Higher Education in Texas" (Texas Education Code, Section 61.0664)</u>

RECOMMENDATION: Approval

Background Information:

Texas Education Code, Section 61.0664, requires the Texas Higher Education Coordinating Board (THECB) to collect and study data on the participation of persons with intellectual and developmental disabilities (IDD) at public institutions of higher education (IHEs). 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 report is to be submitted to the governor and members of the Legislature by November 1 of each year.

Texas Education Code, Section 61.0663 mandates the THECB maintain an inventory of postsecondary educational programs and services provided for persons with IDD by IHEs and requires the inventory be updated annually. The data from public institutions of higher education will be posted by institution on the THECB's website and updated annually.

On July 29, 2022, the THECB notified IDD reporting contacts of all Texas public institutions of higher education instructions for accessing a survey to gather recruiting data and requested responses be submitted to the THECB by August 19, 2022.

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, Texas Education Code, Section 61.0664 also requires the THECB to 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, Assistant Deputy Commissioner for Academic Affairs and Workforce Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration and possible action to adopt 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 the Texas Higher Education Coordinating Board (THECB) to 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's 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, Assistant Deputy Commissioner for Academic Affairs and Workforce Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-H

"Report on Activities of the Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities" (Texas Education Code, Section 61.06641)

RECOMMENDATION: No action required

Background Information:

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

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

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

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

      Jerel Booker, Assistant Deputy Commissioner for Academic Affairs and Workforce Education, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

<u>AGENDA ITEM V-I</u>

<u>Report on activities of the ApplyTexas Advisory Committee</u>

RECOMMENDATION: No action required

Background Information:

     The ApplyTexas Advisory Committee (ATAC) is a statutorily authorized committee comprised of up to 24 representatives of Texas public and private institutions of higher education. The Legislature directed 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.

     ApplyTexas includes outreach resources such as 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) 2022, over 2,500 high school counselors accessed the Counselor Suite to determine their students' status in applying for admission and financial aid. Technical support is provided by The University of Texas at Austin (UT-Austin) under contract with the THECB.

     The ATAC met three times during FY 2022: October 26, 2021; February 2, 2022; and May 11, 2022.

     The ATAC Co-Chair Dr. Shontell Blake, Associate Dean, Enrollment Services/Registrar, Dallas College, will provide a summary of committee activities and be available to answer questions.

APPLY TEXAS ADVISORY COMMITTEE
ANNUAL REPORT
COMMITTEE ABOLISHMENT DATE: 10/31/2025

Committee Purpose:
The purpose of the Apply Texas Advisory Committee (ATAC) is to discuss and vote on changes that may be needed to the applications for the upcoming application cycle. The committee also addresses additional initiatives to strengthen student participation and access into higher education.
The ATAC may tasks include:
(1) technical and functional revisions to the common admission applications and the Apply Texas System;
(2) development of training materials for the users of the various components of the Apply Texas System;
(3) recommendations on admission policy; and
(4) other activities necessary for the maintenance of the Apply Texas System.

Report Period:
September 2021 – August 2022

University Co-Chair:
Jamie Hansard, Vice President for Enrollment Management, Texas Tech University (term ended May 2022)
Community, State, and Technical College Co-Chair:
Shontell Blake, Associate Dean, Enrollment Services/Registrar, Dallas College-Cedar Valley (term ended May 2022)
Committee Members:
List of 2021-2022 academic year Committee Members is attached.

Committee Meeting Dates:
October 26, 2021
February 2, 2022
May 11, 2022

Annual Costs Expended:
Committee costs for FY2022 were *estimated* at $10,800 for the fiscal year. The estimate includes the following:
Travel and lodging: $5,700
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
Shontell Blake, Associate Dean, Enrollment Services/Registrar, Dallas College-Cedar Valley was elected by the membership during the May 12, 2021, ATAC meeting, to serve as 2-year institution co-chair of the committee. Her term ended May 2022.

ApplyTX State of Application Webinar
On June 14, 2022, the ATAC and ApplyTX team hosted a webinar to provide a year-end review of improvements and changes made to the ApplyTexas System and provided an update from the ApplyTexas Advisory Committee's strategic planning, and an update of the future of ApplyTexas. The event was designed for both ApplyTexas application administrators charged with the setup, programming and maintenance of the ApplyTexas application and for functional users including the recruitment team and admissions staff. The webinar was recorded and shared with over 400 registrants for later viewing. The presentation was also provided by ApplyTX staff at the Summer TACRAO meeting on July 12, 2022.

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

General Changes to the ApplyTexas application
- Data moved to the cloud (hosted on AWS)
- New application site
- New administrative site
- New counselor site
- All sites are mobile-friendly
- New help desk issue ticketing system
- Expanded administrative functions
- Expanded counselor download functions

Approved change requests
The ATAC reviewed change requests from participating institutions. The ATAC discussed recommendations, voted on, and submitted priorities to the Technical Team for implementation.
All the changes were made to improve the accuracy and flow of data from applicants to their desired institutions. These changes helped students avoid errors that may delay their admission.
- A question that will allow students applying to public, two-year colleges to self-identify in one of the Perkins V special populations categories and request available local services was added (request by THECB).
- Expanded the option of the parent information questions to all application types, but to not require that information on application types other than the US Freshman
- Expanded address verification
- Expanded information entry for high school senior courses

ApplyTexas Subcommittees
The ATAC established subcommittees to focus on additional priorities to improve the ApplyTexas System. Each subcommittee met and reported recommendations back to the Advisory Committee.

- Communications Subcommittee led by Andy Benoit. The purpose of the subcommittee is to create and implement a communication plan for stakeholders including higher education institutions, counselors, and other users.
- K-12 Collaboration Subcommittee led by Jennifer Beal. The purpose of the subcommittee is to collaborate with high school representatives and authorized users to advise on the Counselor Suite and ApplyTX application.
- Residency Logic Subcommittee led by Amy Williams. The purpose of the subcommittee is to review the logic of the residency questions on the ApplyTX applications.
- Strategic Planning Subcommittee led by Miguel Wasielewski. The purpose of the subcommittee is to discuss, plan, and implement long term strategic changes to the ApplyTX applications.

Meeting notes for the 2021-2022 academic year are attached.

Attachments:
   Attachment A: 2021-2022 ATAC Member List
   Attachment B: October 26, 2021 Meeting Notes
   Attachment C: February 2, 2022 Meeting Notes
   Attachment D: May 11, 2022 Meeting Notes (Draft)

Apply Texas Advisory Committee (ATAC)
September 2021-May 2022

ATAC Members	
Ms. Jamie Hansard, Co-Chair Vice President for Enrollment Management Texas Tech University jamie.hansard@ttu.edu Term Ends: May 31, 2022	**Dr. Shontell Blake, Co-Chair** Associate Dean, Enrollment Services/Registrar Dallas College Cedar Valley Campus slblake@dcccd.edu Term Ends: May 31, 2022
Mr. Andrés Arredondo Enrollment Team Lead, Student Onboarding & Recruitment St. Philip's College aarredondo146@alamo.edu Term Ends: May 31, 2023	Mr. David Barron Associate Vice President for University Enrollment Management The University of Texas at Tyler dbarron@uttyler.edu Term Ends: May 31, 2023
Mrs. Jennifer Beal Director of Admissions North Central Texas College jbeal@nctc.edu Term Ends: May 31, 2023	Mr. Scott Bennett Associate Vice President of Student Services Lee College sbennett@lee.edu Term Ends: May 31, 2022
Mr. Andy Benoit Vice President, Enrollment Management Texas A&M University-Corpus Christi andy.benoit@tamucc.edu Term Ends: May 31, 2023	Ms. Cintia Cortez Business Analyst, Admissions and Records Houston Community College cintia.cortez@hccs.edu Term Ends: May 31, 2023
Ms. Hanna Deland Director of Admissions Lamar University hedeland@lamar.edu Term Ends: May 31, 2022	Mr. Luis Franco Director, Undergraduate Admissions & Recruitment University of North Texas at Dallas Luis.Franco@untdallas.edu Term Ends: May 31, 2022
Dr. Laura Isdell Dean of Admissions Collin College lisdell@collin.edu Term Ends: May 31, 2022	Ms. Veronica Lopez Associate Director, Admissions University of Houston-Victoria lopezvl@uhv.edu Term Ends: May 31, 2022
Dr. Rebecca Lothringer Associate Vice President for Enrollment The University of Texas at Arlington rebecca.lothringer@uta.edu Term Ends: May 31, 2022	Dr. Mardell Maxwell Executive Director, Admissions University of Houston mrmaxwe2@central.uh.edu Term Ends: May 31, 2023

Ms. Stefanie Salazar Assistant Director of Admissions Del Mar College ssalazar@delmar.edu Term Ends: May 31, 2023	Mr. Michael Sanders Associate Vice President for University Admissions University of North Texas michael.sanders@unt.edu Term Ends: May 31, 2023
Mr. Michael Talamantes Director, Admissions and Recruitment The University of Texas at El Paso mtalaman@utep.edu Term Ends: May 31, 2023	Ms. Julia Vickery Vice President of Student Services Midland College jvickery@midland.edu Term Ends: May 31, 2022
Ms. Michelle Walker Director of Admissions Operations Texas A&M University mbwalker@tamu.edu Term Ends: May 31, 2022	Dr. Miguel Wasielewski Executive Director of Admissions The University of Texas at Austin miguelw@austin.utexas.edu Term Ends: May 31, 2023
Ms. Lu Waterhouse Manager of Admissions Lone Star College lu.waterhouse@lonestar.edu Term Ends: May 31, 2022	Ms. Amy Williams Director of Admissions and Recruitment Central Texas College amy.williams@ctcd.edu Term Ends: May 31, 2023
Mr. Tristan Pepper Student Representative The University of Texas at San Antonio tristan.pepper@utsa.edu Term Ends: May 31, 2022	
ApplyTexas Technical Team – The University of Texas at Austin	
Mr. Graham Chapman Executive Director, Academic Information Systems gchapman@austin.utexas.edu	Mr. David Muck Senior IT Manager dmuck@austin.utexas.edu
Ms. Lorraine Muniz Senior Administrative Associate lorraine.avelino@austin.utexas.edu	

THECB Staff – Division for College Readiness and Success (CRS)	
Ms. Laura Brennan Assistant Commissioner for College and Career Advising	Ms. Claudette Jenks Director, Strategic Advising Initiatives & Partnerships claudette.jenks@highered.texas.gov
Ms. Lisa Paiz Program Manager, Advising & Partnerships lisa.paiz@highered.texas.gov	

Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
October 26, 2021

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:15 a.m. on October 26, 2021, with the following committee members present: Andrés Arredondo, Jennifer Beal, Shontell Blake, Cintia Cortez, Hanna Deland, Jamie Hansard, Michael Sanders, Michael Talamantes, and Amy Williams

Participating via Telephone: David Barron, Andy Benoit, Luis Franco, Laura Isdell, Mardell Maxwell, Stefanie Salazar, Julia Vickery, Michelle Walker, and Miguel Wasielewski

Unable to Attend: Scott Bennett, Rebecca Lothringer, and Tristan Pepper *(Student Representative)*

ApplyTexas Technical Team Members: Graham Chapman, David Muck

Other Attendees: Veronica Lopez, University of Houston-Victoria, and Jennifer Waits, Collin College

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

AGENDA ITEM	ACTION
1. Welcome and Introductions	Jamie Hansard called the meeting to order at 9:15 a.m.
2. Overview of ApplyTX Committee Tasks	Claudette Jenks provided an overview of the ApplyTexas Committee member roles and responsibilities, tasks, calendar for the year, and governing rules.
3. Approval of Minutes from the May 12, 2021 Meeting	On motion by Julia Vickery, seconded by Luis Franco, the Committee approved this item, with noted corrections to the spelling of Jamie Hansard's name and David Muck's title.
4. Update on Annual Report to the Board	Jamie Hansard provided an update on the Annual Report to the Board. The Committee Co-Chairs provide an annual report to the Coordinating Board's Committee on Academic and Workforce Success. We provided a summary of the work of the committee including the approval of the two items for the last application cycle, the coordination of the ApplyTX Preview, a high level overview of AWS Transition, and the outcomes of the usability study conducted by the ApplyTX Committee's Strategic Planning Subcommittee. There were no questions from the Board Committee members.

5. Discussion on Communications Subcommittee	Jamie Hansard discussed the benefit to continue the Communication Subcommittee. Claudette Jenks provided an overview of the tasks for the lead and the subcommittee. Further action tabled until discussion of agenda item 7.
6. Discussion on Progress of Transition to the New ApplyTexas Application System	Graham Chapman provided an overview and update on the progress of the transition of the ApplyTexas System. ApplyTexas updated based on usability reports. User interface to be updated and accessible to applicants, mobile friendly and to reduce operating cost of the infrastructure. New applicant site rolled out on July 1. Experienced challenges through the transition. Communicated updates and created weekly stand up meetings with institutions to understand issues.
7. Discussion and Possible Action to Establish Additional Subcommittees	Shontell Blake discussed the need to establish additional subcommittees. The ATAC currently has established two subcommittees, Communication Subcommittee, and a Strategic Planning Subcommittee. Claudette Jenks gave an overview of the interest in establishing two new subcommittees: A subcommittee to address the skip logic for Residency and A subcommittee of high school representatives to advise on the ApplyTX application and Counselor Suite. The ATAC agreed to establish the following subcommittees and lead contacts: **Communication** Lead: Andy Benoit **Strategic Planning** Lead: Miguel Wasielewski **Residency Logic** Lead: Amy Williams **K-12 Collaboration** Lead: Jennifer Beal
8. Review and Possible Action to Approve Proposed Changes to ApplyTexas Applications or Procedures Carried Forward from 2021-2022	David Muck reviewed current cycle updates and items carried over from prior application cycle for consideration. See attached list and discussion.
9. Discussion and Possible Action to Adopt New Proposed Changes to ApplyTexas Forms or Procedures	David Muck provided an overview of the Future cycle proposed changes and updates. See attached list and discussion under- Future cycle proposals. Committee discussed comparison from Fall 2020 numbers. Why are numbers down? Seeing trend where applicants

	started applications and waited to submit, may be carry over, or delay in transmission of data to institutions.
	Legacy application will be available until everything is moved over to new application. Expect a lot of communication about this update.
10. Discussion on Potential Agenda Items and Next Meeting Date	Committee request for ApplyTX Roadmap. No new agenda items discussed.
	Next meeting scheduled for February 2, 2022.
11. Adjournment	On motion by Andrés Arredondo, seconded by Amy Williams, the meeting adjourned at 11:44 a.m.

Tech Team Update 10/26/21

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

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

Current cycle updates and proposals (David Muck):

- For the incomplete Fall 2021 semester, we are down 5% in submitted applications compared to the same time last year. Four year application submissions are down 7% while two year application submissions are down 3%. There has been steady improvement in these numbers as statewide application submissions were down 35% in early November of last year.
- For the Fall 2022 semester, we have seen an increase of 45% in total applications and an increase of 30% in submitted applications compared to the same time last year. Comparing the same time period to the Fall 2020 semester we are up 1% in total applications and we are down 17% in submitted applications.
- Fraudulent applications continue to be a problem for some of our institutions. We continue to work to reduce this issue.
- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- All three of our main portals (applicant, administrator, and counselor) are now hosted on Amazon Web Services. We will gradually retire the legacy system hosted on campus at the University of Texas at Austin over the course of Spring 2022 as that ApplyTexas application semester winds down.

Proposed Changes to ApplyTexas Applications or Procedures Carried Forward from 2021-2022

1. A proposal to add a "grade received" field to the Educational Information section to facilitate self-reporting of grades (request by University of Houston from last cycle) [carried forward from last year]

   Discussion:
   There are other application platforms, Common App and possibly Coalition app do this. Third party vendors can do this and it may not be as easy for ApplyTexas. If most of the institutions want this, would there be an opportunity to have this option? Maybe ApplyTexas can work with a third party for this function. Would this require a policy change?

   Action:
   Additional research needed.

2. A proposal to add a question if the applicant enters a cell phone number: "[Institution name] uses text messaging to communicate important admissions information to prospective students. Your information is not shared with third parties and you may opt out at any time. Standard messaging rates may apply. - Allow (default) - Do not Allow" (proposal by University of The Incarnate Word) [carried forward from last year]

   Discussion:
   This has been discussed previously and different departments have different ways of handling text messaging. There would be some complications. Members in favor of this

recommendation. It would be easier to have an opt in or opt out. Committee can work on the language. This may be a custom question for some institutions already. UT will need to research to determine the implication for institutions and determine project size. Complexities among opt outs for whole institution or institution specific programs. Understanding that it would be admission specific. Need further review of the technical side. Have Communications subcommittee review FCC requirements and table and come back with this information.

Action:
yes for consideration, need more information

3. A proposal to add fields to collect Pearson Test of English scores to the test pages (proposal by Pearson) [carried forward from last year]

   Discussion:
   Recommend adding another and not listing and provide test date. That would cover all other tests. Prevents having to list all test. Add other category and add date taken and date sent. Determine which application types will this question be added? Will it be a required question?

   Action:
   yes for consideration

Future cycle proposals and updates (David Muck):
1. A proposal to extend the length of the field that collects the name of high school senior courses (suggestion from the ApplyTexas technical team and requested by many applicants)

   Discussion: None

   Action:
   yes for consideration

2. A proposal to include relevant questions about Selective Service registration (proposal by the University of Texas at Austin):

   "Federal regulations have been changed to no longer require institutions to verify that male recipients of federal aid be registered with Selective Service. The FAFSA document will no longer include questions related to Selective Service registration and the response will not be matched against the Selective Service database. This means that the results of the database match will not be data that is provided to institutions.

   The issue at hand is that State of Texas regulations (SEC. 51.9095) require males who receive state funded aid, which includes state grants, work-study and exemptions/waivers, to file a statement attesting that they are registered or exempted. The student's response on the FAFSA will no longer satisfy Texas regulations as providing a "statement".

   If the ApplyTX application included relevant questions about Selective Service registration, this could serve as the "statement". The responses could be imported into an institutions enterprise system allowing for automate processes to deal with the exceptions rather than collecting a new document from each recipient.

Discussion:
Concerns for being held liable if that question is not answered correctly.

Action:
yes for consideration, additional information needed

3. A proposal to add a second optional deadline for graduate majors (proposal by UT Permian Basin):

    Currently the major-specific deadline for graduate programs only gives the option for one deadline. Can we add another deadline (similar to the optional deadlines provided in the regular semester-specific setting)? Example scenario: UTPB's online graduate programs have a Fall A (August 9) and Fall B (October 14) deadline. The deadline for all on-campus graduate programs is August 16 only.

    Discussion:
    Suggest combining with request from Trinity Valley. Need more clarification on specifics on the graduate component and any affect on the undergraduate application and if there will there be any hard deadlines if a Fall II is established and it doesn't coincide with another institutions term (i.e. community college's flex term, etc.).

    Action:
    yes for consideration, need additional information. Will follow-up with requestor.

4. A proposal to extend the maximum length of major titles. Currently set at 60 characters. (proposal by Dallas Baptist University)

    Discussion:
    None

    Action:
    yes for consideration

5. A proposal to add additional terms to the ApplyTexas application. We currently offer Spring, Summer I, Summer, Summer II, and Fall. The specific request was for a Fall II term. (proposal by Trinity Valley Community College).

    Discussion:
    None

    Action:
    yes for consideration. Combine with request from UT Permian Basin.

6. Consideration for making the gender question on the profile required (requested by numerous schools over the course of this cycle)

    Discussion: None

Action:
yes for consideration. Michael Talamantes will submit an official request.

7. Consideration for making the international Application Representative address collection fields consistent with the rest of the address fields on the application. Currently they are just two free-form text inputs to collect address, city, country, zip. (suggestion from the ApplyTexas technical team)

    Discussion: None

    Action:
    yes for consideration

8. Consideration for expanding address verification to additional address fields. Currently only permanent and physical addresses are passed through verification. (suggestion from the ApplyTexas technical team).

    Discussion:
    Is there a reason all addresses can't be verified? Consider for all addresses.

    Action:
    yes for consideration. Michelle Walker will submit an official request.

9. Consideration for the formation of a sub-committee to review the current rules, flow, and information collected for determining Texas residency. (suggestion from the ApplyTexas technical team)

    Discussion:
    None

    Action:
    yes for consideration, will be reviewed by Residency Logic subcommittee

Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
February 2, 2022

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:09 a.m. on February 2, 2022, with the following committee members present: Andrés Arredondo, Shontell Blake, Michael Sanders, and Amy Williams.

Participating via Telephone: David Barron, Jennifer Beal, Scott Bennett, Andy Benoit, Cintia Cortez, Hanna Deland, Luis Franco, Jamie Hansard, Laura Isdell, Veronica Lopez, Rebecca Lothringer, Mardell Maxwell, Tristan Pepper *(Student Representative),* Stefanie Salazar, Michael Talamantes, Julia Vickery, Miguel Wasielewski, and Lu Waterhouse

Unable to Attend: Michelle Walker

ApplyTexas Technical Team Members: Graham Chapman and David Muck

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

AGENDA ITEM	ACTION
1. Welcome and Introductions	Jamie Hansard called the meeting to order at 9:15 a.m.
2. Approval of Minutes from the May 12, 2021 Meeting	On motion by Luis Franco, seconded by David Barron, the Committee approved this item.
3. Update from Strategic Planning Subcommittee	Miguel Wasielewski provided update to committee. Discussion to consider how institutions receive academic credentials though options like TReX and self-reported academic record.

Committee agreed with recommendation for subcommittee to focus on a new topic for the next year, to explore alternative options to make transmission of transcripts more efficient and reduce costs. |
| 4. Update from Communications Subcommittee | Andy Benoit provided an update. Continuing to seek volunteers.

Communications would like to continue work that was done last year:
   1) Determine constituent groups, both higher education and K-12 for both technical and functional
   2) Providing general updates, to higher education partners, counselors, and users. |

	3) Determine what we communicate, when, and how we communicate. 4) Discuss different communication channels, collaborate with IHE and K-12 partners Meetings to begin mid to late February.
5. Presentation on the ApplyTexas Counselor Suite	David Muck presented an overview of the ApplyTexas Counselor Suite.
6. Update for K-12 Collaboration Subcommittee	Jennifer Beal provided an update. Still looking for members for subcommittee, looking for rural and large ISDs to bring in that representation, community partner. The subcommittee will: 1) Work with stakeholders to improve the ApplyTexas Counselor Suite 2) Work with the Communication subcommittee to improve communications to K-12 stakeholders Claudette Jenks shared the FAFSA filing status in the Counselor Suite is one method of proof for school districts to track students completing the FAFSA and the Coordinating Board is working on integrating online TASFA data into the Counselor Suite. This integration is expected to be launched by October 2022. This subcommittee is expected to meet up to three times.
7. Update from Residency Logic Subcommittee	Amy Williams provided an update. Seeking two more community college representation. Amy will send out a survey. Coordinated with David Muck, ApplyTexas team who will share the current residency logic. This subcommittee is expected to meet three times via Zoom.
8. Update from ApplyTexas Technical Team	David Muck provided an update from the ApplyTexas Technical Team. *See attached list under Tech Team Update.* Committee discussed other items. David Muck shared additional information: • There will be an automatic reroute to go back to the main landing Applytx.org. • Percentage comparison to prior year will be added. • Both the administrative suite and application site will redirect to new website. No hard date set at this time, the ApplyTX team will need to ensure all spring applications have been sent first.

		• Issues with Administrative and Counselor Suite authorization renewals. Will discuss this issue more offline. • Archived data will be moved to AWS. Team is discussing retention schedule and will determine how far back data will be provided. Graham Chapman provided an update on year-to-year comparisons. Applications hit almost same numbers from two years ago. The ApplyTexas Roadmap was presented to the committee. ***See comparison data and roadmap attached.***
9.	Discussion and Possible Action to Adopt New Proposed Changes to ApplyTexas Forms or Procedures	David Muck provided an overview of the Future cycle proposed changes and updates. See attached list and discussion under- ***Proposed Changes to ApplyTexas Applications or Procedures.***
10.	Discussion on Potential Agenda Items and Next Meeting Date	Potential Agenda Items: Standing items: • Subcommittee updates • ApplyTexas Technical Team update Discussion for 2-year colleges to use the International and Transient applications ApplyTexas Summer Meeting: • There is still a continued relationship with TACRAO. • Decision to move from TACRAO was based on timing of the summer meeting. • Need to clarify roles and responsibilities and human capacity for THECB staff and ATAC to host meeting. • Jamie Hansard will go back to TACRAO executive committee to discuss further. • Discuss in-person or webinar with pre-recordings. • Claudette Jenks will schedule meeting with Luis Franco, Jamie Hansard, Rebecca Lothringer, and Laura Isdell and discuss next steps for ApplyTexas Summer Meeting. Next meeting scheduled for May 11, 2022.
11.	Adjournment	On motion by Andy Benoit, seconded by David Barron, the meeting adjourned at 12:44 p.m.

Tech Team Update 10/26/21

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

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

Current cycle updates and proposals (David Muck):

- For the incomplete Fall 2021 semester, we are down 5% in submitted applications compared to the same time last year. Four year application submissions are down 7% while two year application submissions are down 3%. There has been steady improvement in these numbers as statewide application submissions were down 35% in early November of last year.
- For the Fall 2022 semester, we have seen an increase of 45% in total applications and an increase of 30% in submitted applications compared to the same time last year. Comparing the same time period to the Fall 2020 semester we are up 1% in total applications and we are down 17% in submitted applications.
- Fraudulent applications continue to be a problem for some of our institutions. We continue to work to reduce this issue.
- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- All three of our main portals (applicant, administrator, and counselor) are now hosted on Amazon Web Services. We will gradually retire the legacy system hosted on campus at the University of Texas at Austin over the course of Spring 2022 as that ApplyTexas application semester winds down.

Discussion and Possible Action to Adopt New Proposed Changes to ApplyTexas Forms or Procedures

Proposed Changes to ApplyTexas Applications or Procedures

1. A proposal to add a "grade received" field to the Educational Information section to facilitate self-reporting of grades (request by University of Houston from last cycle) [carried forward from last year]

   Discussion:
   This is an extra-large project. Would require additional requirements gathering. Currently on the US Freshman application there is a section for Senior course information only. Proposal would be to add a grade received field to that Senior course, would Junior, Sophomore, Freshman need to be added. Suggest adding only Junior level course work. Consider if this will be mandatory, considering those who use third party self- academic record. How many schools would use that do not have another method will use this option. Committee found this will be useful, but not top priority.

   Action:
   Item tabled until next year, Strategic Planning Committee will explore this further.

2. A proposal to add a question if the applicant enters a cell phone number: "[Institution name] uses text messaging to communicate important admissions information to prospective students. Your information is not shared with third parties and you may opt out at any time. Standard messaging rates may apply. - Allow (default) - Do not Allow" (proposal by University of The Incarnate Word) [carried forward from last year]

   Discussion:
   This is a medium project. Would require EDI and QnE changes. Concern about changes in texting and possible implications. This is institution specific. Can UT ApplyTexas team have this as a custom question? By adding this, all institutions are all required to collect the information. Can we revise the existing certification? Is there a definition for authorized user? Institutional connections (other campus groups may begin reaching out). Since there is variation across institutions, suggest institutions use custom questions.

   Action:
   Move to not add this statement to the application. Motion by David Barron, seconded by Andy Benoit. Motion passes.

3. A proposal to add free form fields to the test pages (proposal by Pearson) [carried forward from last year].

   Discussion:
   This is a small project.

   Action:
   Move to not add this field. Motion by Rebecca Lothringer, Laura Isdell second. Motion passes.

   Original request was to add Pearson Test of English scores.

   Discussion:
   Source of the request was from a vendor.
   Action:
   Move to not add Pearson Test. Motion by Andy Benoit, Jennifer Beal second. Motion passes

4. A proposal to extend the length of the field that collects the name of high school senior courses (suggestion from the ApplyTexas technical team and requested by many applicants)

   Discussion:
   A small project. Would require change to database and applicant site in collecting the information and change import of EDI to accept longer field (40 characters).

   Action:
   Move to extend the length of the fields. Motion by Miguel Wasielewski, seconded by Luis Franco. Motion passes.

5. A proposal to include relevant questions about Selective Service registration (proposal by the University of Texas at Austin):

    "Federal regulations have been changed to no longer require institutions to verify that male recipients of federal aid be registered with Selective Service. The FAFSA document will no longer include questions related to Selective Service registration and the response will not be matched against the Selective Service database. This means that the results of the database match will not be data that is provided to institutions.

    The issue at hand is that State of Texas regulations (SEC. 51.9095) require males who receive state funded aid, which includes state grants, work-study and exemptions/waivers, to file a statement attesting that they are registered or exempted. The student's response on the FAFSA will no longer satisfy Texas regulations as providing a "statement".

    If the ApplyTX application included relevant questions about Selective Service registration, this could serve as the "statement". The responses could be imported into an institutions enterprise system allowing for automate processes to deal with the exceptions rather than collecting a new document from each recipient.

    Discussion:
    There were some liability concerns and discussion. Considered a medium project depending on discussion. Difficult to estimate time for project. Miguel Wasielewski officially withdrew this request.

    Action:
    Withdrawn from consideration.

6. A proposal to add a second optional deadline for graduate majors (proposal by UT Permian Basin):

    Currently the major-specific deadline for graduate programs only gives the option for one deadline. Can we add another deadline (similar to the optional deadlines provided in the regular semester-specific setting)? Example scenario: UTPB's online graduate programs have a Fall A (August 9) and Fall B (October 14) deadline. The deadline for all on-campus graduate programs is August 16 only.

    Discussion:
    This is a medium project. ApplyTX team requested additional info from UTPB, waiting on response. Suggested talking with all users to determine institution terms. This request is specific to graduate majors, at application type level, current functionality to input standard deadline and can add three optional deadlines. Some use for early access, early decision. When grad major is selected, if multiple options are present, the application would self-select deadline.

    Action:
    Item tabled until additional information is provided from UTPB.

7. A proposal to extend the maximum length of major titles. Currently set at 60 characters. (proposal by Dallas Baptist University)

Discussion:
This is small project. Maximum length was not addressed in the proposal. Suggest extending to 80-100. Implications would be increasing the import for the new character length.

Action:
Move to extend the maximum length of major titles. Motion by Scott Bennett, seconded by Luis Franco. Motion passes.

8. A proposal to add additional terms to the ApplyTexas application. We currently offer Spring, Summer I, Summer, Summer II, and Fall. The specific request was for a Fall II term. (proposal by Trinity Valley Community College).

    Discussion:
    This is an extra-large project. Andres Arredondo recommended additional research be conducted to look at all terms for different campuses and review any implications. Adding additional terms will impact difference areas of the application. Administrative site would add configure work and migration. Need to understand purpose.

    Action:
    Item tabled, need more information. Andres Arredondo will communicate with Trinity Valley Community College to discuss this further.

9. Consideration for making the gender question on the profile required (requested by numerous schools over the course of this cycle)

    Discussion:
    This is extra small project. The current choices are male and female. Discussed making consistent for what is required for state and federal reporting. Committee discussed inclusive options. Recommend not requiring this until additional inclusive options can be added. Further conversation is needed.

    Action:
    Move to reject the request to require gender on the profile. Motion by David Barron; seconded Rebecca Lothringer. Motion passes.

10. Consideration for making the international Application Representative address collection fields consistent with the rest of the address fields on the application. Currently they are just two free-form text inputs to collect address, city, country, zip. (suggestion from the ApplyTexas technical team)

    Discussion:
    This is small project.

    Action:
    Move to approve change. Motion by Laura Isdell, seconded. Andy Benoit seconded. Motion passes.

11. Consideration for expanding address verification to additional address fields. Currently only permanent and physical addresses are passed through verification. (submitted by Texas A&M University and suggestion from the ApplyTexas technical team).

    Discussion:
    This is a large project. Would not have to roll this out on July 1, could do this in progression. Would need to hook into other software with other fields. Requires a lot of testing. Would include a marker that the address is not what they entered. Committee would prefer addresses to be valid, but tech team should prioritize with other workload. Should be considered maintenance.

    Action:
    Move to approve this change. Motion by Miguel Wasielewski., Luis Franco seconded. Motion passes.

12. Consideration for the formation of a sub-committee to review the current rules, flow, and information collected for determining Texas residency. (suggestion from the ApplyTexas technical team)

    Discussion:
    This may be a large project. The Residency Subcommittee has been established and will be able to determine effort for project once recommendations provided.

    Action:
    Residency Logic subcommittee established. This subcommittee will bring recommendations to committee for consideration.

13. Consideration for the discussion regarding continuing education and workforce development students
    "I would like to speak to someone about the ability to include continuing education and workforce development students in the Apply Texas application process. I feel if we did this, it would align and promote those not looking for a degree to continue their educational journey. Additionally, with upskilling, reskilling, and good jobs challenge, and pathways, FAFSA/TAFSA is often require for our students and would allow these students to be registered as ACC students. The onboarding and perceptions of the students is critical to the pathways mentoring and coaching. Again, I just have several questions that I am unable to get answers, so it is best to go to the source. Thank you."

    Discussion:
    This request needs additional information and would require a lot of research. Might be a good topic for ApplyTexas Summer meeting. Suggest tasking to the Strategic Planning Committee to review and research for long term planning. Some institutions are looking at developing this on their own.

    Action:
    The Strategic Planning Committee will explore this request.

14. Consideration for an additional Continuing Education application type
    "Has the Board discussed an implementation of a CE Apply Texas application that is shorter version than the existing one? Our CEWD division at ACC has requested to be able to use

the existing Apply Texas application for their students, but it's really not conducive for their needs."

Discussion:
This is an extra-large project. Same request as item 13.

Action:
The Strategic Planning Committee will explore this request.

15. Add a question regarding the Texas school district the applicant lives in, if applicable
While the Texas residency questions help determine In and Out of State residency for institutions, community colleges must also determine In and Out of District residency. Currently the only way to do this through the 2-year application is by adding a custom question. I'd like to request ApplyTexas include a question such as "Select the Texas Independent School District (ISD) you reside in" with the option to then select any ISD in the state through a searchable list or map selection option to help the end user easily find their ISD.

Discussion:
This is small project. Laura Isdell submitted request, will withdraw, and refer question for consideration for the Residency Logic Subcommittee. Suggest holding this request until after Residency Logic comes back with recommendations.

Action:
Item tabled. Will go to Residency Logic Subcommittee for discussion and re-review request.

ApplyTexas Roadmap

AWS Feature Parity

Applicant Suite
- Add institutional detail page – 3/1/2022

Administrative Suite
- Documentation – 2/1/2022
  - Functional changes for a given cycle, essay prompts, user guides, EDI and flat file specs
- Directly send a support request – 3/15/2022
- Managing institution-specific application settings – **2023-24 cycle**, 5/1/2022
  - Will include new self-management capabilities for migrating application settings and modifying transmission times

Transmission and QnE
- Improve manual transmission of applications – 3/1/2022

Counselor Suite
- Specific reports – 3/1/2022
  - High school counts, break down by classification, Counselor activity, etc.
- Documentation – 3/1/2022
  - Improve training instructions
- Add institutional detail page – 5/1/2022

Two-Year Institution Fall YoY Counts
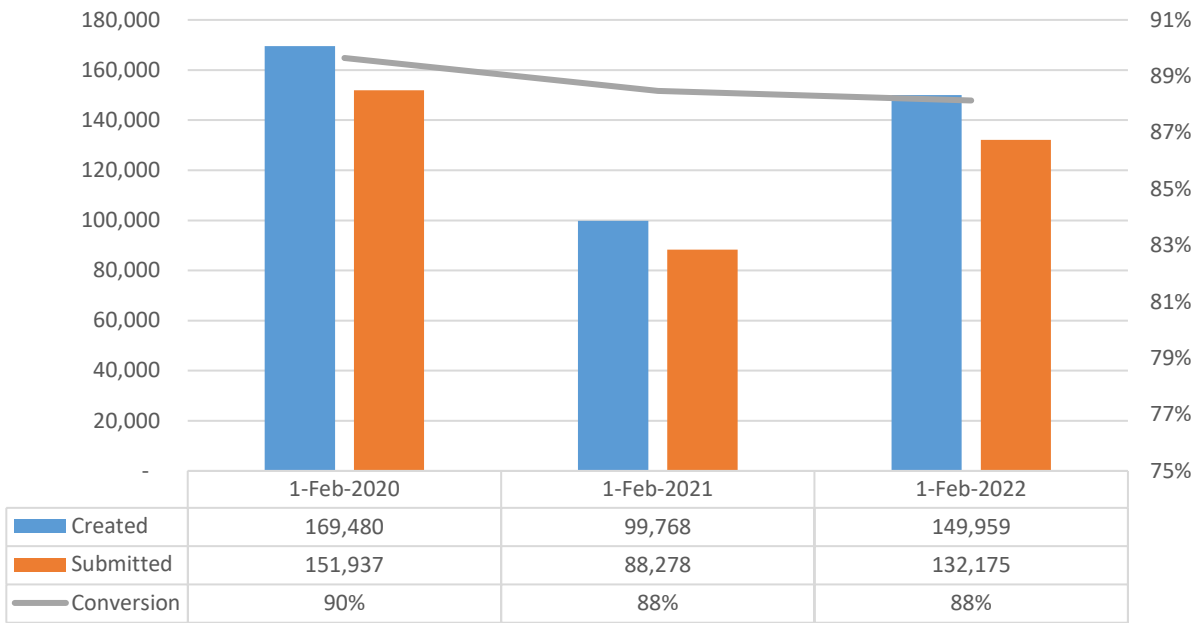
	1-Feb-2020	1-Feb-2021	1-Feb-2022
Created	169,480	99,768	149,959
Submitted	151,937	88,278	132,175
Conversion	90%	88%	88%

Four-Year Institution Fall YoY Counts

	1-Feb-2020	1-Feb-2021	1-Feb-2022
Created	756,751	662,890	802,336
Submitted	525,931	469,158	524,102
Conversion	69%	71%	65%
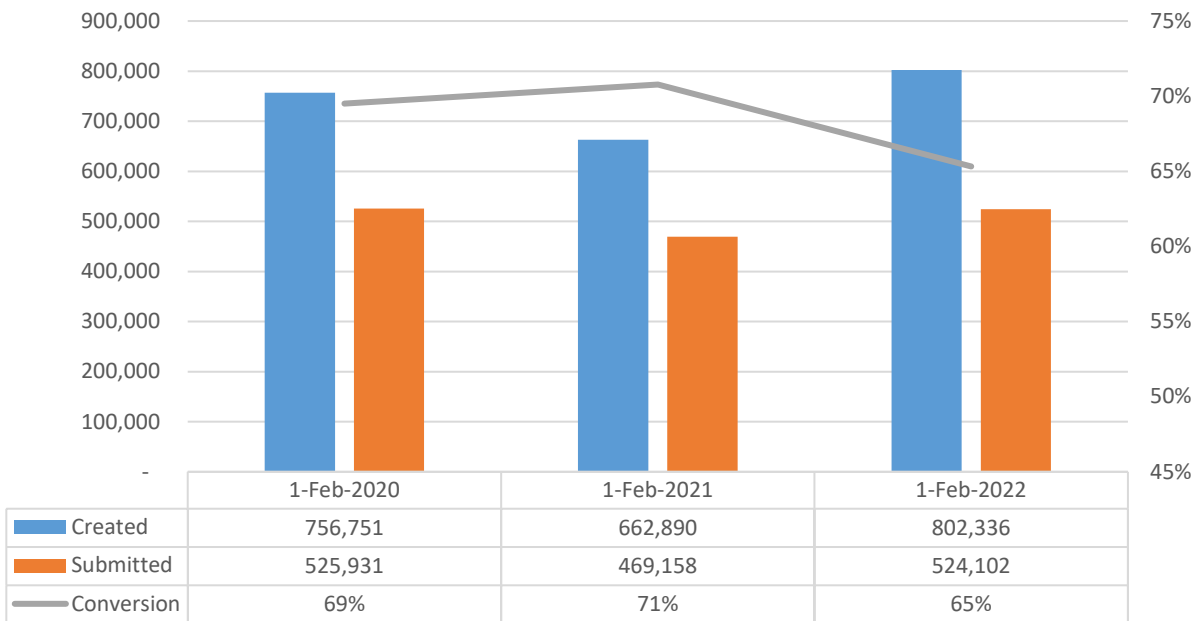
Texas Higher Education Coordinating Board
ApplyTexas Advisory Committee
May 11, 2022

Meeting Notes

The Texas Higher Education Coordinating Board ApplyTexas Advisory Committee (ATAC) convened at 9:03 a.m. on May 11, 2022, with the following committee members present: Andrés Arredondo, Jennifer Beal, Jamie Hansard, Michael Sanders, Miguel Wasielewski, and Amy Williams.

Participating via Zoom: Scott Bennett, Andy Benoit, Shontell Blake, Cintia Cortez, Hanna Deland, Luis Franco, Laura Isdell, Angelina Janzen *(for Veronica Lopez)*, Rebecca Lothringer, Stefanie Salazar, Julia Vickery, Michelle Walker, and Lu Waterhouse

Unable to Attend: David Barron, Mardell Maxwell, Tristan Pepper *(Student Representative)*, and Michael Talamantes

ApplyTexas Technical Team Members: Graham Chapman and David Muck

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

AGENDA ITEM	ACTION
1. Welcome and Introductions	Jamie Hansard called the meeting to order at 9:03 a.m.
2. Acknowledgment of Members Finishing Their Terms	Members finishing their term were recognized.
3. Approval of Minutes from the February 2, 2022	On motion by Julia Vickery, seconded by Jennifer Beal, the Committee approved this item.
4. Discussion of Future State of the ApplyTexas System	Laura Brennan presented the future of ApplyTexas. • THECB has received board approval to solicit a new technology solution for the management of ApplyTexas. • This is in preparation for the end of our contract with the UT Austin to take over contract in 2023. • ApplyTexas will remain on its current platform through the 2022-2023 school year. There will be no changes when the application cycle opens July 1, 2022. • A new and enhanced ApplyTexas application for the 2023-24 school year will open on its new platform. • Questions can be directed to Claudette Jenks.

5. Update from Strategic Planning Subcommittee	Miguel Wasielewski provided update to committee. Committee discussed plan and implement strategic long-term plans for ApplyTexas. The sub-committee will focus on three primary areas in preparation for the new application: • how committee can change how to move to student centered process • a review of all application questions- what can be approved or removed • a review of institutions common custom questions
6. Update from Communications Subcommittee	Andy Benoit provided an update. • Still seeking volunteers. • Discussed different communication channels, collaborate with IHE and K-12 partners. • Expand to communication through quarterly newsletter. • Survey to solicit feedback on how and what types of communication to be sent. • Would like to meet monthly and have period communication. • Discussed state's chatbot ADVi communications.
7. Update for K-12 Collaboration Subcommittee	Jennifer Beal provided an update. • Established committee with large and small high school representatives, 2-year and 4-year university and community partner. • Will set a meeting for the beginning of June to brainstorm areas for improvement and reports needed. • Will bring recommendations to the committee for consideration.
8. Update from Residency Logic Subcommittee	Amy Williams provided an update. • Met three times (3 university, 2 CCs) • Want to have 90-100% return of correct residency • Recommendation to review international residency - visas for domicile, adding spouses for H1 • Adopted student questions • Missing logic in some areas (gave specifics) • Would like pop-up that student have been designated non-resident and point to contact university
9. Update from ApplyTexas Technical Team	David Muck provided an update from the ApplyTexas Technical Team. *See attached list under Tech Team Update.*

10.	Discussion and Possible Action to Adopt New Proposed Changes to ApplyTexas Forms or Procedures	David Muck provided an overview of the Future cycle proposed changes and updates. See attached list and discussion under *Proposed Changes to ApplyTexas Applications or Procedures.*
11.	Update on the ApplyTexas/SPEEDE-EDI meeting	ATAC and UT ApplyTexas staff will host "State of Application" webinar to discuss where we were, where we are, where we are going Claudette and Technical team will work together to set-up webinar Scheduled for June 14, 2022
12.	Transition of Leadership	Andy Benoit was nominated to serve at 4-year co-chair. On a motion by Rebecca Lothringer, seconded by Scott Bennett. Motion passes.
13.	Adjournment	On motion by Andy Benoit, seconded by Michelle, the meeting adjourned at 10:59 am.

Tech Team Update 5/11/22

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

David Muck – Senior IT Manager, Academic Information Systems, University of Texas at Austin

Current cycle updates and proposals (David Muck):

- For the Fall 2022 semester, we have seen an increase of 22% in total applications and an increase of 17% in submitted applications compared to the same time last year. Comparing the same time period to the Fall 2020 semester we are up 9% in total applications and we are down 5% in submitted applications.
- Fraudulent applications continue to be a problem for some of our institutions. We continue to work to reduce this issue.
- Additional daily application deliveries – We have a number of institutions participating in additional deliveries times of 7 am and 12 pm (in addition to the normal 6 pm application delivery). Please reach out to us if you are interested in either of these additional delivery times.
- All three of our main portals (applicant, administrator, and counselor) are now hosted on Amazon Web Services. We have retired the legacy counselor site and are planning to retire the legacy applicant site at the beginning of June. The legacy administrative portal will remain active until mid-summer.
- We estimate there will be a significant reduction in infrastructure costs with the move to AWS based on what we are seeing so far. The team continues to make efforts to further reduce costs moving forward. Once we have a full application cycle completed, we should be able to take several measures to reduce cost based on the current requirements of the system.
- We are working to implement some changes to the residency flow in time for the new cycle. We plan to implement logic that better takes into account dual-credit applicants as well as improvements for international students that meet the 36 month rule requirement.

Proposed Changes to ApplyTexas Applications or Procedures. (David Muck):

These are all carried forward from last meeting as they need more research.

1. A proposal to add additional terms to the ApplyTexas application. We currently offer Spring, Summer I, Summer, Summer II, and Fall. The specific request was for a Fall II term. (proposal by Trinity Valley Community College).

   Discussion:
   This is a large to extra- large, request from 4 year and 2 year, strategic planning committee review or another subcommittee. Andres did follow-up

   Action: Tabled this item and Strategic Planning committee will review and provide recommendations at the next meeting.

2. Consideration for the discussion regarding continuing education and workforce development students (proposal by Christopher Roche from Alvin Community College).

   From the request:

"I would like to speak to someone about the ability to include continuing education and workforce development students in the Apply Texas application process. I feel if we did this, it would align and promote those not looking for a degree to continue their educational journey. Additionally, with upskilling, reskilling, and good jobs challenge, and pathways, FAFSA/TAFSA is often require for our students and would allow these students to be registered as ACC students. The onboarding and perceptions of the students is critical to the pathways mentoring and coaching. Again, I just have several questions that I am unable to get answers, so it is best to go to the source. Thank you."

Discussion:
This is a large project. It would be another application type, what questions to include in those application types. Further discussion needed from the committee.

Action: Tabled, will review next cycle.

3. Consideration for an additional Continuing Education application type (proposal by Christopher Roche from Alvin Community College).

   From the request:

   "Has the Board discussed an implementation of a CE Apply Texas application that is shorter version than the existing one? Our CEWD division at ACC has requested to be able to use the existing Apply Texas application for their students, but it's really not conducive for their needs."

   Discussion:
   Combine items 2 and 3 and take to the Strategic Planning committee and bring recommendations.

   Action: Tabled, will review next cycle.

4. Request to add a question regarding the Texas school district the applicant lives in, if applicable (proposal by Laura Isdell at Lone Star College).

   From the request:

   "While the Texas residency questions help determine In and Out of State residency for institutions, community colleges must also determine In and Out of District residency. Currently the only way to do this through the 2-year application is by adding a custom question. I'd like to request ApplyTexas include a question such as "Select the Texas Independent School District (ISD) you reside in" with the option to then select any ISD in the state through a searchable list or map selection option to help the end user easily find their ISD."

   Action: added to Residency Recommendations.

5. Residency subcommittee recommendations reviewed

   Discussion:
   Multiple requests were reviewed, some items are medium to large projects.
   - Match order an flow of core residency questions
   - Explain the questions further/ more verbiage
   - If 36/12 is selected, don't populate previous college

- End with pop-up message that tell the student their residency determination and directs to school for question. Some of these items can be completed this application cycle. Would need to have the recommendations to ApplyTX staff by May 19th.

Action: Recommendations to ApplyTX staff by May 19th. Larger items will be considered for next application cycle.

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration and possible action to adopt "A Report on the Effectiveness of the Advise TX Program" (General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th Texas Legislature, Regular Session)

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 General Appropriations Act, Senate Bill 1, Article III, Section 47, 87th 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). 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 142 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 coordination with CAC, the THECB worked with Dr. Eric Bettinger, Professor of Education at Stanford University and Evaluation and Assessment Solutions for Education (EASE), to prepare a report on the impact of the Advise TX program on college-going rates. The report provides the program's impact on college enrollment and persistence.

During the 2020-2021 school year, Advise TX advisers met with over 50,000 Texas high school seniors and held more than 109,000 one-on-one advising sessions. Advisers assisted 33,000 students complete at least one college application, nearly 31,000 FAFSA submissions, and over 4,000 individual scholarship applications.

For this report, the focus was on the 2021 graduating class, the most recent graduating class for which complete data is available. In matched comparison, college enrollment rates

remained steady for the low-income population in Advise TX schools. Across multiple years, there has been a pattern of two-year college attendance increasing while four-year college attendance declines. Hispanic students and low-income students experienced 0.5 and .07 percentage point increases in two-year attendance, respectively.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-K

<u>Consideration and possible action to adopt the request to extend the current contract with a vendor for the Virtual Advising Project (ADVi)</u>

Total Project Cost: up to $900,000
Source of Funds: Strategy: A.1.4 Texas OnCourse Program
Authority: Texas Education Code, Section 61.0762(a)(5)
                         Programs to Enhance Student Success

RECOMMENDATION: Approval

Background Information:

     Texas Higher Education Coordinating Board (THECB) staff requests approval to award up to $900,000 to extend the current contract with AdmitHub, Inc. dba Mainstay and continue implementation of the Virtual Advising Project.

     The Virtual Advising Project pairs artificial intelligence – a chatbot named "ADVi" – with knowledgeable advisors to help Texans get answers to questions about attending college, returning to college, financial aid, and more. This project enables the THECB to provide support to Texans looking to attend or return to higher education and supports the goals of *Building a Talent Strong Texas.*

     The chatbot responds to student questions via text message or online chat, drawing from a growing database of thousands of questions. When an individual's question cannot be answered by the chatbot, they are routed to a team of advisors to respond. These advisors receive intensive training, provided in partnership with the College Advising Corps, which focuses on college access, financial aid, and student services.

     In response to the COVID-19 pandemic, ADVi scaled to serve more than 245,000 students from the class of 2022, while also working to re-engage individuals who have some college but no credential.

     THECB staff requests approval to expend additional funds for a third year of implementation and enhancement of the Virtual Advising Project. Continuation of the AdmitHub, Inc. dba Mainstay contract will enable the class of 2023 to begin receiving support as they enter their senior year of high school and will allow the project to expand support to

additional populations, including up to 50,000 high school juniors and more than 25,000 individuals who have some college but no credential.

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

Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L

Consideration and possible action to appoint replacement members to the Learning Technology Advisory Committee

RECOMMENDATION: Approval

Background Information:

Texas Higher Education Coordinating Board staff is requesting the Board appoint members for the Learning Technology Advisory Committee to replace Dr. Justin Louder, Dr. Janet Southerland, and Ms. Erin Warham, who are no longer employed at the institutions that originally submitted their nominations to serve on the committee. Dr. Darryl James, Vice Provost for Institutional Effectiveness at Texas Tech University, has been nominated to replace Dr. Louder; Dr. Erin McGoff, Assistant Vice President of the Health Education Center and Director of Simulation, has been nominated to replace Dr. Southerland; and Dr. Alexandra Herron, Associate Vice President of Digital Learning Operations at Concordia University Texas, has been nominated to replace Ms. Warham.

Coordinating Board Rules, Sections 1.185 through 1.191, establish the Learning Technology Advisory Committee and state its purpose to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and technology-assisted instruction at Texas institutions of higher education. The members are appointed for three-year staggered terms. The committee meets four to six times per year. Dr. Louder's term would have ended in 2025 and will be completed by Dr. James. Dr. Southerland's term would have ended in 2024 and will be completed by Dr. McGoff. Ms. Warham's term would have ended in 2023 and will be completed by Dr. Herron.

A brief summary of the nominees' academic credentials are as follows:

Alexandra Herron, EdD, Associate Vice President of Digital Learning Operations, Concordia University Texas
EdD in Leadership – Creighton University
MS in Instructional Leadership – National University
MA in English – National University
BA in English – Gonzaga University

<u>Erin McGoff, DProf, Assistant Vice President of the Health Education Center
and Director of Simulation, The University of Texas Medical Branch at Galveston</u>
DProf in Research for Professional Practice – University of Central Lancashire
MSc in Sports & Exercise Medicine – University of Strathclyde
BSc in Physiotherapy – University of Manchester

<u>Darryl James, PhD, Vice Provost for Institutional Effectiveness, Texas Tech
University</u>
PhD in Mechanical Engineering – Georgia Institute of Technology
MSME in Mechanical Engineering – Georgia Institute of Technology
BSME in Mechanical Engineering – Texas A&M University

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

Committee on Academic and Workforce Success

AGENDA ITEM V-M (1)

<u>Consideration and possible action to approve the request from Angelo State University for a Doctor of Education (EdD) degree with a major in transformative leadership</u>

RECOMMENDATION: Approval, beginning spring 2023

Background Information:

Angelo State University (Angelo State) is seeking approval to offer a Doctor of Education (EdD) degree in transformative leadership. The proposed online program would require 60 semester credit hours (SCHs) beyond a master's degree beginning in spring 2023.

The proposed program would focus on organizational leadership and is designed for working professionals interested in pursuing high-level leadership and management positions within their field. Professionals pursuing this type of EdD program would come from diverse backgrounds, including K-20 administration, nonprofits, human resources, corporate training and development, education consulting, healthcare, and government. Angelo State anticipates most students would continue working while enrolled in the program and would pursue leadership roles within their organization following graduation. Data from the US Bureau of Labor Statistics and Texas Workforce Commission show growth in leadership and management positions across a variety of fields, creating an average of 9,829 job openings in Texas annually over the next 10 years.

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

Completion Measures

		Institution	*State*
Graduate	Master's 5-Year Graduation Rate	71.1%	77.7%
	Doctoral 10-Year Graduation Rate	N/A	66.1%
Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years: Recently Approved Doctoral Programs: • Counseling Psychology (PSYD), starting fall 2022 • Doctor of Social Work (DSW), starting fall 2022 The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes No _**N/A**_ Yes No _**N/A**_	

Proposed Program:

This online program would require 60 semester credit hours of instruction beginning in spring 2023. Students would meet face to face on the Angelo State campus for a multi-day residency conference at the beginning of the program and return for the oral defense of their dissertation. The program is designed to prepare students for leadership positions in a variety of fields.

The institution estimates that five-year costs would total $2,966,000.

Existing Programs:

There are 25 public and 6 independent institutions offering doctoral programs in education leadership and administration in Texas.

Public Institutions

Lamar University	Texas Tech University
Midwestern State University	Texas Woman's University
Prairie View A&M University	The University of Texas at Arlington
Sam Houston State University	The University of Texas at Austin
Stephen F. Austin State University	The University of Texas at El Paso
Tarleton State University	The University of Texas at San Antonio
Texas A&M University	The University of Texas at Tyler
Texas A&M University- Commerce	The University of Texas Rio Grande Valley
Texas A&M University- Corpus Christi	University of Houston
Texas A&M University- Kingsville	University of Houston- Clear Lak
Texas A&M University-Texarkana	University of North Texas
Texas Southern University	West Texas A&M University

Texas State University

Independent Colleges and Universities

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

The nearest institution to Angelo State offering a doctoral program in education leadership and administration is Tarleton State University, more than 150 miles away.

In 2021, there were a total of 2,316 declared majors at the public institutions.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Students Enrolled	9	22	35	43	47
Graduates	0	0	0	9	13
Avg. Financial Assistance	14,500	14,500	14,500	14,500	14,500
Students Assisted	1	1	1	1	1
Core Faculty (FTE)	4	4	4	4	4
Total Costs	$328,000	$583,000	$673,000	$691,000	$691,000
Total Funding	$303,500	$573,500	$1,060,886	$1,074,386	$1,074,386
% From Formula Funding	0	0	30%	30%	30%

Costs and Funding:

Major costs associated with the proposed program would include the reallocation of resources for faculty. New costs to the institution would be minimal. The formula funding generated and the reallocation of existing resources and tuition/fees would cover the costs for the program.

FIVE-YEAR COSTS		
Personnel		
Faculty (New)	$	684,000
Faculty (Reallocated)	$	1,917,000
Program Administration (New)	$	0
Program Administration (Reallocated)	$	100,000
Graduate Assistants (New)	$	72,500
Graduate Assistants (Reallocated)	$	0
Clerical/Staff (New)	$	0
Clerical/Staff (Reallocated)	$	17,500
Other	$	0
Student Support	$	0
Supplies and Materials	$	25,000
Library and IT Resources	$	100,000
Equipment	$	50,000
Facilities	$	0
Other	$	0
Total	$	2,966,000

FIVE-YEAR FUNDING		
Formula Funding (Years 3-5)	$	949,158
Other State Funding	$	0
Reallocation of Existing Resources	$	2,034,500
Federal Funding (In-Hand Only)	$	0
Tuition and Fees	$	1,103,000
Other		
Total	$	4,086,658

Major Commitments:

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

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Prospective Students, Parents and the Public
ANGELO STATE UNIVERSITY

Location: San Angelo, West Region

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

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

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

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2021 Number	Percent
White	5,283	50.4%
Hispanic	3,995	38.1%
African American	650	6.2%
Asian	174	1.7%
International	174	1.7%
Other & Unknown	209	2.0%
Total	**10,485**	**100.0%**
TX First Time Transfers	Number	% of UG
Two-Year Institutions	247	2.7%
Other Institutions	34	.4%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2017	29.2%
Same Institution		26.9%
Other Institutions		2.3%
5-year Rate Total	2016	43.7%
Same Institution		37.5%
Other Institutions		6.2%
6-year Rate Total	2015	51.4%
Same Institution		43.6%
Other Institutions		7.8%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2020	
Total	76.7%
Same	66.6%
Other	**10.1%**
2-Year Persistence, Fall 2019	
Total	66.7%
Same	53.1%
Other	**13.6%**

Avg Number SCH for Bachelor's Degree FY 2021 Average		
	Sem	SCH
All	8.60	128.00

Degrees Awarded

Type	FY 2021
Bachelor's	1,154
Master's	606
Doctoral	0
Professional	25
Total	1,785

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	91.9%
Engineering	%

*Data for FY 2020

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021

Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2021

Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,260	76.7%	64.3%
African American	319	65.2%	38.0%
Hispanic	1,390	71.2%	52.9%
Asian	41	68.3%	71.4%
International	48	62.5%	33.3%
Other	67	71.6%	60.4%
Total	3,125	72.6%	56.5%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	$8,038	.0%	$7,548	.0%
2018	$8,216	2.2%	$7,191	-5.0%
2019	$8,489	3.2%	$7,646	6.0%
2020	$8,720	2.6%	$7,854	2.6%
2021	$9,010	3.2%	$8,098	3.0%
2022	$9,310	3.2%	$8,324	2.7%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022

Type of Cost	Average Amount
Total Academic Cost	$9,310
On-campus Room & Board	$9,980
Books & Supplies	$1,200
Off-Campus Transportation & Personal Expenses	$3,400
Total Cost	$23,890

Rates of Tutition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2021
Undergraduate Classes with < 20 Students	41.8%
Undergraduate Classes with > 50 Students	5.3%
% of Teaching Faculty Tenured/Tenure-track *	58.1%
Student/Faculty Ratio *	22:1

* Fall 2020 Data

Financial Aid

Enrolled in FY 2020

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	$0
Federal (Pell) Grants	0%	$0
Federal Student Loans	0%	$0

Funding

Source	FY 2021 Amount	Pct of Total
Appropriated Funds	$49,314,326	33.1%
Federal Funds	$32,115,992	21.6%
Tuition & Fees	$38,091,980	25.6%
Total Revenue	$148,823,344	100.0%

Location: San Angelo, West Region

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

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

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

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Fall 2016 Percent	Fall 2020 Number	Fall 2020 Percent	Fall 2021 Number	Fall 2021 Percent
White	5,100	53.8%	5,322	50.7%	5,283	50.4%
Hispanic	2,853	30.1%	3,894	37.1%	3,995	38.1%
African American	745	7.9%	728	6.9%	650	6.2%
Asian	128	1.4%	176	1.7%	174	1.7%
International	234	2.5%	156	1.5%	174	1.7%
Other & Unknown	415	4.4%	213	2.0%	209	2.0%
Total	9,475	100.0%	10,489	100.0%	10,485	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	261	3.3%	267	3.0%	247	2.7%
Other Institutions	45	.6%	40	.4%	34	.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
2017	$8,038	.0%	$7,583	.0%
2018	$8,216	2.2%	$7,259	-4.3%
2019	$8,489	3.3%	$7,702	6.1%
2020	$8,720	2.7%	$7,911	2.7%
2021	$9,010	3.3%	$8,159	3.1%
2022	$9,310	3.3%	$8,390	2.8%

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2015	Enter Fall 2019	Enter Fall 2020
Cohort	1,336	1,324	976
Total	79.8%	78.5%	76.7%
Same	66.5%	67.7%	66.6%
Other	13.2%	10.9%	10.1%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2014	Enter Fall 2018	Enter Fall 2019
Institution Persistence			
Cohort	1,285	1,360	1,317
Total	69.6%	66.9%	66.7%
Same	49.3%	52.9%	53.1%
Other	20.4%	14.0%	13.6%
Peer Group Persistence			
Cohort	548	559	526
Total	71.9%	69.1%	66.5%
Same	46.5%	51.9%	49.8%
Other	29.0%	17.0%	16.7%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Institution Sem	Institution SCH	Peer Group Average Grads	Peer Group Average Sem	Peer Group Average SCH
FY 2017	734	9.20	133.00	480	11.91	141.42
FY 2020	870	9.20	131.00	559	11.45	136.35
FY 2021	883	8.60	128.00	573	10.62	134.92

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2012 4-year	23.8%	21.0%
Fall 2016 4-year	31.6%	27.9%
Fall 2017 4-year	29.2%	27.4%
Fall 2011 5-year	42.5%	38.7%
Fall 2015 5-year	47.4%	46.3%
Fall 2016 5-year	43.7%	43.1%
Fall 2010 6-year	44.5%	43.5%
Fall 2014 6-year	51.3%	50.6%
Fall 2015 6-year	51.4%	52.6%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2011 4-year	20.0%	24.4%
Fall 2015 4-year	28.0%	26.8%
Fall 2010 5-year	32.0%	39.4%
Fall 2014 5-year	36.0%	41.6%
Fall 2009 6-year	37.0%	46.6%
Fall 2013 6-year	40.0%	46.2%

Six-year Graduation & Persistence Rate, Fall 2015

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	660	52.6%
Peer Group	183	49.2%
For Students NOT Needing Dev Ed		
Institution	676	63.6%
Peer Group	352	67.9%

*Peer Group data is average for peer group.

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2019	35%	$6,253	34%	$5,909	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	62%	$6,519	52%	$5,763	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal (Pell) Grants						
2019	32%	$4,806	35%	$3,630	0%	$0
2020	0%	$0	0%	$0	0%	$0

Funding

Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	$42,713,371	36.0%	$50,130,674	36.9%	$49,314,326	33.1%
Federal Funds	$11,022,676	9.3%	$20,612,850	15.2%	$32,115,992	21.6%
Tuition & Fees	$36,971,418	31.2%	$41,367,534	30.4%	$38,091,980	25.6%
Total Revenue	$118,524,832	100.0%	$135,952,988	100.0%	$148,823,344	100.0%

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

West Texas A&M University

Texas Tech University

Abilene Christian University

*Angelo State University

The University of Texas at El Paso

Midwestern State University

Tarleton State University

The University of Texas at Arlington

Texas Christian University

University of North Texas

Texas Woman's University

Texas Wesleyan University

Dallas Baptist University

Texas A&M University-Texarkana

Texas A&M University-Commerce

The University of Texas at Tyler

Baylor University

Stephen F. Austin State University

Sam Houston State University

Texas A&M University

Prairie View A&M University

Lamar University

University of Houston

Texas Southern University

University of Houston-Clear Lake

Houston Baptist University

The University of Texas at San Antonio

The University of Texas at Austin

Texas State University

Texas A&M University-Corpus Christi

Texas A&M University-Kingsville

The University of Texas-Rio Grande Valley

High Plains

Northwest

Metroplex

Upper East

West Texas

Central Texas

Southeast

Upper Rio Grande

South Texas

Gulf Coast

* Proposed Program

▲ Public Institutions

● Independent Institutions

Committee on Academic and Workforce Success

AGENDA ITEM V-M (2)

Consideration and possible action to approve the request from Navarro College for a Bachelor of Science in Nursing (BSN) completion degree with a major in nursing

RECOMMENDATION: Approval, beginning fall 2023

Background Information:

Navarro College (Navarro) is seeking approval to offer a Bachelor of Science in Nursing degree completion program for registered nurses (RN-BSN) beginning in fall 2023. Navarro currently offers an Associate Degree in Nursing (ADN). The associate degree in nursing is the minimum education requirement for RN licensure. The proposed hybrid online program would build on the 60 semester credit hour (SCH) associate degree curriculum, requiring 27 additional SCHs of core curriculum coursework and 33 SCHs of upper-division nursing coursework, for a total of 120 SCHs.

Workforce data suggest there is a growing need for registered nurses. According to the United States Bureau of Labor Statistics, the employment rate for registered nurses is expected to grow at a greater rate (9.0%) than the average for all occupations (7.7%). The Texas Workforce Commission expects the state employment rate for registered nurses to grow at a faster rate (16.7%) than the average for all occupations (12.6%).

Although an associate degree in nursing is the minimum education requirement for RN licensure, there has been a national effort to increase the number of registered nurses with baccalaureate degrees. The proposed hybrid online RN-BSN program would provide an opportunity for registered nurses to advance their education and nursing skills, improving patient care.

In accordance with the institution's proposed hiring schedule, Navarro will hire two additional core faculty members in 2022. By June 1, 2023, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of upper-division nursing courses to be taught.

The institution will seek accreditation for its RN-BSN degree program from the Accreditation Commission for Education in Nursing. The Texas Board of Nursing approved Navarro's RN-BSN program on June 21, 2022.

Navarro College *(Accountability Peer Group: **Large Colleges**)*

Related Programs
The institution has degree programs within the same two-digit CIP code: <u>Yes</u>
Navarro has 2 nursing programs:
AAS, Nursing
AS, Nursing

Proposed Program:

This hybrid online program would require 120 SCHs beginning fall 2023 at the Corsicana campus. The program would be the 55th RN-BSN program offered in Texas. The proposed program would prepare registered nurses for career advancement and provide the option of pursuing graduate nursing education.

The institution estimates that five-year costs would total $2,066,100. Formula funding would represent 11% of all funding at $371,829. Total funding is estimated to be $3,193,079.

Estimated Five-Year Costs	
Personnel	
Faculty (New)	$ 1,390,900
Faculty (Reallocated)	$ 60,000
Program Administration (New)	$ 0
Program Administration (Reallocated)	$ 0
Graduate Assistants (New)	$ 0
Graduate Assistants (Reallocated)	$ 0
Clerical Staff (New)	$ 130,000
Clerical Staff (Reallocated)	$ 0
Student Support	$ 0
Supplies and Materials	$ 5,000
Library & IT Resources	$ 14,000
Equipment	$ 8,000
Facilities	$ 0
Other (Fringe Benefits)	$ 458,200
Total	**$ 2,066,100**

Estimated Five-Year Funding	
Formula Funding (Years 3-5)	$ 371,829
Other State Funding	$ 0
Reallocation of Resources	$ 430,000
Tuition and Fees	$ 1,563,750
Federal Funding	$ 0
Other Funding	$ 827,500
Total	**$ 3,193,079**

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: __Moderate__ Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (51.3801): 65 BSN, 54 RN-BSN Number of degree programs within a 60-minute drive with the same 6-digit CIP (51.3801): 1			

Job Market Need: __Strong__			
Advertisements for job openings	*__Yes__*	No	N/A
Employer surveys	Yes	No	*__N/A__*
Projections from government agencies, professional entities, etc.	*__Yes__*	No	N/A

Student Demand: __Strong__			
Increased enrollment in related programs at the institution	**Yes**	No	N/A
High enrollment in similar programs at other institutions	**Yes**	No	N/A
Applicants turned away at similar programs at other institutions	**Yes**	No	N/A
Student surveys	*__Yes__*	No	N/A

Start-Up Projections:	*Yr. 1*	*Yr. 2*	*Yr. 3*	*Yr. 4*	*Yr. 5*
Student Headcount	45	45	45	68	68
Student FTE	45	45	45	68	68
Core Faculty Headcount	3	3	3	3	3
Core Faculty FTE	2.5	2.5	2.5	2.5	2.5

Major Commitments:

In accordance with the institution's proposed hiring schedule, Navarro would hire two core faculty members in 2022. By June 1, 2023, the institution will provide documentation of the hires through submission of a letter of intent, curricula vitae, and list of courses to be taught.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
NAVARRO COLLEGE

Location: Corsicana, Metroplex Region
Large Accountability Peer Group: Amarillo College, Blinn College District, Central Texas College, Del Mar College, Laredo College, North Central Texas College, South Plains College, Tyler Junior College
Degrees Offered: Associate's, Certificate 1, Enhanced Skills Certificate

[Institutional Resumes](#)   [Accountability System](#)   [Definitions](#)   [Institution Home Page](#)

Enrollment

Race/Ethnicity	Fall 2016 Number	Percent	Fall 2020 Number	Percent	Fall 2021 Number	Percent
White	5,152	56.4%	4,091	57.9%	3,731	57.8%
Hispanic	1,960	21.5%	1,221	17.3%	1,095	17.0%
African-American	1,637	17.9%	1,319	18.7%	1,187	18.4%
Asian/Pacific Isl.	124	1.4%	92	1.3%	88	1.4%
Other	254	2.8%	342	4.8%	355	5.5%
Total	**9,127**	**100.0%**	**7,065**	**100.0%**	**6,456**	**100.0%**
Enrolled in Dev Ed	1,603	17.6%	762	10.8%	714	11.1%
Enrolled Dual Credit	3,298	36.1%	2,740	38.8%	2,420	37.5%

Funding

FY 2021 Amount	Pct of Total	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total
Appropriated Funds		$17,758,716	30.5%	$15,310,636	28.2%
Federal Funds		$17,463,377	29.9%	$15,883,929	29.2%
Tuition & Fees		$16,205,416	27.8%	$14,857,047	27.3%
Total Revenue		**$58,314,471**	**100.0%**	**$54,383,502**	**100.0%**

Tax Rate per $100 Taxable Property	
FY 2016	FY 2020
$.118300	$.116400

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH

	Institution				Peer Group			
Fiscal Year	In-District	Percent Increase	Out-of-District	Percent Increase	In-District	Percent Increase	Out-of-District	Percent Increase
2017	$2,400	.0%	$3,870	.0%	$2,792	.0%	$4,189	.0%
2018	$2,400	.0%	$3,870	.0%	$2,923	4.7%	$4,387	4.7%
2019	$2,430	1.3%	$4,140	7.0%	$3,048	4.3%	$4,435	1.1%
2020	$3,012	24.0%	$4,452	7.5%	$3,168	3.9%	$4,725	6.5%
2021	$2,798	-7.1%	$4,508	1.3%	$3,225	1.8%	$4,888	3.4%
2022	$2,798	.0%	$4,508	.0%	$3,246	.7%	$4,896	.2%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt
Federal, State, Institutional or Other Grants Known by Institutions				
2019	39%	$4,455	41%	$4,208
Federal Student Loans				
2019	23%	$5,672	17%	$5,189
Federal (Pell) Grants				
2019	30%	$4,470	33%	$4,115

Student Success

Graduation Rate of First-time, Full-time, Credential-seeki Students after 3, 4 and 6 Years

Cohort & Duration	Institution Cohort	Rate	Peer Group Avg Cohort	Rate
Fall 2014 3-year	1,409	21.6%	1,588	18.4%
Fall 2017 3-year	1,098	26.2%	1,278	20.4%
Fall 2018 3-year	1,143	24.9%	1,457	22.5%
Fall 2013 4-year	1,723	25.6%	1,657	26.3%
Fall 2016 4-year	1,155	31.3%	1,296	30.0%
Fall 2017 4-year	1,098	31.1%	1,278	30.3%
Fall 2011 6-year	1,756	31.3%	1,472	33.0%
Fall 2014 6-year	1,409	34.1%	1,588	42.7%
Fall 2015 6-year	1,323	34.5%	1,395	41.6%

Graduates Employed and/or Enrolled in Four-year Institution the Following Fall

Year	Institution	Peer Group
FY 2016	90.1%	87.3%
FY 2019	89.6%	86.6%
FY 2020	89.2%	87.0%

Two-year Persistence of First-time, Full-ti Credential-seeking Undergraduates

	Fall 2014	Fall 2018	Fall 2019
Institution Persistence at:			
Total	43.7%	41.5%	38.1%
Same	21.8%	17.4%	20.7%
Other	21.8%	24.1%	17.5%
Peer Group Persistence at:			
Total	55.3%	52.0%	49.4%
Same	25.3%	26.2%	26.7%
Other	30.0%	25.8%	22.7%

Three-year Graduation and Persistence for First-time, Full-t Undergraduate Students Requiring Developmental Education

	Fall 2018 Cohort	Rate	Fall 2016 Cohort	Rate	Fall 2017 Cohort	Rate
Institution	814	25.6%	1,476	69.6%		
Peer Group	725	26.2%	1,462	79.3%		

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More

	Institution		Peer Group Avg	
Year	< 30 SCH	30+ SCH	< 30 SCH	30+ SCH
FY 2016	5.5%	16.5%	5.2%	17.2%
FY 2020	5.6%	17.3%	8.0%	24.1%
FY 2021	5.3%	19.8%	7.1%	23.5%

Online Resume for Prospective Students, Parents and the Public
NAVARRO COLLEGE

Location: Corsicana, Metroplex Region
Large Accountability Peer Group: Amarillo College, Blinn College District, Central Texas College, Del Mar College, Laredo College, North Central Texas College, South Plains College, Tyler Junior College
Degrees Offered: Associate's, Certificate 1, Enhanced Skills Certificate

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Institution Fall 2021	% Total	Peer Group Avg. Fall 2021	% Total
White	3,731	57.8%	3,957	40.4%
Hispanic	1,095	17.0%	4,206	43.0%
African American	1,187	18.4%	1,000	10.2%
Asian/Pacific Isl.	88	1.4%	229	2.3%
International	39	.6%	57	.6%
Other & Unknown	316	4.9%	334	3.4%
Total	6,456	100.0%	9,786	100.0%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022

Type of Cost	Institution	Peer Group Average
In-district Total Academic Cost	$2,798	$3,302
Out-of-district Total Academic Cost	$4,508	$4,944
Off-campus Room & Board	$7,022	$7,191
Cost of Books & Supplies	$1,679	$1,335
Cost of Off-campus Transportation and Personal Expenses	$7,325	$5,012
Total In-district Cost	$18,824	$16,840
Total Out-of-district Cost	$20,534	$18,482

Degrees & Certificates Awarded

FY 2021

Type	Institution	Peer Group Avg
BAT	0	6
Associate's	958	1,380
Certificate 1	366	490
Certificate 2	0	86
Adv Tech Certificate	0	1
ESC Completer	0	0
Core Completer	775	893
FOS Completer	0	105

Student Success

Two-year Persistence of First-time, Full-time, Credential-seeking Undergraduates, Fall 2019

	Institution	Peer Group Average
Cohort	881	1,363
Total	38.1%	49.4%
Same	20.7%	26.7%
Other	17.5%	22.7%

Graduation Rate of First-time, Full-time, Credential-seeki Students after 3, 4 and 6 Years

Cohort & Duration	Institution Cohort	Rate	Peer Group Avg Cohort	Rate
Fall 2018 3-year	1,143	24.9%	1,457	22.5%
Fall 2017 4-year	1,098	31.1%	1,278	30.3%
Fall 2015 6-year	1,323	34.5%	1,395	41.6%

Three Year Graduation and Persistence for First-time, Full-time Undergraduate Students Requiring Developmental Education

Fall 2017 Cohort	Cohort	Rate
Institution	756	35.2%
Peer Group	774	39.9%

Percent of Students Who Transferred to a Four-year institution with Less Than 30 SCH and 30 SCH or More

Year	Institution Less Than 30 SCH	30 SCH or More	Peer Group Avg Less Than 30 SCH	30 SCH or More
FY 2016	5.5%	16.5%	5.2%	17.2%
FY 2020	5.6%	17.3%	8.0%	24.1%
FY 2021	5.3%	19.8%	7.1%	23.5%

Percent of Graduates from Preceding FY Who Were Employed or Enrolled in Four-year Institution the Following Fall

FY 2020	Institution	Peer Group Avg
Total Emp & Enr	89.2%	87.0%
Employed	45.0%	39.7%
Enrolled	17.5%	19.0%
Both Emp & Enr	26.8%	28.3%

**Proposal for a Bachelor of Science (RN-BSN) degree
with a major in Nursing**

High Plains

Northwest

*Navarro College

Metroplex

Upper East

West Texas

Central Texas

Southeast

Upper
Rio Grande

Gulf Coast

South Texas

* **Proposed Program**

■	Health-Related Institutions (5)
●	Independent Institutions (17)
▲	Public Four-Year Institutions (28)
▲	Public Two-Year Institutions (12)
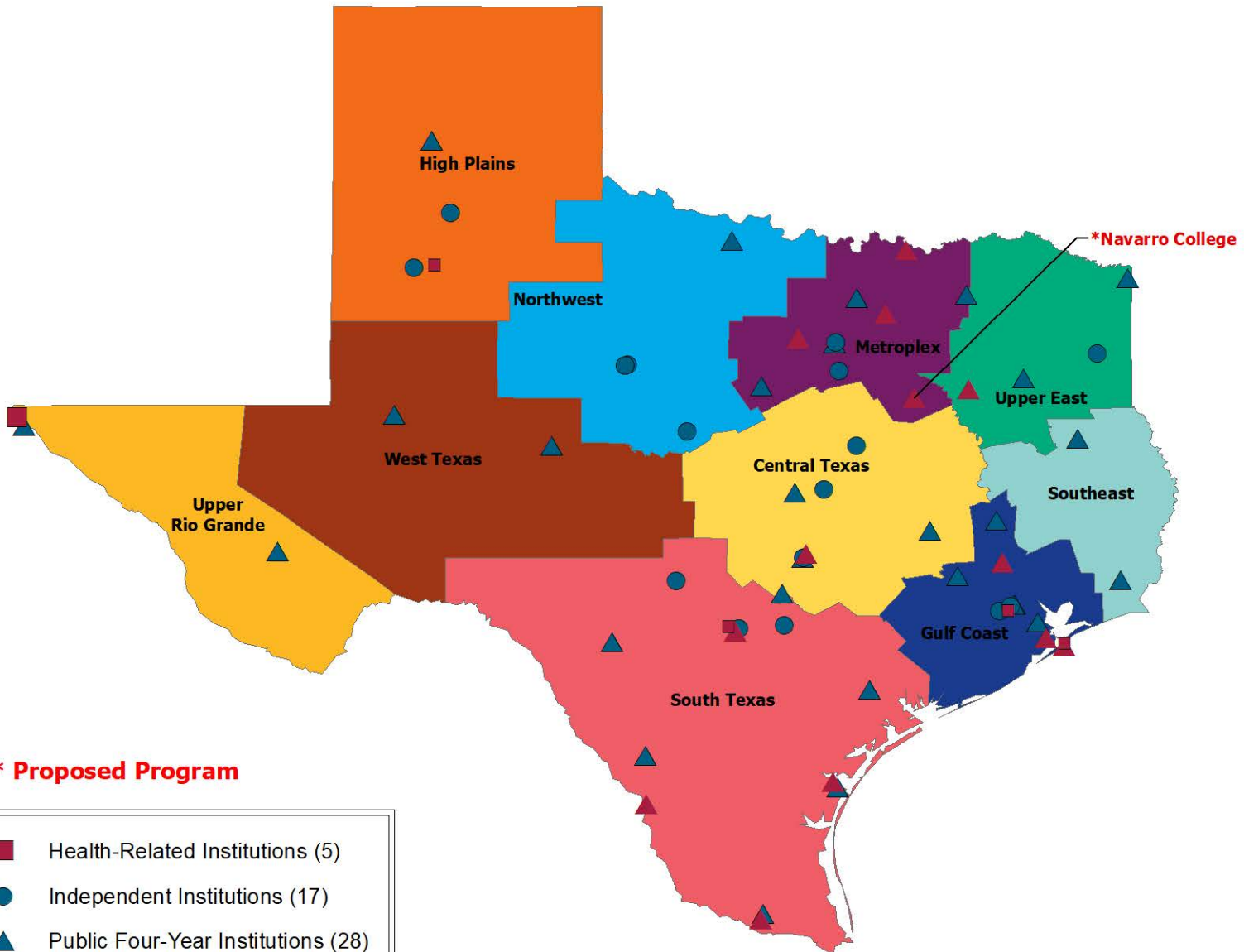
Committee on Academic and Workforce Success

<u>AGENDA ITEM V-M (3)</u>

<u>Consideration and possible action to approve the request from The University of Texas at El Paso for a Doctor of Philosophy (PhD) degree with a major in sociology</u>

RECOMMENDATION: Approval, beginning fall 2023

Background Information:

The University of Texas at El Paso (UT-El Paso) is seeking approval to offer a Doctor of Philosophy (PhD) degree in sociology. The proposed program would draw on the university's location along the US-Mexico border to offer a transnational perspective on three areas of study: borders and mobility, culture and health, and environment and society. The proposed face-to-face program would require 61 semester credit hours (SCHs) beyond a bachelor's degree beginning in fall 2023.

The proposed program would prepare students for work as sociologists and postsecondary faculty. An analysis of workforce demand shows an increased need for sociologists and sociology faculty over the next 10 years. The Bureau of Labor Statistics projects the US will see a 4.8% increase in sociologist positions and a 7.6% increase in sociology faculty positions. The workforce projections for Texas show even greater growth with a 9% increase in sociologist positions and a 10% increase in sociology faculty positions. There are currently six institutions in Texas offering doctoral programs in sociology.

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

Completion Measures		*Institution*	*State*	
Graduate	Master's 5-Year Graduation Rate	79.4%	77.7%	
	Doctoral 10-Year Graduation Rate	63.6%	66.1%	
Status of Recently Approved Doctoral Programs	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	*Yes* No N/A		
	Recently Approved Doctoral Programs: • Data Science (PhD, 2020) • Occupational Therapy (OTD, 2022)			
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	*Yes* No N/A		

Proposed Program:

This face-to-face program would require 61 semester credit hours of instruction beginning in fall 2023 at the main campus in El Paso. The program would be the seventh PhD in sociology program offered in Texas. The proposed program would prepare students for work as sociologists and postsecondary faculty.

The institution estimates that five-year costs would total $3,035,626.

Existing Programs:

There are four public and two independent institutions offering doctoral programs in sociology in Texas.

Public Institutions:
Texas A&M University
Texas Woman's University
The University of Texas at Austin
University of North Texas

Independent Colleges and Universities:
Baylor University
Rice University

The nearest institution to UT-El Paso offering a doctoral program in sociology is Baylor University, more than 600 miles away.

In 2021, there were a total of 186 declared majors at the public institutions.

Start-Up Projections:	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Students Enrolled	8	14	23	29	34
Graduates	0	0	0	2	3
Avg. Financial Assistance	$19,500	$19,500	$19,500	$19,500	$19,500
Students Assisted	8	14	19	24	27
Core Faculty (FTE)	2.9	2.9	2.9	2.9	2.9
Total Costs	$335,155	$452,155	$549,655	$647,155	$645,155
Total Funding	$436,463	$475,662	$674,244	$685,133	$764,124
% From Formula Funding	0	0	25%	25%	33%

Costs and Funding:

Major costs associated with the proposed program would include graduate assistantships and faculty. The majority of these costs would be reallocated from existing resources. New costs to the institution would be minimal. Formula funding, reallocation of existing resources, as well as the tuition and fees and other funding would cover the costs for the program.

FIVE-YEAR COSTS	
Personnel	
Faculty (New)	$ 0
Faculty (Reallocated)	$ 1,165,775
Program Administration (New)	$ 0
Program Administration (Reallocated)	$ 0
Graduate Assistants (New)	$ 955,500
Graduate Assistants (Reallocated)	$ 500,000
Clerical/Staff (New)	$ 0
Clerical/Staff	$ 0

FIVE-YEAR FUNDING	
Formula Funding (Years 3-5)	$ 590,738
Other State Funding	$ 0
Reallocation of Existing Resources	$ 1,665,827
Federal Funding (In-Hand Only)	$ 0
Tuition and Fees	$ 486,561
Other	$ 292,500

(Reallocated)		
Other	$	0
Student Support	$	0
Supplies and Materials	$	0
Library and IT Resources	$	0
Equipment	$	8,000
Facilities	$	0
Other	$	0
Total	$	2,629,275

Total	$	3,035,626

Major Commitments:

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

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region
Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: University Of Akron Main Campus, University Of Memphis, University Of Nevada-Las Vegas, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus
Degrees Offered: Bachelor's, Master's, Doctoral
Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Fall 2016 Percent	Fall 2020 Number	Fall 2020 Percent	Fall 2021 Number	Fall 2021 Percent
White	1,827	7.6%	1,562	6.3%	1,421	5.9%
Hispanic	19,153	80.2%	20,599	82.8%	20,080	83.7%
African American	744	3.1%	709	2.9%	636	2.6%
Asian	275	1.2%	273	1.1%	244	1.0%
International	1,633	6.8%	1,387	5.6%	1,313	5.5%
Other & Unknown	256	1.1%	337	1.4%	309	1.3%
Total	23,888	100.0%	24,867	100.0%	24,003	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	1,340	6.5%	1,100	5.2%	1,132	5.6%
Other Institutions	160	.8%	117	.6%	111	.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
2017	$7,348	.0%	$10,201	.0%
2018	$7,651	4.1%	$10,443	2.4%
2019	$8,067	5.4%	$10,712	2.6%
2020	$8,340	3.4%	$11,011	2.8%
2021	$8,652	3.7%	$11,455	4.0%
2022	$8,947	3.4%	$11,762	2.7%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2019	40%	$6,366	43%	$6,780	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	70%	$6,979	61%	$8,004	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal (Pell) Grants						
2019	56%	$4,687	38%	$4,638	0%	$0
2020	0%	$0	0%	$0	0%	$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2015	Enter Fall 2019	Enter Fall 2020
Cohort	2,950	3,067	2,942
Total	82.3%	81.8%	77.6%
Same	74.2%	77.2%	69.9%
Other	8.1%	4.5%	7.7%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2014	Enter Fall 2018	Enter Fall 2019
Institution Persistence			
Cohort	2,889	2,884	3,042
Total	72.4%	73.9%	74.4%
Same	60.7%	66.9%	67.8%
Other	11.6%	7.0%	6.7%
Peer Group Persistence			
Cohort	3,964	4,534	4,707
Total	82.3%	82.8%	81.6%
Same	67.3%	70.5%	70.6%
Other	15.0%	12.3%	10.9%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2017	2,371	11.60	140.00	3,929	10.72	139.00
FY 2020	2,734	11.40	139.00	4,658	10.37	135.75
FY 2021	2,948	10.60	136.00	4,850	9.82	134.25

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2012 4-year	15.8%	31.4%
Fall 2016 4-year	19.6%	40.7%
Fall 2017 4-year	22.5%	43.2%
Fall 2011 5-year	33.7%	52.1%
Fall 2015 5-year	39.6%	59.8%
Fall 2016 5-year	40.8%	60.5%
Fall 2010 6-year	42.1%	59.4%
Fall 2014 6-year	47.3%	65.3%
Fall 2015 6-year	48.5%	66.7%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2011 4-year	12.0%	19.2%
Fall 2015 4-year	13.0%	28.4%
Fall 2010 5-year	29.0%	40.4%
Fall 2014 5-year	28.0%	48.8%
Fall 2009 6-year	40.0%	47.8%
Fall 2013 6-year	37.0%	54.4%

Six-year Graduation & Persistence Rate, Fall 2015

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	1,143	50.4%
Peer Group	456	57.2%
For Students NOT Needing Dev Ed		
Institution	1,807	70.8%
Peer Group	3,565	76.9%

*Peer Group data is average for peer group.

Funding

Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	$132,154,861	35.3%	$143,980,978	32.7%	$133,335,593	25.7%
Federal Funds	$103,822,307	27.7%	$121,851,704	27.7%	$206,524,165	39.7%
Tuition & Fees	$104,241,630	27.9%	$139,315,793	31.6%	$140,269,683	27.0%
Total Revenue	$374,143,617	100.0%	$440,512,555	100.0%	$519,765,124	100.0%

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS AT EL PASO

Location: El Paso, Upper Rio Grande Region
Emerging Research Accountability Peer Group: Texas State Univ, Texas Tech Univ, UT Arlington, UT Dallas, UT San Antonio, Univ of Houston, Univ of North Texas
Out-Of-State Peers: University Of Akron Main Campus, University Of Memphis, University Of Nevada-Las Vegas, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus
Degrees Offered: Bachelor's, Master's, Doctoral

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

	Fall 2021	
Race/Ethnicity	Number	Percent
White	1,421	5.9%
Hispanic	20,080	83.7%
African American	636	2.6%
Asian	244	1.0%
International	1,313	5.5%
Other & Unknown	309	1.3%
Total	24,003	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	1,132	5.6%
Other Institutions	111	.6%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2017	22.5%
Same Institution		21.0%
Other Institutions		1.6%
5-year Rate Total	2016	40.8%
Same Institution		38.7%
Other Institutions		2.2%
6-year Rate Total	2015	48.5%
Same Institution		45.4%
Other Institutions		3.2%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2020	
Total	77.6%
Same	69.9%
Other	7.7%
2-Year Persistence, Fall 2019	
Total	74.4%
Same	67.8%
Other	6.7%

Avg Number SCH for Bachelor's Degree

	FY 2021 Average	
	Sem	SCH
All	10.60	136.00

Degrees Awarded

Type	FY 2021
Bachelor's	4,008
Master's	1,111
Doctoral	104
Professional	75
Total	5,298

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	97.2%
Engineering	30.0%

*Data for FY 2020

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021

Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2021

Race/Ethnicity	Applicants	Accepted	Enrolled
White	430	100.0%	22.8%
African American	286	100.0%	23.1%
Hispanic	8,925	100.0%	30.9%
Asian	108	100.0%	17.6%
International	266	99.6%	35.5%
Other	161	100.0%	38.5%
Total	10,176	100.0%	30.4%

Instruction

Measure of Excellence	Fall 2021
Undergraduate Classes with < 20 Students	31.1%
Undergraduate Classes with > 50 Students	16.6%
% of Teaching Faculty Tenured/Tenure-track *	44.1%
Student/Faculty Ratio *	26:1

* Fall 2020 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	$7,348	.0%	$10,609	.0%
2018	$7,651	4.0%	$10,841	2.1%
2019	$8,067	5.2%	$11,090	2.2%
2020	$8,340	3.3%	$11,393	2.7%
2021	$8,652	3.6%	$11,856	3.9%
2022	$8,947	3.3%	$12,164	2.5%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022

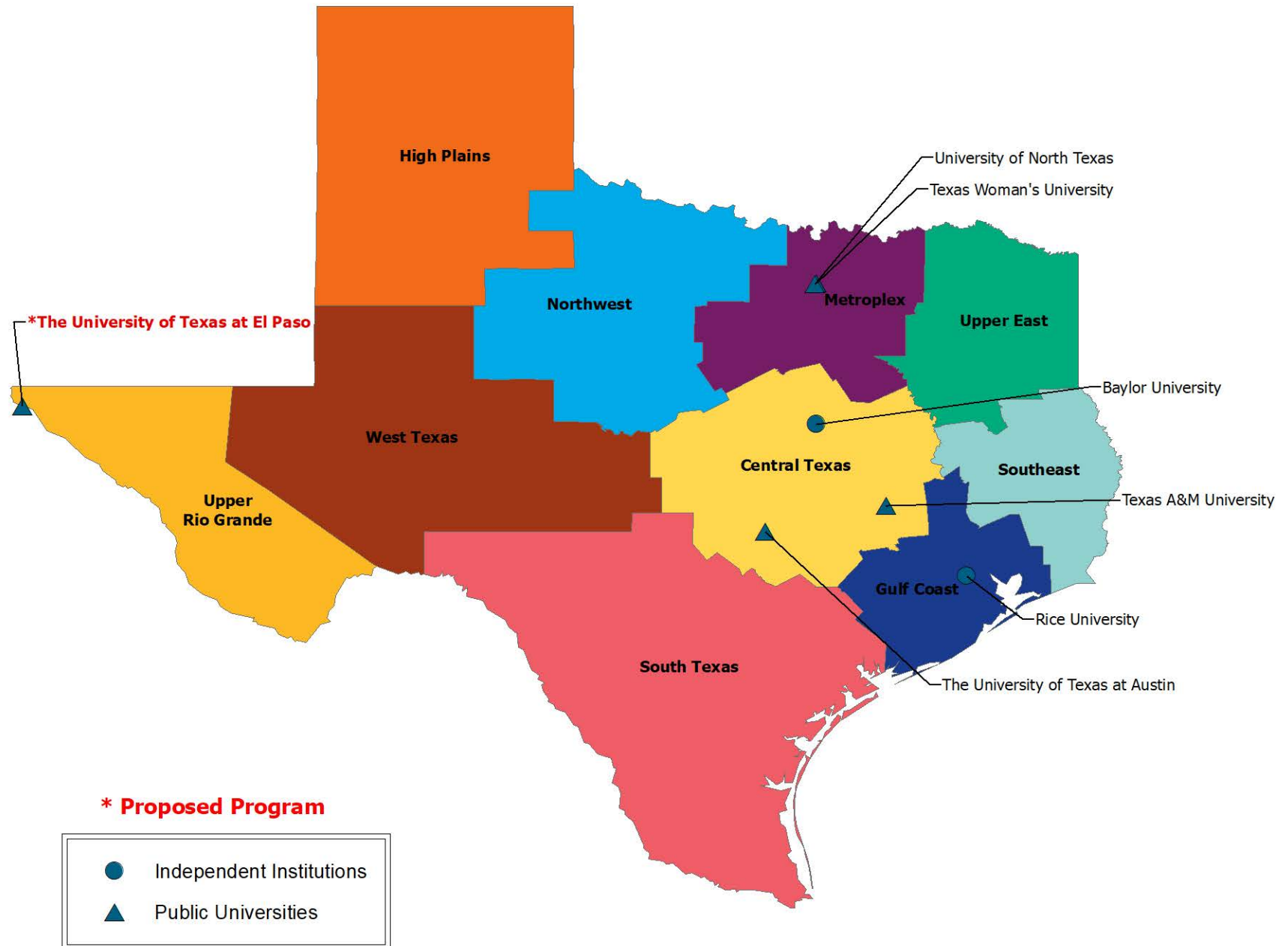| Type of Cost	Average Amount
Total Academic Cost	$8,947
On-campus Room & Board	$9,496
Books & Supplies	$1,883
Off-Campus Transportation & Personal Expenses	$3,382
Total Cost	$23,708

Rates of Tutition per SCH
Mandatory Fees

Financial Aid

Enrolled in FY 2020

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	$0
Federal (Pell) Grants	0%	$0
Federal Student Loans	0%	$0

Funding

Source	FY 2021 Amount	Pct of Total
Appropriated Funds	$133,335,593	25.7%
Federal Funds	$206,524,165	39.7%
Tuition & Fees	$140,269,683	27.0%
Total Revenue	$519,765,124	100.0%

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

High Plains

Northwest

University of North Texas

Texas Woman's University

Metroplex

Upper East

*The University of Texas at El Paso

West Texas

Baylor University

Central Texas

Southeast

Texas A&M University

Upper Rio Grande

Gulf Coast

Rice University

South Texas

The University of Texas at Austin

* Proposed Program

Independent Institutions

Public Universities

Committee Academic and Workforce Success

<u>AGENDA ITEM V-M (4)</u>

<u>Consideration of approving the request from The University of Texas Permian Basin for a Bachelor of Science (BS) degree with a major in civil engineering</u>

RECOMMENDATION: Approval, beginning fall 2024

Background:

The University of Texas Permian Basin (Accountability peer group: Master's)

The University of Texas Permian Basin (UTPB) is proposing a Bachelor of Science (BS) in civil engineering. The proposed face-to-face program would train students in the four foundational areas of civil engineering: structural and construction, transportation, geotechnical, and water and environmental. In addition, students have civil engineering electives for further specialization, surveying, and geographic information system. The proposed program covers relevant topics from reinforced concrete, hydrology and hydraulics, construction engineering, geology, geomatics, and environmental, transportation, mathematics, probability, and statistics, to adequately prepare students with the necessary technical skillsets.

The proposed program would require 126 semester credit hours (SCHs), which is necessary to meet ABET requirements. There would be 74 SCHs of required courses and 10 SCHs of electives beyond the general core curriculum. The foundational courses include Calculus I, Calculus II, Calculus III, General Chemistry I, Physics I, Physics II, Engineering Graphics, Engineering Mechanics: Statics, Differential Equations, Engineering Mechanics: Dynamics, Mechanics of Materials, Fluid Mechanics, Thermodynamics, Engineering Probability, and Statistics. The mathematics and science courses will be taught by the Department of Mathematics and Physics and the Department of Chemistry. The proposed program would be offered face to face to students in Odessa, Texas.

Job market demand appears strong. In 2021, 18 Texas public institutions produced 1,130 graduates with a bachelor's degree in civil engineering. For the decade 2020 to 2030, the Texas Workforce Commission (TWC) anticipates 26,701 annual job openings for civil engineering managers in the state. For the Permian Basin area, TWC anticipates 658 annual job openings for civil engineering managers. According to TWC's estimates, Texas public institutions are producing a shortage of 1,603 fewer graduates than available job positions for civil engineering that require a bachelor's degree.

UTPB has a co-enrollment partnership with Midland College that would also support the civil engineering program. The UTPB-Midland College (MC) Engineering Partnership Co-Enrollment (1-2 years) is outlined below:

- o Students would co-enroll at Midland College (MC) and at the UTPB
- o Students would take their first two years at MC with the intention of transferring to UTPB
- o Students would take one engineering course (3 SCHs) per year including summer at UTPB at no cost.

Related Programs:
The institution has the following degree programs in the same two-digit CIP code:

BS in Chemical Engineering
BS in Electrical Engineering
BS, MS in Mechanical Engineering
BS in Petroleum Engineering

Existing Programs:
There are 18 public and three independent universities offering undergraduate programs in civil engineering in Texas. There are no related programs within a 60-minute drive of the proposed program. The closest public institution that offers a civil engineering program is Angelo State University located in San Angelo, Texas, which is 130 miles away.

Public Universities:

Angelo State University
Lamar University
Prairie View A&M University
Tarleton State University
Texas A&M University
Texas A&M University-Corpus Christi
Texas A&M University-Kingsville
Texas Southern University
Texas State University
Texas Tech University
The University of Texas at Arlington
The University of Texas at Austin

The University of Texas at El Paso
The University of Texas at San Antonio
The University of Texas at Tyler
The University of Texas Rio Grande Valley
University of Houston
West Texas A&M University

Independent Colleges and Universities:
LeTourneau University
Rice University
Southern Methodist University

Start-Up Projections:

	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Student Headcount	44	91	142	193	219
Student FTE	38	78	122	166	188
Core Faculty Headcount	7	9	10	11	11

Core Faculty FTE	2.75	3.75	4.75	5.75	5.75

Costs and Funding:

The institution estimates that formula funding would represent approximately 16% of all five-year funding.

Estimated Five-Year Costs		
Faculty (New)	$	1,287,419
Faculty (Reallocated)	$	0
Program Administration (New)	$	0
Program Administration (Reallocated)	$	0
Clerical/Staff (New)	$	0
Clerical/Staff (Reallocated)	$	0
Other	$	0
Student Support	$	0
Supplies & Materials	$	38,000
Library & IT Resources	$	100,000
Equipment	$	550,000
Facilities	$	0
Other	$	14,000
Total	$	1,975,419

Estimated Five-Year Funding		
Formula Funding (Years 3-5 Only)	$	3,156,932.44
Other State Funding	$	0
Reallocated Funds	$	666,969.60
Federal Funding (In-Hand Only)	$	0
Tuition and Fees	$	361,932.22
Other		1,050,000
Total	$	5,235,834.26

Evidence of Duplication, Workforce Need, and Student Demand:

Duplication of Programs is: **Strong**

Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.0801): 21

Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.0801): **0**

Job Market Need: <u>***Strong***</u>			
Advertisements for job openings	<u>*Yes*</u>	No	N/A
Employer surveys	Yes	No	<u>**N/A**</u>
Projections from government agencies, professional entities, etc.	<u>*Yes*</u>	No	N/A

Student Demand: <u>***Moderate***</u>			
Increased enrollment in related programs at the institution	<u>*Yes*</u>	No	N/A
High enrollment in similar programs at other institutions	<u>Yes*</u>	No	N/A

Applicants turned away at similar programs at other institutions	Yes	*No*	N/A
Student surveys	Yes	*No*	N/A

* UTPB provided relevant data in the proposal that was needed to assess the capacity of the 18 Texas institutions to accept additional students in BS civil engineering programs. UTPB used data available on institutional websites, 02/17/2022 to make the evaluations.

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTPB would hire five additional core faculty members. One faculty member would be hired in years one, three, and four of the program. Two faculty members would be hired in year two of the program. The institution will submit reports in years one, three, and five confirming institutional commitments and assessing the progress of program implementation.

The institution will seek accreditation for its civil engineering degree program from ABET upon the graduation of its first cohort.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS PERMIAN BASIN

Location: Odessa, West Region

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

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Fall 2016 Percent	Fall 2020 Number	Fall 2020 Percent	Fall 2021 Number	Fall 2021 Percent
White	2,362	36.2%	1,962	35.5%	1,636	32.4%
Hispanic	2,949	45.2%	2,715	49.1%	2,554	50.6%
African American	377	5.8%	457	8.3%	429	8.5%
Asian	199	3.1%	150	2.7%	145	2.9%
International	123	1.9%	125	2.3%	138	2.7%
Other & Unknown	514	7.9%	121	2.2%	141	2.8%
Total	6,524	100.0%	5,530	100.0%	5,043	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	334	5.9%	360	8.0%	301	7.4%
Other Institutions	79	1.4%	86	1.9%	62	1.5%

Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Texas Rates Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	$6,850	.0%	$7,583	.0%
2018	$7,124	4.0%	$7,259	-4.3%
2019	$7,844	10.1%	$7,702	6.1%
2020	$8,464	7.9%	$7,911	2.7%
2021	$8,806	4.0%	$8,159	3.1%
2022	$9,172	4.2%	$8,390	2.8%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2019	39%	$8,031	34%	$5,909	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	43%	$5,390	52%	$5,763	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal (Pell) Grants						
2019	31%	$4,481	35%	$3,630	0%	$0
2020	0%	$0	0%	$0	0%	$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2015	Enter Fall 2019	Enter Fall 2020
Cohort	478	377	513
Total	80.5%	74.0%	75.8%
Same	68.4%	62.1%	61.0%
Other	12.1%	11.9%	14.8%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2014	Enter Fall 2018	Enter Fall 2019
Institution Persistence			
Cohort	410	371	375
Total	71.7%	66.3%	64.8%
Same	53.9%	47.2%	49.6%
Other	17.8%	19.1%	15.2%
Peer Group Persistence			
Cohort	548	559	526
Total	71.9%	69.1%	66.5%
Same	46.5%	51.9%	49.8%
Other	29.0%	17.0%	16.7%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2017	454	11.80	138.00	480	11.91	141.42
FY 2020	472	11.00	134.00	559	11.45	136.35
FY 2021	512	10.00	134.00	573	10.62	134.92

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2012 4-year	27.1%	21.0%
Fall 2016 4-year	26.1%	27.9%
Fall 2017 4-year	29.9%	27.4%
Fall 2011 5-year	41.7%	38.7%
Fall 2015 5-year	46.2%	46.3%
Fall 2016 5-year	40.7%	43.1%
Fall 2010 6-year	44.9%	43.5%
Fall 2014 6-year	47.3%	50.6%
Fall 2015 6-year	51.3%	52.6%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2011 4-year	22.0%	12.2%
Fall 2015 4-year	26.0%	18.6%
Fall 2010 5-year	37.0%	23.2%
Fall 2014 5-year	36.0%	34.0%
Fall 2009 6-year	40.0%	30.0%
Fall 2013 6-year	40.0%	39.2%

Six-year Graduation & Persistence Rate, Fall 2015

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	19	31.6%
Peer Group	183	49.2%
For Students NOT Needing Dev Ed		
Institution	459	60.3%
Peer Group	352	67.9%

*Peer Group data is average for peer group.

Funding

Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	$38,024,605	52.2%	$45,985,880	39.9%	$43,016,478	40.7%
Federal Funds	$7,649,783	10.5%	$13,301,710	11.5%	$22,084,960	20.9%
Tuition & Fees	$20,664,270	28.4%	$43,756,605	38.0%	$29,564,335	27.9%
Total Revenue	**$72,830,841**	**100.0%**	**$115,195,596**	**100.0%**	**$105,820,671**	**100.0%**

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS PERMIAN BASIN

Location: Odessa, West Region

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

Out-Of-State Peers: Auburn University At Montgomery, Columbus State University, New Jersey City University, University Of Illinois At Springfield, Western New Mexico University

Degrees Offered: Bachelor's, Master's

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

	Fall 2021	
Race/Ethnicity	Number	Percent
White	1,636	32.4%
Hispanic	2,554	50.6%
African American	429	8.5%
Asian	145	2.9%
International	138	2.7%
Other & Unknown	141	2.8%
Total	5,043	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	301	7.4%
Other Institutions	62	1.5%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2017	29.9%
Same Institution		26.2%
Other Institutions		3.7%
5-year Rate Total	2016	40.7%
Same Institution		33.8%
Other Institutions		6.9%
6-year Rate Total	2015	51.3%
Same Institution		43.7%
Other Institutions		7.5%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2020	
Total	75.8%
Same	61.0%
Other	14.8%
2-Year Persistence, Fall 2019	
Total	64.8%
Same	49.6%
Other	15.2%

Avg Number SCH for Bachelor's Degree		
FY 2021 Average	Sem	SCH
All	10.00	134.00

Degrees Awarded

Type	FY 2021
Bachelor's	913
Master's	458
Doctoral	0
Professional	0
Total	1,371

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate

Field	FY 2021 Rate
Law	%
Pharmacy	%
Nursing	%
Engineering	80.0%

*Data for FY 2020

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021

Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2021

Race/Ethnicity	Applicants	Accepted	Enrolled
White	265	87.2%	45.5%
African American	154	85.1%	36.6%
Hispanic	665	91.7%	43.0%
Asian	28	92.9%	46.2%
International	38	84.2%	50.0%
Other	24	91.7%	54.5%
Total	1,174	89.6%	43.3%

Instruction

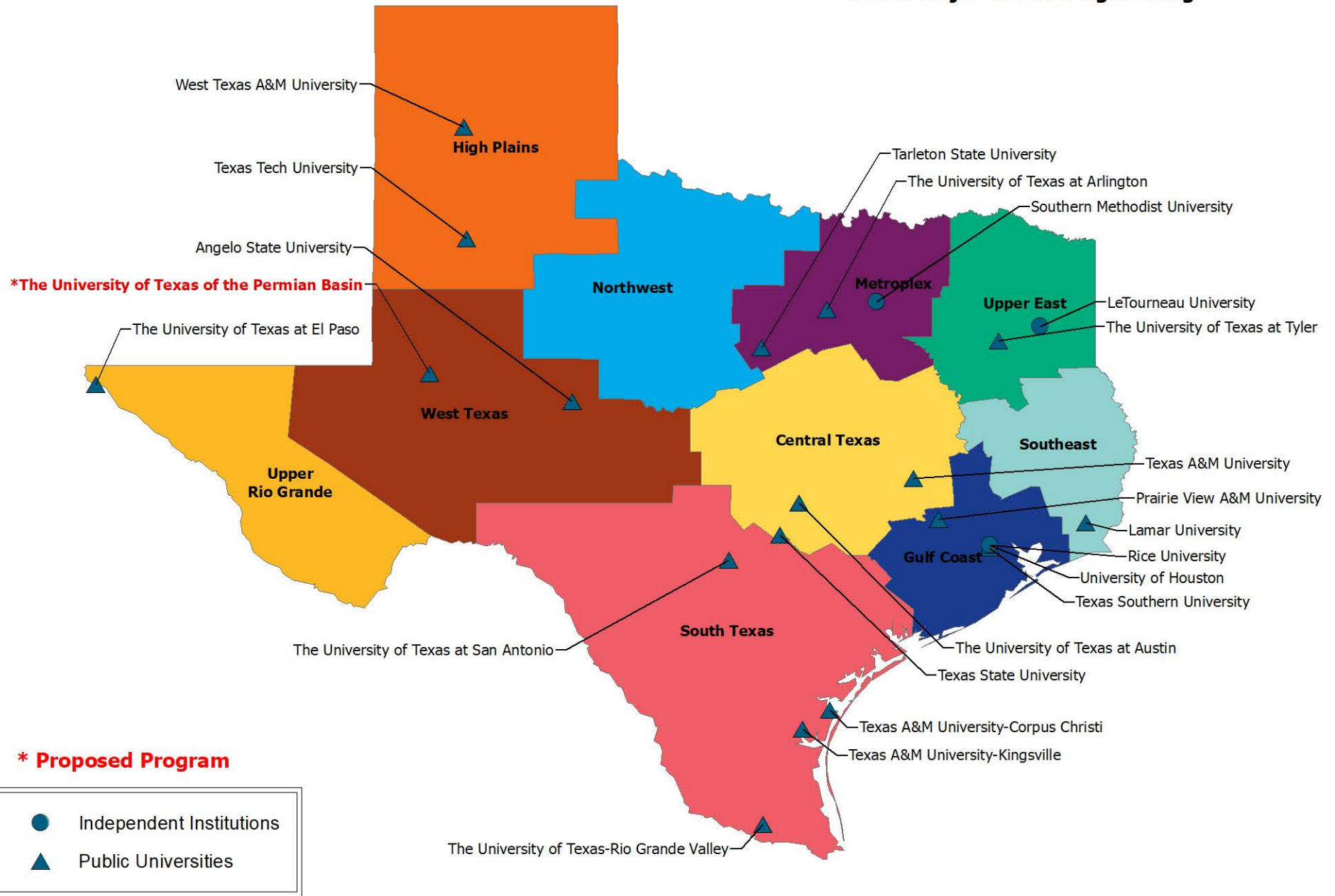| Measure of Excellence	Fall 2021
Undergraduate Classes with < 20 Students	56.1%
Undergraduate Classes with > 50 Students	2.2%
% of Teaching Faculty Tenured/Tenure-track *	61.3%
Student/Faculty Ratio *	16:1

* Fall 2020 Data

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	$6,850	.0%	$7,639	.0%
2018	$7,124	3.8%	$7,269	-5.1%
2019	$7,844	9.2%	$7,692	5.5%
2020	$8,464	7.3%	$7,872	2.3%
2021	$8,806	3.9%	$8,113	3.0%
2022	$9,172	4.0%	$8,334	2.7%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022

Type of Cost	Average Amount
Total Academic Cost	$9,172
On-campus Room & Board	$11,286
Books & Supplies	$1,684
Off-Campus Transportation & Personal Expenses	$3,196
Total Cost	$25,338

Rates of Tutition per SCH
Mandatory Fees

Financial Aid

Enrolled in FY 2020

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	$0
Federal (Pell) Grants	0%	$0
Federal Student Loans	0%	$0

Funding

Source	FY 2021 Amount	Pct of Total
Appropriated Funds	$43,016,478	40.7%
Federal Funds	$22,084,960	20.9%
Tuition & Fees	$29,564,335	27.9%
Total Revenue	$105,820,671	100.0%

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

West Texas A&M University

High Plains

Texas Tech University

Tarleton State University

The University of Texas at Arlington

Southern Methodist University

Angelo State University

Metroplex

Northwest

Upper East

LeTourneau University

*The University of Texas of the Permian Basin

The University of Texas at El Paso

The University of Texas at Tyler

West Texas

Central Texas

Southeast

Upper Rio Grande

Texas A&M University

Prairie View A&M University

Lamar University

Gulf Coast

Rice University

University of Houston

Texas Southern University

The University of Texas at Austin

South Texas

The University of Texas at San Antonio

Texas State University

Texas A&M University-Corpus Christi

Texas A&M University-Kingsville

* Proposed Program

The University of Texas-Rio Grande Valley

Independent Institutions

Public Universities

Committee on Academic and Workforce Success

<u>AGENDA ITEM V-M (5)</u>

<u>Consideration and possible action to approve the request from The University of Texas at Tyler for a Bachelor of Science (BS) degree with a major in construction engineering</u>

RECOMMENDATION: Approval, beginning fall 2023

Background:

      The University of Texas at Tyler (UTT) is proposing a Bachelor of Science (BS) in construction engineering. The proposed face-to-face program would be offered at UTT's main campus in Tyler and would offer students an additional option for pursuing an engineering degree. UTT states there is a need for construction engineers in the Tyler region. There is also a need in the East Texas Region; currently the closest public institution that offers a computer engineering program is Texas A&M University–Commerce, which is 86 miles from UTT. The proposed construction engineering program would operate among the existing civil engineering and construction management programs, with most of the proposed program coursework being taught on the UTT campus. The proposed program would be housed in the Department of Construction Engineering and Management and would consist of 128 semester credit hours (SCHs).

      The proposed program would be designed to prepare students to apply scientific, mathematical, and management principles to the planning, design, and building of facilities and structures. This includes instruction in civil engineering, structural principles, site analysis, computer-assisted design, geology, evaluation and testing, materials, contracting, project management, graphic communications, and applicable laws and regulations.

      Currently, there are six public institutions that offer a construction engineering degree at the bachelor's level in Texas.

      In accordance with the institution's proposed hiring schedule, UTT would hire one new core faculty member in year one. By June 1 of each hiring year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of courses to be taught.

      The institution will seek accreditation for its BS degree program.

The University of Texas at Tyler *(Accountability Peer Group: Master's)*

Related Programs
The institution has degree programs within the same two-digit CIP code: <u>Yes</u>
UTT has 5 engineering programs:
BS in Chemical Engineering
BS, MS in Civil Engineering
BS, Computer Engineering
BS, MS in Electrical Engineering
BS, MS in Mechanical Engineering

Proposed Program:

Beginning in fall 2023, this face-to-face program would require 128 SCHs of instruction. The proposed program would prepare students for careers in constructing major facilities, such as airports, ports and offshore structures, bridges, highways, major utilities projects, and residential, commercial, and industrial buildings.

The institution estimates that five-year costs would total $575,201. Formula funding would represent 1.8% of all funding at $372,528. Total funding is estimated to be $2,034,963.

Estimated Five-Year Costs			Estimated Five-Year Funding		
Personnel			Formula Funding (Years 3-5)	$	372,528
Faculty (New)	$	472,201	Other State Funding	$	0
Faculty (Reallocated)	$	0	Reallocation of Resources	$	0
Program Administration (New)	$	62,500	Tuition and Fees	$	$1,662,435
Program Administration (Reallocated)	$	0	Federal Funding	$	0
Graduate Assistants (New)	$	0	Other Funding	$	0
Graduate Assistants (Reallocated)	$	0			
Clerical Staff (New)	$	0			
Clerical Staff (Reallocated)	$	0			
Student Support	$	0			
Supplies and Materials	$	7,500			
Library & IT Resources	$	0			
Equipment	$	0			
Facilities	$	0			
Other (Travel)	$	33,000			
Total	**$**	**575,201**	**Total**	**$**	**2,034,963**

Evidence of Duplication, Workforce Need, and Student Demand:

*Duplication of Programs is: **Moderate*** Number of institutions with bachelor's degree programs in the state with the same 6-digit CIP (14.3301): 6 Number of degree programs within a 60-minute drive with the same 6-digit CIP (14.3301): **0**			
*Job Market Need: **Strong***			
Advertisements for job openings	*Yes*	No	N/A
Employer surveys	*Yes*	No	N/A
Projections from government agencies, professional entities, etc.	*Yes*	No	N/A
*Student Demand: **Moderate***			
Increased enrollment in related programs at the institution	*Yes*	No	N/A
High enrollment in similar programs at other institutions	Yes	***No***	N/A
Applicants turned away at similar programs at other institutions	Yes	***No***	N/A
Student surveys	*Yes*	No	N/A

Start-Up Projections:	*Yr. 1*	*Yr. 2*	*Yr. 3*	*Yr. 4*	*Yr. 5*
Student Headcount	10	20	30	40	50
Student FTE	10	20	30	40	50
Core Faculty Headcount	4	4	4	4	4
Core Faculty FTE	2.0	2.0	2.0	2.0	2.0

Note: Standard for Core Faculty Headcount and FTE is a minimum of 3 FTE or 2 FTE with 4 Headcount.

Major Commitments:

In accordance with the institution's proposed hiring schedule, UTT would hire one new core faculty member in year one the proposed program. By June 1 of each hiring year, the institution will provide documentation of the hire through submission of a letter of intent, curricula vitae, and list of courses to be taught.

Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, would present this item and be available to answer questions.

Online Resume for Legislators and Other Policymakers
THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

Race/Ethnicity	Fall 2016 Number	Fall 2016 Percent	Fall 2020 Number	Fall 2020 Percent	Fall 2021 Number	Fall 2021 Percent
White	5,507	58.5%	5,213	55.4%	4,896	53.1%
Hispanic	1,592	16.9%	2,092	22.2%	2,158	23.4%
African American	1,140	12.1%	1,111	11.8%	1,133	12.3%
Asian	348	3.7%	407	4.3%	436	4.7%
International	286	3.0%	236	2.5%	253	2.7%
Other & Unknown	543	5.8%	349	3.7%	342	3.7%
Total	9,416	100.0%	9,408	100.0%	9,218	100.0%
TX First Time Transfers	Number	% of UG	Number	% of UG	Number	% of UG
Two-Year Institutions	903	12.9%	1,016	14.0%	899	12.5%
Other Institutions	156	2.2%	173	2.4%	130	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
2017	$7,602	.0%	$7,583	.0%
2018	$7,822	2.9%	$7,259	-4.3%
2019	$8,292	6.0%	$7,702	6.1%
2020	$8,742	5.4%	$7,911	2.7%
2021	$9,146	4.6%	$8,159	3.1%
2022	$9,596	4.9%	$8,390	2.8%

Financial Aid

Fiscal Year	Institution Percent	Institution Avg Amt	Peer Group Percent	Peer Group Avg Amt	OOS Peer Group Percent	OOS Peer Group Avg Amt
Federal Student Loans						
2019	34%	$6,815	34%	$5,909	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal, State, Institutional or Other Grants Known by Institutions						
2019	56%	$7,463	52%	$5,763	0%	$0
2020	0%	$0	0%	$0	0%	$0
Federal (Pell) Grants						
2019	33%	$4,563	35%	$3,630	0%	$0
2020	0%	$0	0%	$0	0%	$0

Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2015	Enter Fall 2019	Enter Fall 2020
Cohort	767	822	1,025
Total	82.3%	82.4%	79.9%
Same	57.0%	64.5%	61.6%
Other	25.3%	17.9%	18.3%

Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates

	Enter Fall 2014	Enter Fall 2018	Enter Fall 2019
Institution Persistence			
Cohort	678	817	815
Total	73.5%	80.2%	74.1%
Same	51.0%	60.3%	54.8%
Other	22.4%	19.8%	19.3%
Peer Group Persistence			
Cohort	548	559	526
Total	71.9%	69.1%	66.5%
Same	46.5%	51.9%	49.8%
Other	29.0%	17.0%	16.7%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree

Year	Institution Grads	Sem	SCH	Peer Group Average Grads	Sem	SCH
FY 2017	872	10.40	138.00	480	11.91	141.42
FY 2020	1,167	10.20	132.00	559	11.45	136.35
FY 2021	1,166	9.60	132.00	573	10.62	134.92

Graduation Rates

Cohort	Institution Rate	Peer Group Rate
Fall 2012 4-year	31.2%	21.0%
Fall 2016 4-year	40.7%	27.9%
Fall 2017 4-year	48.7%	27.4%
Fall 2011 5-year	52.1%	38.7%
Fall 2015 5-year	54.1%	46.3%
Fall 2016 5-year	57.3%	43.1%
Fall 2010 6-year	54.1%	43.5%
Fall 2014 6-year	59.6%	50.6%
Fall 2015 6-year	61.4%	52.6%

National Comparison (IPEDS Definition)

Cohort	Institution Rate	OOS Peers Rate
Fall 2011 4-year	25.0%	20.6%
Fall 2015 4-year	25.0%	26.2%
Fall 2010 5-year	36.0%	34.4%
Fall 2014 5-year	38.0%	41.6%
Fall 2009 6-year	41.0%	41.2%
Fall 2013 6-year	42.0%	45.8%

Six-year Graduation & Persistence Rate, Fall 2015

Student Group	Cohort	Rate
For Students Needing Dev Ed		
Institution	146	54.1%
Peer Group	183	49.2%
For Students NOT Needing Dev Ed		
Institution	621	71.5%
Peer Group	352	67.9%

*Peer Group data is average for peer group.

Funding

Source	FY 2016 Amount	Pct of Total	FY 2020 Amount	Pct of Total	FY 2021 Amount	Pct of Total
Appropriated Funds	$46,998,890	41.1%	$53,637,380	36.5%	$52,855,515	35.0%
Federal Funds	$15,301,988	13.4%	$22,081,358	15.0%	$23,208,570	15.4%
Tuition & Fees	$39,328,317	34.4%	$49,913,885	34.0%	$52,273,469	34.6%
Total Revenue	**$114,350,232**	**100.0%**	**$146,761,265**	**100.0%**	**$151,030,010**	**100.0%**

Online Resume for Prospective Students, Parents and the Public
THE UNIVERSITY OF TEXAS AT TYLER

Location: Tyler, Upper East Region

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

Out-Of-State Peers: Eastern Washington University, Nicholls State University, The University Of West Florida, University Of Illinois At Springfield, Western New Mexico University

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

Institutional Resumes   Accountability System   Definitions   Institution Home Page

Enrollment

	Fall 2021	
Race/Ethnicity	Number	Percent
White	4,896	53.1%
Hispanic	2,158	23.4%
African American	1,133	12.3%
Asian	436	4.7%
International	253	2.7%
Other & Unknown	342	3.7%
Total	9,218	100.0%
TX First Time Transfers	Number	% of UG
Two-Year Institutions	899	12.5%
Other Institutions	130	1.8%

Baccalaureate Success

Graduation Rate of First-time, Full-time Degree-seeking Students

Measure	Entering Fall	Rate
4-year Rate Total	2017	48.7%
Same Institution		36.4%
Other Institutions		12.3%
5-year Rate Total	2016	57.3%
Same Institution		42.5%
Other Institutions		14.8%
6-year Rate Total	2015	61.4%
Same Institution		42.6%
Other Institutions		18.8%

Grad Rates by Ethnicity

1-Year Persistence, Fall 2020	
Total	79.9%
Same	61.6%
Other	18.3%
2-Year Persistence, Fall 2019	
Total	74.1%
Same	54.8%
Other	19.3%

Avg Number SCH for Bachelor's Degree		
FY 2021 Average		
	Sem	SCH
All	9.60	132.00

Degrees Awarded

Type	FY 2021
Bachelor's	1,900
Master's	934
Doctoral	25
Professional	79
Total	2,938

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
	FY 2021
Field	Rate
Law	%
Pharmacy	%
Nursing	87.0%
Engineering	48.4%

*Data for FY 2020

Admissions

Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2021

Test Section	ACT	SAT
Composite		
Math	https://nces.ed.gov/	
English		
Critical Reading		

Application for First-time Undergraduate Admission Fall 2021

Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,429	95.0%	40.7%
African American	525	90.5%	29.5%
Hispanic	1,245	94.1%	29.5%
Asian	242	94.2%	36.0%
International	37	91.9%	26.5%
Other	105	93.3%	40.8%
Total	3,583	93.9%	34.8%

Costs

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH

Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2017	$7,602	.0%	$7,582	.0%
2018	$7,822	2.8%	$7,219	-5.0%
2019	$8,292	5.7%	$7,660	5.8%
2020	$8,742	5.1%	$7,852	2.4%
2021	$9,146	4.4%	$8,089	2.9%
2022	$9,596	4.7%	$8,304	2.6%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2022

Type of Cost	Average Amount
Total Academic Cost	$9,596
On-campus Room & Board	$9,907
Books & Supplies	$1,650
Off-Campus Transportation & Personal Expenses	$2,699
Total Cost	$23,852

Rates of Tutition per SCH
Mandatory Fees

Instruction

Measure of Excellence	Fall 2021
Undergraduate Classes with < 20 Students	42.8%
Undergraduate Classes with > 50 Students	12.8%
% of Teaching Faculty Tenured/Tenure-track *	54.2%
Student/Faculty Ratio *	18:1

* Fall 2020 Data

Financial Aid

Enrolled in FY 2020

Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	0%	$0
Federal (Pell) Grants	0%	$0
Federal Student Loans	0%	$0

Funding

	FY 2021	Pct of
Source	Amount	Total
Appropriated Funds	$52,855,515	35.0%
Federal Funds	$23,208,570	15.4%
Tuition & Fees	$52,273,469	34.6%
Total Revenue	$151,030,010	100.0%

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

High Plains

Texas Tech University

The University of Texas at Arlington

Texas A&M University-Commerce

The University of Texas at El Paso

Northwest

Metroplex

Upper East

*The University of Texas at Tyler

West Texas

Central Texas

Southeast

Upper
Rio Grande

Gulf Coast

Lamar University

University of Houston

South Texas

* Proposed Program

▲ Public Universities
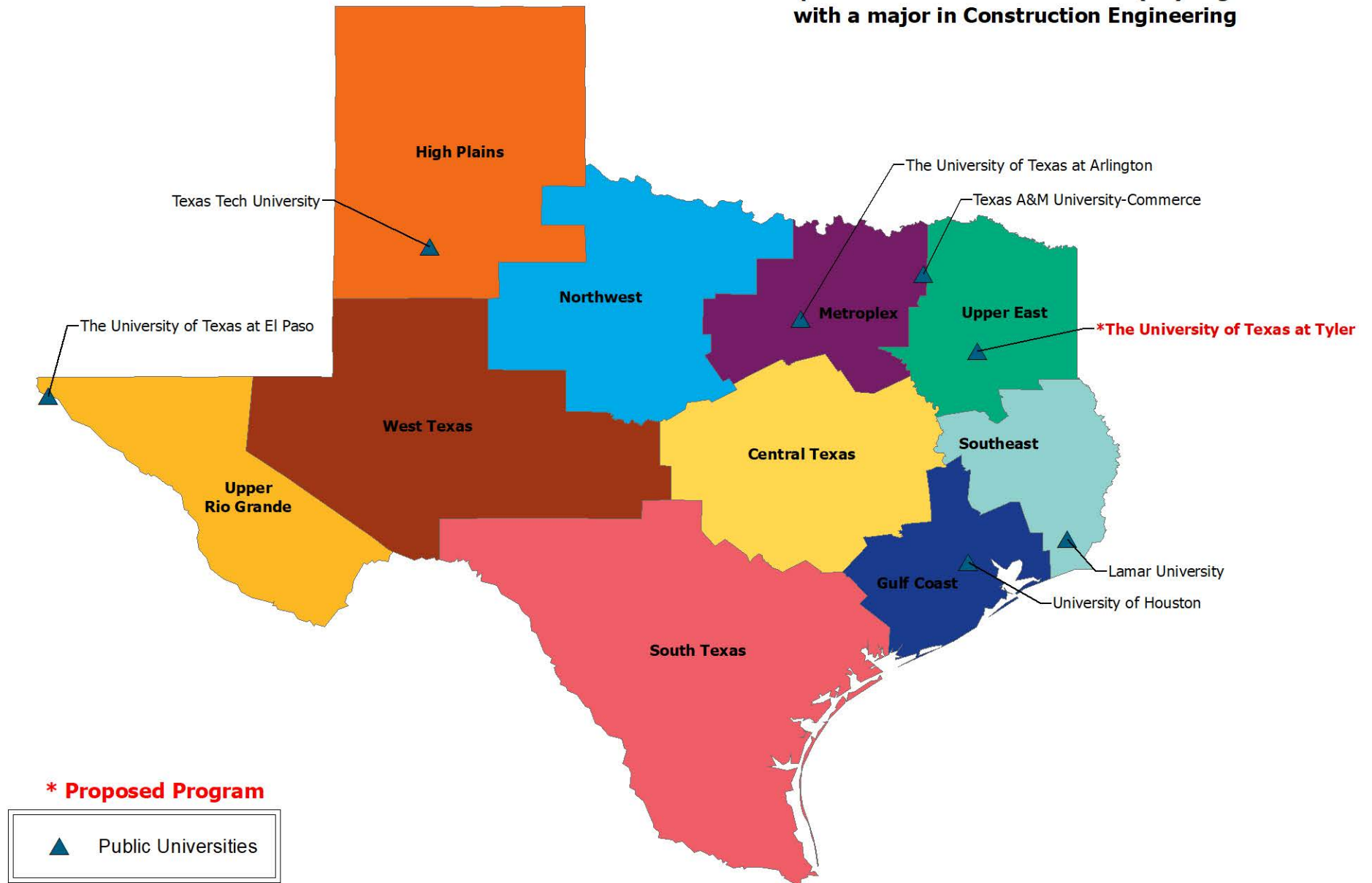
Committee on Academic and Workforce Success

<u>AGENDA ITEM V-O (1)</u>

<u>Consideration and possible action to adopt proposed amendments to Texas Administrative Code (TAC), Chapter 1, Subchapter G, Sections 1.130(b)(6), (9), and (10) of Board rules, concerning the Apply Texas Advisory Committee</u>

RECOMMENDATION: Approval

Background Information:

    The ApplyTexas Advisory Committee provides the Board with advice and recommendations regarding the ApplyTexas Common Application System. The proposed amendments change the number of representatives from public community, technical, or state colleges with enrollment between 10,000-15,999 students from four to three and add one school district representative to the advisory committee.

    With the change in the number of institution representatives, TAC, Chapter 1, Subchapter G, Section 1.130, is amended to add one school district representative aligning with the agency's authority under Texas Education Code, Section 51.762, which provides the Texas Higher Education Coordinating Board with the authority to consult with high school counselors.

    Laura Brennan, Assistant Commissioner for College and Career Advising, will be available to answer questions.

Date Published in the *Texas Register*: July 22, 2022.

The 30-day comment period with the *Texas Register* ended on: August 20, 2022.

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

Chapter 1 – Agency Administration

Subchapter G – Apply Texas Advisory Committee

1.128 – 1.129   No change.

1.130. Committee Membership and Officers

(a)   Membership shall consist of admissions administrators from Texas public institutions of higher education and participating private or independent institutions of higher education, all as defined by Texas Education Code, §61.003, that use the Apply Texas System.

(b)   Membership on the committee should include:
        (1)   four representatives from public universities with enrollment of more than 30,000 students in previous fall semester;
        (2)   three representatives from public universities with enrollment between 10,000 - 30,000 students in previous fall semester;
        (3)   three representatives from public universities with enrollment between 0 - 9,999 students in previous fall semester;
        (4)   one representative from public universities using the graduate application in the Apply Texas System not selected from paragraphs (1) - (3) of this subsection;
        (5)   three representatives from public community, technical, or state colleges with enrollment of more than 16,000 students in previous fall semester;
        (6)   three [four] representatives from public community, technical, or state colleges with enrollment between 10,000 - 15,999 students in previous fall semester;
        (7)   three representatives from public community, technical, or state colleges with enrollment between 0 - 9,999 students in previous fall semester;
        (8)   two representatives from participating private or independent institutions;
        (9)   one undergraduate student representative; and [.]
        (10)   one school district representative.

(c)   Interested persons, such as members of the Texas Association of Collegiate Registrars and Admissions Officers, Council of Public University Presidents and Chancellors, Texas Association of Community Colleges, Independent Colleges and Universities of Texas and legislative and governmental relations staff shall be regularly advised of committee meetings.

(d)   In accordance with the Texas Government Code, §2110.002(a), the number of committee members shall not exceed twenty-four (24).

(e)   Members of the committee shall annually select co-chairs, one from a four-year and one from a two-year institution, who will be responsible for conducting meetings and conveying committee recommendations to the Board.

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

1.131 – 1.134   No change.

Committee on Academic and Workforce Success

AGENDA ITEM V-O (2)

<u>Consideration and possible action to adopt proposed amendments to Chapter 19, Subchapter O, Sections 4.230 through 4.233, 4.236, and 4.237 of Board rules, concerning the Open Educational Resources Grant Program</u>

RECOMMENDATION: Approval

Background Information:

 The proposed amendments substitute institutions of higher education as grantees for the Open Educational Resources Grant Program in lieu of individual faculty members in the current rule. This amendment will remove undue burden of grant administration for individual faculty members by having an institution of higher education serve as the fiscal home for grants and will facilitate the administration of the grant program by Texas Higher Education Coordinating Board (THECB) staff.

 The THECB convened a negotiated rulemaking committee, comprised of higher education institutional representatives with expertise in open educational resources, to propose amendments. The negotiated rulemaking committee met once on May 12, 2022, to develop the proposed rules. The negotiated rulemaking committee developed the proposed rules in alignment with Texas Education Code, Section 61.0331, which directs the THECB to employ the negotiated rulemaking process described in Chapter 2008 of the Texas Government Code when adopting rules relating to trusteed funds allocation methodologies.

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

 Date Published in the *Texas Register:* July 22, 2022

 The 30-day comment period with the *Texas Register* ended on: August 20, 2022.

 Summary of comments received: No comments were received regarding these rules.

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

Subchapter O. Open Educational Resources Grant Program

4.230.Purpose

The purpose of this subchapter is to implement rules to establish the Open Educational Resources (OER) Grant Program, under which the Board awards grant payments to eligible [institutional faculty employed by a] Texas institutions of higher education [higher education institution], as defined in Texas Education Code 61.003(8), to adopt, modify, redesign, or develop one or more courses using only open educational resources.

4.231.Authority

The authority for this subchapter is found in Texas Education Code, Chapter 61, Subchapter 61.0668, which provides the board with the authority to adopt rules to administer this grant program, and Senate Bill 1, 87th Texas Legislature, Regular Session, Rider 49.

4.232.Definitions

The following words and terms, when used in this subchapter, shall have the following meanings, unless the text clearly indicates otherwise.
(1) Board or THECB--The Texas Higher Education Coordinating Board.
(2) Commissioner--The Commissioner of Higher Education.
(3) Eligible Applicant--A Texas institution of higher education as defined in Texas Education Code 61.003(8). [A faculty member as defined in Texas Education Code 51.917 or group of faculty currently employed at an institution of higher education, as defined in Texas Education Code 61.003(8).]
(4) Institution of Higher Education--Any public technical institute, public junior college, public senior college or university, or medical or dental unit, or other agency of higher education as defined by Texas Education Code, 61.003(8).
(5) Open Educational Resources (OER)--A teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person. The term may include full course curricula, course materials, modules, textbooks, media, assessments, software, and

any other tools, materials, or techniques, whether digital or otherwise, used to support access to knowledge, <u>as defined in Texas Education Code 51.451(4-a)</u>.

(6) Request for Applications (RFA)--A type of solicitation notice in which the THECB announces available grant funding, sets forth the guidelines governing the program, provides evaluation criteria for submitted applications, and provides instructions for eligible entities to submit applications for such funding. The guidelines governing the program may include a Letter of Intent, eligibility requirements, performance expectations, budget guidelines, reporting requirements, and other standards of accountability for this program.

4.233. Eligibility

<u>Texas institutions of higher education as defined by Texas Education Code 61.003(8)</u> [~~Faculty employed by a Texas public institution of higher education~~] are eligible to apply for a grant under this program.

4.234-4.235.   No Changes.

4.236. Review Criteria

Applicants shall be selected for funding based on requirements and award criteria provided in the RFA. Award criteria will include, but may not be limited to, consideration of the following factors:

[(1) The number of students projected to annually enroll in the course;]

<u>(1)</u> [~~(2)~~] The projected amount of money saved [by a student] due to the use of OER in the course; and

<u>(2)</u> [~~(3)~~] The evaluation of the application by three selected qualified reviewers [~~of the curriculum of the course~~], as determined by Board staff.

4.237. Reporting Criteria

Grantees must file reports with Board staff as required by the RFA for each applicable course for each of the four semesters immediately following OER implementation. Grantees will provide information that includes, but is not limited to, the following:

(1) The number of students who have completed the course <u>associated with the grant</u>;

(2) An estimate of the amount of money saved [by a student] due to the use of <u>OER</u> [~~open educational resources~~] in the course;

(3) A description of the <u>OER</u> [~~open educational resources~~] used in the course;

(4) The number of [~~other~~] faculty members <u>known to have</u> [~~, if any, who~~] adopted the <u>OER associated with the grant for a</u> [~~curriculum of the~~] course [~~associated with the grant~~]; and

(5) Any other information required by the RFA.

4.238.   No Changes

Committee on Academic and Workforce Success

AGENDA ITEM V-O (3)

Consideration and possible action to adopt new Board rules Chapter 2, Sections 2.1 through 2.184, concerning academic planning, policy, and programs

RECOMMENDATION: Approval

Background Information:

The obligation and opportunity to approve new educational programs (certificates and degrees) is one of the most significant duties undertaken by the Coordinating Board. The boundaries and processes for program approval are currently governed by statute, rule, policies, and forms. The Board rules governing program approval are located in multiple chapters of the Texas Administrative Code (TAC).

The goals of the rule revision are to:
- Better align degree and certificate approval processes to the agency's refreshed Strategic Plan.
- Bring the Board rules and procedures in line with statute.
- Minimize institutions' regulatory burden and support innovation.
- Prioritize the Board meetings on the most meaningful program approval questions.
- Achieve the policy objective of having a comprehensive catalog of all credentials offered in the state; and
- Improve administrability of program review and approval with policies/process that are feasible, efficient, and flexible.

After institutional stakeholder engagement and significant review of the existing statute, rules, and processes, Board staff drafted and published proposed rules for comment in the July 22 edition of the Texas Register. Board staff then reviewed and prepared responses to comments submitted by institutions (included in this packet). Based on those comments, Board staff have included recommended revisions to the rules as published for the Board's consideration at adoption.

Content of revised rules: This proposed rulemaking consolidates existing content from multiple chapters of the Texas Administrative Code, as well as establishes new rules, in a single new chapter, Chapter 2. Chapter 2 organizes information into subchapters as follows:
- Subchapter A: General Provisions, covering topics including definitions, types of approvals, general criteria for program approval, and how the agency will process revisions and modifications to an approved program;
- Subchapter B: Approval Process for a Certificate, covering academic certificates at all public institutions in Texas;

- Subchapter C: Preliminary Planning Process for New Degree Programs, describing the requirements for institutions to notify the Coordinating Board when planning a degree program;
- Subchapter E: Approval Process for New Baccalaureate Programs at Public Junior Colleges;
- Subchapter F: Approval Process for New Baccalaureate and Master's Degrees at Public Universities and Public Health-Related Institutions;
- Subchapter G: Approval Process for New Doctoral and Professional Degree Programs;
- Subchapter H: Phasing Out Degree and Certificate Programs; and
- Subchapter I: Review of Existing Degree Programs.

Subchapter D is held in reserve for associate degree program approvals, which will be addressed in a later rule revision cycle.

The most substantive changes in the rule packet include the following:

- Approval End Points: The packet introduces new approval levels, including Notification Only, Assistant Commissioner Approval (regular and expedited), Commissioner Approval, and Board Approval. For the first time, the agency's rules will specify a deadline for agency action at each approval level giving submitting institutions more predictability on program approval timelines.
- Board Approvals: The categories of programs requiring Board Approval has changed. While the Board will still approve doctoral and professional degree programs, the Board will now also approve degrees that represent a level change for an institution (e.g., a public junior college's first baccalaureate degree), giving the Board new insight into critical developments in higher education and aligning agency approvals with institutional accreditation processes. This will replace Board Approval of programs costing over $2 million dollars (an outdated threshold that is difficult to credibly enforce) and of engineering programs at all levels (shortening the timeline for engineering bachelor's and master's degrees).
- General Criteria for Program Approval: The proposed packet adds a few new criteria for proposed programs, including whether the cost of the program is reasonable and the extent to which it aligns with the statewide strategic plan for higher education.
- Informal Notice and Comment Period: The proposed rule packet eliminates the existing requirement that institutions notify all neighboring institutions within a 50-mile radius of an intent to start a new program or certificate prior to submitting a request to the agency. Instead, institutions will be able to weigh in on proposed programs in the local area through an informal notice and comment period by submitting comments directly to the Coordinating Board about the local need or whether a proposed program is unnecessarily duplicative of existing offerings.
- Planning Notification: In alignment with statute, the rules now require planning notifications for all proposed degree programs. These notifications will contain the minimal information required to assist staff in planning workload.

Next Steps: Future cycles of rulemaking will address the following subject matter areas not included in this draft of Chapter 2:

- Approvals for new applied and academic associate degrees
- Approvals for the remaining categories of certificates, including workforce certificates for both two- and four-year institutions
- Requesting changes in modality, including online education
- Requesting an off-campus face-to-face program

In addition, the agency intends to present a subsequent rule packet to amend and repeal the existing program approval rules that will be superseded by the proposed rules presented here.

David Troutman, Deputy Commissioner for Academic Affairs and Innovation, and Elizabeth Mayer, Assistant Commissioner for Academic and Health Affairs, will present this item and be available for questions.

Date Published in the *Texas Register:* July 22, 2022

The 30-day comment period with the *Texas Register* ended on: August 20, 2022.

The most substantive changes in the rule packet include the following:
- Approval End Points: The packet introduces new approval levels, including Notification Only, Assistant Commissioner Approval (regular and expedited), Commissioner Approval, and Board Approval. For the first time, the agency's rules will specify a deadline for agency action at each approval level giving submitting institutions more predictability on program approval timelines.
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- General Criteria for Program Approval: The proposed packet adds a few new criteria for proposed programs, including whether the cost of the program is reasonable and the extent to which it aligns with the statewide strategic plan for higher education.
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- Planning Notification: In alignment with statute, the rules now require planning notifications for all proposed degree programs. These notifications will contain the minimal information required to assist staff in planning workload.

Next Steps: Future cycles of rulemaking will address the following subject matter areas not included in this draft of Chapter 2:
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- Requesting changes in modality, including online education
- Requesting an off-campus face-to-face program

In addition, the agency intends to present a subsequent rule packet to amend and repeal the existing program approval rules that will be superseded by the proposed rules presented here.

Proposed Responses to Comment:

Eleven institutions provided comments to the proposed rules for program review and approval. Comments received included three submissions from university system offices and ten submissions from public universities.

The following comment(s) were received regarding the adoption of the new rules.

Generally Applicable Comments

Comment: Several institutions thanked the Coordinating Board for its intent to streamline the process, align the review requirements with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards and statute, and support innovation.

One comment expressed appreciation for consolidating program approval requirements from three separate Texas Administrative Code chapters in one single point of information in Chapter 2.

Four comments expressed appreciation for the revised certificate approval process, emphasizing that the notification-only process will allow institutions to respond quickly to changing regional needs and keep their Program Inventories up to date.

Multiple institutions expressed appreciation for shortening the approval process for engineering programs of all levels and programs costing more than $2 million. This change will allow institutions to meet growing need and demand for more specialized engineering programs across the state. In addition, comments characterized the $2 million threshold as arbitrary, outdated, too subject to gaming, and out of step with actual costs of modern academic programs. One comment stated that even the inclusion of these programs on the Consent Agenda of the Board's quarterly meetings would significantly delay implementation of these programs.

Response: The Coordinating Board thanks the institutions for these comments.

Comment (Procedure): Four comment submissions expressed concerns about the level of procedure included in the proposed rule packet. Several institutions recommended placing procedural detail in separate documents, rather than including these details in administrative code, to increase staff's latitude to make changes in the future.

Response: The Coordinating Board has adopted a detailed approach to drafting for several reasons. First, because the rules are binding, the regulatory details are most properly placed in rules. In addition, these rules provide transparency into otherwise opaque agency processes, and establish the agency's commitment to keep certain promises, like providing institutions with Labor Market Information or adhering to specific approval timelines. The agency seeks to codify roles and criteria, and establish a more uniform and less variable treatment of institutions.

Comment (Approval Levels and Timeline): Institutions submitted comments reflecting some confusion and concern regarding the new approval endpoints, anticipating a significant increase in complexity and staff workload. Several comments expressed that the proposed rules would change many program proposals from requiring only Board staff approval to now requiring Assistant Commissioner approval or Commissioner approval. Some comments expressed concern that the timelines for approval levels listed in rule 2.4 would increase the overall length of time for program approval, or even extend it over a year.

Response: The comments suggest that the Coordinating Board should clarify several aspects of the new rules. The proposed rule packet represents a less significant departure from existing rules, processes, and practices than the text may suggest.

First, under the *current* processes, it is not the case that Board staff below the level of the Assistant Commissioner approve administrative requests and new certificate or degree program proposals. Current rules and practice generally delegate authority to apply rules regarding program approval to the Assistant Commissioner level for program proposals that do not receive Board-level approval (see, for example, 19 TAC §§5.44(a)(4); (b)(6), 19 TAC §§9.93(b)(2); (c); (h), and 19 TAC §9.184(a)(3). Current rules also delegate approval authority in certain circumstances to the Commissioner (e.g., 19 TAC §§5.50; 9.93(c); 9.184(a)(3)).

The proposed rules therefore do not significantly change the existing role of the Assistant Commissioner, who is already responsible for approving the large majority of administrative requests. The establishment of the Commissioner level of review for certain programs applies to a limited subset of all submitted programs that may require additional review due to the implementation of discretionary decision making under the agency's policies and rules.

Second, the timelines for each level of approval outlined in proposed Rule 2.4 represent increased transparency and predictability over existing rules and processes. Current rules contain no timelines on program approvals aside from the one-year deadline for program approval from the date of administrative completeness, as required by Texas Education Code §61.0512(a). The proposed rules maintain the one-year timeline, but establish clearer expectations for the approval endpoints within that time span. This sets the Assistant Commissioner approval to occur within six months from the determination of administrative completeness and Commissioner approval to occur within nine months of the determination of administrative completeness. In no circumstance will the program approval process last longer than one year from the date of the administratively complete proposal; statute operates automatically to approve the program if the board does not act in that timeframe (Tex. Educ. Code §61.0512(a)).

Comment (Governance): Three comments expressed concern that the proposed rules represent an overstep by the Coordinating Board, stating that the changes position the agency to act as a governance body of an institution of higher education rather than as a coordinating agency. Several comments cautioned that institutional governing boards are subject to accreditation requirements, and that the Coordinating Board would become subject to the authority of the institutional accreditor if it acts as a governing board.

Response: The proposed rules are rooted firmly in the Coordinating Board's statutory authority and carry out only the duties assigned to the Board by law.

State authorization of educational programs is entirely distinct from the activities carried out by a governing board. Both federal regulations and SACSCOC accreditation standards require institutions to demonstrate state authorization of their educational programs (34 CFR §600.9: State Authorization; Standard 3.1.a., SACSCOC, Resource Manual for the Principles of Accreditation: Foundations for Quality Enhancement, Third Edition, 2020, p. 19). The proposed

rules outline procedures for institutions to seek approval for new educational programs from the Coordinating Board, which is a necessary exercise of state authority. The proposed rules also aim to assist institutions in producing documentary evidence of compliance with Standard 3.1.a. by ensuring institutions' approved Program Inventories are both comprehensive and up to date.

Nor do the proposed rules qualify the Coordinating Board as a governing board under the SACSCOC standards. The SACSCOC Resource Manual characterizes an institution's governing board as a "legal body with specific authority over the institution" that "exercises fiduciary oversight of the institution" (SACSCOC, Resource Manual for the Principles of Accreditation, p. 20). Nowhere in the proposed rules does the Coordinating Board claim to exercise that type of authority over Texas public institutions; the primary authority claimed is over approving new programs and similar administrative requests, in accordance with state law. Nor do the proposed rules position the Coordinating Board to exercise fiduciary oversight over institutions: while state law requires the agency to safeguard the state's investment by ensuring adequate financing for new programs, this is not equivalent to the board conducting fiduciary oversight of a specific institution.

The proposed rules reflect the obligations and authority outlined in state statute. The Texas Education Code entrusts the Coordinating Board with the responsibility to approve new degrees and certificates and outlines specific requirements for this approval process. The revised rules seek to bring agency policy and processes into closer adherence with the statutes enacted by the Texas Legislature.

<u>Subchapter A. General Provisions</u>
Rule 2.3, Definitions

Comment on "course of study" and "program of study": Five institutions submitted a comment noting that some definitions use the term "course of study" (for example, Rule 2.3(8): Certificate Program and 2.3(34): (Transcriptable Minor) while other definitions use the term "program of study" (Rule 2.3(17): (Embedded Credential). Institutions asked for clarification on these terms and for uniformity in terminology.

Response: Coordinating Board staff thanks the commenters for observing the discrepancy between the two terms and proposes amending the definitions section to only use the term "course of study." The term "course of study" comes from the statutory definition of "certificate program": "'Certificate program' means a grouping of subject-matter courses which, when satisfactorily completed by a student, will entitle [them] to a certificate, associate degree from a technical or junior college, or documentary evidence, other than a degree, of completion of a course of study at the postsecondary level." Tex. Educ. Code §61.003(12).

Proposed Amendment: Amend 2.3(17) Embedded Credential as follows: "(17) Embedded Credential--A ~~program~~ <u>course</u> of study enabling a student to earn a credential that is wholly embedded within a degree program."

Comment on "new content": Six institutions requested clarification on the term "new content," as baccalaureate and master's degrees with less than 50% new content are subject to Assistant Commissioner approval and more than 50% new content are subject to Commissioner approval. One institution asked who determines new content. Another comment asked whether the term included clinical or skills requirements part of a clerkship or clinical training experience. Other institutions asked whether new content meant new courses, or new content.

Response: The "new content" definition is intended to align Coordinating Board processes with SACSCOC processes. For most institutions, SACSCOC requires notification only for programs with less than 50% new content and approval for programs with 50% or more new content.

The definition is intended to mirror the SACSCOC definition as closely as possible. SACSCOC guidance states, "Content is new if it is not currently offered by the institution at the new program's instructional level[.]" (SACSCOC, Substantive Change Policy and Procedures, Mar. 2022, p. 39). Coordinating Board staff sought to establish a definition closely following this description ("…content that the institution does not currently offer at the same instructional level…"). Under SACSCOC guidance, new courses may not constitute "new content" if they repackage existing instructional content already offered at the institution. Institutions should follow the same analysis for that process.

Similar to the SACSCOC process, the determination of new content is made by the institution. Coordinating Board staff has clarified this in an amendment to the definition.

Proposed Amendment: Amend 2.3(20) as follows: "'New Content--<u>as determined by the institution, c</u>ontent that the institution does not currently offer at the same instructional level as the proposed program. <u>A program with sufficient new content to constitute a 'significant departure' from existing offerings under 34 CFR §602.22(a)(1)(ii)(C) meets the 50% new content threshold.</u>"

Comment on "micro-credential": Several institutions submitted comments requesting that the Coordinating Board add a definition of the term "micro-credential."

Response: The term "micro-credential" does not exist in statute, and the higher education community has not come to a unified consensus on a single definition for this term, which is currently used to mean many different things. However, the definition of the term "certificate" in the proposed rules is likely broad enough to encompass many of these types of credentials: "[C]ertificate means a grouping of subject-matter courses which, when satisfactorily completed by a student, will entitle the student to a certificate or documentary evidence, other than a degree, of completion of a course of study at the postsecondary level." (Proposed Rule 2.3(8); see also Tex. Educ. Code §61.003(12)). As the term "micro-credential" does not appear anywhere else in the rule packet, staff has concluded it would be superfluous to include a definition at this time. Future cycles of rule revision may address short-term credentials in greater detail.

Comment on "Public Health-Related Institutions": One institution requested that this definition cross-reference the definition in the General Appropriations Act rather than "medical or dental unit" as defined in the Texas Education Code. The definition of "medical and dental unit" in Texas Education Code §61.003(5) also encompasses sub-institutional units, including the nursing units of the University of Texas and Texas A&M Systems. The institution noted that the Coordinating Board's intent appears to be to have the rules apply on the level of the institution, rather than apply to sub-institution units.

Response: Coordinating Board staff agrees with the comment and has developed a proposed amendment intended to align more closely with the list of institutions (not sub-institutional units) in the General Appropriations Act.

Proposed Amendment: Amend 2.3(25) as follows: "Public Health-Related Institution--~~A medical or dental unit as defined by Tex. Educ. Code §61.003(5)~~ Public health-related institutions that are supported by state funds."

Comment on "Academic Program": Four institutions submitted comments regarding the definition of "academic program." Two comments sought clarification on the distinction between the "academic program" and the "degree program" definitions. Two institutions submitted comments noting that the definition would seem to exclude academic associate degrees.

Response: The term "academic program" is intended to designate programs that prepare students for higher academic study at the bachelor's degree level or higher. This category contrasts with the "Career Technical/Workforce" category, which is generally intended to prepare students for immediate entry into the workforce.

The category has particular relevance for the two-year institution sector. For example, two-year institutions may offer an academic associate degree, which is designed to prepare students for transfer to a four-year institution, or an applied associate degree, which is designed to allow direct entry into the workforce.

Certificates and associate degrees offered by any institution may fall within the academic category or the career technical/workforce category. Bachelor's degrees and graduate degrees are considered academic programs.

Staff agrees that the proposed definition should more clearly encompass associate degrees and certificates.

Proposed Amendment: Amend 2.3(3) as follows: "Academic Program or Programs--A type of credential ~~degree program leading to a~~ primarily consisting of course content intended to prepare students for study at the bachelor's degree or higher."

Comment on "Board," "Board Staff": One institution submitted a comment stating that the definition of Board adopted in the rules differs from the definition in statute. The institution also claimed that this definition contradicts Texas Education Code §61.002(d), which states

that the governance of an institution of higher education is "reserved to and shall be performed by the governing board of the institution, the applicable system administration, or the institution of higher education."

Response: Staff purposely adopted a definition of "Board" in the rules to clarify use of the term that refers to the governing body of the agency that is also known as the Higher Education Coordinating Board. The use of two definitions provides greater clarity around who has authority to take actions.

The Texas Education Code uses the single term "Board" to refer to at least three distinct concepts: the state agency as a whole; the nine-member board appointed by the Governor to govern the agency; and staff of the agency. For purposes of increasing clarity in agency rules, the proposed rules have separated these concepts in distinct definitions:
  ➢ 2.3(5) ("Board") refers to the nine-member board responsible for governing the activities of the THECB as a state agency.
  ➢ 2.3(6) ("Board Staff") refers to the staff of the state agency who perform the administrative functions and services.

The proposed definitions section also defines the Commissioner, who is the chief executive officer of the agency. Providing separate definitions for these concepts improves the overall readability and specificity of THECB rules.

The definition of "Board" states that it is the "governing body of the agency." As such, this definition makes no claim on the governance of the institutions themselves. Texas Education Code §61.003(9) defines the "governing board" of each institution, while §61.003(1) defines the Board to mean Texas Higher Education Coordinating Board.

Comment on "administratively complete": One institution requested a definition of "administratively complete."

Response: The concept of administrative completeness is defined under Rule 2.6: Administrative Completeness.

Comment on "certificate program": Two institutions submitted comments on the definition of certificate. One institution stated that the definition did not appear to include undergraduate certificates.

Response: The definition of certificate program in the proposed rule packet is closely based on the definition in statute: "'Certificate program' means a grouping of subject-matter courses which, when satisfactorily completed by a student, will entitle [them] to a certificate […] or documentary evidence, other than a degree, of completion of a course of study at the postsecondary level." This definition is purposely broad, and encompasses both undergraduate and graduate certificates, as they are both groupings of subject-matter courses that entitle the student to a certificate.

<u>**Subchapter A. General Provisions**</u>
2.4, Types of Approval

Comments: Seven institutions raised concerns regarding the types of approval.

There were concerns that this would extend the timeline beyond one year that is included in the statute (Tex. Educ. Code §61.0512(a)). Further, the institutions stated that the procedural details within these proposed rules will decrease the efficiency and efficacy in efforts to streamline the planning and approval processes and increases the workload for all involved.

Response: The Coordinating Board proposed rules are intended to provide clarity and predictability in the timeline for program approval. The approval levels were crafted to ensure that institutions do not have an unnecessarily extended review period for proposed programs. Different proposals and request types receive different levels of scrutiny depending on the extent of the request. While the Notification Only, Assistant Commissioner Approval, and Board Approval endpoints exist with the current rules, the proposed program approval rules formalize Commissioner Approval. Proposed degree programs containing 50% new content, will have the Commissioner Approval endpoint.

Subchapter A contains the characteristics of the different approval endpoints (Notification, Assistant Commissioner Approval, Commissioner Approval, Board Approval). Readers can determine how each endpoint applies for each program type by reading the specific subchapter for the program type (for example, approval endpoints for certificates are described in Subchapter B, which is dedicated to certificates).

Under both statute and rule, the program approval process *cannot* take longer than one year (see Tex. Educ. Code §61.0512(a); Rule 2.4(4)(C) of the proposed rule packet). In addition, for the first time, the rules explicitly state timeline expectations for each approval endpoint *within* the year, starting from the point when the proposal is deemed administratively complete (six months for Assistant Commissioner approval, nine months for Commissioner Approval, in addition to the existing one-year deadline for Board approval). The Coordinating Board has committed to these timelines in rule to better serve the higher education community.

As required by the law, the Board may designate authority to the Commissioner, to approve programs on its behalf using a discretionary standard of review (Tex. Educ. Code §61.311).

Comment: The comments also indicated concern that the added approvals would increase the workload of the Coordinating Board Staff, Assistant Commissioner, Commissioner and institutions' personnel. The institutions shared that the layers of approval decrease the institutions' agility and nimbleness to offer relevant and timely degree programs that will meet the student demands and the workforce needs. Some institutions expressed concerns about increasing complexity.

Response: The proposed rule packet preserves many elements of the existing program approval process, often simply reorganizing or renaming elements of the current process. For example, current rules already delegate approval authority in certain circumstances to the Assistant Commissioner and Commissioner (see, for example, 19 TAC §§5.44 and 5.50). The

proposed rule packet similarly contains approval endpoints at the Assistant Commissioner and Commissioner levels, but also tightens the language delegating authority to those officers.

To give another example, nearly all of the program criteria in the proposed rules are identical to criteria in existing administrative code, but they have been reorganized to draw a tighter link to statutory criteria listed under Texas Education Code §61.0512(c).

For aspects of the proposed rule packet that constitute a genuine change of existing processes, drafters weighed several competing considerations: a desire to streamline the approval process for institutions; the agency's legitimate interest and obligation to tailor the level of scrutiny to the type of program; and the administrative burden on staff. While some elements of the proposed rules increase administrative burden, other elements simplify administration of this process.

During the implementation phase, the Coordinating Board intends to develop explanatory materials to clarify the rules and the apparent complexity for the field.

Comment: The concern was raised that the rules do not provide a mechanism for an institution to be notified before a proposal is elevated from the Commissioner to the Board. An institution requested the ability to withdraw a program if the Assistant Commissioner recommends denial.

Response: The proposed rules do provide a mechanism for the institution to be notified of the Commissioner's recommendation to the Board before the proposal is elevated (see Rule 2.4(4)(B)(i)). In addition, throughout the program approval review process there is always an opportunity for an institution to withdraw the proposal.

Comment: There was also a request for a procedural document that would provide clarity for the proposed rules under "notification," "regular review," and "expedited review." Some institutions requested to know how the Coordinating Board intends to send notifications regarding decisions.

Response: Coordinating Board staff will develop new forms and procedure documents that clarify the various levels of review and when each type of approval is required after the rules are adopted. As part of this work, staff will also review notification letters submitted to institutions when programs are approved for addition to the Program Inventory. Staff will conduct this work during the implementation phase.

Comment on 2.4(4)(C): One institution questioned why it was necessary to wait one year before resubmitting a full proposal.

Response: The Board denials are incredibly rare. If a proposal is denied, it is appropriate for there to be sufficient time and revision to the proposal before it is resubmitted for consideration. Institutions also have the opportunity to withdraw their proposals at any point prior to the final decision.

<u>**Subchapter A. General Provisions**</u>

2.5, General Criteria for Program Approval

Comment on 2.5(a)(1) (state and local community need): One institution asked whether this criterion could be revised as the program meeting "state and/or local need" rather than "state and local" need.

Response: The language of this criterion mirrors statutory language, which requires the Coordinating Board to evaluate whether programs are "needed by the state and local community." (Tex. Educ. Code §61.0512(c)(1)).

Comment on 2.5(a)(2) (unnecessary duplication): One institution asked for greater definition of unnecessary duplication and specific criteria. Another comment asked when the Board would notify other institutions of comments received regarding unnecessary duplication.

Response: This criterion represents continuity with existing practices. The Coordinating Board currently evaluates programs for unnecessary duplication. Staff has agreed to an amendment to the proposed rule that specifies how this analysis is done in greater detail. In addition, Rule 2.7 describes the informal notice and comment period, allowing institutions to submit comments regarding program duplication in greater detail.

Proposed Amendment: In 2.5(a)(2), amend as follows: "Whether the program unnecessarily duplicates programs offered by other institutions of higher education or private or independent institutions of higher education, as demonstrated by capacity of existing programs and need for additional graduates in the field;"

Comment on 2.5(a)(4) (adequate financing): Several institutions submitted comments requesting elaboration on this criterion.

Response: The proposed rule envisions continuity with existing processes, as no changes were made to this language. The rule mirrors the language of the statutory criterion (Tex. Educ. Code §61.0512(c)(2)). Under current processes, Coordinating Board staff evaluate the budget submitted by the institution to determine whether the costs of the program will be covered by the identified funding sources, including appropriations, Board-allocated funds, or funds from other sources.

Comment on 2.5(a)(5) (program cost): Seven institutions raised questions about how the Coordinating Board intends to operationalize this criterion, which requires that "the program's cost is reasonable and provides a value to students and the state when considering the cost of tuition, source(s) of funding, availability of other similar programs, and the earnings of students or graduates of similar credential programs in the state to ensure the efficient and effective use of higher education resources." Several institutions requested a definition of the term "reasonable." Institutions noted that the reasonableness of cost might depend on the discipline and location of the program. One institution asked whether the Coordinating Board would provide workforce data to allow institutions to determine cost/benefit.

Response: The Legislature has tasked the Coordinating Board with ensuring higher education produces value for students and the citizens of Texas (Tex. Educ. Code §61.002(b)). The cost of higher education to students and the state is a vital piece of determining the value of the credential. All credentials at Texas public institutions should ideally set students up for success in later life.

Some datasets already exist to track graduates' post-completion outcomes relative to the costs of the program (see, for example, Texas CREWS at txcrews.org). Coordinating Board staff are currently in the process of developing even more finely tuned datasets that track students' outcomes in the workforce relative to program costs.

The Coordinating Board recognizes that the analysis of the reasonableness of a program's cost may depend on the specific characteristics of the program. For example, some programs with higher tuition costs may unlock much higher earning potential for graduates. Some innovative and cutting-edge programs may not have obvious comparator in-state programs. As such, a one-size-fits-all definition of "reasonable" may not work for every single program type.

During the implementation phase, Coordinating Board staff intends to take a thoughtful approach to evaluating the unique cost profiles of different programs that are consistent with the Board's Master Plan for Higher Education. This approach may also evolve as new and better data becomes available.

Comment on 2.5(a)(7) (alignment with the long-range master plan for education): Several institutions submitted comments raising concern about a new criterion requiring alignment with the master plan for higher education, stating that it is not realistic to expect that each proposed program or modification to align perfectly with the statewide strategic plan. Some institutions stated that proposed programs should align with the institution's strategic plan, not the state's.

Response: Texas Education Code §61.051(a-1) requires the Coordinating Board to adopt a statewide strategic plan to establish long-term measurable goals, strategies to implement the goals, and assess regional needs for higher education. The current iteration of this plan is *Building a Talent Strong Texas*, which promotes broad attainment of certificates and degrees by Texans, the development of postsecondary credentials of value aligned with workforce needs, and the growth of research and development in the state.

The goals in the statewide strategic plan are necessarily broad and high-level; it would not be possible to implement overly prescriptive and specific goals for a sector as diverse as Texas higher education. As such, Coordinating Board staff does not expect to implement this criterion in an overly prescriptive manner.

Asking institutions to show how their programs align with the strategic plan is not new. Existing program approval forms ask for institutions to describe how a proposed program aligns with the state's former strategic plan, *60x30TX*, and requests that institutions identify marketable skills in alignment with that plan. During the implementation phase, program staff will review

and revise proposal forms to include an opportunity for the institution to flexibly address this criterion.

While an institution's strategic plan may be more tailored and contain more particulars, guidelines exist to ensure that it does not fundamentally conflict with the statewide strategic plan for higher education. For example, SACSCOC requires individual institutions to demonstrate "ongoing, comprehensive, and integrated research-based planning" (Standard 7.1, SACSCOC Resource Manual); institutions generally comply with this standard by providing evidence of alignment of the institution's strategic plan with system- or state-level strategic plans.

Comment on 2.5(a)(9) (past compliance; quality of same or similar programs): Four institutions raised objections to the use of past compliance history and program quality of the same or similar programs as an evaluation criterion. One institution stated that the Coordinating Board did not have statutory authority to use this criterion. Other institutions raised questions about how the criterion would be applied if the institution had never offered a similar program before.

Response: The Coordinating Board respectfully disagrees with the comment that the agency does not have statutory authority to use this criterion. Texas Education Code §61.0512 expressly requires the Board to consider whether a proposed program meets academic standards prescribed by Board rule and whether a program has adequate resources to ensure student success. An institution's prior history in implementing similar programs is clearly germane to whether the institution's proposed program is likely to meet the necessary requirements under Board rule and whether the institution has demonstrated an ability and willingness to dedicate requisite resources to its programs to ensure student success. This criterion includes the phrase "where applicable" – if insufficient information exists to determine whether the standard is met, it will not apply.

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Subchapter A. General Provisions
2.6, Administrative Completeness

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Comment: Current processes only require institutions to submit the Full Request Form, which can run hundreds of pages, for programs that will require board approval. Otherwise, current processes allow four-year institutions to submit a very short three-page Certification Form for degree proposals that do not require Board approval. Several institutions raised objections regarding the requirement to submit a "fully completed application" in proposed rule 2.6, interpreting this to mean the Coordinating Board would require the Full Proposal Form for every single degree type. Several institutions noted that, if this were the case, it would very substantially increase the amount of work required for a large number of degree programs.

Response: As part of the implementation phase work, Coordinating Board staff intends to revisit and revise the existing forms for administrative requests. This work will include a review of the current program proposal forms and a determination of which portions institutions may certify, as opposed to submitting the detailed form.

Comment: Several institutions objected to 2.6(d), which states that an institution may resubmit an application returned as incomplete upon obtaining the requested information or documentation, and that this submission will be considered a new application. Many institutions expressed a belief that considering a resubmitted proposal as a new application would lengthen the timeline for approval.

Response: The Coordinating Board respectfully disagrees. Statute is highly prescriptive of the timelines involved in determining administrative completeness: "The board shall specify by rule the elements that constitute a completed application and shall make an administrative determination of the completeness of the application not later than the fifth business day after receiving the application." In addition, statute specifies a deadline for action once the Coordinating Board receives the administratively complete proposal: "A new degree or certificate program is considered approved if the board has not completed a review under this section and acted to approve or disapprove the proposed program before the first anniversary of the date on which an institution of higher education submits a *completed application* for approval to the board[.] […] A request for additional information in support of an application that has been determined administratively complete does not toll the period within which the application is considered approved under this section." Tex. Educ. Code §61.0512(a) (emphasis added).

It is not correct to say that considering a resubmitted application a new application would lengthen the timeline for approval. The review process timeline does not begin *until* the proposal is determined to be administratively complete. The Coordinating Board then has one year from the date of administrative completeness to act to approve or deny the program. The program review clock does not start on the date the institution submits an *incomplete* proposal; it starts on the date staff deems the proposal administratively complete.

Comment: Several institutions noted that statute gives Board staff five business days to make the determination of administrative completeness, not six.

Response: Coordinating Board staff thanks the submitters for highlighting this issue. Staff intends to amend the proposed rule language to come into alignment with the number of days in Texas Education Code §61.0512(a).

Proposed Amendment: In 2.6(b), make the following amendment: "Board Staff shall determine whether an application is administratively complete and notify the institution not later than the ~~sixth~~ <u>fifth</u> business day after receipt."

<u>Subchapter A. General Provisions</u>
<u>2.7, Informal Notice and Comment on Proposed Local Programs</u>

Comment: Two institutions and one system expressed support for the change from current policy (which currently requires institutions to notify all other institutions within a 50-mile radius and resolve disputes prior to proposal submission) to the proposed new policy of informal notice and comment, as outlined in Rule 2.7.

Response: The Coordinating Board thanks the institutions for their support.

Comment: Several institutions asked for clarification on what constitutes "other institutions of higher education in the local community" in sec. 2.7(a) of the proposed rule.

Response: The Coordinating Board will consider programs in the same Higher Education Region (see https://www.highered.texas.gov/DocID/PDF/2386.PDF for a map of these regions).

Comment: Several institutions raised questions regarding the timeline of the informal notice and comment process. The proposed rule states that Board staff will provide notice and opportunity to comment not later than sixty days after the institution submits an administratively complete proposal. The noticed institution will then have thirty days to provide comments to Board staff. Some institutions expressed concern that this might result in a notice and comment period of ninety days, or three months, which might lengthen current timelines. One institution asked whether the rules envisioned a maximum cumulative period of time for the applicant to address any objections received by noticed institutions.

Response: The proposed rule is intended to shorten the lengthy timeline that can occur when another institution objects to a potential program and the objection is referred to the agency for informal resolution. This approach provides a transparent timeline and will no longer result in disputes that can last for an extended period.

The details of how area institutions will be notified by the Coordinating Board staff will be determined during the implementation phase once the rules are adopted. At this time, we do not anticipate a 90-day process, but the notification will likely occur earlier than the 60th day. These details will be determined during the implementation phase as well.

Board staff has proposed an amendment to further guarantee timeliness of this process.

Proposed Amendment: Rule 2.7(a): "<u>As soon as practicable, but not</u> ~~Not~~ later than the sixtieth day after an institution submits an administratively complete application for approval…"

Comment: The proposed rule would shift the responsibility of notifying nearby institutions of a proposed new program from the submitting institution to Coordinating Board staff. Several institutions expressed concern that Coordinating Board staff would not be able to handle the increased administrative load. One institution expressed belief that Coordinating Board staff would need to be increased. One institution proposed posting the opportunity to comment on the agency's website.

Response: The details of how area institutions will be notified by Coordinating Board staff will be determined during the implementation phase. The Coordinating Board also intends to adopt technological solutions to automate as much of this process as possible.

Comment: Three institutions asked why this process is termed an "informal" notice and comment period.

Response: This process is termed "informal" to distinguish it from the formal notice and comment procedure established under the Texas Administrative Procedure Act (APA). Because this process is informal, the strictures the APA places on notice and comment for rulemaking do not apply.

Comment: One institution asked what criteria would be used to evaluate the comments received, and who at the Coordinating Board would be responsible for reviewing comments.

Response: The evaluation criteria for the comments are listed in 2.7(b) of the proposed rules. The comments will be reviewed based upon the level of approval required. For example, if the proposed program requires Assistant Commissioner-level approval, then the comments will be reviewed by the Assistant Commissioner to determine whether the comments demonstrate that the proposed program may fail to meet any requirement of the program approval rules.

Comment: Two institutions stated that the change to current rules, which require the proposing institution to resolve objections raised by nearby institutions, would "negate the collaborative relationships built by the local institutions within the 50-mile radius" and end "the current process where institutions work together for a mutually agreeable solution."

Response: The proposed rule is intended to shorten the lengthy timeline that can occur when an institution objects and is required to come before the agency for resolution. This approach provides a transparent timeline and will no longer result in disputes that can last for an extended period. In addition, to continue the collaboration between institutions, they can still have an informal process of reaching out to area institutions to maintain relationships and create solutions prior to submission of a proposal. Furthermore, the statute does not delegate to institutions the obligation or authority to review the submissions of another institution. The Legislature has tasked the Coordinating Board with evaluating whether programs meet state and local needs or are unnecessarily duplicative. The proposed process allows the Coordinating Board to exercise this prerogative.

<u>Subchapter A. General Provisions</u>
2.8, Time Limit on Implementing Approved New Programs or Administrative Changes

Comment: One institution noted that specialized programmatic accreditors may require both Coordinating Board and institutional accreditor approvals (which can be sequential) to be complete before they start their approval processes. For some programs, the institutional accreditation process and the programmatic accreditation process may take more than two years; in some circumstances, both may be required before the institution can begin enrolling students. The institution asked the Coordinating Board to consider a process to request a longer time limit for approvals in these circumstances.

Response: Proposed rule 2.8 states, "Unless otherwise stipulated at the time of approval, if an approved new program is not established within two years of approval, that approval is no longer valid." The Coordinating Board encourages institutions to communicate when they expect subsequent mandatory accreditation cycles to last longer than two years, so that the Coordinating Board can issue an approval letter that stipulates a longer timeframe.

However, in recognition of the fact that institutions cannot always predict with precision how long accreditation cycles may take, the Coordinating Board also agrees to amend this rule:

Proposed Amendment: In 2.8(a), the following amendment is proposed: "Unless otherwise stipulated at the time of approval, if an approved new degree program is not established within two years of approval, that approval is no longer valid. <u>An institution may submit a request to the Assistant Commissioner for approval to lengthen that time limit by one additional year for a compelling academic reason. The Assistant Commissioner has discretion to approve or deny the request.</u>"

<u>**Subchapter A. General Provisions**</u>
2.9 Revisions and Modifications to an Approved Program

Comment on 2.9(b) (changes to Board-Approved programs): Several institutions expressed concerns that substantive revisions to existing programs that have previously undergone Board Approval would need to go back to the board for approval.

Response: This provision was intended to apply to programs receiving Board-level approval moving forward, not to those programs that had historically been approved by the Board (including engineering programs and programs over $2 million). The Coordinating Board has developed a proposed amendment to address this concern.

Proposed Amendment: Change to 2.9(b): "For a program that initially required Board Approval <u>beginning as of September 1, 2023,</u> any substantive revision or modification to that program will require Board Approval under §2.4 of this subchapter. For all other programs<u>, including programs that initially required Board Approval prior to September 1, 2023</u>, any substantive revision or modification will require Assistant Commissioner Approval under §2.4(a)(2) of this subchapter."

Comment on 2.9(a)(1) and 2.9(c)(3): Several institutions expressed concern that the substantive revision and modification rules would limit the flexibility of Board-approved programs to expand geographic offerings.

Response: The Coordinating Board would like to clarify the distinction between "changing the location of the program" in 2.9(a)(1) and "changing the modality of the program" in 2.9(c)(3). Changing the location of the program means that the institution proposes to completely close the program in one physical location and move it to an entirely separate geographic location. It does not include the addition of off-campus face-to-face programs.

In the proposed rules, "modality" encompasses many of the changes under the Distance Education umbrella or adding an off-campus face-to-face site and changing in-person/hybrid/online status of the program. The Coordinating Board intends to address changes to Distance Education and Off-Campus rules in greater detail in a subsequent rule revision cycle, and may revisit this policy at a later date.

Comment on 2.9(c)(5) (changing the CIP Code of a program): Several institutions requested that changing a CIP Code be a notification-only process rather than going through the Assistant Commissioner approval process.

Response: CIP Code changes are currently approved at the Assistant Commissioner level, so this does not represent a change from current practice.

Comment on 2.9(c)(9) (creation, consolidation, or closure of an administrative unit): Several institutions submitted comments raising objections to including changes to administrative units as a non-substantive change subject to Assistant Commissioner approval. Several institutions noted that statute does not give the Coordinating Board the authority to approve new administrative units.

Response: The motivation behind this provision was to ensure that the Coordinating Board's Program Inventories contain accurate and up-to-date information about programs, including correctly representing the college or department that houses the program.

To maintain the accuracy of the Program Inventory, staff proposes making this change a notification rather than an approval:

Proposed Amendment: "(c) Non-substantive revisions and modifications include, but are not limited to:
[…]
(8) Changing the Degree Title or Designation; and
(9) Creation, consolidation, or closure of an administrative unit at a public university or a public health-related institution; and
(~~10~~9) Other non-substantive revisions that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner.
[…]
(e) Public universities and public health-related institutions must notify the Coordinating Board of changes to administrative units, including creation, consolidation, or closure of an administrative unit. Coordinating Board Staff will update the institution's Program Inventory pursuant to this notification.

Comment (substantive/non-substantive revisions): The proposed rule contains a non-exclusive list of what constitutes substantive or non-substantive revisions and modifications. Institutions asked for greater specificity in defining these two categories.

Response: During rule implementation, the Coordinating Board intends to provide additional guidance for the submission of program changes. Given the complexity of program development and changes, the most common types of program changes are listed in the proposed rules, but it is not intended to be an exhaustive list. The Coordinating Board has developed an amendment that draws tighter boundaries on what constitutes a substantive or non-substantive revision.

Proposed Amendment: Amend 2.9(a) as follows: "(a) ~~Substantive revisions and modifications include, but are not limited to:~~ <u>Substantive revisions and modifications that materially alter the nature of the program, physical location, or modality of delivery, as determined by the Assistant Commissioner, include, but are not limited to:</u>"

Amend 2.9(c) as follows: "(c) ~~Non-substantive revisions and modifications program include, but are not limited to:~~ <u>Non-substantive revisions and modifications that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner, include, but are not limited to:</u>"

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<u>Subchapter A. General Provisions</u>
2.10, Audit and Non-Compliance

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Comment: Two institutions raised questions related to the Audit and Non-Compliance, specifically asking what the criteria are for undertaking an audit, what the audit will entail, as well as what are any potential ramifications of an audit or an audit that would be deemed unsatisfactory to the Coordinating Board.

Response: The audit requirement does not represent a change, as audit requirements for new program submissions already exist in current rules (see, for example, 19 TAC §§5.44(a)(7), 5.44(b)(4), 9.93(m), and 9.184(b)). The draft rules consolidate the many audit requirements in current administrative code in a single location. Statute gives the Coordinating Board general authority to verify the accuracy of information submitted to the agency (see, for example, Tex. Educ. Code §61.035). Board staff routinely conducts compliance monitoring and may notify an institution if the program is out of compliance. Compliance monitoring resulting in fiscal program violations follow the compliance provisions in Texas Education Code §61.035.

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<u>Subchapter B. Approval Process for a Certificate</u>
2.31, Certificate Approval by Notification Only
2.32, Notification
2.33, Approval

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Comment: Two institutions submitted comments regarding the proposed certificate approval rules covering the following topics:
- Questions regarding the use of the terms "approval" and "notification" in Subchapter B.
- Questions regarding why the Coordinating Board now wants notification for short certificates, when prior rules did not require institutions to submit those credentials, and a request for a minimum semester credit hour threshold.
- Request for clarification on embedded certificates and minors, and a request to exclude embedded certificates that are conferred at the time the student completes the degree.
- Concerns about the nature and volume of reporting; one system requested that institutions submit a biennial report listing active certificates instead of notifications for individual programs.

Some institutions expressed support for the proposed changes, including for allowing institutions to have clear documentation of certificate approval and respond quickly to workforce needs.

Response: Statute gives THECB the responsibility to approve new certificate programs, regardless of the number of semester credit hours, level, or academic/workforce designation: "A new degree or certificate program may be added at an institution of higher education only with specific prior approval of the board." (Tex. Educ. Code §61.0512). For ease of administrability, under the proposed rules, a certificate will be deemed approved when the Coordinating Board receives notification from the institution (2.33(a)). Certificate is defined broadly in the proposed definitions (see 2.3(8)) without reference to the minimum number of semester credit hours, to encompass even very short micro-certificates. The rule as written excludes transcriptable minors.

However, under current rules, the Coordinating Board does not approve or even receive notification of several categories of certificates. The increased comprehensiveness of the proposed rule not only brings Coordinating Board processes in closer alignment with statute, it also accomplishes an objective of the *Building a Talent Strong Texas* strategic plan: establishing a comprehensive statewide credential repository. This repository is intended to enable the agency to produce actionable data insights on certificate outcomes.

Board staff will consider institutional input on the best ways for institutions to report these certificates during the implementation phase. The proposed rule packet covers academic certificates only; rules pertaining to technical/workforce certificates will be addressed in a future revision.

Comment: One public university noted that the proposed rule revision has expanded the ability of public junior colleges to provide academic certificates and baccalaureate degrees. The institution noted that, while this could be perceived as a competitive threat to university undergraduate programs, that perspective would be shortsighted and unproductive; instead, the expanded abilities of public junior colleges could represent an opportunity for four-year institutions to collaborate with partners on curriculum.

Response: The Coordinating Board thanks the institution for the submitted comment and agrees with the sentiment expressed. An important motivation behind the ongoing rule revision project is to maximize institutions' ability to offer many types of programs within the framework provided by statute.

<u>Subchapter C. Preliminary Planning Process for New Degree Programs</u>
2.41, Planning Notification: Notice of Intent to Plan
2.42, Board Staff Response

Comments: Many institutions submitted comments disagreeing with the proposed changes to planning notifications, and specifically with the expansion of the number of programs requiring planning notifications.

Response: Current Coordinating Board rules only require planning notifications for proposals submitted for Board approvals, which under the current process includes doctoral and professional programs, engineering programs at all levels, programs with an estimated cost over $2 million, and community colleges offering a baccalaureate program. No other programs submit planning notifications under current processes. This directly conflicts with Texas statute: "At the time an institution of higher education begins preliminary planning for a new degree program, the institution must notify the board before the institution may carry out the planning." (Tex. Educ. Code §61.0512(b)).

Proposed Rule 2.41 imposes very minimal requirements for the content of the planning notification, only requesting the program title, degree designation, CIP Code, and anticipated date of proposal submission. Under current processes, institutions *already* provide this information to the Coordinating Board prior to submitting their requests for new programs through the area institution notification—the new planning notification rules therefore do not represent a significant change to current processes for institutions or staff. In fact, the proposed rules *lessen* the burden on staff and institutions by no longer requiring the prior submission of this information for new certificate proposals (contrast with 19 TAC §§5.44(b)(3); 9.93(b)(4)).

The proposed rules bring agency processes into compliance with the law by extending the planning notification to all degree programs. Planning notifications also serve the practical function of assisting Board staff in anticipating and managing workload.

Comment: In the proposed rules, submission of a Planning Notification triggers a sixty-day period for the Board Staff to provide the institution a report containing Labor Market Information and other data related to the proposed program. Several institutions questioned the utility of the Coordinating Board providing Labor Market Information in response to receiving a planning notification, as the current system places that responsibility on institutions. Institutions also expressed concern about the inefficient use of time and burden on Board staff to provide this information, and also the cost to the agency of providing this data. Further, institutions expressed concern about the additional sixty days added to existing program approval timelines.

Several comments noted that institutions already perform the work of gauging local need and compiling labor market information, and that this work is typically done even before beginning the planning process. One comment stated that easy on-demand access to information and data on similar programs would be of more benefit to institutions than tailored reports. Another institution stated that it is easier for the institution to determine student demand and local interest in programs, with better knowledge of the local community.

Response: The Coordinating Board is currently building out agency capacity to develop and provide high-quality data to institutions at an early point in the program development process. The purpose of providing this data early is to give institutions information about whether the proposed program is likely to meet the statutory criteria for approval (particularly whether the program is likely to meet state and local community needs) before they complete the work of preparing the proposal.

Institutions need not wait for the sixty-day period to elapse before submitting their program proposals.

Comment: Several institutions took issue with Board staff approval of planning notifications, stating that statute only provides for notification (Tex. Educ. Code §61.0512(b)).

Response: Coordinating Board staff agrees that the rule should be revised to remove the approval of the planning notification, instead providing for its acknowledgement.

Proposed Amendment: Change 2.42 as follows: "The Planning Notification shall be ~~deemed approved~~ <u>acknowledged</u> upon completed submission of the required information, ~~as determined by Board Staff. If Board Staff determines that an institution fails to provide the information required by this section, Board Staff may reject the submission and pend approval until the information is complete.~~"

Comment on Rule 2.143, Submission of Planning Notification: Institutions expressed concern with new timelines for submission of the Planning Notification. Current rules require planning notification at least one year in advance only for professional degrees and for any other program receiving Board-level approval.The planning notification can be submitted at any point before the proposal. The proposed rule extends the one-year timeline to both professional degrees and doctoral degrees. Institutions noted that this would extend the approval timeline for doctoral programs.

Response: Planning Notifications serve the practical purpose of giving Board staff extra notice of institutions' intent to submit new programs. Because of the complexity of doctoral and professional programs, staff must execute an especially complicated review process taking almost a year, requiring the recruitment of impartial external reviewers and the arranging of a site visit. The early notification for these types of programs helps staff plan and manage workloads.

<u>**Subchapter F. Approval Process for New Baccalaureate and Master's Degrees at Public Universities and Public Health-Related Institutions.**</u>
2.113, Submission of Planning Notification

Comment: Two institutions commented that this is a change and that this will now be required for all new degree programs. Another comment pointed out that "preliminary planning" of a proposed program is undefined.

Response: The Coordinating Board agrees that requiring the submission of a Planning Notification is a change to the current requirement. This revision to the rule brings Coordinating Board processes into alignment with the existing statutory requirements provided in Texas Education Code §61.0512(b), which states: "At the time an institution of higher education begins preliminary planning for a new degree program, the institution must notify the board before the institution may carry out that planning." The details of what is required in the Planning Notification are in 2.41, which requires notifications to contain the

following information (1) Title of the degree; (2) the degree designation; (3) CIP Code; and (4) Anticipated date of submission.

Subchapter F. Approval Process for New Baccalaureate and Master's Degrees at Public Universities and Public Health-Related Institutions.
2.114, Approval Required

Comment: Five institutions commented that they had concerns about the approval now required for new baccalaureate and master's degrees. Currently, the Coordinating Board allows for a streamlined approval form for bachelor's and master's degree programs aside from those costing more than $2 million or engineering programs. In the current version of the rule draft, proposed programs with less than 50% new content receive Assistant Commissioner approval, whereas programs with 50% or more new content receive Commissioner approval.

Institutions expressed concern that the requirement for Assistant Commissioner review would unnecessarily increase the Assistant Commissioner's workload and delay the approval process, hindering an institution's ability to quickly respond to job market and student demand. Institutions also expressed concern that Commissioner approval for new bachelor's and master's degrees with 50% new content would lengthen the timelines.

There was also a recommendation that institutions should align with SACSCOC and require notification only for program proposals with new content between 25-49%.

One institution states that the section assumes Texas institutions are all accredited by a single accrediting entity, whereas regional accreditation entities no longer exist, and institutions can now choose their own federally-recognized institutional accreditor.

One institution requests clarification on the definition of "new content," asking whether it is specific to the degree program, based on new courses developed within the new program or subject matter at the university. Another institution asked whether it is appropriate for the Coordinating Board to exercise more authority over new content.

Response: Statute charges the Coordinating Board with the responsibility to approve new programs: "A new degree […] program may be added at an institution only with specific prior approval of the [Coordinating Board]." Tex. Educ. Code §61.0512(a). For this reason, the Board intends to keep the requirement that all new programs must receive Board approval, with special attention to programs with a high volume of new content.

The draft rules do not significantly alter existing processes. The Coordinating Board staff currently reviews all the documentation that is submitted for each new bachelor's or master's program. After a review is completed by Coordinating Board staff, an approval letter is sent by the Assistant Commissioner to the institutions. Rule 2.114 will not alter the current practice, instead merely formalizing the process.

The draft rules make one significant improvement on existing rules: for the first time, Rule 2.114 provides unprecedented transparency to institutions by specifying the exact timeline for each

level of approval. The rule states that Assistant Commissioner approval will take no more than six (6) months from submission of an administratively complete request and Commissioner approval will take no more than nine (9) months from submission of an administratively complete request. These timelines are periods that cannot be exceeded, though the Board does not anticipate that any processes would significantly extend current approval times. These deadlines represent the Coordinating Board's commitment to establishing clear and predictable timeline expectations for institutions.

The proposed rules require submission of a completed application in order to be administratively complete but do not specify which forms must be included. During rule implementation, the Coordinating Board commits to reviewing and updating all documentation forms required for program approval.

The rule does not specifically reference SACSCOC or require that an institution hold its accreditation from that entity—the rule's language is accreditor-agnostic. However, it does happen to align with SACSCOC cut-offs for program notifications and approvals.

"New content" is defined in the Definitions section of the proposed rule packet (Rule 2.3(20)) as such: "Content that the institution does not currently offer at the same instructional level as the proposed program." All Texas public institutions must already assess the percentage of new content in each proposed program, as this is an institutional accreditation requirement. Programs with a high volume of new content may require different resources or additional faculty members. The Coordinating Board has chosen to sort programs according to this dividing line for scrutiny, aligning expectations with levels of program scrutiny conducted by institutional accreditors.

Subchapter F. Approval Process for New Baccalaureate and Master's Degrees at Public Universities and Public Health-Related Institutions.
2.117, Criteria for New Baccalaureate and Master's Degrees

Comment: One institution agreed with the clarification regarding the Coordinating Board's expectations regarding faculty and allowing flexibility where appropriate in terms of rank or type of faculty positions.

Response: The Coordinating Board agrees that providing the flexibility for faculty for rank/type of faculty is appropriate.

Comment: One institution commented that for the rule for bachelor's and master's degree programs §2.117(B)(ii) the phrase "proposed doctoral program field" should be corrected to the "proposed appropriate program field" in relation to library and IT resources.

Response: The Coordinating Board concurs with the recommendation and will revise §2.117(B)(ii) to reflect the revision:

Proposed Amendment: Change 2.117(B)(ii) to "Library and IT Resources. Library and information technology resources must be adequate for the proposed program and meet the

standards of the appropriate accrediting agencies. Library resources should be strong in the ~~proposed doctoral~~ <u>appropriate</u> program field and in related and supporting fields.”

Comment: One institution questioned the need for there to be high-quality programs in other related and supporting disciplines, stating that this could impact an institution's ability to respond to the local needs of the community region.

Response: The Coordinating Board supports innovation at the institutions. This provision is intended to ensure that there are appropriate resources in related programs for the new program and students to be successful.

Subchapter G. Approval Process for New Doctoral and Professional Degree Programs.
2.143, Submission of Planning Notification

Comment: Six institutions raised concerns that requiring a submission of a planning notification one year before submitting a full doctoral proposal would extend the timeline. The institutions did not agree with waiting a year after submitting a planning notification before submitting a full doctoral proposal.

Response: To develop a new doctoral program is a substantial effort at institutions and often involves significant resources. It is reasonable that when an institution begins the planning for the program that it would take a year before submitting the full proposal. This planning notification a full year before submitting the full proposal will allow Coordinating Board staff time to plan for the rigorous review that is required for a new doctoral program.

Subchapter G. Approval Process for New Doctoral and Professional Degree Programs.
2.144, Graduate Medical Education Plan for New Medical Degree Programs

Comment: One institution identified that the Texas statute (Tex. Educ. Code §61.05122) calls solely for notification and not approval for the GME Plan for New Medical Degree Programs.

Response: The Coordinating Board concurs with the recommendation to revise the language from "approve" to "acknowledge".

Proposed Amendment: Change 2.144 (b) to "Board Staff may ~~approve~~ <u>acknowledge</u> receipt of the graduate medical education plan if the institution's plan meets all the requirements of Tex. Educ. Code §61.05122."

Subchapter G. Approval Process for New Doctoral and Professional Degree Programs.
2.146, Criteria for New Doctoral and Professional Degree Programs

Comment: Three institutions raised concerns regarding §2.146(b)(C)(3), which details the Faculty and Resources required for a new doctoral and professional degree program. This section also requires that an institution must provide an approved hiring schedule demonstrating the ability to hire any additional faculty appropriate to support the projected

number of enrolled students. These institutions raised concerns about using the term department and recommend revising "department" to include the possibility of additional departments or units that may participate in multidisciplinary or interdisciplinary programs.

Response: The Coordinating Board concurs with the recommendation to revise the language to include "unit."

Proposed Amendment: Change 2.146(b)(C)(3) to "(3) Faculty and Resources. In assessing the criteria under subchapter A, §2.5(a)(7) of this chapter, Board Staff shall ensure that each institution demonstrates a strong core of qualified doctoral faculty capable of guaranteeing a high-quality doctoral program with the potential to attain national prominence. The institution must employ at least one core faculty member active in the department or unit offering the proposed program at the time of application. The institution must also provide an approved hiring schedule demonstrating the ability to hire any additional faculty appropriate to support the projected number of enrolled students. The institution must provide documentation on a schedule determined by Board Staff of the faculty hires through sub-mission of a letter of intent, curriculum vitae or equivalent documentation of faculty credentials in a format determined by the Board, and a list of courses in the curriculum that the faculty hire would be qualified to teach. The program must not result in such a high ratio of doctoral students to faculty as to make individual guidance prohibitive."

Comment: One institution raised additional questions about faculty hiring in §2.146(b)(C)(3). The institution stated that, while reasonable to provide an approved hiring schedule, sometimes institutions cannot adhere to those hiring schedules because of unforeseen circumstances such as the recent pandemic. The institution stated that it is not realistic to provide documentation for future faculty hires like their letter of intent, curriculum vitae, or equivalent documentation at the time of proposal development.

Response: Statute does require the Coordinating Board to take into account adequacy of the faculty in approving new programs: the board must ensure the program "has necessary faculty and other resources to ensure student success[.]" Tex. Educ. Code §61.051(c)(3). While some interdisciplinary programs may span multiple departments, the rule requires the institution to submit at least one core faculty member active in the department offering the proposed program—in the case of an interdisciplinary program, the institution should submit at least one faculty member from at least one of the sponsoring departments.

The Coordinating Board acknowledges that unforeseen circumstances may hinder institutions' ability to execute on future hiring plans. Coordinating Board staff has worked with applicants in the past to provide needed flexibility in emergent situations, and will continue to do so.

Section 2.146(b)(3) states that institutions must provide documentation "on a schedule determined by Board Staff" of faculty hires for the proposed program. The draft rule language is precisely identical to existing rule and practice, which have been in place for many years. In current practice, institutions do not provide documentation of faculty hires at the time of the proposal's submission; instead, institutions submit this documentation to the Coordinating

Board after approval once the hires are made, as proof they have carried out the faculty hiring plan outlined in the initial proposal.

Comment: One institution commented that in §2.146(b)(C)(A)(6)(IV)(iv), the phrase, "in disciplines that require them" should be inserted at the beginning of the sentence to clarify that some doctoral programs will require external learning experiences.

Response: The Coordinating Board concurs with the recommendation to revise the language to include, "in disciplines that require them."

Proposed Amendment: Change 2.146(b)(C)(A)(6)(IV)(iv) to *"(iv)* External Learning Experiences. In disciplines that require them, T-the program must include plans for external learning experiences for students, such as internships, clerkships, or clinical experiences."

Comment: One institution clarified that for rule 2.146(b)(C)(A)(6)(IV)(v) accreditation standards by other bodies are not required for each proposed doctoral program and requested that the language be clarified that some doctoral programs may need to meet the criteria other than accreditation boards such as the Council of Graduate Schools, MLA, etc.

Response: The Coordinating Board concurs with the recommendation to revise the language to include, "where relevant."

Proposed Amendment: Change 2.146(b)(C)(A)(6)(IV)(v) to "Each proposed program shall meet the criteria of its accrediting Board and doctoral or professional program criteria of relevant professional groups and organizations, such as the Council of Graduate Schools, the Modern Language Association, the American Historical Association, the Accreditation Board for Engineering and Technology, or other bodies where relevant to the particular discipline."

Comment: Two institutions requested clarity on the institutional demonstration of comprehensive assistance packages for doctoral proposals.

Response: The details of what will be considered to determine a comprehensive assistance package will be determined if the rules are adopted during the implementation phase.

Subchapter G. Approval Process for New Doctoral and Professional Degree Programs.
2.147, Embedded Credential, Master's Degree

Comment: One institution requested that a bachelor's degree in the same CIP Code as a pre-existing graduate degree have the same option to seek expedited approval as embedded master's degrees under this section.

Response: The embedded master's degree provides an off-ramp for students who do not complete their doctoral program. Students are given the opportunity to apply graduate credit accumulated towards their Ph.D. program towards a master's degree. Embedded credentials are defined in 2.3(17) as programs of study that enable a student to earn a credential that is wholly embedded with the degree program. Since students generally enroll in graduate school

after completing their baccalaureate program, undergraduate programs are not considered embedded credentials within a graduate program. The coursework for the bachelor's and graduate degrees is different; in contrast, students will be able to count the same coursework in their Ph.D. program towards their master's degree.

Subchapter G. Approval Process for New Doctoral and Professional Degree Programs.
2.149, Non-Compliance with Approval Conditions

Comment: One institution requested clarification as to whether the conditions of approval is the same as the "Annual Progress Report" process or whether this is a separate process, noting that if it is separate that it is a duplication of an existing process, but if it is a replacement of the 1-, 3-, and 5-year reports that would be helpful.

Response: This provision is not intended to be a new, separate process, but rather to formalize existing Coordinating Board processes. The Coordinating Board will at times approve programs with conditions of approval, for example to execute the institution's stated plan to hire sufficient faculty members for a high-quality doctoral program. Staff will receive follow-up reports from the institution on implementation of those conditions of approval at regular intervals.

Subchapter H. Phasing Out Degree and Certificate Programs.
2.171, Program Phase-Out Notification

Comment: Six institutions requested clarification regarding the timing of the teach-out plan submission, as this document is typically developed first in the process. In addition, some of these institutions requested evaluation of whether the rule is duplicative, as the current proposed rule requires two similar notifications, one that is submitted with a teach-out plan and one that is submitted when a program is finally closed. In addition, one institution requested removal of the reference to the SACSCOC, as SACSCOC is no longer the required institutional accreditor.

Response: The Coordinating Board agrees that only one notification of program closure is necessary, and further agrees with the institutions' proposed changes to the order in which documentation should be submitted to move the teach-out plan first. The rules will be amended to reflect that the institution must only submit a notice of intent to close a program, and otherwise only notify the Coordinating Board if that plan changes.

The Coordinating Board agrees with the suggestion to amend the language of the rule to reflect an accreditor-agnostic approach.

Proposed Amendment 1: In 2.171(a), renumber (3) ("develop and execute a teach-out plan;") to be (1); renumber the rest of the list accordingly.

Proposed Amendment 2: In 2.171(a), strike out "(6) notify the Board when the program is finally closed." In 2.171(d), add the following sentence at the end: "If the institution chooses not to phase a program out after providing prior notification to the Coordinating Board of intent to

phase out the program, the institution must submit an update that the program will continue to Board Staff."

Proposed Amendment 3: In 2.171(a)(1), amend to say: "(1) give appropriate notification to the ~~Southern Association of Colleges and Schools Commission on Colleges or~~ federally-recognized institutional accreditor and the Program's accreditor, as applicable;"

Subchapter I. Review of Existing Degree Programs.
2.181, Academic Programs at Public Universities and Health-Related Institutions.

Comment: Three institutions submitted comments regarding the requirements for undergraduate program review. One institution stated that this would be a major change if all undergraduate programs need to undergo program review. One institution noted that there is not currently an existing Program Performance Review schedule for undergraduate programs. Another institution noted that the Existing Program Performance Review is based on CBM reports data, not incorporating a self-study, and requested clarification as to whether a self-study would be required going forward.

Response: The Legislature requires the Coordinating Board to conduct reviews of *all* degree and certificate programs, including undergraduate bachelor's degree programs: "The board shall review each degree or certificate program offered by an institution of higher education for at least 10 years after a new program is established[.]" Tex. Educ. Code §61.0512(e). Staff intends to fulfill this requirement by using existing data collections and processes to meet this obligation. This rule does not require institutions to conduct a self-study review for undergraduate programs.

Staff agrees to clarify this portion of the rule.

Proposed Amendment: In 2.181(c), make the following change: "~~Each public institution of higher education offering an undergraduate degree shall participate in the Existing Program Performance Review on the schedule required by~~ Board Staff ~~to~~ will meet the requirements of program review established by Tex. Educ. Code §61.0512(e) by reviewing program data reported in the Accountability System for each undergraduate degree offered by a public institution of higher education in Texas."

Comment: Four institutions made comments on the review criteria for master's and doctoral programs. Most institutions noted that the master's program review rules contain 19 criteria (Rule 2.181(e)(6)), while the doctoral and professional program review rules contain 10 criteria (Rule 2.181(d)(8)). Some institutions stated a preference for having more uniform criteria across the two program types.

Response: The Coordinating Board agrees with the recommendation to have uniform review processes for master's and doctoral degrees. The uniform criteria for review will be specified during the implementation process.

Proposed Amendment: Amend 2.181(d) as follows: "Each public university and public health-related institution shall review each of its <u>master's,</u> doctoral, and professional degree programs at least once every ten years.

Amend 2.181(d)(1) as follows: "(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all ~~doctoral~~ <u>graduate</u> programs to the Assistant Commissioner with oversight of academic program approval."

Amend 2.181(d)(2) as follows: "(2) Each institution shall begin each review of a ~~doctoral or professional~~ <u>graduate</u> degree program with a rigorous self-study."

Strike 2.181(d)(8) and 2.181(d)(8)(A)-(J); renumber remaining sections accordingly.

Strike 2.181(e) and 2.181(e)(1)-(6).

The amendments have been prepared in the following format:
- New rule language is underlined.
- Amendments to the proposed rule in response to comments received are shaded. Deletions in response to comments received are ~~shaded and struck through~~.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter A. General Provisions</u>

<u>*§2.1. Purpose.*</u>

<u>This chapter governs academic and workforce program planning, approval, and implementation.</u>

<u>*§2.2. Authority.*</u>

<u>Authority for this section comes from Texas Education Code §61.003, which contains several definitions for terms used throughout this chapter; and Tex. Educ. Code §61.0512, which gives the board permission to authorize new academic programs and sets certain timelines for approval processes. Tex. Educ. Code §61.035 gives the board authority to conduct compliance monitoring to ensure the accuracy of data reported by institutions of higher education and used for policymaking decisions. Other relevant provisions of law include Tex. Educ. Code, chapter 130, subchapter L, which contains information related to baccalaureate degrees at two-year institutions.</u>

<u>*§2.3. Definitions.*</u>

<u>The following words and terms, when used in this subchapter, shall have the following meanings:</u>

<u>(1) Administrative Unit--A department, college, school, or other unit at an institution of higher education, which has administrative authority over degree or certificate programs.</u>

<u>(2) Academic Course Guide Manual (ACGM--The manual that provides the official list of approved courses for general academic transfer to public universities offered for funding by public community, state, and technical colleges in Texas.</u>

<u>(3) Academic Program or Programs--A type of ~~degree program leading to a~~ credential primarily consisting of course content intended to prepare students for study at the bachelor's degree or higher.</u>

<u>(4) Applied Baccalaureate Degree Program--Builds on an Associate of Applied Science (A.A.S.) degree, combined with enough additional core curriculum courses and upper-level college courses to meet the minimum semester credit hour requirements for a bachelor's degree. The degree program is designed to grow professional management skills of the learner and meet the demand for leadership of highly technical professionals in the workplace. May be called a Bachelor of Applied Arts and Science (B.A.A.S.), Bachelor of Applied Technology (B.A.T.) or Bachelor of Applied Science (B.A.S.).</u>

<u>(5) Board--The governing body of the agency known as the Texas Higher Education Coordinating Board.</u>

(6) Board Staff--Staff of the Texas Higher Education Coordinating Board who perform the Texas Higher Education Coordinating Board's administrative functions and services.

(7) Career Technical/Workforce Program--An applied associate degree program or a certificate program for which semester credit hours, quarter credit hours, or continuing education units are awarded, and which is intended to prepare students for immediate employment or a job upgrade in a specific occupation.

(8) Certificate program--Unless otherwise specified in these rules for the purpose of this chapter, certificate means a grouping of subject-matter courses which, when satisfactorily completed by a student, will entitle the student to a certificate or documentary evidence, other than a degree, of completion of a course of study at the postsecondary level. Under this chapter, certificate includes a post-baccalaureate certificate, and excludes an associate degree unless otherwise provided.

(9) CIP Codes--See "Texas Classification of Instructional Programs (CIP) Coding System."

(10) Commissioner--The Commissioner of Higher Education.

(11) Contact hour--A time unit of instruction used by community, technical, and state colleges consisting of 60 minutes, of which 50 minutes must be direct instruction.

(12) Continuing Education Unit (CEU)--Basic unit for continuing education courses. One continuing education unit (CEU) is 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

(13) Credential--A grouping of subject matter courses or demonstrated mastery of specified content which entitle a student to documentary evidence of completion. This term encompasses certificate programs, degree programs, and other kinds of formal recognitions such as short-term workforce credentials or a combination thereof.

(14) Degree program--Any grouping of subject matter courses which, when satisfactorily completed by a student, will entitle that student to an associate's, bachelor's, master's, doctoral, or professional degree.

(15) Degree Title--Name of the degree and discipline under which one or more degree programs may be offered. A degree title usually consists of the degree designation (e.g., Bachelor of Science, Master of Arts) and the discipline specialty (e.g., History, Psychology).

(16) Doctoral Degree--An academic degree beyond the level of a master's degree that typically represents the highest level of formal study or research in a given field.

(17) Embedded Credential--A ~~program~~ course of study enabling a student to earn a credential that is wholly embedded within a degree program.

(18) Field of Study Curriculum--A set of courses that will satisfy lower-division requirements for an academic major at a general academic teaching institution, as defined in chapter 4, subchapter B, §4.23(7) of this title (relating to Definitions).

(19) Master's Degree Program--The first graduate level degree, intermediate between a Baccalaureate degree program and Doctoral degree program.

(20) New Content—As determined by the institution, ~~Content~~ content that the institution does not currently offer at the same instructional level as the proposed program. A program with sufficient new content to constitute a 'significant departure' from existing offerings under 34 CFR §602.22(a)(1)(ii)(C) meets the 50% new content threshold.

(21) Pilot Institution--Public junior colleges initially authorized to offer baccalaureate degrees through the pilot initiative established by SB 286 (78R - 2003). Specifically, the four pilot institutions are Midland College, South Texas College, Brazosport College, and Tyler Junior College.

(22) Planning Notification--Formal notification that an institution intends to develop a plan and submit a degree program proposal or otherwise notify the Board of intent to offer a new degree program.

(23) Professional Degree--Certain degree programs that prepare students for a career as a practitioner in a particular profession, including certain credential types that are required for professional licensure. For the purpose of this chapter, the term refers specifically to the following degrees: Doctor of Medicine (M.D.), Doctor of Osteopathy (D.O.), Doctor of Dental Surgery (D.D.S.), Doctor of Podiatric Medicine (D.P.M.), Doctor of Veterinary Medicine (D.V.M.) and Juris Doctor (J.D.).

(24) Program Inventory--The official list of all degree and certificate programs offered by a public community college, university, or health-related institution, as maintained by Board Staff.

(25) Public Health-Related Institution--~~A medical or dental unit as defined by Tex. Educ. Code §61.003(5).~~ Public health-related institutions that are supported by state funds.

(26) Public Junior College--A public institution of higher education as defined in Tex. Educ. Code §61.003(2).

(27) Public Two-year College--Any public junior college, public community college, public technical institute, or public state college as defined in Tex. Educ. Code §61.003(16).

(28) Public University--A general academic teaching institution as defined by Tex. Educ. Code §61.003(3).

(29) Semester Credit Hour, or Credit Hour--A unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over a 15-week period in a semester system or a 10-week period in a quarter system.

(30) Texas Classification of Instructional Programs (CIP) Coding System--The Texas adaptation of the federal Classification of Instructional Programs taxonomy developed by the National Center for Education Statistics and used nationally to classify instructional programs and report educational data. The 8-digit CIP codes define the authorized teaching field of the specified program, based upon the occupation(s) for which the program is designed to prepare its graduates.

(31) Texas Core Curriculum--Curriculum required at each institution of higher education students are required to complete as required by 19 TAC §4.23(3).

(32) Texas Success Initiative (TSI--A comprehensive program of assessment, advising, developmental education, and other strategies to ensure college readiness. The TSI Assessment that shall be the sole assessment instrument as specified in 19 TAC §4.56. The passing standards for the authorized TSI Assessment are established in 19 TAC §4.57.

(33) Tracks of Study--Specialized areas of study within a single degree program.

(34) Transcriptable Minor--A transcriptable minor is a group of courses around a specific subject matter marked on the student's transcript. The student must declare a minor for the minor to be included on the student's transcript. The student cannot declare a minor without also being enrolled in a major course of study as part of a baccalaureate degree program.

(35) Workforce Education Course Guide Manual (WECM)--An online database composed of the Board's official statewide inventory of career technical/workforce education courses available for two-year public colleges to use in certificate and associate degree programs.

§2.4. Types of Approval Required.

The Board requires each institution to obtain one of the following types of approval for a certificate or degree program. No approval is required for new tracks of study in an existing degree program and tracks of study are not listed as separate degree programs in the Program Inventory.

(1) Notification Only--this approval is obtained when the institution of higher education successfully submits and receives confirmation of its submission to Board Staff.

(2) Assistant Commissioner Approval-a proposed program subject to Assistant Commissioner Approval may be approved by the Assistant Commissioner if the program is administratively complete as described in §2.6 of this subchapter and meets all the requirements established by rule as determined by the Assistant Commissioner.

(A) If the Assistant Commissioner recommends denial of a program or does not take action to approve the program within six months of Board Staff's determination that the program proposal is administratively complete, then the program approval will be subject to the process for Commissioner Approval.

(B) There are two types of Assistant Commissioner Approval depending on the type of action the institution requests.

(i) Regular Review--A proposed program subject to Assistant Commissioner Approval shall receive regular review unless the institution's request is eligible for Expedited Review.

(ii) Expedited Review--an institution submits for review and approval the information required by rule and obtains approval from Board Staff once staff confirms that the institution's request is administratively complete, and the Assistant Commissioner confirms that the institution's request qualifies for Expedited Review. This type of review is authorized only where expressly indicated in rules under this chapter.

(3) Commissioner Approval--The Assistant Commissioner designated to approve academic programs under this chapter will forward a program subject to Commissioner Approval to the Commissioner for review and approval. A proposed program subject to Commissioner Approval may be approved by the Commissioner if the program is administratively complete as described in §2.6 of this subchapter and meets all the requirements established by rule as determined by the Commissioner. This type of approval will include a Board Staff recommendation about whether the program meets all the requirements established by rule.

(A) If the Commissioner does not approve or deny the proposal within nine months of Board Staff's determination that the proposal is administratively complete, the proposal will move to Board Approval.

(B) At the Commissioner's sole discretion, the Commissioner may elect to require Board Approval of the proposed program. Board approval must occur not later than one year after the institution's application was administratively complete.

(4) Board Approval--A program that is subject to Board Approval as indicated in rules under this chapter will be considered at a Board meeting not later than the first anniversary of Board Staff's determination that the application for the proposed program is administratively complete. This type of approval will include a recommendation from the Commissioner about whether the program satisfies the requirements of statute and rule for approval.

(A) Board Staff shall review the required criteria for each proposed program and provide a recommendation to the Commissioner. Board Staff's recommendation shall include a summary and analysis of whether the proposed program meets each of the required criteria for approval.

(B) The Commissioner shall review Board Staff's recommendation and make a determination about whether to recommend approval of the proposed program to the Board.

(i) Board Staff shall notify the institution of the Commissioner's decision about whether to recommend the program.

(ii) If the Commissioner recommends denial of the program, Board Staff shall notify the institution and provide ten business days in which the institution may request in writing final consideration from the Board.

(iii) If the institution requests final consideration from the Board, Board Staff shall place the proposed program on the Board agenda for consideration at the next Board meeting not later than one year later than the program is determined administratively complete.

(iv) If Board Staff does not receive a request for Board consideration within ten business days from the date the institution was notified of the Commissioner's recommendation for denial of the program, the application shall be considered withdrawn.

(C) The Board shall consider the proposal at a Board meeting not later than the first anniversary of Board Staff's determination that the application for the proposed program is administratively complete. The Board's decision to approve or deny the proposed program is final and may not be appealed. If the Board denies approval, an institution may resubmit a request for approval of the proposed program not sooner than one year from the date of the Board's decision. If the Board fails to approve or deny the program by the first anniversary after Board Staff deems the proposal administratively complete, the program is considered approved by operation of law.

§2.5. General Criteria for Program Approval.

(a) In addition to any criteria specified in statute or this chapter for a specific program approval, the Assistant Commissioner, Commissioner, or Board, as applicable, shall consider the following factors:

(1) Evidence that the program is needed by the state and the local community, as demonstrated by student demand for similar programs, labor market information, and value of the credential;

(2) Whether the program unnecessarily duplicates programs offered by other institutions of higher education or private or independent institutions of higher education, as demonstrated by capacity of existing programs and need for additional graduates in the field;

(3) Comments provided to the Board from institutions noticed under §2.7 of this subchapter;

(4) Whether the program has adequate financing from legislative appropriation, funds allocated by the Board, or funds from other sources;

(5) Whether the program's cost is reasonable and provides a value to students and the state when considering the cost of tuition, source(s) of funding, availability of other similar programs, and the earnings of students or graduates of similar credential programs in the state to ensure the efficient and effective use of higher education resources;

(6) Whether the program has necessary faculty and other resources including support staff to ensure student success;

(7) Whether and how the program aligns with the metrics and objectives of the Board's Long-Range Master Plan for Higher Education;

(8) Whether the program meets academic standards specified by law or prescribed by Board rule, including rules adopted by the Board for purposes of this section, or workforce standards established by the Texas Workforce Investment Council; and

(9) Past compliance history and program quality of the same or similar programs, where applicable.

(b) In the event of conflict between this rule and a more specific rule regarding program approval, the more specific rule shall control.

§2.6. Administrative Completeness.

(a) An institution must submit a fully completed application for each proposed program for which approval is required that includes:

(1) each element or item of information required by this subchapter;

(2) each element or item of information required by the subchapter in this chapter governing the type of program approval required;

(3) the required Board form for the type of program approval required; and

(4) fully executed certifications.

(b) Board Staff shall determine whether an application is administratively complete and notify the institution not later than the ~~sixth~~ fifth business day after receipt.

(c) If Board Staff determines that the application is incomplete or additional information or documentation is needed, the institution must respond with all of the requested information or documentation within ten business days or the request will be deemed incomplete and returned to the institution.

(d) An institution may resubmit an application that was returned as incomplete as soon as it has obtained the requested information or documentation. This submission will be considered a new application.

§2.7. Informal Notice and Comment on Proposed Local Programs.

(a) As soon as practicable, but not ~~Not~~ later than the sixtieth day after an institution submits an administratively complete application for approval, Board Staff shall provide informal notice and opportunity for comment to other institutions of higher education in the local community that offer substantially similar programs.

(b) Board Staff shall provide notification of the applicant institution's request for approval and allow not fewer than thirty days for a noticed institution to provide comments to Board Staff regarding:

(1) State or local need for the proposed program; or

(2) Evidence of whether the program unnecessarily duplicates programs offered by public, private, or independent institutions in the Higher Education Regions that offer substantially similar programs.

(c) When considering whether to approve a program requiring approval under this chapter, the Assistant Commissioner, Commissioner, or Board shall consider the comments that the noticed institutions provide to the Board under this section.

§2.8. Time Limit on Implementing Approved New Programs or Administrative Changes.

(a) Unless otherwise stipulated at the time of approval, if an approved new degree program is not established within two years of approval, that approval is no longer valid. An institution may submit a request to the Assistant Commissioner for approval to lengthen that time limit by one additional year for a compelling academic reason. The Assistant Commissioner has discretion to approve or deny the request.

(b) Unless otherwise stipulated at the time of approval, if approved administrative changes are not implemented within two years of approval, that approval is no longer valid.

(c) Provisions of this section apply to all approvals and changes under this chapter.

§2.9. Revisions and Modifications to an Approved Program.

(a) ~~Substantive revisions and modifications include, but are not limited to~~ Substantive revisions and modifications that materially alter the nature of the program, physical location, or modality of delivery, as determined by the Assistant Commissioner, include, but are not limited to:

(1) Changing the location of the program; and

(2) Changing the funding from self-supported to formula-funded or vice versa.

(b) For a program that initially required Board Approval beginning as of September 1, 2023, any substantive revision or modification to that program will require Board Approval under §2.4 of this subchapter. For all other programs, including programs that initially required Board Approval prior to September 1, 2023, any substantive revision or modification will require Assistant Commissioner Approval under §2.4(a)(2) of this subchapter.

(c) ~~Non-substantive revisions and modifications program include, but are not limited to~~ Non-substantive revisions and modifications that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner, include, but are not limited to:

(1) Increasing the number of semester credit hours of a program for reasons other than a change in programmatic accreditation requirements;

(2) Consolidating a program with one or more existing programs;

(3) Changing the modality of the program;

(4) Altering any condition listed in the program approval notification;

(5) Changing the CIP Code of the program;

(6) Increasing the number of semester credit hours if the increase is due to a change in programmatic accreditation requirements;

(7) Reducing the number of semester credit hours, so long as the reduction does not reduce the number of required hours below the minimum requirements of the institutional accreditor, program accreditors, and licensing bodies, if applicable;

(8) Changing the Degree Title or Designation; and

(9) Creation, consolidation, or closure of an administrative unit at a public university or a public health-related institution; and

(10)(9) Other non-substantive revisions that do not materially alter the nature of the program, location, or modality of delivery, as determined by the Assistant Commissioner.

(d) The non-substantive revisions and modifications in subsection (c)(1) - (5) of this section are subject to Assistant Commissioner Approval Regular Review under §2.4 of this subchapter. All other non-substantive revisions and modifications are subject to Assistant Commissioner Approval Expedited Review under §2.4(a)(2)(B) of this subchapter.

(e) Public universities and public health-related institutions must notify the Coordinating Board of changes to administrative units, including creation, consolidation, or closure of an administrative unit. Coordinating Board Staff will update the institution's Program Inventory pursuant to this notification.

§2.10. Audit and Non-Compliance.

(a) Board Staff reserves the right to audit an institution's program at any time to ensure compliance with the provisions of this chapter.

(b) If Board Staff determines that any institution is in non-compliance with the terms of its approval; has otherwise failed to seek approval required by §2.9 for a revision or modification; or is in violation of statute or Board rule governing program operation or approval; Board Staff shall:

(1) Provide notice to the institution of alleged non-compliance related to the program at issue;

(2) Provide the institution not more than one year to remedy the violation by achieving compliance with the approval, statute, or rule, by means acceptable to the Commissioner;

(3) At the end of one-year, if the institution has not achieved compliance acceptable to the Commissioner, Board Staff shall request that the Board authorize issuance of a show cause letter to the institution requiring the institution to show cause why the Board shall not recommend closure of the program and teach out.

(c) Program Closure and Teach-Out. If Board Staff determines that a program is in non-compliance or fails to satisfy all contingencies and conditions of its approval after responding to the show cause notice in subsection (b) of this section, Board Staff may notify the institution of:

(1) the actions necessary for the institution to receive the required approvals or meet the conditions; or

(2) that Board Staff recommends closure of the program.

(d) If the institution where the program is located wishes to close the program, the institution shall follow the procedures in subchapter H of this chapter.

(e) If the institution chooses not to follow the recommendation, the Board may request that Board Staff send the recommendation for closure to the governing board of the institution.

§2.11. Effective Date of Rules.

Each rule under this subchapter applies to each program for which an institution has submitted a required Planning Notification on or after June 1, 2023. For a proposed program not required to submit a Planning Notification, these rules apply to a program submitted for notification or approval on or after September 1, 2023. For all other rules not related to program approval, these rules take effect on September 1, 2023.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter B. Approval Process for a Certificate</u>

<u>*§2.30. Authority.*</u>

<u>The authority for this subchapter is Texas Education Code §61.0512, which states that institutions may offer new certificate programs with the Board's approval.</u>

<u>*§2.31. Certificate Approval by Notification Only.*</u>

<u>A public institution of higher education must provide notification to the Board to offer a new certificate program. Certificate is defined in subchapter A of this chapter, except as follows:</u>

<u>(1) The term "certificate" does not include a transcriptable minor.</u>

<u>(2) For the purpose of this subchapter, certificate excludes an associate degree.</u>

<u>(3) For the purpose of this subchapter, certificate excludes Career Technical/Workforce Programs intended to prepare students for immediate employment or a job upgrade in a specific occupation.</u>

<u>(4) For the purpose of this subchapter, certificate excludes non-credit certificates.</u>

<u>*§2.32. Notification.*</u>

<u>Not later than the ninetieth day after an institution initially offers a certificate program, each institution shall provide, in a manner prescribed by Board Staff, the following information:</u>

<u>(1) The number of semester credit hours for the certificate;</u>

<u>(2) The CIP Code for the certificate, if applicable;</u>

<u>(3) The CIP Codes for all courses that comprise the certificate;</u>

<u>(4) The name or designation of the certificate;</u>

<u>(5) The type of certificate, if applicable;</u>

<u>(6) Whether the certificate when earned in combination with any other certificate, defined set of courses, or other requirements leads to the award of another credential, including an associate degree or bachelor's degree; and</u>

<u>(7) Other information required to facilitate inclusion of the certificate program in a state credential repository or student advising resources.</u>

<u>*§2.33. Approval.*</u>

(a) A certificate is deemed approved when the institution successfully files the notification containing all information required by this subchapter, in accordance with the Notification Only process in subchapter A, §2.4(a)(1) of this chapter (relating to Types of Approval Required). If Board Staff determines that an institution fails to provide the information required by this section, Board Staff may reject the submission and pend approval until the information is complete.

(b) Board Staff will add the new certificate program to the institution's official Program Inventory. The Program Inventory contains the list of degrees and certificates approved by the Board under Tex. Educ. Code §61.0512.

§2.34. Effective Date.

These rules apply to a certificate subject to this subchapter submitted for approval on or after September 1, 2023.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter C. Preliminary Planning Process for New Degree Programs</u>

§2.40. Authority.

<u>The authority for this subchapter is Texas Education Code §61.0512(b), which requires institutions to notify the Board prior to beginning preliminary planning for a new degree program.</u>

§2.41. Planning Notification: Notice of Intent to Plan.

<u>(a) Prior to the institution seeking approval for a new degree program from its governing board, each institution's Chief Academic Officer, or delegate, shall provide notification to Board Staff of the institution's intent to engage in planning for a new degree program. The Planning Notification shall contain the following information:</u>

<u>(1) The title of the degree;</u>

<u>(2) The degree designation;</u>

<u>(3) CIP Code; and</u>

<u>(4) Anticipated date of submission.</u>

<u>(b) Not later than sixty days after Board Staff receives the Planning Notification, Board Staff shall provide to that institution a report including available labor market information and other relevant data to inform the institution's planning for the proposed program, including data about the number of similar programs approved in an area likely to be served by the applicant institution.</u>

§2.42. Board Staff Response.

<u>The Planning Notification shall be ~~deemed approved~~ acknowledged upon completed submission of the required information.~~, as determined by Board Staff. If Board Staff determines that an institution fails to provide the information required by this section, Board Staff may reject the submission and pend approval until the information is complete.~~</u>

§2.43. Effective Date of Rules.

<u>This subchapter goes into effect on June 1, 2023. Institutions must submit a Planning Notification for new programs in accordance with this subchapter on or after that date.</u>

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter E. Approval Process for New Baccalaureate Programs at Public Junior Colleges</u>

§2.80. Purpose.

The purpose of this subchapter is to establish the process for public junior colleges to request a new baccalaureate degree program from the Board.

§2.81. Authority.

The authority for this subchapter is Texas Education Code §§61.0512(h)(2), 130.302 and 130.312, which provides the Board with the authority to administer and approve certain baccalaureate degree programs at public junior colleges.

§2.82. Applicability.

This subchapter applies exclusively to public junior colleges defined under Tex. Educ. Code §61.003(2).

§2.83. Definitions.

This subchapter uses the definitions under subchapter A of this chapter (relating to General Provisions), except as otherwise specified.

§2.84. Submission of Planning Notification.

A public junior college, other than a pilot institution, must submit a Planning Notification to Board Staff in accordance with subchapter C, §2.41, of this chapter (relating to Preliminary Planning Process for New Degree Programs).

§2.85. Approval Required.

(a) A public junior college proposal for a new baccalaureate degree is subject to the following levels of approval:

(1) If the baccalaureate degree will be the institution's first degree at that level, the new degree proposal will be subject to Board Approval under subchapter A, §2.4, of this chapter (relating to Preliminary Planning Process for New Degree Programs).

(2) If the baccalaureate degree is not the institution's first degree at that level, the new degree proposal will be subject to the following levels of approval:

(A) If the proposed degree contains not greater than 50% new content, then the proposal will be subject to Assistant Commissioner approval under subchapter A, §2.4, of this chapter.

(B) If the proposed degree contains greater than 50% new content, then the proposal will be subject to Commissioner Approval under subchapter A, §2.4, of this chapter.

(b) Notwithstanding section (a), a pilot institution submitting a proposal for a new baccalaureate degree is subject to Assistant Commissioner Approval under subchapter A, §2.4, of this chapter.

§2.86. Presentation of Requests and Steps for Implementation.

(a) The requesting institution, other than a pilot institution, must submit a Planning Notification in accordance with subchapter C of this chapter (relating to Preliminary Planning Process for New Degree Programs).

(b) A public junior college must request a new baccalaureate degree program using the form prescribed for public junior colleges available on the Board's website.

(c) The rules for administrative completeness set out in subchapter A of this chapter (relating to General Provisions) apply to baccalaureate programs at public junior colleges. Each institution must submit all information and forms required by this subchapter and applicable provisions of subchapter A to be deemed administratively complete, including a nursing program meeting the requirements set out in Tex. Educ. Code §130.308 approval from the Board of Nursing.

(1) Upon receiving a form requesting a new baccalaureate degree program from the institution, or a pilot institution applying to offer an engineering program, the Assistant Commissioner, Commissioner or Board, depending on the required level of approval, shall act on the approval or denial according to the timelines specified in subchapter A of this chapter. If the Board does not act to approve or deny the proposal within the specified time frames, the program is considered approved.

(2) For a pilot institution, the Assistant Commissioner has sixty days from submission of the proposal request materials to complete the review and act to approve or disapprove the proposed program. The Assistant Commissioner shall approve the program if the baccalaureate degree program is administratively complete, approved by the governing board of the junior college district, and is not an engineering program.

(3) A public junior college applying to offer a Bachelor of Science in nursing must provide a letter from the Board of Nursing demonstrating that the program meets the standards and criteria of the Texas Board of Nursing in accordance with Tex. Educ. Code §130.308 with its application in order to be deemed administratively complete.

(d) An institution must obtain the type of approval specified in §2.85 of this subchapter (relating to Approval Required).

(e) Upon approval, Board Staff will add the new degree program to the institution's official Program Inventory. The Program Inventory contains the list of degrees and certificates with official Board approval.

§2.87. Criteria for New Baccalaureate Degree Programs.

(a) The Board may authorize baccalaureate degree programs at a public junior college in the fields of applied science, including a degree program in applied science with an emphasis on early childhood education, applied technology, or nursing, that have a demonstrated workforce need.

(b) All proposed baccalaureate degree programs must meet the criteria set out in this subsection, in addition to the general criteria in subchapter A, §2.5 (relating to General Criteria for Program Approval), and subchapter F, §2.118 (relating to Post-Approval Program Reviews), of this chapter.

(c) Each public junior college seeking to offer a baccalaureate degree program must comply with the requirements and limitations specified in Tex. Educ. Code, chapter 130, subchapter L.

§2.88. Approval and Semester Credit Hours.

If the minimum number of semester credit hours required to complete a proposed baccalaureate program exceeds 120, the institution must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-semester credit hour limit. Board Staff will review the documentation provided and decide to approve or deny a request to exceed the 120-semester credit hour limit.

§2.89. Post-Approval Program Reviews.

Each public junior college offering a baccalaureate degree program shall conduct a review of each baccalaureate degree program offered and prepare a biennial report on the operation, quality, and effectiveness of the baccalaureate degree programs in a format specified by the Board. A copy of the report shall be delivered to the Board by January 1 of each odd numbered year.

§2.90. Revisions to Approved Baccalaureate Programs.

Institutions may request non-substantive revisions to approved baccalaureate degree programs under subchapter A, §2.9 of this chapter (relating to Revisions and Modifications to an Approved Program).

§2.91. Phasing Out a Baccalaureate Program.

An institution may request to phase out a baccalaureate program in accordance with subchapter H of this chapter using the Program Consolidation or Phase-Out Form on the Board's website.

§2.92. Effective Date of Rules.

Each rule under this subchapter applies to each program for which an institution has submitted a required Planning Notification on or after June 1, 2023. For a proposed program not required

to submit a Planning Notification, these rules apply to a program submitted for notification or approval on or after September 1, 2023.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter F. Approval Process for New Baccalaureate and Master's Degrees at Public Universities and Public Health-Related Institutions</u>

<u>§2.110. Purpose.</u>

<u>The purpose of this subchapter is to establish the process for public universities and public health-related institutions to request new baccalaureate or master's degrees from the Board.</u>

<u>§2.111. Authority.</u>

<u>The authority for this subchapter is Texas Education Code §§61.051 and 61.0512, which provide that no new degree program may be added at any public institution of higher education except with specific prior approval of the Board. Tex. Educ. Code §61.0515 requires that the number of semester credit hours required for the baccalaureate degree not exceed the minimum number required by the institution's accreditor, in the absence of a compelling academic reason provided by the institution.</u>

<u>§2.112. Applicability.</u>

<u>(a) This subchapter applies to public universities and public health-related institutions.</u>

<u>(b) This subchapter does not apply to public junior colleges.</u>

<u>(c) This subchapter does not apply to a master's degree awarded by a public institution pursuant to Subchapter H, §2.147, of this chapter.</u>

<u>§2.113. Submission of Planning Notification.</u>

<u>An institution of higher education seeking approval to offer a degree program under this subchapter must submit a Planning Notification to Board Staff in accordance with Subchapter C of this chapter prior to submitting an administratively complete request for a new baccalaureate or master's degree proposal.</u>

<u>§2.114. Approval Required.</u>

<u>(a) A Public Health-Related Institution and Public University is subject to Assistant Commissioner Approval under Subchapter A, §2.4, of this chapter, if the proposed program contains not greater than 50% new content.</u>

<u>(b) A Public Health-Related Institution and Public University is subject to Commissioner Approval under Subchapter A, §2.4, of this chapter, if the proposed program contains greater than 50% new content.</u>

<u>(c) A Public Health-Related Institution or Public University proposing a master's degree that will be the institution's first degree at that level will be subject to Board Approval under Subchapter A, §2.4, of this chapter.</u>

§2.115. Presentation of Requests and Steps for Implementation.

(a) A requesting institution must submit a Planning Notification in accordance with Subchapter C of this chapter.

(b) A Public Health-Related Institution and Public University must request a new baccalaureate or master's degree using the forms available on the Board's website.

(c) Board Staff will make the determination of administrative completeness in accordance with Subchapter A, §2.6, of this chapter.

(d) The Assistant Commissioner, Commissioner, or Board, as applicable, shall approve or deny the proposed program within the timelines specified in Subchapter A, §2.4, of this chapter, after receipt of the complete program proposal. If the Assistant Commissioner, Commissioner, or Board does not act to approve or deny the proposal within the specified time frames, the program is considered approved.

(e) Upon approval, Board Staff will add the new degree program to the institution's official Program Inventory. The Program Inventory contains the list of degrees and certificates with official Board approval.

§2.116. Approval and Semester Credit Hours.

If the minimum number of semester credit hours required to complete a proposed baccalaureate program exceeds 120, the institution must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-semester credit hour limit. Board Staff will review the documentation provided and make a determination to approve or deny a request to exceed the 120-semester credit hour limit.

§2.117. Criteria for New Baccalaureate and Master's Degrees.

(a) All proposed baccalaureate and master's degree programs must meet the criteria set out in this subsection, in addition to the general criteria in Subchapter A, §2.5, of this chapter.

(b) Board Staff shall ensure that each institution certifies and provides required evidence that a proposed baccalaureate or master's degree meets the criteria in Subchapter A, §2.5, of this chapter and the following criteria in its proposal request:

(1) Program Need. To meet the requirements of Subchapter A, §2.5(a)(1) and (2), the institution must be able to demonstrate present and future workforce need of the state and nation. There should be a ready job market for graduates of the program, or alternatively, the program should produce students for master's or doctoral-level programs in fields in which there is a demonstrated need for professionals.

(2) Adequate Financing. In assessing whether the program meets the requirements of Subchapter A, §2.5(a)(4) and (5), the program must demonstrate that there is adequate

financing available to initiate the proposed program without reducing funds for existing programs or weakening them in any way. The program must provide evidence demonstrating generation of sufficient semester credit hours under funding formulas and student tuition and fees to pay faculty salaries, departmental operating costs, and instructional administration costs for the program after the start-up period.

(3) Faculty and Resources.

(A) Faculty. In assessing the criteria under Subchapter A, §2.5(a)(6), Board Staff shall ensure that the faculty are adequate to provide high program quality. In reviewing faculty, Board Staff will review for the following minimum criteria:

(i) With few exceptions, the master's degree should be the minimum educational attainment for faculty teaching in baccalaureate programs.

(ii) In most disciplines, the doctorate should be the minimum educational attainment for faculty teaching in graduate programs.

(iii) Faculty shall meet the qualitative and quantitative criteria of the institution's appropriate accrediting body.

(iv) The institution must dedicate a sufficient number of qualified faculty to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students; however, there must be at least one full time equivalent faculty already in place for the program to begin enrolling students.

(v) In evaluating faculty resources for proposed degree programs, Board Staff shall consider only those degrees held by faculty that were issued by:

(I) United States institutions accredited by accrediting agencies recognized by the Board, or

(II) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board.

(B) Facilities and Other Resources. To meet the criteria in Subchapter A, §2.5(a)(6), each program must include adequate facilities and resources to accommodate the program, including:

(i) Office space for the faculty, teaching assistants, and administrative and technical support staff; seminar rooms; computer and electronic resources; and other appropriate facilities such as laboratories; and

(ii) Library and IT Resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies. Library resources should be strong in the ~~proposed doctoral~~ appropriate program field and in related and supporting fields.

(4) Quality of the Program and Alignment with the Long-Range Plan. To assess the quality of the program, the program must be able to demonstrate the quality of the program, including quality of curriculum design. In addition to meeting the criteria in Subchapter A, §2.5(a)(6) and (a)(8), the proposed program must offer high-quality curriculum, as evidenced by the following:

(A) Professional programs and those resulting in licensure are designed to meet the standards of appropriate regulatory bodies;

(B) The curricular structure and policies of the proposed program should promote students' timely completion of the program, including policies awarding:

(i) transfer of credit, as required by Chapter 4, Subchapter B of this title (relating to Transfer of Credit, Core Curriculum and Field of Study Curricula);

(ii) course credit by examination, credit for professional experience, placing out of courses, and any alternative learning strategies, such as competency-based education, which may increase efficiency in student progress in the proposed program; and

(iii) Strong Related Programs. There must be high-quality programs in other related and supporting disciplines at the baccalaureate or master's levels, as evidenced by enrollments, numbers of graduates, and completion rates in those related and supporting programs, as appropriate.

§2.118. Post-Approval Program Reviews.

Board Staff shall conduct post-approval reviews in accordance with Subchapter I of this chapter.

§2.119. Revisions to Approved Baccalaureate or Master's Degree Programs.

An institution may request a non-substantive or substantive revision or modification to an approved baccalaureate or master's program under Subchapter A, §2.7, of this chapter.

§2.120. Phasing Out a Master's or Baccalaureate Degree Program.

An institution may request to phase out a master's or baccalaureate program under Subchapter H of this chapter.

§2.121. Effective Date of Rules.

Each rule under this subchapter applies to each program for which an institution has submitted a required Planning Notification on or after June 1, 2023. For a proposed program not required to submit a Planning Notification, these rules apply to a program submitted for notification or approval on or after September 1, 2023.

Chapter 2. Academic and Workforce Education

    Subchapter G. Approval Process for New Doctoral and Professional Degree Programs

§2.140. Purpose.

The purpose of this subchapter is to establish the process for public universities and public health-related institutions to request new doctoral or professional degrees from the Board.

§2.141. Authority.

The authority for this subchapter is Texas Education Code §§61.051 and 61.0512, which provide that no new degree program may be added at any public institution of higher education except with specific prior approval of the Board. In addition, Tex. Educ. Code §61.05122 requires institutions to submit a plan for graduate medical education ahead of submitting an M.D. or D.O. proposal.

§2.142. Applicability.

This subchapter applies to public universities and public health-related institutions as defined under subchapter A of this chapter.

§2.143. Submission of Planning Notification.

An institution of higher education must submit a Planning Notification to Board Staff in accordance with subchapter C, §2.41 of this chapter (relating to Planning Notification: Notice of Intent to Plan), at least one year prior to submitting an administratively complete request for a new doctoral or professional degree.

§2.144. Graduate Medical Education Plan for New Medical Degree Programs.

(a) In addition to submitting a Planning Notification under subchapter C, §2.41, of this chapter, an institution of higher education seeking approval to offer a doctor of medicine (M.D.) or doctor of osteopathic medicine (D.O.) professional degree must also submit a graduate medical education plan, in accordance with Tex. Educ. Code §61.05122. Submission of this plan is a prerequisite to Board consideration of the proposed degree program.

(b) Board Staff may ~~approve~~ acknowledge the graduate medical education plan if the institution's plan meets all the requirements of Tex. Educ. Code §61.05122. Board Staff may request additional information as necessary to determine if the requirements of Tex. Educ. Code §61.05122 are met.

(c) An institution that experiences substantial growth in an individual enrollment class size after Board Staff approves the graduate medical education plan must submit an updated plan that meets the requirements of Tex. Educ. Code §61.05122(d-1) not later than one academic term after experiencing substantial growth.

(1) For the purpose of this section, "substantial growth" is defined as an increase in enrollment that would require additional first-year residency positions to achieve a ratio for the number of first-year graduate medical education positions, relative to the number of medical school graduates in the state, of at least 1.1 to 1.

(2) The Assistant Commissioner shall approve the updated graduate medical education plan if the institution's plan meets all the requirements of Tex. Educ. Code §61.05122. Board Staff may request additional information as necessary to determine if the requirements of Tex. Educ. Code §61.05122 are met.

§2.145. Presentation of Requests and Steps for Implementation.

(a) The requesting institution must submit a Planning Notification in accordance with subchapter C, §2.41 of this chapter (relating to Planning Notification: Notice of Intent to Plan), at least one year prior to submitting an administratively complete program proposal.

(b) Each institution must request new doctoral and professional degree programs using the New Doctoral and Professional Degree Proposal Form available on the Board's website.

(c) Board Staff will make the determination of administrative completeness in accordance with subchapter A, §2.6, of this chapter (relating to Administrative Completeness).

(d) Board Staff shall utilize out-of-state disciplinary experts to assist in the review process to evaluate the quality of a proposed doctoral or professional program. The institution submitting the proposal is responsible for paying the costs of the external review.

(e) Each proposed doctoral and professional degree program is subject to Board Approval under subchapter A, §2.4(4) of this chapter (relating to Types of Approval Required).

(f) Upon Board approval, Board Staff will add the new doctoral or professional program to the institution's official Program Inventory. The Program Inventory contains the list of programs with official Board approval.

§2.146. Criteria for New Doctoral and Professional Degree Programs.

(a) All proposed doctoral and professional degree programs must meet the criteria set out in this subsection, in addition to the general criteria in subchapter A, §2.5, of this chapter (relating to General Criteria for Program Approval).

(b) Each institution must provide evidence in its application that a proposed doctoral and professional program meets the following criteria.

(1) Program Need. To meet the requirements of subchapter A, §2.5(a)(1) and (2) of this chapter, the institution must be able to demonstrate present and future workforce need of the state and nation. There should be a ready job market for graduates of the program. In assessing the need for the program, the institution should consider labor market information and other data provided by Board Staff in response to the institution's Planning Notification. While Board Staff may also recommend or use generally available information to assess the need for the

program, particularly in cases where labor market needs are changing rapidly, it is the responsibility of the institution requesting a doctoral or professional program to demonstrate that a workforce need for the proposed program exists. Acceptable documentation includes:

(A) An analysis of national data showing the number of doctoral or professional degrees being produced annually in the discipline and comparing that to the numbers of professional job openings for those degrees in the discipline as indicated by sources such as the main professional journal(s) of the discipline.

(B) The institution must also provide data on the enrollments, number of graduates, and capacity to accept additional students of other similar doctoral programs in Texas, demonstrating that current production levels of graduates are insufficient to meet projected workforce needs. The Board may consider local, state, or national workforce needs in this analysis.

(C) The institution should also provide evidence of student demand for a doctoral program in the discipline, such as potential student survey results and documentation that qualified students are not gaining admission to existing programs in Texas.

(2) Adequate Financing. In assessing whether the program meets the requirements of subchapter A, §2.5(a)(4) and (5) of this chapter, the program must demonstrate that there is adequate financing available to initiate the proposed program without reducing funds for existing programs or weakening them in any way. For doctoral programs, institutions shall offer comprehensive financial assistance packages to recruit and retain high-quality doctoral students.

(3) Faculty and Resources. In assessing the criteria under subchapter A, §2.5(a)(7) of this chapter, Board Staff shall ensure that each institution demonstrates a strong core of qualified doctoral faculty capable of guaranteeing a high-quality doctoral program with the potential to attain national prominence. The institution must employ at least one core faculty member active in the department or unit offering the proposed program at the time of application. The institution must also provide an approved hiring schedule demonstrating the ability to hire any additional faculty appropriate to support the projected number of enrolled students. The institution must provide documentation on a schedule determined by Board Staff of the faculty hires through submission of a letter of intent, curriculum vitae or equivalent documentation of faculty credentials in a format determined by the Board, and a list of courses in the curriculum that the faculty hire would be qualified to teach. The program must not result in such a high ratio of doctoral students to faculty as to make individual guidance prohibitive. Evidence of quality faculty may include:

(A) Doctoral faculty, holding the Doctor of Philosophy degree or its equivalent from a variety of graduate schools of recognized reputation.

(B) Professors and associate professors have achieved national or regional professional recognition.

(C) Core faculty are currently engaged in productive research and have published the results of such research in the main professional journals of their discipline.

(D) Faculty come from a variety of academic backgrounds and have complementary areas of specialization within their field.

(E) Some doctoral faculty have experience directing doctoral dissertations.

(F) In evaluating faculty resources for proposed degree programs, the Board shall consider only those degrees held by the faculty that were issued by:

(i) United States institutions accredited by accrediting agencies recognized by the Board; or

(ii) institutions located outside the United States that have demonstrated that their degrees are equivalent to degrees issued from an institution in the United States accredited by accrediting agencies recognized by the Board.

(4) Support Staff. Each program must have an adequate number of support staff to provide sufficient services for both existing programs and any proposed increases in students and faculty in the proposed program.

(5) Facilities and Resources. To meet the criteria in subchapter A, §2.5(a)(7) of this chapter, each program must include adequate facilities and resources to accommodate the program, including:

(A) Office space for the faculty, teaching assistants, and administrative and technical support staff; seminar rooms; computer and electronic resources; and other appropriate facilities such as laboratories.

(B) Library and IT Resources. Library and information technology resources must be adequate for the proposed program and meet the standards of the appropriate accrediting agencies. Library resources should be strong in the proposed doctoral program field and in related and supporting fields.

(6) Quality of the Program and Alignment with the Long-Range Plan. In addition to meeting the criteria in subchapter A, §2.5(a)(6) and (8) of this chapter, an institution must demonstrate the quality of a proposed program by the meeting the following:

(A) An institution shall be required to utilize disciplinary experts to review the proposed program to assess the overall quality of the program. Elements of a high-quality program, may include, but are not limited to:

(i) Design of proposed program as evidenced by the program's ability to prepare a graduate student for teaching, creative activities, research, or other professional activities. The program must be characterized by freedom of inquiry and expression.

(ii) Availability of quality undergraduate and graduate programs in a wide number of disciplines at the undergraduate and master's levels. The institution must also offer high-quality programs in other related and supporting doctoral areas.

(iii) Quality Planning. The proposed program shall be carefully planned and result in a degree plan that is clear, comprehensive, and generally uniform. The program may include flexibility to meet the legitimate professional interests of doctoral-level degree or professional degree students. Evidence of a carefully planned, high-quality program includes:

(I) A logical sequence of degree requirements;

(II) Alternative methods of determining mastery of program content, such as competency-based education, prior learning assessment, and other options for reducing students' time to degree;

(III) Specialization and breadth of education, with rules for the distribution of study to achieve both, including interdisciplinary programs if indicated; and

(IV) A research dissertation or equivalent requirements to be judged by the doctoral faculty on the basis of quality.

(iv) External Learning Experiences. In disciplines that require them ~~The~~ the program must include plans for external learning experiences for students, such as internships, clerkships, or clinical experiences, in disciplines that require them.

(v) Accreditation Standards. Each proposed program shall meet the criteria of its accrediting Board and doctoral or professional program criteria of relevant professional groups and organizations, such as the Council of Graduate Schools, the Modern Language Association, the American Historical Association, the Accreditation Board for Engineering and Technology, or other bodies where relevant to the particular discipline.

(vi) Teaching Loads of Faculty. Unless justification is provided in the application, teaching loads of faculty in the doctoral or professional program should not exceed two courses per term. The mix of courses shall include advanced courses and seminars with low enrollments.

§2.147. Embedded Credential: Master's Degree.

An institution may offer a master's degree as an embedded credential in the same, a related, or supporting field to a student who enrolled in a doctoral program. The institution may request approval for the master's degree:

(1) in the application for the doctoral program; or

(2) may request the master's degree program subject to Expedited Review under subchapter A, §2.4, of this chapter, if the institution already offers an approved doctoral program in the same CIP Code.

§2.148. Approval and Semester Credit Hours.

(a) The Board shall review and approve or deny a proposed doctoral or professional degree in accordance with the applicable provisions under subchapter A and this subchapter.

(b) If the Board approves a program that requires more than 100 semester credit hours, that program is deemed to meet the requirements for formula funding of doctoral students over 100 credit hours, but not to exceed 130 semester credit hours, set out in Tex. Educ. Code §61.059.

§2.149. Non-Compliance with Approval Conditions.

(a) If a new doctoral or professional degree program fails to satisfy all conditions of approval by the end of the first five years following program implementation, Board Staff shall notify the institution in writing of its deficiencies. Within sixty days of receipt of notification, the program shall:

(1) provide to Board Staff a written report containing the institution's findings as to why all conditions of approval were not met;

(2) submit a written plan describing how the program will fulfill all unsatisfied conditions of approval within one year; and

(3) at the end of the one-year period provide a report to Board Staff on whether all unsatisfied conditions of approval have been fulfilled.

(b) If the institution fails to respond or fails to remedy the deficiencies or non-compliance in accordance with subsection (a) of this section, Board Staff may recommend that the Board issue a show cause letter to the institution in accordance with subsection (c) of this section.

(c) If the Board approves the issuance of a show cause letter to a new doctoral degree or professional program that fails to satisfy all remaining conditions of approval during the one-year period referenced in subsection (a)(2) of this section, the institution shall be required to show cause why the Board shall not revoke the program approval and require teach-out and closure of the program.

(d) Program Closure and Teach-Out. If it is determined that a new doctoral degree program fails to satisfy all contingencies and conditions of approval, after responding to the show cause notice in subsection (b) of this section, Board Staff may notify the institution in writing with a recommendation to eliminate the program.

(e) If the institution chooses not to follow the recommendation, Board Staff may send the recommendation to the governing board of the institution. If the governing board does not accept the recommendation to eliminate the program, then the university system or, where a system does not exist, the institution must identify the programs recommended for closure by the Board on the next legislative appropriations request submitted by the system or institution.

§2.150. Post-Approval Program Reviews.

Board staff shall conduct post-approval reviews in accordance with subchapter I of this chapter.

§2.151. Revisions to Approved Doctoral or Professional Programs.

An institution may request a non-substantive or substantive revision or modification to an approved doctoral or professional program under subchapter A, §2.7, of this chapter (relating to informal Notice and Comment of Proposed Local Programs).

§2.152. Phasing Out a Doctoral or Professional Program.

An institution may request to phase out a doctoral or professional program under subchapter H of this chapter.

§2.153. Effective Date of Rules.

Each rule under this subchapter applies to each program for which an institution has submitted a required Planning Notification on or after June 1, 2023. For a proposed program not required to submit a Planning Notification, these rules apply to a program submitted for notification or approval on or after September 1, 2023.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter H. Phasing Out Degree and Certificate Programs</u>

<u>*§2.170. Authority.*</u>

<u>Texas Education Code §61.0512 gives the Board authority to approve new degree or certificate programs. The Board maintains the list of approved programs in a Program Inventory for each institution. Establishing a phase-out procedure for programs ensures the accuracy of the Program Inventories, which is necessary for the Board to carry out its duties under Tex. Educ. Code §61.0512.</u>

<u>*§2.171. Program Phase-Out Notification.*</u>

<u>(a) If the institution where the program is located wishes to close the program, the institution shall:</u>

<u>(1) develop and execute a teach-out plan;</u>

<u>(1)(2) give appropriate notification to the ~~Southern Association of Colleges and Schools Commission on Colleges or~~ federally-recognized institutional accreditor and the Program's accreditor, as applicable;</u>

<u>(2)(3) cease to admit new students to the program;</u>

<u>~~(3) develop and execute a teach-out plan;~~</u>

<u>(4) ensure that all courses necessary to complete the program are offered on a timely basis; and</u>

<u>(5) close the program when the last student enrolled in the program has graduated or the teach-out period has lapsed~~.; and~~</u>

<u>~~(6) notify the Board when the program is finally closed.~~</u>

<u>(b) Public institutions of higher education must notify Board Staff of intent to phase out a degree or certificate program prior to closure of the program.</u>

<u>(c) The institution shall provide the information required in this section by submitting the Phase Out Notification Form on the Board's website. The notification form will require the institution to submit the following information:</u>

<u>(1) The name, designation, and CIP Code of the degree or program, as listed in the institution's Program Inventory; and</u>

<u>(2) The anticipated closure date of the program.</u>

(d) Upon receiving the Phase Out Notification Form, Board Staff will update the institution's Program Inventory to reflect the phase-out date of the program. Board Staff will remove the program from the Program Inventory at the time of the date of closure, as reported by the institution. If the institution chooses not to phase a program out after providing prior notification to the Coordinating Board of intent to phase out the program, the institution must submit an update that the program will continue to Board Staff.

§2.172. Effective Date of Rules.

This rule applies to a program that an institution seeks to close on or after September 1, 2023.

<u>Chapter 2. Academic and Workforce Education</u>

<u>Subchapter I. Review of Existing Degree Programs</u>

<u>§2.180. Authority.</u>

<u>The authority for this subchapter is Texas Education Code §61.002, which directs the Board to coordinate higher education through efficient and effective use of resources and elimination of costly program duplication; Tex. Educ. Code §61.0512(e), which requires the Board to conduct reviews of programs at least every ten years after the program's establishment; and Tex. Educ. Code §130.311, which requires public junior colleges to issue a report on their baccalaureate programs to the Board.</u>

<u>§2.181. Academic Programs at Public Universities and Public Health-Related Institutions.</u>

<u>(a) Each public institution of higher education, in accordance with the requirements of the institution's approved accreditor, shall have a process to review the quality and effectiveness of existing degree programs and for continuous improvement.</u>

<u>(b) Board Staff shall develop a process for conducting a periodic audit of the quality, productivity, and effectiveness of each existing master's, doctoral, and professional degree program at a public institution of higher education.</u>

<u>(c) ~~Each public institution of higher education offering an undergraduate degree shall participate in the Existing Program Performance Review on the schedule required by~~ Board Staff ~~to~~ will meet the requirements of program review established by Tex. Educ. Code §61.0512(e) by reviewing program data reported in the Accountability System for each undergraduate degree offered by a public institution of higher education in Texas.</u>

<u>(d) Each public university and public health-related institution shall review each of its master's, doctoral and professional degree programs at least once every ten years.</u>

<u>(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all ~~doctoral~~ graduate programs to the Assistant Commissioner with oversight of academic program approval.</u>

<u>(2) Each institution shall begin each review of a ~~doctoral or professional~~ graduate degree program with a rigorous self-study.</u>

<u>(3) As part of the required review process, an institution shall use at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas. External reviewers must be provided with the materials and products of the self-study and must participate in a site review.</u>

<u>(4) External reviewers must be part of a program that is nationally recognized for excellence in the discipline.</u>

(5) External reviewers must affirm that they have no conflict of interest related to the Board, the institution, or program under review.

(6) Closely-related programs, defined as sharing the same four-digit Classification of Instructional Programs code, may be reviewed in a consolidated manner at the discretion of the institution.

(7) Institutions shall review master's and doctoral programs in the same discipline simultaneously, using the same self-study materials and reviewers. Institutions may also, at their discretion, review baccalaureate programs in the same discipline as master's and doctoral programs simultaneously.

(8) Criteria for the review of doctoral and professional programs must include, but are not limited to:

(A) Student retention rates;

(B) Student enrollment;

(C) Graduate licensure rates (if applicable);

(D) Alignment of program with stated program and institutional goals and purposes;

(E) Program curriculum and duration in comparison to peer programs;

(F) Program facilities and equipment;

(G) Program finance and resources;

(H) Program administration;

(I) Faculty Qualifications; and

(J) Employment outcomes.

(9)(8) Institutions shall submit a report on the outcomes of each review, including the evaluation of the external reviewers and actions the institution has taken or will take to improve the program, and shall deliver these reports to Board Staff no later than 180 days after the reviewers have submitted their findings to the institution.

(10)(9) Institutions may submit reviews of master's, doctoral, and professional programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(e) Each public university and health-related institution shall review all stand-alone master's programs at least once every ten years.

(1) On a schedule to be determined by the Commissioner, institutions shall submit a schedule of review for all master's programs to the Assistant Commissioner of Academic and Health Affairs.

(2) Institutions shall begin each review of a master's program with a rigorous self-study.

(3) As part of the required review process, institutions shall use at least one external reviewer with subject-matter expertise who is employed by an institution of higher education outside of Texas. The reviewers shall:

(A) Review all the materials and products of the institution's self-study.

(B) Travel to the campus for an on-site review or may be asked to conduct a remote desk review.

(C) Be part of a program that is nationally recognized for excellence in the discipline.

(D) Affirm that the reviewer has no conflict of interest related to the Board, the institution, or program under review.

(4) Each institution may review closely-related programs--defined as sharing the same four-digit Classification of Instructional Programs code--in a consolidated manner at the discretion of the institution.

(5) Each institution may review a master's degree program in the same six-digit Classification of Instructional Programs code as doctoral programs simultaneously with their related doctoral programs.

(6) Criteria for the review of a master's degree programs must include, but are not limited to:

(A) Faculty qualifications;

(B) Faculty publications and awards;

(C) Faculty external grants;

(D) Faculty teaching load;

(E) Faculty/student ratio;

(F) Student demographics;

(G) Student time-to-degree;

(H) Student publications and awards;

(I) Student retention rates;

(J) Student graduation rates;

(K) Student enrollment;

(L) Graduate licensure rates, if applicable;

(M) Graduate placement (i.e. employment or further education/training);

(N) Number of degrees conferred annually;

(O) Alignment of program with stated program and institutional goals and purposes;

(P) Program curriculum and duration in comparison to peer programs;

(Q) Program facilities and equipment;

(R) Program finance and resources; and

(S) Program administration.

(7)(10) Each institution shall submit a report of the outcomes of each review, including the evaluation of the external reviewer(s) and actions the institution has taken or will take to improve the program, and shall deliver these reports to the Assistant Commissioner with oversight of academic approval not later than 180 days after the reviewer(s) have submitted their findings to the institution.

(8)(11) Each institution may submit reviews of graduate programs performed for reasons of programmatic licensure or accreditation in satisfaction of the review and reporting requirements in this subsection.

(f) Board Staff shall review all reports submitted for a master's, doctoral, or professional degree program and shall conduct analysis as necessary to ensure high quality. The Commissioner may require an institution to take additional actions to improve its program as a result of Board review.

§2.182. Doctoral and Professional Degree Programs.

(a) Board Staff shall monitor a new doctoral or professional degree program for a period of five years following implementation of the program to ensure that any conditions of approval stipulated by the Board have been satisfied by the end of that period.

(b) The institution shall describe progress toward satisfaction of any conditions of approval to Board Staff in the new doctoral and professional program's annual reports to the Board.

(c) Board Staff shall not require a new doctoral or professional degree program that adequately satisfied all conditions of approval during the first five years following program implementation to submit further annual reports unless directed to do so by the Commissioner.

(d) The Commissioner may require any reporting necessary to determine whether the program remains in compliance with the terms of its program approval or these rules.

§2.183. Baccalaureate Degree Programs at Public Junior Colleges.

(a) Each public junior college offering a baccalaureate degree program under this subchapter shall conduct a review of each baccalaureate degree program offered and prepare a biennial report on the operation, quality, and effectiveness of the baccalaureate degree programs in a format specified by the Board. A copy of the report shall be delivered to the Board by January 1 of each odd numbered year.

(b) The Commissioner may require any reporting necessary to determine whether the program remains in compliance with the terms of its program approval, statute, or these rules.

§2.184. Effective Date of Rules.

Each rule under this subchapter applies to a review of a program for which an institution has submitted a required Planning Notification on or after June 1, 2023, or submitted its program approval request on or after September 1, 2023. For all other programs, including proposed programs not required to submit a Planning Notification, these rules apply on or after September 1, 2023.