

Agency Strategic Plan

Fiscal Years 2027-2031

June 2026

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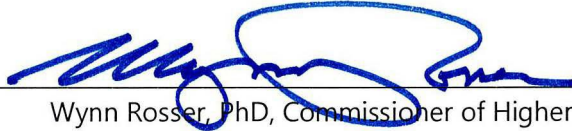
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June 1, 2026

Signed:



Wynn Rosser, PhD, Commissioner of Higher Education

APPROVED:



Stacy A. Hock, Chair

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Texas Higher Education Coordinating Board Strategic Plan for 2027-2031

Agency Mission

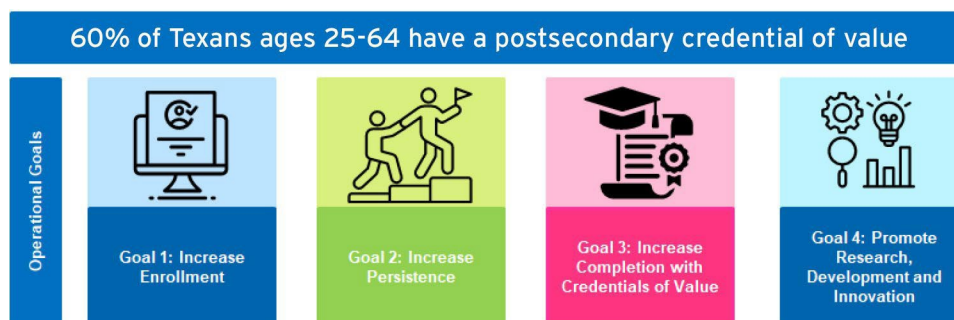
The mission of the Texas Higher Education Coordinating Board (THECB or Coordinating Board) is to serve as a resource, partner, and advocate for Texas higher education, resulting in a globally competitive workforce that positions Texas as an international leader. Its governing statutes, primarily located in the Texas Education Code, Title 3, Section 61, give the agency the ability to provide leadership and coordination for institutes of higher education, ensuring efficient use of Texas resources.



By 2030, at least 60% of Texans ages 25 to 64 will have a degree, certificate, or other postsecondary credential of value

<i>Building a Talent Strong Texas Goals</i>	
Attainment of Certificates and Degrees	60% of 25- to 34-year-olds with a certificate, degree, or other credential of value.
	60% of 35- to 64-year-olds with a certificate, degree, or other credential of value.
Postsecondary Credentials of Value	550,000 students annually completing postsecondary credentials of value.
	95% of graduates with no undergraduate debt or manageable debt relative to their earnings earnings.
Research, Development, and Innovation	\$4.5 billion in private and federal research and development (R&D) expenditures.
	7,500 research doctorates awarded annually.

Agency Philosophy



The Coordinating Board promotes access to and success in quality higher education across the state for all Texans.

We work in partnership with the Texas Legislature, businesses, institutions of higher education, and other key stakeholders to ensure the state's higher education goals are aligned with the state's economic and talent needs. We are a steward to the state's strategic plan for higher education, *Building a Talent Strong Texas*.

Additionally, we help Texas students and families access the tools they need to choose a postsecondary pathway while connecting them to financial resources to support students on that pathway. We also help ensure transitions – from high school to postsecondary, between postsecondary institutions, and from postsecondary into the workforce – are efficient.

Core Values of the Texas Higher Education Coordinating Board

1. Accountability
2. Efficiency
3. Collaboration
4. Excellence

Agency Operational Goals and Action Plan

In April 2026, Governor Greg Abbott and the Legislative Budget Board issued five statewide objectives, requiring each state agency to align its operational goals so their agency is promoting adherence to the following:

1. Accountability to tax and fee payers of Texas
2. Efficiency by producing maximum results with no waste of taxpayer funds and by identifying any function or provision considered redundant or not cost-effective
3. Effectiveness by successfully fulfilling core functions, achieving performance measures, and implementing plans to continuously improve
4. Attentiveness to providing excellent customer service
5. Transparency such that agency actions can be understood by any Texan

For Fiscal Years 2027-2031, the Coordinating Board has identified four operational goals aligned to and in support of the statewide *Building a Talent Strong Texas* goals:

- 1. Increase Enrollment in Postsecondary Education:** Advise and support direct enrollment upon graduation from high school as well as ease the pathway for adult learners to pursue degrees or certificates.
- 2. Increase Persistence in Postsecondary Education:** Address costs and increase affordability, help build clearer pathways within and through programs, and strengthen student supports such as advising and transfer.
- 3. Increase Completion with Credentials of Value:** Shorten time to degree through advising, alignment of educational pathways to workforce opportunities and funding support.
- 4. Promote Research, Development, and Innovation:** Build a vibrant Texas future for students, families, and the Texas workforce pipeline.

Agency Operational Goals and Action Plans

Goal 1: Increase Enrollment in Postsecondary Education

Advise and support direct enrollment upon graduation from high school as well as ease the pathway for adult learners to pursue degrees or certificates.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

Increasing the number of students who enroll in degree or certificate programs is critical to attaining the state's *Building a Talent Strong Texas* goals. To ensure that as many Texans as possible can access higher education, the Texas Higher Education Coordinating Board will focus on both increasing direct enrollment upon graduation from high school as well as easing the path for adults to pursue a degree or certificate, whether they already have some postsecondary education credit or have never enrolled.

Address Costs by Increasing Availability of Financial Aid and Communicating to Students and Families

Building a Talent Strong Texas advances a clear goal for the state: ensuring that 95% of Texas graduates complete a credential with no or manageable undergraduate student debt aligned with expected earnings. Core initiatives include **state need-based financial aid programs—the Toward Excellence, Access, and Success (TEXAS) Grant, Texas Educational Opportunity Grant (TEOG), and Tuition Equalization Grant (TEG)** — which provide resources to eligible Texas residents with demonstrated financial need; **Financial Aid for Swift Transfer (FAST)**, which funds no-cost dual credit courses for educationally disadvantaged students; the **Texas Leadership Scholars Program**, a competitive, state scholarship paired with leadership development, mentoring, and cohort support; and the **Texas Armed Services Scholarship Program**, a conditional scholarship that provides substantial tuition assistance in exchange for post-graduation commissioned service in the U.S. armed forces or Texas military components.

Together, these targeted investments expand access, accelerate completion, and deliver a strong return by building the skilled workforce Texas needs to remain economically competitive.

Simplify and Streamline Application, Financial Aid, and Enrollment Processes

Prospective students and families often find applying to college and financial aid confusing. In response, THECB is reducing barriers by integrating systems, consolidating information, and improving accessibility. **ApplyTexas** is the state's centralized online college application platform that enables students to apply to Texas public universities, community colleges, and participating private institutions, with dedicated portals for students, counselors, and institutions. **Direct Admissions**, a feature within the **My Texas Future** college and career advising website, allows students to securely share academic information and receive a list of participating Texas institutions to which they academically qualify for admission before applying. **Free College Application Week**, created by Senate Bill 2231 (89th Legislature), requires all Texas public colleges and universities to waive undergraduate application fees for Texas residents applying through **ApplyTexas** during a designated week in October, saving Texans millions of dollars. Additionally, THECB's **ADVi** virtual advising tool, uses an AI-powered chatbot to provide on-demand guidance to students and returning adults.

Improve Awareness of College and Career Options and Understanding of Return On Investment (ROI) For Degrees and Credentials Through High-Quality Advising

Texas students and families lack clear information about how college credits align to degrees or credentials and how those credentials translate into viable careers, while school counselors tasked with providing this guidance are often overextended. To address this gap, THECB provides statewide tools that connect education to workforce outcomes. **Texas OnCourse** is a website providing a comprehensive suite of resources to advising professionals in Texas including college and career readiness training, continuing education (CE) training, and other tools that are easily accessible in one place and available to users at no cost. This saves school districts millions of dollars each year in CE credit required for counselors to maintain their certificate. Complementing this effort, **My Texas Future** is the state's one-stop college and career advising website for Texas students that helps them identify degrees and credentials with strong labor market value — highlighting pathways that lead to in-demand jobs, higher earnings, and low or manageable debt — so individuals can make informed decisions aligned to long-term career success.

Improve Academic Preparation for College-Level Work

A key barrier to successful transition from high school to postsecondary education is that many students enter college underprepared for college-level coursework. THECB addresses this challenge through programs that expose students to college-level work while strengthening readiness and support. **The Texas Success Initiative (TSI)** requires Texas public colleges and universities to assess whether entering students are ready for college-level work and to provide co-requisite support when they are not. The **College Readiness and Success Models (CRSM) Grant Program** funds the scaling of evidence-based strategies and systemic reforms that improve outcomes for underprepared students, with a focus on advising, acceleration, faculty and staff professional development, and successful completion and transfer. In addition, **dual credit programs** allow eligible high school students to enroll in college academic or technical

courses and earn both high school and college credit, including **College Connect Courses**, an optional dual credit and dual enrollment model that authorizes institutions to offer innovatively designed courses combining college core curriculum content with integrated college-readiness skills.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

Accountability To Tax and Fee Payers of Texas

THECB is committed to administering programs — particularly student aid — with stringent controls and monitoring, to ensure responsible stewardship of taxpayer funds. The *Building a Talent Strong Texas* plan prioritizes credentials of value. The value of a credential can be enhanced by targeting financial aid to ensure opportunities are affordable and student debt is low. Increased value for students leads to greater economic success for families, communities, and the state.

Efficiency by Producing Maximum Results with No Waste of Taxpayer Funds and by Identifying Any Function or Provision Considered Redundant or Not Cost-Effective

THECB closely collaborates with institutions of higher education to support maximum impact of financial aid programs. The agency has implemented new financial aid programs and continues to explore additional ways to serve students more effectively through state financial aid.

Effectiveness by Successfully Fulfilling Core Functions, Achieving Performance Measures, and Implementing Plans to Continuously Improve

Administration of the state's financial aid programs is among THECB's key functions. The agency is taking a strategic approach to delivering financial aid to enhance value and increase efficiency.

Attentiveness to Providing Excellent Customer Service

Customer service to institutions, students, and families is a pillar of the programs – including financial aid – that the agency administers. THECB is committed to continual improvement in customer service. Agency staff and virtual advisors are readily accessible to provide students information to eliminate barriers to enrollment and improve levels of manageable debt relative to potential earnings.

Transparency Such That Agency Actions Can Be Understood by Any Texan

Greater transparency for students and other stakeholders is a fundamental goal for all student success initiatives at the Coordinating Board. The agency regularly reports on the state's strategic plan for higher education, *Building a Talent Strong Texas*, to ensure we are meeting the goal that 95% of graduates carry no or manageable debt and highlighting results from new programs that inform future funding, programs, and infrastructure.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

THECB's user-centered data tools play a critical role in increasing postsecondary enrollment by providing clear, accessible, and actionable information to students, families, and advisors across Texas. Platforms such as **My Texas Future** and other enhanced data systems translate complex education and workforce data into intuitive insights about career pathways, program costs, and

outcomes, enabling Texans to make informed decisions about pursuing higher education. At the same time, these tools deliver actionable, data-driven insights to institutional leaders — helping colleges and universities identify enrollment trends, target outreach, align programs with demand, and implement strategies that expand access and support student success statewide.

Goal 2: Increase Persistence in Postsecondary Education

Address costs and increase affordability, help build clearer pathways within and through programs, and strengthen student supports such as advising and transfer.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

Once students have enrolled in higher education, they continue to face challenges as they wrestle with the costs of both education and living, manage their other responsibilities, attempt to transfer, and strive to complete their degree or credential. To make every Texas student's journey to a credential of value easier, THECB is working to address costs and increase affordability, help build clearer pathways within and through programs, and strengthen student supports such as advising.

Address Cost by Increasing Availability of Open Educational Resources (OER)

Open educational resources are free, openly licensed teaching and learning materials that provide students access to course content, reduce costs, and support strong academic outcomes. Texas advances OER adoption through several statewide initiatives led by THECB: **OERTX**, the state's free OER repository, provides e-textbooks and instructional materials for core curriculum, career and technical, and workforce courses; the **OER Grant Program** offers competitive grants to public colleges and universities to develop or redesign courses using only OER; and the **OER Nursing Essentials (ONE) Project**, in partnership with Rice University's OpenStax, produces peer-reviewed, openly licensed nursing textbooks aligned to national competencies and the Next Generation NCLEX licensure exam to expand access, reduce student costs, and strengthen Texas's nursing workforce pipeline.

Create More Seamless Pathways Within and Between Programs

Most Texas bachelor's degree graduates earn credit at multiple institutions, yet navigating transfers, course availability, and financial aid can delay completion. THECB addresses these challenges through statewide mobility initiatives. The **Texas Transfer Framework**, including **Texas Direct/Fields of Study**, guarantees that students who complete the Texas Core Curriculum and a designated Field of Study at a public two-year college can transfer coursework as a block toward an aligned bachelor's degree. The **Statewide Course Sharing Exchange** allows students to take online courses from other participating Texas institutions when needed courses are unavailable at their home campus, helping them stay on track. Additionally, under Senate Bill 37 (89th Legislature), the **General Education Curriculum Advisory Committee** is developing recommendations to streamline the core curriculum, potentially enabling high-quality, 90-hour bachelor's degree pathways in selected fields.

Improve Academic and Non-Academic Supports

THECB improves academic and non-academic supports for students through targeted grants and

campus support structures designed to increase persistence and completion. The **Student Success Acceleration Program (SSAP) Grant** provides competitive funding to Texas public institutions to implement evidence-based academic supports, advising, career services, and financial assistance with a focus on students facing elevated barriers, including students from foster care, pregnant and parenting students, transfer students, and students with intellectual and developmental disabilities (IDD). State law requires institutions to designate **student liaisons** — including foster care, transfer, and pregnant and parenting liaisons — to coordinate accommodations, connect students to essential campus and public resources, and ensure consistent guidance across the student journey. Complementing these efforts, THECB maintains a statewide **IDD Program Inventory** to improve visibility and coordination of postsecondary options for students with disabilities. Finally, the **Texas Innovative Adult Career Education (ACE) Grant Program** supports workforce-aligned training for adults and veterans by strengthening both academic and wraparound supports that help students enroll, persist, and complete credentials of value.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

Accountability To Tax and Fee Payers of Texas

THECB's initiatives strengthen accountability to Texas taxpayers and fee payers by ensuring public investments deliver outcomes in affordability, timely completion, and workforce readiness. By expanding **OER**, streamlining transfer pathways, and targeting support programs to students with the greatest need, the agency demonstrates responsible stewardship of funds tied to improved access and credential attainment. Ongoing coordination and performance monitoring ensure that resources are directed toward proven strategies that provide clear value to students, employers, and the state.

Efficiency by Producing Maximum Results with No Waste of Taxpayer Funds and by Identifying Any Function or Provision Considered Redundant or Not Cost-Effective

THECB's investment in **OER**, streamlined transfer pathways, and targeted student support maximizes results while minimizing costs to taxpayers. These efforts reduce duplication — such as excess course credits, redundant services, and high-cost materials — while focusing funding on evidence-based strategies that improve completion and workforce outcomes. By continuously aligning programs and eliminating inefficiencies, THECB ensures public dollars are used effectively and only on initiatives that deliver measurable value.

Effectiveness by Successfully Fulfilling Core Functions, Achieving Performance Measures, and Implementing Plans to Continuously Improve

THECB's initiatives demonstrate effectiveness by advancing core functions that improve affordability, streamline student progression, and increase completion rates tied to statewide performance goals. Programs such as **OER** expansion, transfer frameworks, and targeted student supports are grounded in evidence-based practices. Continuous improvement is embedded through data-driven oversight and collaboration with institutions, ensuring strategies are refined to deliver stronger outcomes over time.

Attentiveness to Providing Excellent Customer Service

THECB's initiatives reflect a strong commitment to customer service by making higher education more accessible, affordable, and easy to navigate for students, families, and institutions. User-friendly resources like **OERTX**, streamlined transfer pathways, and coordinated advising supports ensure individuals receive clear, timely guidance throughout the education-to-workforce journey. By prioritizing accessibility, responsiveness, and targeted support, THECB enhances the overall experience and success of those it serves.

Transparency Such That Agency Actions Can Be Understood by Any Texan

THECB's initiatives promote transparency by providing clear, publicly accessible resources and structured pathways that allow Texans to easily understand how programs, funding, and opportunities are organized and delivered. Tools like **OERTX**, the **Texas Transfer Framework**, and statewide program inventories make information on costs, course requirements, and student supports readily available and consistent across institutions. By standardizing processes and

openly communicating program outcomes and expectations, THECB ensures its actions are visible, understandable, and accessible to all Texans.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

THECB's data tools empower institutional leaders with actionable insights to drive data-informed decisions that support student progression and success. By providing timely data on enrollment patterns, credit accumulation, and transfer outcomes, these tools help institutions identify barriers, improve advising, and strengthen pathways between colleges and universities. This enhanced visibility enables institutions to better support students — particularly those who transfer — ensuring more seamless transitions, reduced credit loss, and increased momentum toward timely completion of postsecondary credentials.

Goal 3: Increase Completion of Credentials of Value

Shorten time to degree through advising, alignment of educational pathways to workforce opportunities and funding support.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

Students are hindered in their pursuit of completion of a credential of value by extended time to degree, which is in turn influenced by several factors, including availability of courses, credit load, or credits lost to transfer between institutions. Completion can be supported through skilled advising and better alignment of educational pathways to workforce opportunities. THECB is supporting improvements along all these dimensions to accelerate momentum toward the state's *Building a Talent Strong Texas* attainment goal of 60% of Texans aged 25-64 holding a degree, certificate, or other credential of value by 2030.

Increase Alignment with Workforce Needs

THECB is aligning education programs with workforce needs by strengthening career relevance, improving advising, and tying funding and program approval to labor market demand. Initiatives such as **Texas OnCourse** (a college and career readiness curriculum and advising platform with K-12 guidance counselors as the primary audience) and **My Texas Future** (a tool linking careers, skills, and credentials to job demand) help students navigate workforce-aligned pathways. The state's **program approval and review process** ensures new and existing degrees lead to in-demand, well-paying jobs, while **Perkins Career and Technical Education Grants** fund employer-informed, high-wage career training programs. The **Community College Finance Program** incentivizes colleges to meet workforce and student success goals, and targeted financial support such as **Loan Repayment Assistance Programs** for critical fields and **Future Occupations & Reskilling Workforce Advancement to Reach Demand (FORWARD) Loans** for high-demand programs — encourage entry into priority occupations. Together, these efforts create a coordinated system that connects education, funding, and accountability to Texas's workforce priorities.

Increase Availability of and Focus on Short-Term Credentials

THECB is expanding access to short-term, workforce-aligned credentials through grant programs. The **Texas Reskilling and Upskilling through Education (TRUE) Grant Program**

supports public colleges in creating, redesigning, and expanding short-duration career and technical education (CTE) programs by funding essential needs such as equipment, instructor training, and student financial aid. **Texas Investing in Meaningful Employment (TIME)** builds on prior workforce investments by funding the implementation of industry-aligned, short-term CTE certificate programs in high-demand occupations at public two-year colleges, ensuring rapid pathways to jobs that meet regional labor needs. Complementing this work, the **TRUE Pathways Design and Planning (TRUE PDP) Grant** helps colleges design streamlined CTE pathways in high-demand fields, enabling students to move more quickly and efficiently from enrollment to completion of credentials of value and entry into the workforce. In addition, THECB is working with its Tri-Agency partners at TEA and TWC to ensure these grants are aligned and maximizing the state's investment in workforce education and training across the state as required by SB 1786.

Strengthen the Pipeline from Postsecondary Education to Healthcare Workforce

Texas' healthcare sector, its largest industry, faces persistent workforce shortages, presenting both a public health challenge and an economic opportunity, given the strong wages and career mobility within the field. To strengthen the pipeline from higher education into healthcare careers, the state has prioritized a comprehensive portfolio of grant and loan repayment programs administered through THECB. These initiatives expand education and training capacity across key areas and include initiatives such as the **Behavioral Health Innovation Program (BHIP)**, the **Child Mental Health Care Consortium**, the **Family Practice Residency Program (FPRP)**, **Rural Resident Physician Grants (RRPG)**, the **Texas Statewide Preceptorship Program (SPP)**, the **Emergency and Trauma Care Education Partnership (ETEP)**, and funding for specialized fields such as obstetrics and forensic psychiatry through the agency's **Family Medicine - Obstetrics Postgraduate Training (FMOBTP)** and its **Forensic Psychiatry Fellowship Program (FPFP)**.

Targeted investments in graduate medical education (**GME Expansion and Planning and Partnership** grants) aim to increase residency slots and partnerships, while pathway programs like **Joint Admissions Medical Program (JAMP)** and the Minority Health Research and Education Grants Program (MHGP) promote access for economically disadvantaged students.

Nursing-focused programs (**Nursing Innovation Grant Program (NIGP)**; **Nursing, Allied Health, and Other Health-Related Education Grant Program (NAHP)**; **Nursing Shortage Reduction Program (NSRP)**) address critical shortages by increasing enrollment, faculty capacity, and expanding innovative training models, including stackable credentials. Complementing these efforts, loan repayment assistance programs incentivize entry and retention in high-need professions, such as nursing, nursing faculty, mental health professionals, and physicians. Collectively, these strategies align higher education capacity with workforce demand, across all regions and communities of Texas, to build a sustainable, well-trained healthcare workforce.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

Accountability To Tax and Fee Payers of Texas

THECB ensures strong accountability to Texas taxpayers and fee payers by strategically aligning funding, resources, and postsecondary opportunities with the state's most critical workforce needs. By serving both recent high school graduates and adult learners seeking to reskill or upskill, THECB directs public investments toward programs that deliver economic and workforce outcomes. Through targeted technology investments and streamlined service delivery, the agency maximizes efficiency and stewardship of public funds. Additionally, THECB's integration of high-quality digital tools and advisor training ensures that advising strategies are data-driven, scalable, and focused on producing the greatest return on investment for students, employers, and the state.

Efficiency by Producing Maximum Results with No Waste of Taxpayer Funds and by Identifying Any Function or Provision Considered Redundant or Not Cost-Effective

THECB's workforce-aligned initiatives promote efficiency by directing funding and program approvals toward high-demand fields that deliver strong employment outcomes, ensuring taxpayer dollars produce maximum impact. Tools like **Texas OnCourse** and **My Texas Future**, along with performance-based funding and grant programs, reduce duplication and focus resources on strategies proven to accelerate student entry into the workforce. Rigorous review of programs and labor market alignment helps identify offerings that are cost-effective, ensuring responsible stewardship of public funds.

Effectiveness by Successfully Fulfilling Core Functions, Achieving Performance Measures, and Implementing Plans to Continuously Improve

THECB's workforce-aligned initiatives demonstrate effectiveness by fulfilling core functions that connect education to labor market demand and improve student outcomes tied to the state's *Building a Talent Strong Texas* goals. Programs such as **Texas OnCourse**, **My Texas Future**, and targeted grant and funding models are designed to increase credential attainment, workforce alignment, and access to high-demand careers, with a focus on continuous improvement.

Attentiveness to Providing Excellent Customer Service

THECB demonstrates strong customer service by providing students and institutions with clear, accessible tools and support to navigate education and career pathways. Platforms like **Texas OnCourse** and **My Texas Future**, along with streamlined short-term credential options and targeted financial support, ensure users receive timely, relevant guidance tailored to their goals. By prioritizing ease of access, responsiveness, and outcomes that matter to Texans, THECB enhances the overall experience for students, employers, and partner institutions.

Transparency Such That Agency Actions Can Be Understood by Any Texan

THECB's initiatives promote transparency by clearly connecting education programs, funding decisions, and workforce outcomes in ways that are easy for Texans to understand. Tools like **Texas OnCourse** and **My Texas Future**, along with structured program approval and funding processes, provide accessible information on career pathways, costs, and expected outcomes. By openly aligning programs with labor market demand, THECB ensures its actions are visible, understandable, and accountable to all Texans.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

THECB's strong stakeholder engagement — including with business and industry partners through the **Commissioner's Economic and Workforce Council** — and its collaboration through the **Tri-Agency Initiative** (with the Texas Education Agency and Texas Workforce Commission) play a key role in increasing completion of postsecondary credentials of value. By aligning education programs with real workforce needs and employer expectations, these partnerships ensure students are pursuing credentials that lead to meaningful employment and career advancement. Coordinated efforts across agencies and industries also improve program design, advising, and work-based learning opportunities, helping more students persist, complete their programs, and transition successfully into the Texas workforce.

Goal 4: Promote Research, Development, and Innovation

Build a vibrant Texas future for students, families, and the Texas workforce pipeline.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

The Coordinating Board is advancing crucial work in partnership with the state's research universities and health sciences centers that play an important role in incubating innovation, generating new businesses, and promoting economic development for the benefit of the state.

Track Building a Talent Strong Texas Goals Related to Research Expenditures and Doctorate and Support Policy Initiatives Associated with These Targets

THECB supports a coordinated set of research and workforce-focused initiatives to strengthen higher education outcomes and address critical health needs across the state. The **Texas Leadership Research Scholars Program** provides state-funded scholarships and leadership development opportunities for high-achieving, doctoral research students with demonstrated financial need, helping build advanced research capacity. The **Texas Child Mental Health Care Consortium** leverages the expertise of health-related universities to expand access to care and improve mental health systems for children and adolescents. The **Autism Grant Program (AGP)** offers competitive funding to higher education institutions with autism research centers or partnerships to expand evidence-based treatment and services for children with autism spectrum disorder, having served more than 82,000 children statewide. In addition, THECB administers **state research funding processes**, collecting and analyzing institutional research expenditures and doctoral data to inform legislative allocations to major research funds—including the **Texas Comprehensive Research Fund, National Research Support Fund, Texas Research University Fund**, and **Texas University Fund**—while requiring select institutions to submit long-term strategic research plans to guide statewide priorities.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

Accountability To Tax and Fee Payers of Texas

THECB's research and workforce-focused initiatives strengthen accountability to Texas taxpayers and fee payers by ensuring public investments produce benefits in education, healthcare access, and statewide research capacity. Through rigorous data collection and strategic funding

allocations tied to clear outcomes, the agency demonstrates responsible stewardship of state resources. These efforts ensure that funding is directed toward programs that deliver tangible results for Texans while aligning with legislative priorities and long-term state needs.

Efficiency by Producing Maximum Results with No Waste of Taxpayer Funds and by Identifying Any Function or Provision Considered Redundant or Not Cost-Effective

THECB's coordinated research and workforce investments promote efficiency by leveraging institutional expertise and data-driven funding processes to maximize impact without duplicating services. Competitive grants and performance-informed allocations ensure resources are directed to high-impact programs, such as mental health and autism services, that demonstrate strong outcomes.

Effectiveness by Successfully Fulfilling Core Functions, Achieving Performance Measures, and Implementing Plans to Continuously Improve

THECB's research and workforce initiatives demonstrate effectiveness by fulfilling core functions that strengthen higher education outcomes, expand critical health services, and build statewide research capacity. Programs such as the Texas Leadership Research Scholars Program and the Autism Grants Program produce significant impacts — such as increased doctoral achievement and expanded access to care for thousands of Texans — aligned with state performance goals.

Attentiveness to Providing Excellent Customer Service

THECB demonstrates a strong commitment to customer service by ensuring students, families, and institutions have access to responsive, high-quality programs that address real needs. Efforts such as expanded mental health services through Texas Child Mental Health Care Consortium and autism support programs prioritize timely, accessible care for Texans, while scholarship and research initiatives provide clear pathways for student success. By coordinating services and maintaining strong partnerships with institutions, THECB ensures supportive experiences for those it serves.

Transparency Such That Agency Actions Can Be Understood by Any Texan

THECB promotes transparency by clearly documenting how state funds are allocated, managed, and tied to measurable outcomes in education, research, and healthcare services. Reporting of research expenditures and progress toward the *Building a Talent Strong Texas* goals allows Texans to see how investments support priorities such as mental health care and advanced research capacity.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

THECB's data tools enable institutional leaders to make informed, strategic decisions that strengthen research capacity, innovation, and economic impact across Texas. By providing visibility into research activity, funding performance, and workforce outcomes, these tools help universities and health science center's align investments with high-impact opportunities that support commercialization, industry partnerships, and talent development. This data-informed approach advances the state's role in incubating innovation, launching new businesses, and driving sustained economic growth for the benefit of all Texans.

Office of the Ombudsman – Higher Education Strategic Plan for 2027-2031

Office Mission

Established in October 2025, the mission of the newly launched Office of the Ombudsman (the Office) is to ensure that public universities and colleges follow laws enacted by Senate Bill 17 and Senate Bill 37, the comprehensive higher education reforms passed during the 88th and 89th Texas legislative sessions. Senate Bill 17 (88th Legislature) prohibited diversity, equity, and inclusion (DEI) offices, programs, and mandatory DEI training at Texas public universities and colleges. Senate Bill 37 (89th Legislature) increased oversight and accountability of Texas higher education institutions and established the Office. These landmark statutory reforms guide the Office's efforts.

For Fiscal Years 2027–2031, the Office has identified one operational goal aligned to statewide objectives.

Goal: Oversee Compliance with State Law

Ensure Texas public universities and colleges follow state laws that strengthen governance, prohibit discrimination, prevent mismanagement, and protect the public interest.

SPECIFIC ACTION ITEMS TO ACHIEVE THIS GOAL

1. Develop user-friendly and transparent complaint and feedback processes for students, faculty, and staff of public universities and colleges.
2. Investigate statutory complaints, share feedback with public universities and colleges, and provide excellent, responsive customer service to all parties.
3. Serve as an intermediary by engaging with students, university leaders, and legislators on questions and best practices regarding current and proposed reform policies.
4. Visit senior leaders of every public university system and campus to answer questions and provide supportive partnership and dissemination of best practices.

HOW THIS GOAL OR ACTION ITEMS SUPPORT(S) EACH STATEWIDE OBJECTIVE

Accountability To Tax and Fee Payers of Texas

The Office of the Ombudsman's 2026–2027 biennial state appropriation amounted to 0.0007% of the 2026–2027 biennial budget. Public higher education's 2026–2027 biennial state appropriation amounted to approximately 10% of the Texas 2026–2027 biennial budget (note: this total includes direct appropriations to institutions plus the THECB's allocation of operating

and pass through funds). The Office is deploying the entirety of its small budget to ensure Texas' investment in public higher education is more accountable to tax and fee payers of Texas.

Efficiency by Producing Maximum Results with No Waste of Taxpayer Funds and by Identifying Any Function or Provision Considered Redundant or Not Cost-Effective

The Office's small team consists of: (1) the Ombudsman; (2) the deputy/general counsel; (3) an oversight staffer to handle investigations; (4) a policy staffer to handle the development and dissemination of best practices and support engagement with legislators, university leaders, and students; and (5) an executive assistant. The six-person compliance monitoring team, a long-serving component of THECB, continues to function as usual and now reports up through the Office.

The Office of the Ombudsman ensures compliance with laws and implementation of reforms in one of the largest financial investments made by the State. The Office believes that its small team goes further than the guideline of "maximum results . . . with a minimum waste of taxpayer funds." Instead, its activities resemble DOGE (i.e., Department of Government Efficiency): the Office invests its small budget in *preventing* waste of taxpayer funds because it roots out activities that waste taxpayer funds by violating the law and/or damaging the public trust.

Effectiveness by Successfully Fulfilling Core Functions, Achieving Performance Measures, and Implementing Plans to Continuously Improve

The Office of the Ombudsman has established its complaint and feedback processes and its investigation process. The Office is on pace to complete its first cycle of system and university leadership visits by the end of 2026 and is engaging with stakeholders in its intermediary function. The Office is establishing measurable performance metrics and plans to continuously improve consistent with the Objectives and Key Results (OKRs) methodology.

Attentiveness to Providing Excellent Customer Service

The Office of the Ombudsman has created a user-friendly website aimed at improving public understanding and experience with the complaint and feedback process. The Office is establishing customer service guidelines that ensure all stakeholders receive excellent customer service.

Transparency Such That Agency Actions Can Be Understood by Any Texan

The Office of the Ombudsman's first action was to create a user-friendly, transparent website that explains the laws overseen by the Office, including policies and procedures concerning complaints, investigations, and feedback. The Office will post further details to its website as it answers questions and provides best practices materials for public universities and colleges.

OTHER CONSIDERATIONS RELEVANT TO THIS GOAL OR ACTION ITEM

The activities of the Office of the Ombudsman are all oriented toward the goal of protecting the public interest in higher education. The Legislature has charged the Office of the Ombudsman with protecting that interest through investigative authority over alleged violations of specific statutory provisions. These provisions instill duties on accountable governing boards of institutions of higher education to (1) establish sound general education curricula, Educ. Code §§ 51.315, 61.0522; (2) oversee faculty governance, Educ. Code § 51.3522; (3) ensure that institutions do not establish “diversity, equity, and inclusion” offices or engage in discrimination based on race, sex, color, ethnicity, or national origin, Educ. Code § 51.3525; (4) ensure that presidents or chief executive officers (not faculty or academic committees) are responsible for evaluation or removal of academic leadership of the institution, Educ. Code § 51.3541; and (5) empower only presidents, chief executive officers, or provosts to make hiring decisions for any faculty or administrative leadership position or decisions concerning faculty grievance or discipline, Educ. Code § 51.9431.

Shortly after being established, the Office of the Ombudsman launched complaint and feedback processes, met with chancellors and presidents across the State, engaged with members of the Legislature, and held meetings with experts to gather input and establish best practices. With one more hire, the Office will be fully staffed. It will continue to investigate complaints, serve as a conduit for feedback, develop best practices in change management and reform, and engage with lawmakers and the higher education community to advance the shared goal of protecting the public interest in higher education in the State of Texas.

Impediments and Redundancies

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Texas Education Code 51.927, Energy Savings Performance Contracts	Statutes require the Coordinating Board to establish guidelines and an approval process for awarding energy-saving performance contracts, as well as to review and verify cost savings. These already require governing board approval and Coordinating Board involvement does not add value.	Remove Coordinating Board from this process.	Minor cost savings to the Coordinating Board and institutions through a more streamlined process.
Texas Education Code 61.0572, Construction Funds and Development of Physical Plant, and 61.058, New Construction and Repair and Rehabilitation Projects	These sections require the Coordinating Board to develop standards and review decisions regarding facilities that are institutional responsibilities. Coordinating Board involvement does not add value.	Remove Coordinating Board from these requirements.	Minor cost savings to the Coordinating Board from staff time dedicated to these requirements.
Texas Education Code 61.0592, Funding for Courses Provided During Off-Peak Hours at Certain Institutions, and Texas Education Code 54.061, Reduced Designated Tuition Rates for Courses Provided During Off-peak Hours at Certain Institutions	This section requires the Coordinating Board to include costs associated with courses provided during off-peak hours at certain universities, as set forth in section 54.061. Section 54.061 made the statutes applicable only if they received specific appropriations in fiscal year 2009, which it does not appear occurred.	Delete sections.	Statute clean-up for inoperative program.

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Texas Education Code Chapter 141	The Research Enhancement Program authorized by this section is defunct.	Delete chapter.	Statute clean-up for inoperative program.
Texas Education Code 61.0651, Management Policies	This section requires the Coordinating Board to adopt and recommend management policies to institutions of higher education (IHEs) regarding management of human resources and physical plant. Governing boards and institutions are best suited to make decisions in these areas.	Delete section.	Minor cost savings to Coordinating Board.
Texas Education Code Chapter 142, Norman Hackerman Advanced Research Program; Advanced Technology Program	This chapter establishes the Norman Hackerman Advanced Research Program and Advanced Technology Program. Funds have not been appropriated for these programs since the 82nd Texas Legislature.	Delete chapter.	Statute clean-up for inoperative program.
Texas Education Code 56.0092, Texas B-on-Time Student Loan Account	This section provides for the disposition of funds in an account that previously supported the Texas B-on-Time program. The account has since been abolished.	Delete section.	Statute clean-up.
Texas Education Code 56.304 (f) and (g), TEXAS Grant	These subsections relate to the recommended and advanced high school curriculum and are no longer applicable to TEXAS Grant.	Delete subsections.	This will clarify TEXAS Grant requirements for students and institutions.

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
Texas Education Code Chapter 56 Subchapter R, Scholarships for Students Graduating in Top 10 % of High School Class	This subchapter authorizes a Top 10% scholarship program for students at Texas IHEs. This program has not been funded since the 85th Texas Legislature.	Delete section.	This will remove unnecessary statute for an inoperative program.
Texas Education Code, Chapter 51, Subchapter O, Intellectual Property Policies	This subchapter required the Coordinating Board to review institutions' intellectual property policies in 1988. The statute does not mandate ongoing monitoring, and the Coordinating Board has not taken any action regarding this subchapter in decades.	Delete subchapter.	This will remove an unnecessary and unused section of statute. There are other provisions of state and federal law with similar requirements.
Texas Education Code 51.950(f), Policy Regulating Student Travel	This subsection requires institutions to file a copy of their policies regarding student travel with the THECB. It is unclear what value is gained by this as the agency takes no further action on these policies.	Delete this subsection.	Regulatory efficiency and will remove an unnecessary compliance requirement on institutions.
Texas Education Code 51.970 (h) and (j), Instructional Materials for Blind and Visually Impaired Students and Students with Dyslexia	These subsections provide for the THECB to penalize a publisher who fails to comply with section requirements regarding providing an electronic copy of materials to meet the needs of special needs students. It provides for the THECB to waive these requirements under certain circumstances. It is not clear how the THECB could	Delete these subsections.	This will remove an unnecessary and unused section of statute. There are other provisions of state and federal law with similar requirements.

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
	implement these requirements.		
GAA, Article III, Section 45, Community College Transfer Student Reporting Requirement	Texas Education Code Section 51.406 directs the THECB to consult with institutions to identify any unnecessary data requests that are appropriate for removal. In 2017, a negotiated rulemaking committee identified a modification to the rider to reduce the reporting burden on institutions.	Modify existing rider to require the report to be submitted biennially rather than annually and to be less prescriptive regarding data elements to be included.	The Coordinating Board and institutions of higher education will realize cost savings due to labor hours required to compile and complete the report.
Texas Education Code Section 51.762(a), Common Admission Application Forms	Provisions in statute define ApplyTexas as relating to freshman admissions.	Modify statute to broaden the ApplyTexas statute to reflect the purpose of the application and support the needs of all Texans seeking admission into an institution of higher education more closely.	The proposed changes to Texas Education Code subsection 51.762 will more accurately represent the ApplyTexas application as it functions today, to serve all students.
Texas Education Code Section 51.805(2), Other Admissions	The statute references SAT scores that are based on the discontinued SAT score structure. The highest possible total with the new score structure is 1600.	Realign statute to define standards through Coordinating Board rules aligned with the Texas Success Initiative (currently Texas Administrative Code, Title 19, Chapter 4, Subchapter C, Section 4.54(a)(1)), which will always reflect most current benchmarks	The College Board College Readiness Benchmarks vary over time, as do those for the ACT. The proposed new language will preclude the need to update the statutory language each time the College Board adjusts its standards.

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
		and all potential student situations.	
Texas Education Code Section 61.089, State Science and Engineering Fairs	The current statutory provision requires the Coordinating Board to coordinate the State Science and Engineering Fair. This function has become obsolete in practice, as funding for this activity has not been appropriated in recent years, rendering program inactive.	Repeal this section.	Statute clean-up for inoperative program.
Texas Education Code, Section 61, Subchapter BB, Texas Fund for Geography Education	The current statutory provision establishes an endowment designated to support geographic education in Texas. However, this provision has remained inactive and unfulfilled, as no appropriation have been made for this program.	Repeal this subchapter.	Statute clean-up for inoperative program.
Texas Education Code, Section 61.05821, Condition of Buildings and Facilities: Annual Report	The current statutory sections require the Coordinating Board to develop reports on buildings and facilities, functions that are inherently institutional in nature and do not align with the Coordinating Board's core mission.	Repeal this section.	Minor cost savings to the Coordinating Board from staff time dedicated to these requirements.
Texas Education Code Section 61.0583, Audit of Facilities	The current statutory sections require the Coordinating Board to audit facilities that are, by nature, institutional responsibilities. Facility management,	Remove Coordinating Board from these requirements.	Minor cost savings to the Coordinating Board from staff time dedicated to these requirements.

Service Statute, Rule, or Regulation (provide specific citation if applicable)	Describe why the Service, Statute, Rule, or Regulation is Resulting in Inefficient or Ineffective Agency Operations	Provide Agency Recommendation for Modification or Elimination	Describe the Estimated Cost Savings or Other Benefit Associated with Recommended Change
	maintenance, and oversight are operational functions that reside appropriately at the institutional level. The Coordinating Board's involvement in auditing institutional facilities does not add meaningful value to the process.		
Texas Education Code Section 61.0651, Management policies	The current statutory sections require the Coordinating Board to make recommendations on management policies related to human resources and physical plant operations, areas that are inherently institutional responsibilities. The Coordinating Board's involvement in these matters does not add meaningful value to the process.	Remove Coordinating Board from these requirements.	Minor cost savings to the Coordinating Board from staff time dedicated to these requirements.

Schedule A: Budget Structure

Agency Goals

Goal	
1	Leadership and Coordination
2	Affordability and Access
3	Academic and Workforce Readiness
4	Statewide Institutional Support

Agency Objectives

Objective		Strategic Plan Goals
1.1	Agency and Systems Operations	1,2,3,4
1.2	Ombudsman Services	2,3
2.1	Need-Based Financial Aid	1,2,3
2.2	Targeted Scholarships and Exemptions	1,2,3
3.1	Academic Success Initiatives	2,3
3.2	Workforce Education and Incentives	2,3
3.3	Health Education and Workforce Capacity	2,3
4.1	Baylor College of Medicine	1,2,3
4.2	Institutional Support	1,2,3,4

Agency Strategies

	Budget Strategy	Strategic Plan Goals
1.1.1	Agency Operations	1,2,3,4
1.1.2	Student Loan Programs	1,2,3
1.1.3	Statewide Digital Platforms and Advising Services	1,2,3
1.2.1	Office of the Ombudsman	2,3
2.1.1	Toward EXcellence, Access, and Success Grant Program	1,2,3
2.1.2	Tuition Equalization Grants	1,2,3
2.1.3	Texas Educational Opportunity Grants Public Community Colleges	1,2,3
2.1.4	Texas Educational Opportunity Grants Public State and Technical Colleges	1,2,3
2.1.5	Texas College Work-Study Program	1,2,3
2.1.6	Financial Aid Swift Transfer Program	1,2,3
2.2.1	License Plate Scholarships Program	1,2,3
2.2.2	Educational Aide Program	1,2,3
2.2.3	Texas Armed Services Scholarship Program	1,2,3
2.2.4	Texas Leadership Scholars Program	1,2,3
2.2.5	Nursing Scholarships	1,2,3

	Budget Strategy	Strategic Plan Goals
2.2.6	Texas First Program	1,2,3
2.2.7	Scholarship Program	1,2,3
3.1.1	Student Success and Open Education Programs	1,2,3
3.2.1	Career and Technical Education Programs	1,2,3
3.2.2	Bilingual Education Program	1,2,3
3.2.3	Educational Loan Repayment	2,3
3.2.4	Rural Veterinarians Grant Program	2,3
3.2.5	Workforce Education and Reskilling Programs	2,3
3.3.1	Family Practice Residency Program	2,3
3.3.2	Preceptorship Program	2,3
3.3.3	Graduate Medical Education Expansion	2,3
3.3.4	Physician and Nurse Trauma Care	2,3
3.3.5	Professional Nursing Shortage Reduction Program	2,3
3.3.6	Forensic Psychiatry Fellowship Program	2,3
3.3.7	Autism Grant Program	4
3.3.8	Minority Health Grant Program	2,3
3.3.9	Nursing, Allied Health, Other Grant Program	2,3
3.3.10	Rural Resident Physician Grant Program	2,3
3.3.11	Nursing Innovation Grant Program	2,3
3.3.12	Behavioral Health Innovation Grant	2,3
3.3.13	Family Medicine Obstetrics Program	2,3
4.1.1	Baylor College of Medicine - Undergraduate Medical Education	1,2,3
4.1.2	Baylor College of Medicine Graduate Medical Education	2,3
4.1.3	Baylor College of Medicine Tobacco Earnings from Permanent Endowment Fund	2,3
4.1.4	Tobacco Earnings from Permanent Health Fund for Baylor College of Medicine	2,3
4.2.1	Joint Admission Medical Program	1,2,3
4.2.2	Child Mental Health Care Consortium	4
4.2.3	Computer Science Pipeline Initiative	2,3,4

Schedule B: Performance Measures

Objective Outcome Measures

1.1 OC 1	Percentage Increase in Fall Student Headcount Enrollment
Definition	Percentage increase in fall student headcount enrollment.
Data Limitations	Data for some sectors and for Flex Enrollments are not available until April of the following year.
Data Source	Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. Data on career schools will come from the career school CBM001 report.
Method	Data reported for higher education institutions for the current fall headcount minus the prior fall headcount divided by the prior fall headcount.
Purpose	Percentage increase in fall student headcount enrollment.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 2	Percentage Increase Completion of Certificate, Associate, Bachelor's, and Master's Degree
Definition	Percentage increase in the completion of undergraduate certificates, associate degrees, bachelor's degrees, and master's degrees.
Data Limitations	Data is not available until the following year.
Data Source	Coordinating Board CBM001 (Student Report) and CBM009 (Graduation Report)
Method	Percentage increase in the completion of undergraduate certificates and associate degrees, bachelor's degrees, and master's degrees.
Purpose	Support statewide higher education plan completion goal.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 3	Percentage of Students Working or Enrolled in Higher Education One Year After Degree or Certificate
Definition	Percentage of students who are found working or enrolled in higher education within one year after earning a degree or certificate.
Data Limitations	Wage data is not available for some categories of graduates, such as for students who are employed out of state or for individuals who are self-employed.

1.1 OC 3	Percentage of Students Working or Enrolled in Higher Education One Year After Degree or Certificate
Data Source	CBM001 and CBM009, Texas Unemployment Insurance (UI) wage records, and Federal Employment Database Exchange Service (FEDES), including records for Office of Personnel Management and CB 116
Method	Percentage of graduates employed in Texas in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas institution in the following fall after the school year in which the program year ends.
Purpose	Support statewide higher education plan Marketable Skills goal.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 4	Percentage of Texans Age 25-34 With Postsecondary Credential of Value
Definition	Percentage of Texans aged 25-34 with a degree, certificate, or other postsecondary credential of value.
Data Limitations	Degree attainment estimated using American Community Survey, 1-Year Public Use Microdata samples. Certification or license attainment estimated using the Current Population Survey Annual Social and Economic (March) Supplements (pooling four years). Specifics of credential of value methodology still being refined.
Data Source	U.S. Census Bureau
Method	Percentage of Texas population ages 25-34 holding a certificate or degree of value. Total Texas population and residents ages 25-34 holding a degree are based on one-year American Community Survey (ACS) estimates published annually by the U.S. Census Bureau. A credential of value will be established when a graduate's earnings exceed a threshold amount.
Purpose	Measure progress toward statewide goals for postsecondary attainment.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 5	Percentage of Texans Age 35-64 With Postsecondary Credential of Value
Definition	Percentage of Texans ages 35-64 with a degree, certificate, or other postsecondary credential of value.
Data Limitations	Degree attainment estimated using American Community Survey, 1-Year Public Use Microdata samples. Certification or license attainment estimated using Current Population Survey Annual Social and Economic Supplements (pooling four years). Specifics of credential of value methodology are still being refined.
Data Source	U.S. Census Bureau

1.1 OC 5	Percentage of Texans Age 35-64 With Postsecondary Credential of Value
Method	Percentage of Texas population ages 35-64 holding a certificate or degree of value. Total Texas population and the number of residents ages 35-64 holding a degree are based on one-year ACS estimates published annually by the U.S. Census Bureau. A credential of value will be established when a graduate's earnings exceed a threshold amount.
Purpose	Measure progress toward statewide goals for postsecondary attainment.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 6	Number of Students Completing Credentials of Value Annually
Definition	Number of students completing postsecondary credentials of value each year.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data. Specifics of credential of value methodology are still being refined.
Data Source	CBM 001, 008 009; Financial Aid Database (FADS); TWC UI data; U.S. Census Data
Method	Number of educational credentials completed enable students to receive annual earnings that surpass a minimum economic threshold within three years. The economic threshold is determined by considering two metrics: 1) student investment amortized over 10 years and 2) median annual earnings for individuals who received a high school diploma.
Purpose	Measure progress toward statewide goals for postsecondary completion.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 7	Amount of Private and Federal R&D Expenditures at Texas Public Institutions
Definition	Amount of private and federal research and development expenditures at Texas public institutions of higher education.
Data Limitations	The amount of research expenditures reported by the institutions is dependent upon external factors, including federal grant programs and availability of private funds for research. The previous fiscal year data is due to the Coordinating Board by December 1.
Data Source	Survey of Research Expenditures submitted annually by institutions
Method	Including all private and federal R&D expenditures reported by the institution. Private expenditures include expenditures of funds reported as Business Expenditures, Non-profit Organization Expenditures, and All Other Expenditures. Amounts exclude R&D expenditures that do not meet the narrow definition of R&D expenditures used in the Coordinating Board's Research Survey. Federal expenditures include expenditures of funds received by the reporting institution from any agency of the United States

1.1 OC 7	Amount of Private and Federal R&D Expenditures at Texas Public Institutions
	government for research and development. These include reimbursements, contracts, grants and any identifiable amounts spent on R&D from federal programs, including federal monies passed through state agencies to the reporting institution and federal funds that were passed through to the reporting institution from another institution.
Purpose	Measure progress toward statewide goals for postsecondary research support.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 8	Number of Research Doctorates Awarded Annually by Texas Institutions
Definition	Number of research doctorates awarded yearly by Texas institutions of higher education.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	CBM009
Method	Research doctorates awarded include an unduplicated count of research/scholarship doctorate earners as reported on the CBM009. Total doctorates awarded include an unduplicated count of research/scholarship and professional practice doctorate earners. Both counts include doctorate earners at Texas public and independent institutions.
Purpose	Measure progress toward statewide goals for postsecondary research support.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 9	Percentage of Public Bachelor's Degree Graduates Completing With No More Than 3 Excess Hours Than Degree Plan
Definition	Percentage of public bachelor's degree graduates completing with no more than 3 semester credit hours (SCHs) more than their degree plan.
Data Limitations	SCHs earned by students before transferring into a Texas public institution from an out-of-state or a private institution are not included. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), and CBM00N (Social Security Number [SSN] Change Report)
Method	Number of bachelor's degree graduates who attempt no more than 3 semester credit SCHs more than the SCHs required to complete their degree plan divided by the total number of bachelor's degree graduates. To determine SCHs attempted, compile all college-level semester credit hours a graduate attempted for up to 10 years before

1.1 OC 9	Percentage of Public Bachelor's Degree Graduates Completing With No More Than 3 Excess Hours Than Degree Plan
	college graduation; do not include developmental education or dual credit SCHs attempted.
Purpose	Support statewide higher education plan student debt goal by working to reduce SCHs to degree.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 10	Public Two-Year Institute Students Graduates with No More Than 3 Excess Hours Than Award Plan
Definition	Percentage of public two-year institution students graduating with no more than 3 SCHs more than the hours of their award plan.
Data Limitations	SCHs for students who transfer into a public from out-of-state or a private institution are not included. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Coordinating Board CBM001 (Student Report), CBM009 (Graduation Report), and CBM00N (SSN Change Report)
Method	Number of associate degree graduates who attempt no more than 3 SCHs more than the SCHs required to complete their degree plan divided by the total number of associate degree graduates. To determine SCHs attempted, compile all college-level semester credit hours a graduate attempted for up to 10 years before college graduation; do not include developmental education SCHs attempted; do not include dual credit SCHs attempted.
Purpose	Support statewide higher education plan student debt goal by working to reduce SCHs to degree.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 11	Percentage of Public Two-Year Institution Students Graduating in 3 Years
Definition	Number of students who entered Texas public two-year colleges three years ago as first-time, full-time, credential-seeking undergraduates (taking at least 12 semester credit hours) who received a degree or certificate during that three-year period divided by the total number of students who entered Texas public two-year colleges three years ago as first-time, full-time, credential-seeking undergraduates (taking at least 12 semester credit hours).
Data Limitations	Data are reported to the Coordinating Board by the institutions. The THECB Compliance Monitoring staff performs audits of institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-

1.1 OC 11	Percentage of Public Two-Year Institution Students Graduating in 3 Years
	of-state institution. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for community and technical colleges, CBM 009 for public institutions and independent colleges and universities, and the CBM00N to track SSN changes.
Method	Track incoming first-time, full-time, credential-seeking summer/fall entering undergraduates who have declared an intent to obtain a degree or certificate by SSN for three years. Take the number that graduate from a Texas public or independent institution and divide by the total cohort of students who had declared intent to obtain degree or certificate.
Purpose	Provides information on the success of public two-year institutions in regard to successful completion by students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 12	Percentage of University Students Graduating in Four Years
Definition	Number of students who entered Texas public universities four years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 semester credit hours) who received a baccalaureate or above degree during that four-year period divided by the total number of students who entered Texas public universities four years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 semester credit hours).
Data Limitations	Data are reported to the Coordinating Board by the institutions. The THECB Compliance Monitoring staff performs audits of samples of institutions' data submissions including enrollment data. We do not have data on students who go on to attend and graduate from an out-of-state institution. Prior year data is used because the performance measures submission deadlines do not allow for full certification of current year data.
Data Source	Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN changes.
Method	Track incoming first-time, full-time, degree-seeking summer/fall entering undergraduates by SSN for four years. Take the number that graduates from a Texas public or independent institution and divide by the total cohort.
Purpose	Provides information on the success of institutions regarding successful completion by students.
Calculation Method	Noncumulative
New Measure	No

1.1 OC 12	Percentage of University Students Graduating in Four Years
Target Attainment	Higher than target

1.1 OC 13	Percentage of Underprepared University Students Graduating Within Six Years
Definition	Of the university first-time summer/fall entering undergraduates who were not TSI-exempted and failed the initial TSI test, the percentage who were awarded a baccalaureate degree or higher within six years.
Data Limitations	Data are reported to the Coordinating Board by the institutions and do not include students who go on to attend and graduate from an out-of-state institution. The State Auditor's Office performs enrollment audits on a sample of that data. Some students defer testing for documented reasons. The success of underprepared students who graduate in more than six years is not reflected with this methodology. Students persisting in higher education but who have not been awarded a degree are excluded.
Data Source	Data are from the cohort (summer/fall entering undergraduates) that entered six years prior as certified by the institutions and compiled by the Educational Data Center (CBM001 and CBM002).
Method	(a) Take the number of first-time summer/fall entering undergraduates at universities (from CBM001). (b) Determine the number who took the initial TSI test and did not pass it (from CBM002). (c) Of those students, determine the number who were awarded a baccalaureate degree or higher within six years. (d) Divide the number of students in (c) by the number of students in (b) and express it as a percentage.
Purpose	Provides information on the success of institutions regarding successful completion by underprepared students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 14	Percentage of University Students Graduating Within Six Years
Definition	Number of students who entered Texas public universities six years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 semester credit hours) who received a baccalaureate or above degree during that six-year period divided by the total number of students who entered Texas public universities six years ago as first-time, full-time, degree-seeking undergraduates (taking at least 12 SCHs).
Data Limitations	Data are reported to the Coordinating Board by the institutions. The THECB Compliance Monitoring staff performs audits of samples of institutions' data submissions including enrollment data. Some students defer testing for documented reasons. The success of underprepared students who graduate in more than six years is not reflected with this methodology. Students persisting in higher education but who have not been awarded a degree are excluded.
Data Source	Information provided by the Graduation Rates Report prepared by the Educational Data Center using data reported by the institutions. Data sources used for the Graduation Rates Report are CBM 001 for public universities, CBM 009 for public institutions and independent colleges and universities, and CBM00N to track SSN changes.

1.1 OC 14	Percentage of University Students Graduating Within Six Years
Method	Track incoming first-time, full-time, degree-seeking summer/fall entering undergraduates at Texas public institutions by SSN for six years. Take the number that graduate from a Texas public or independent institution and divide by the total cohort.
Purpose	Provides information on the success of institutions regarding successful completion by students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 15	Increase in Fall Student Headcount Enrollment
Definition	Increase in fall student headcount enrollment.
Data Limitations	Data for some sectors and for Flex Enrollments are not available until April of the following year. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Data on public institutions will come from the Coordinating Board CBM001 student reports and data on independent institutions will come from the Independent Colleges and Universities of Texas (ICUT) CBM001 report. Data on career schools will come from the CBM00a career school student report for the preceding academic fall.
Method	Data reported for higher education institutions for the current fall headcount minus the prior fall headcount.
Purpose	Increase in fall student headcount enrollment.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 16	One-Year Persistence Rates for Public Universities
Definition	One-year persistence rates at Texas public universities.
Data Limitations	Enrollment data do not include students who transfer to an out-of-state institution or who enrolled less than full-time when they first entered college.
Data Source	CBM001, CBM009, and CBM00N
Method	Percentage of first-time, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.
Purpose	Gauge continuing student success at public universities.
Calculation Method	Noncumulative
New Measure	No

1.1 OC 16	One-Year Persistence Rates for Public Universities
Target Attainment	Higher than target

1.1 OC 17	One-Year Persistence Rate at Public Community, Technical, and State Colleges
Definition	One-year persistence rates at Texas public community, technical, and state colleges.
Data Limitations	Credential-seeking students are those who intend to earn an associate degree, certificate, BAT degree, credits for transfer, or did not respond. If a student earned a CERT1, CERT2, Advanced Technology Certificate, associate, or bachelor's degree at any Texas public or private institution and did not persist, they were excluded from the cohort. If a student earned an award and persisted, they remain in the cohort.
Data Source	CBM001, CBM009, and CBM00N
Method	Percentage of first-time, credential-seeking undergraduates enrolled in at least 12 semester credit hours in the fall semester who are still enrolled at the same or another Texas public or private (independent) institution the following fall semester.
Purpose	Gauge continuing student success at public two-year institutions.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1 OC 18	Two-Year to Four-Year Transfer Rate
Definition	The percentage of public two-year institution students who transferred to a senior institution within six years.
Data Limitations	Does not include students who may transfer to private or out-of-state institutions.
Data Source	CBM001
Method	Identify a cohort consisting of the number of students entering higher education for the first time at a two-year public institution who were not concurrently enrolled at a four-year institution. Calculate the percentage of students in the cohort who transferred to a senior institution within six years.
Purpose	Gauge continuing student success at public two-year institutions.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 1	Percentage of Students Receiving Financial Employed through Texas College Work-Study Program
Definition	Percentage of students enrolled in public or private/independent institutions eligible for Texas College Work-Study (TCWS) funding in the prior fiscal year who received the funding in the prior fiscal year.

2.1 OC 1	Percentage of Students Receiving Financial Employed through Texas College Work-Study Program
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Student eligibility characteristics are reported by public and private/independent institutions on the CBM0C1/CBM001 report submitted to the Coordinating Board. TCWS recipients and additional eligibility characteristics are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Take the number of students enrolled in Texas public and private/independent colleges who received part of their salaries paid through the Texas College Work-Study Program (basic program plus mentorship program) during the prior fiscal year and divide it by the total number of students enrolled in Texas public and private/independent institutions of higher education during the prior fiscal year who demonstrated financial need. For comparison purposes, defining the group of eligible students includes limiting eligibility to those who met the TEXAS Grant priority expected family contribution.
Purpose	This measure provides feedback on the effect of funding the Texas College Work-Study Program.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 2	Percentage of Graduates with No or Manageable Levels of Undergraduate Student Debt
Definition	Percentage of graduates with no undergraduate student debt or manageable levels of debt in relation to their earnings.
Data Limitations	Prior year data on graduates is used because performance measure submission deadlines do not allow for full certification and use of current year data. Does not include incarcerated students, those with invalid SSN, or students who earned an award after the cohort year. Wage data is not available for some categories of graduates, such as for students who are employed out of state or for individuals who are self-employed. Parent loans are excluded from debt.
Data Source	CBM009, FADS, TWC UI records
Method	Certificate and degree earners are matched against FADS records to determine student debt and UI wage records five years after graduation to determine wages. The debt-to-wage ratio is calculated by dividing the student-level monthly payment estimate by the average monthly wages of a student's program and award level.
Purpose	Measure progress toward statewide goals for postsecondary credentials of value.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 3	Percentage of Graduates with No Undergraduate Student Debt
Definition	Percentage of graduates with no undergraduate student debt.
Data Limitations	Prior year data on graduates is used because performance measure submission deadlines do not allow for full certification and use of current year data. Wage data is not available for some categories of graduates, such as for students who are employed out of state or for individuals who are self-employed. Parent loans are excluded from debt totals. Only Texas public two- and four-year institutions are included.
Data Source	CBM009, FADS
Method	Percentage of students awarded an associate or bachelor's degree from a Texas public or private (independent) four-year institution or awarded a certificate or associate degree from a Texas public or private (independent) two-year institution each year who have no reported student loan debt through FADS.
Purpose	Measure progress toward statewide goals for postsecondary credentials of value.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 4	Percentage of Eligible Students Receiving an Initial TEXAS Grant - Public Universities and Health-Related Institutions
Definition	Percentage of students eligible for an initial-year TEXAS Grant in the prior fiscal year who received the grant in the prior fiscal year.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Student eligibility characteristics are reported by public institutions on the CBM001 report submitted to the Coordinating Board. TEXAS Grant recipients and additional eligibility characteristics are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Take the number of students during the prior fiscal year who received an initial-year TEXAS Grant and divide it by the total number of students who demonstrated eligibility for an initial-year TEXAS Grant during the same time period. Defining the group of eligible students includes limiting eligibility to those who met the state priority deadline and who met the priority expected family contribution.
Purpose	This measure provides feedback on the reach of appropriated funding for the TEXAS Grant program to support eligible students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 5	Percentage of Eligible Students Receiving an Initial TEOG – Community Colleges
Definition	Percentage of students enrolled in community colleges eligible for an initial-year Texas Educational Opportunity Grant in the prior fiscal year who received the grant in the prior fiscal year.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Student eligibility characteristics are reported by public institutions on the CBM001 report submitted to the Coordinating Board. TEOG recipients and additional eligibility characteristics are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Take the number of students during the prior fiscal year who received an initial-year TEOG while attending a community college and divide it by the total number of students attending community colleges who demonstrated eligibility for an initial-year TEOG during the same time period. For comparison purposes, defining the group of eligible students includes limiting eligibility to those who met the TEXAS Grant priority expected family contribution. (The state priority deadline is not used in this calculation due to different admissions application patterns of this population compared to public and private four-year institutions and health-related institutions [HRIs].)
Purpose	This measure provides feedback on the reach of appropriated funding for the TEOG program to support eligible students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 6	Percentage of Eligible Students Receiving an Initial TEOG – State and Technical Colleges
Definition	Percentage of students enrolled in state and technical colleges eligible for an initial-year Texas Educational Opportunity Grant in the prior fiscal year who received the grant in the prior fiscal year.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Student eligibility characteristics are reported by public institutions on the CBM001 report submitted to the Coordinating Board. TEOG recipients and additional eligibility characteristics are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Take the number of students during the prior fiscal year who received an initial-year TEOG while attending a state or technical college and divide it by the total number of students attending state or technical colleges who demonstrated eligibility for an initial-year TEOG during the same time period. For comparison purposes, defining the group of eligible students includes limiting eligibility to those who met the TEXAS Grant priority expected family contribution. (The state priority deadline is not used in this calculation due to different admissions application patterns of this population compared to public and private four-year institutions and HRIs.)

2.1 OC 6	Percentage of Eligible Students Receiving an Initial TEOG – State and Technical Colleges
Purpose	This measure provides feedback on the reach of appropriated funding for the TEOG Program to support eligible students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 7	Percentage of Eligible Students Receiving a TEG – Private or Independent Institutions
Definition	Percentage of students enrolled in private or independent institutions eligible for an initial-year Tuition Equalization Grant in the prior fiscal year who received the grant in the prior fiscal year.
Data Limitations	Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Student eligibility characteristics are reported by private or independent institutions on the CBM001 report submitted to the Coordinating Board. TEG recipients and additional eligibility characteristics are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Take the number of students during the prior fiscal year who received a TEG while attending a private or independent institution and divide it by the total number of students attending private or independent institutions who demonstrated eligibility for a TEG during the same time period. For comparison purposes, defining the group of eligible students includes limiting eligibility to those who met the state priority deadline and TEXAS Grant priority expected family contribution.
Purpose	This measure provides feedback on the reach of appropriated funding for the TEG program to support eligible students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 8	Percentage of Texas Grant Recipients with Bachelor's Degree Within Four Academic Years
Definition	Percentage of TEXAS Grant recipients who entered Texas public institutions of higher education in the fall term four years ago as first-time, full-time undergraduates who have received baccalaureate degrees from Texas public and independent institutions of higher education since that date.
Data Limitations	Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Reports on TEXAS Grant recipients are certified by institutional directors of student financial aid. Enrollment data are captured

2.1 OC 8	Percentage of Texas Grant Recipients with Bachelor's Degree Within Four Academic Years
	in the fall semester, so TEXAS Grant recipients who enroll for the first time in the spring semester will not be included in this measure. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports and compiled by the Educational Data Center (Graduation Rates Report). Reports on TEXAS Grant recipients are submitted by institutional offices of student financial aid on the FAD report.
Method	Track incoming TEXAS Grant recipients who were first-time, full-time summer/fall entering undergraduates for four years. Take the number of them that graduate from a Texas institution of higher education during the four-year period and divide by the total number of TEXAS Grant recipients in that cohort.
Purpose	This measure provides an indication of the effectiveness of the TEXAS Grant Program in retaining and graduating students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 9	Percentage of TEG Recipients Who Earn a Bachelor's Degree Within Four Academic Years
Definition	Percentage of Tuition Equalization Grants recipients who entered independent institutions of higher education in Texas during the fall term four years ago as first-time, full-time undergraduates who have received baccalaureate degrees from public or independent institutions of higher education in Texas since that date. (TEG awards are only available to students attending independent institutions of higher education in Texas.)
Data Limitations	Enrollment data are from CBM enrollment reports submitted to the Coordinating Board by public and independent institutions. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutions. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Enrollment and Graduation data are reported by the public and independent institutions on the CBM001 and CBM009 reports submitted to the Coordinating Board. TEG recipients are identified from year-end reports submitted to the Coordinating Board by institutional offices of student financial aid.
Method	Track incoming TEG recipients who were first-time, full-time fall entering undergraduates for four years. Take the number that graduates from a public or independent institution of higher education in Texas during that four-year period and divide by the total cohort.
Purpose	This measure provides an indication of the effectiveness of the Tuition Equalization Grants Program in retaining and graduating students.

2.1 OC 9	Percentage of TEG Recipients Who Earn a Bachelor's Degree Within Four Academic Years
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1 OC 10	Percentage of TEOG Recipients From Texas Public Community Colleges, Fall, With Associates or Who Transferred to a Four-Year College
Definition	Percentage of Texas Educational Opportunity Grant recipients who entered Texas public community colleges in the fall term three years ago as first-time, full-time undergraduates who then received associate degrees or certifications, or who transferred to a four-year college or university after 30 semester credit hours, since that date.
Data Limitations	Enrollment data are reported to the Coordinating Board by the institutions and do not include students who transfer to an out-of-state institution or who were enrolled less than full-time when they first entered college. Institutional directors of student financial aid certify reports on Texas Educational Opportunity Grant recipients. Enrollment data are captured in the fall semester, so recipients who enroll for the first time in the spring semester will not be included in this measure. Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Enrollment data are reported by the public and independent institutions and compiled by the Educational Data Center (Graduation Rates Report). Reports on Texas Educational Opportunity Grant recipients are submitted by institutional offices of student financial aid.
Method	Track incoming Texas Educational Opportunity Grant recipients who were first-time, full-time fall entering undergraduates for three years. Take the number of them that complete an associate degree or certificate from a Texas institution of higher education during the three-year period, or who transferred to a four-year college after completing at least 30 credit hours, and divide by the total number of Texas Educational Opportunity Grant recipients in that cohort.
Purpose	This measure provides an indication of the effectiveness of the Texas Educational Opportunity Grant Program in retaining and graduating students.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 1	Percentage of Participants Receiving Degree/Credentials by Completing Academic Programs
Definition	Percentage of program completers in academic programs at public two-year colleges who receive a degree or credential within six years of entering an instructional program.

3.2 OC 1	Percentage of Participants Receiving Degree/Credentials by Completing Academic Programs
Data Limitations	Final data is not available until at least one year after program completion.
Data Source	Data are collected through automated reporting systems.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. Data on May graduates are measured in late spring of the following year and used to calculate six-year graduation rates from THECB data reports CBM001/CBMOC1 and CBM009. The numerator is the number of fall cohort first-time students in public two-year colleges receiving a degree or credential. The denominator is the number of students in the entire fall cohort. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of educational achievement for students in academic programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 2	Percentage of Program Participants Entering Employment After Exiting Academic Program
Definition	Percentage of program completers in academic programs at public two-year colleges who are found employed in the second quarter after graduation or continue in higher education, with or without concurrent employment.
Data Limitations	Final data are not available until at least one year after program completion.
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. THECB matches data reports CBM001/CBMOC1 and CBM009 to UI wage records and THECB enrollment records. The numerator is the number of program completers who are found employed or enrolled in higher education in the second quarter after graduation. The denominator is the number of program completers. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of the effectiveness of the academic programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 3	Percentage of Academic Program Participants Retaining Employment
Definition	The percentage of program completers in academic programs at public two-year colleges who were employed or enrolled in higher education in the second quarter after

3.2 OC 3	Percentage of Academic Program Participants Retaining Employment
	graduation and who are also employed or enrolled in the third and fourth quarters after graduation (subset of those entering employment in the second quarter following completion/graduation).
Data Limitations	Final data is not available until at least two years after program completion.
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. THECB matches data reports CBM001/CBM0Ci and CBM009 to THECB enrollment records and UI wage records for the third and fourth quarter after program completion. The numerator is the number of program completers who graduated from academic programs at public two-year colleges and were employed or enrolled in higher education in the second quarter after graduation and retained employment or enrollment in the third and fourth quarters after program completion. The denominator is the number of completers who entered employment or enrolled in the second quarter after graduation. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of the effectiveness of the academic programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 4	Headcount Enrollment in Academic Program Leading to a Certificate or Degree
Definition	Unduplicated headcount enrollment of the number of students in an academic program leading to a certificate or associate degree at public two-year colleges.
Data Limitations	N/A
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. THECB determines the unduplicated headcount enrollment annually in late spring from THECB data report CBM001/CBM0C1.
Purpose	The measure provides an indicator of the number of students served by academic programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 5	Percentage of Participants Receiving a Degree or Credential Through Completing a Work Program
Definition	Percentage of program completers in workforce education programs at public two-year colleges who receive a degree or credential within six years of entering an instructional program.
Data Limitations	Final data is not available until at least one year after program completion.
Data Source	Data are collected through automated reporting systems.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. Data on May graduates are measured in late spring of the following year and used to calculate six-year graduation rates from THECB data reports CBM001/CBMOC1 and CBM009. The numerator is the number of fall cohort first-time students in public two-year colleges receiving a degree or credential. The denominator is the number of students in the entire fall cohort. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of the educational achievement for students in workforce education programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 6	Percentage of Program Participants Entering Employment After Exiting a Workforce Program
Definition	Percentage of program completers in workforce education programs at public two-year colleges who are found employed in the second quarter after graduation or continue in higher education, with or without concurrent employment.
Data Limitations	Final data is not available until at least one year after program completion.
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. THECB matches data reports CBM001/CBMOC1 and CBM009 to UI wage records and THECB enrollment records. The numerator is the number of program completers who are found employed or enrolled in higher education in the second quarter after graduation. The denominator is the number of program completers. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of the effectiveness of the workforce education programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 7	Percentage of Workforce Education Program Participants Retaining Employment
Definition	The percentage of program completers in workforce education programs at public two-year colleges who were employed or enrolled in higher education in the second quarter after graduation and who are also employed or enrolled in the third and fourth quarters after graduation (subset of those entering employment in the second quarter following completion/graduation).
Data Limitations	Final data is not available until at least two years after program completion.
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Colleges submit data annually in the fall, and THECB reviews and certifies the information. THECB matches data reports CBM001/CBM0Ci and CBM009 to THECB enrollment records and UI wage records for the third and fourth quarter after program completion. The numerator is the number of program completers who graduated from academic programs at public two-year colleges and who were employed or enrolled in higher education in the second quarter after graduation and retained employment or enrollment in the third and fourth quarters after program completion. The denominator is the number of completers who entered employment or enrolled in the second quarter after graduation. The numerator is divided by the denominator, and the result is expressed as a percentage.
Purpose	This measure provides an indicator of the effectiveness of the workforce education programs at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2 OC 8	Headcount Enrollment in Work Programs Leading to a Certificate or Degree
Definition	Unduplicated headcount enrollment of the number of students in a workforce education program leading to a certificate or associate degree at public two-year colleges.
Data Limitations	N/A
Data Source	Data are collected through automated reporting systems and interagency coordination.
Method	Data are submitted annually in the fall by colleges, and the information is reviewed and certified. The unduplicated headcount enrollment for workforce education students is determined annually in late spring from THECB data report CBM001/CBM0C1 and CBM00A.
Purpose	The measure provides an indicator of the number of students served by workforce education programs, both credit and non-credit continuing education, at public two-year colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.3 OC 1	Percentage of Family Practice Residency Program Completers Practicing in Medically Underserved Areas or Health Professional Shortage Areas
Definition	The number of Family Practice Residency Program completers who are currently practicing in Texas counties or portions of counties that are designated as Health Professional Shortage Areas (HPSAs) or Medically Underserved Areas (MUAs) divided by the total number of program completers who are currently practicing in Texas.
Data Limitations	Data collection incompatibility between the Coordinating Board and the Texas Medical Board
Data Source	THECB Family Practice Residency Program Roster data submitted annually; Texas Medical Board; Texas Department of State Health Services list of federally designated Primary Care HPSAs and MUAs.
Method	The number of Family Practice Residency Program completers who are currently practicing in Texas counties or portions of counties that are designated as HPSAs or MUAs is divided by the total number of program completers who are currently practicing in Texas and then expressed as a percentage.
Purpose	This measure provides feedback on the Family Practice Residency Program. It is a goal of the program to achieve a better distribution of family physicians throughout the state and to improve medical care in underserved areas.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.3 OC 2	Percentage of Family Practice Residency Program Completers Practicing in Texas
Definition	The number of known living Family Practice Residency Program completers who are currently licensed to practice medicine in Texas divided by the number of all completers of the program whether living or currently licensed to practice medicine in Texas.
Data Limitations	Data collection incompatibility between the Coordinating Board and the Texas Medical Board
Data Source	THECB Family Practice Residency Program Roster data submitted annually; Texas Medical Board
Method	The number of known living Family Practice Residency Program completers who are currently licensed to practice medicine in Texas is divided by the number of all completers of the program, whether living or currently licensed to practice medicine in Texas, and then expressed as a percentage.
Purpose	This measure provides feedback on the Family Practice Residency Program. It is a goal of the program to achieve a better distribution of family physicians throughout the state and to improve medical care in underserved areas.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.3 OC 3	Percentage of First-Year Residency Headcount to Texas Medical Graduates
Definition	Percentage of first-year medical residents' headcount to Texas Medical schools' graduates.
Data Limitations	Data calculated in the measure is limited to THECB GME expansion-filled grant positions and other residency programs from independent entities as available.
Data Source	Internal division grant records, Texas Medical Board/Association
Method	Number of Texas first-year residency positions is divided by the number of Texas medical graduates.
Purpose	Support the goal of reaching 1.1-to-1 ratio of first-year residency positions to Texas medical school graduates
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Lower than target

3.3 OC 4	Number of GME Expansion Grant Program Awards Made
Definition	Number of GME Expansion Grant Program awards made.
Data Limitations	Awards are subject to biennial appropriations and may or may not account for awards that are subsequently returned.
Data Source	Internal division grant records
Method	Total number of residency programs awarded funding each biennium
Purpose	Support the goal of reaching 1.1-to-1 ratio of first-year residency positions to Texas medical school graduates.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.3 OC 5	Number of FPRP Residents Supported
Definition	Number of residents supported by the Family Practice Residency Program (FPRP) during the fiscal year.
Data Limitations	None
Data Source	THECB Family Practice Residency Program Roster data submitted annually.
Method	This measure is a headcount of the total number of residents supported by the Family Practice Residency Program during the fiscal year.
Purpose	This measure provides feedback on the Family Practice Residency Program and serves as an evaluative indicator of the program's success.
Calculation Method	Noncumulative

3.3 OC 5	Number of FPRP Residents Supported
New Measure	No
Target Attainment	Higher than target

3.3 OC 6	Average Funding Per FPRP Resident
Definition	Total trusted appropriation for the Family Practice Residency Program (excluding the support programs) during the fiscal year divided by the number of residents supported.
Data Limitations	None
Data Source	THECB Family Practice Residency Program Roster data submitted annually
Method	Take the total number of residents during the fiscal year and divide by the total appropriated amount (excluding the support programs) for the fiscal year.
Purpose	This measure provides feedback on the Family Practice Residency Program and serves as an evaluative indicator of the program's success.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

4.1 OC 1	Percentage of Baylor College of Medicine Grads Entering Texas Residency Programs
Definition	Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of residency training programs in Texas divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.
Data Limitations	The Coordinating Board is dependent on Baylor College of Medicine to provide the information.
Data Source	Baylor College of Medicine
Method	The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered the first year of: (1) the institution's affiliated residency training programs; or (2) other residency training programs in Texas, regardless of institutional affiliation, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.
Purpose	This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is the goal of this program to encourage Baylor students to remain in Texas upon graduation.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

4.1 OC 2	Percentage of Baylor College of Medicine Graduates Entering Primary Care Residencies
Definition	Number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine, emergency medicine, general pediatrics, medicine/pediatrics, or obstetrics/gynecology, divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.
Data Limitations	The Coordinating Board is dependent on Baylor College of Medicine to provide the information.
Data Source	Baylor College of Medicine
Method	The number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year and who entered an in-state or out-of-state medical residency in family medicine, geriatrics, categorical general internal medicine, emergency medicine, general pediatrics, medicine/pediatrics, or obstetrics/gynecology, is divided by the total number of Baylor College of Medicine's MD graduates who were awarded their degrees during the fiscal year.
Purpose	This measure provides feedback on the effect of state funding of Baylor College of Medicine students. It is the goal of this program to encourage Baylor students to enter primary care residencies upon graduation.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

4.1 OC 3	Percentage of Students Passing Part 1 or Part 2 of the National Licensing Exam
Definition	The number of students passing Part 1 or Part 2 of the USMLE or COMLEX/NBOME licensing exams on the first attempt during the fiscal year divided by the total number of students taking Part 1 or Part 2 for the first time during the fiscal year.
Data Limitations	The Coordinating Board is dependent on Baylor College of Medicine to provide the information.
Data Source	Data provided by Baylor College of Medicine and produced by the National Board of Medical Examiners
Method	The number of students passing Part 1 or Part 2 of the USMLE or COMLEX/NBOME on the first attempt during the fiscal year is divided by the total number of students taking Part 1 or Part 2 for the first time during the fiscal year.
Purpose	This measure provides information on the quality of education provided by Baylor College of Medicine.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

Strategy-Related Measures

1.1.1 OP 1	Number of New Degree Program Requests Processed by Degree Level at Public IHEs
Definition	Number of new degree program requests processed by degree level from public institutions of higher education in Texas.
Data Limitations	Number of requests will vary by year dependent on institutional needs.
Data Source	Internal division program approval records
Method	Calculate the total number of new degree programs requests processed at public institutions of higher education each fiscal year.
Purpose	Quantify an aspect of the workload of the Academic and Health Affairs division and Workforce Education division.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

1.1.1 OP 2	Number of New Certificates of Authority and COA Requests Processed
Definition	Number of new Certificates of Authority and Certificates of Authorization (COA) requests processed from private postsecondary institutions in Texas.
Data Limitations	Number of requests will vary by year dependent on institutional needs.
Data Source	Internal division program approval records
Method	Calculate the total number of new Certificates of Authority and Certificates of Authorization requests processed in a fiscal year.
Purpose	Quantify an aspect of the workload of the Academic and Health Affairs division. Ensure the quality of private schools in Texas and institutions headquartered outside of Texas operating in Texas.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

1.1.1 OP 3	Number of Degree Program and Administrative Change Requests Processed for Public IHEs
Definition	Number of degree program and administrative change requests processed for public institutions of higher education during each fiscal year.
Data Limitations	Number of requests will vary by year dependent on institutional needs.
Data Source	Internal division program approval records

1.1.1 OP 3	Number of Degree Program and Administrative Change Requests Processed for Public IHEs
Method	Calculate the total number of new degree program and administrative change requests processed in a fiscal year.
Purpose	Quantify an aspect of the workload of the Academic and Health Affairs division. Ensure the quality of private schools in Texas and institutions headquartered outside of Texas operating in Texas.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

1.1.2 EF 1	Three-Year Cohort Default Rate Hinson-Hazlewood College Access Loan Programs
Definition	Default Rate for the Hinson-Hazlewood College Access Loan Programs.
Data Limitations	All information is maintained in-house on Coordinating Board computers.
Data Source	Data are obtained from the Coordinating Board's Student Loan Information System.
Method	Evaluate defaults of College Access Loans that have entered repayment in the 36 months prior to the start of the fiscal year. Ex: For the Fiscal Year 2012 default calculation, include all College Access Loans that entered into repayment between 09/01/09 (the start of the fiscal year minus three years) and 09/01/ 11 (the start of the fiscal year) and are currently in repayment, delinquent, or deferment. The default percentage is calculated by taking the amount of disbursed loans of those in default (more than 180 days past due) and dividing it by the total disbursed amount.
Purpose	This measure provides current performance of the Hinson-Hazlewood College Access Loan Portfolio.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Lower than target

1.1.2 OP 1	Number of Student Loans Originated
Definition	Number of student loans originated through the Hinson-Hazlewood College Access Loan Program during the fiscal year.
Data Limitations	All information is from in-house programs through which loans are processed.
Data Source	Information is from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System.
Method	Data are pulled directly from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System.
Purpose	This measure provides feedback on the Hinson-Hazlewood College Access Loan Program.

1.1.2 OP 1	Number of Student Loans Originated
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

1.1.2 OP 2	Dollar Amount of Loans Made
Definition	Dollar amount of Hinson-Hazlewood College Access Loan Program loans disbursed during the fiscal year.
Data Limitations	All information is from in-house programs through which loans are processed, so data is highly accurate.
Data Source	Information is from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System.
Method	Data is pulled directly from the Analysis of Loans Report generated by the Coordinating Board's Student Loan Information System.
Purpose	This measure provides feedback on the Hinson-Hazlewood College Access Loan Program.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

1.1.3 EF 1	Number of Texas Educators Who Access Texas OnCourse Academy
Definition	Number of Texas educators who access the Texas OnCourse Academy.
Data Limitations	Individual users count is based on registrations. There may be a small number of users who register more than once under separate email addresses.
Data Source	Division reporting
Method	Number of individuals who accessed professional development through the Texas OnCourse Academy per academic year.
Purpose	Gauge participation in the Texas OnCourse Academy.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1.1 EX 1	Number of Female Undergraduates Completing a Degree or Certificate at Texas Public Institutions
Definition	Number of undergraduate female students completing a degree or certificate at Texas public institutions of higher education.

Data Limitations	Career school students are not included (not available). Includes public only.
Data Source	CBM009
Method	Number of certificates, associate degrees, and bachelor's (baccalaureate) degrees awarded by Texas public institutions of higher education to female students.
Purpose	Gauge progress toward completion goals by gender.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

1.1.1 EX 2	Number of Male Undergraduates Completing a Degree or Certificate at Texas Public Institutions
Definition	Number of undergraduate male students completing a degree or certificate at Texas public institutions of higher education.
Data Limitations	Career school students are not included (not available). Includes public only.
Data Source	CBM009
Method	Number of certificates, associate degrees, and bachelor's (baccalaureate) degrees awarded by Texas public institutions of higher education to male students.
Purpose	Gauge progress toward completion goals by gender.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1.1 OP 1	Number of Students Receiving TEXAS Grants
Definition	Total number of students receiving TEXAS Grant Program awards through public institutions during the fiscal year.
Data Limitations	All reports are prepared by the institutions and certified by institutional directors of student financial aid. (Note on desired performance: The target is an estimate based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the enrollment patterns of students who receive awards. Larger awards will go to fewer students if they enroll on a full-time basis. Smaller awards will go to more students if they enroll only on a three-fourths basis. Under the first scenario, performance will be below target; under the second scenario, performance will be above target.) Prior year data is used because performance measure submission deadlines do not allow for full certification and use of current year data.
Data Source	Reports on TEXAS Grant recipients are submitted by institutional offices of student financial aid on the FAD report.

2.1.1 OP 1	Number of Students Receiving TEXAS Grants
Method	Sum the total number of students receiving TEXAS Grants from the FAD reports submitted by public institutions of higher education for the most recent available fiscal year.
Purpose	This measure provides feedback on the TEXAS Grant Program.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

2.1.2 OP 1	Number of Students Receiving TEG Awards
Definition	Number of students attending independent colleges in Texas who received grants through the Tuition Equalization Grants Program during the fiscal year.
Data Limitations	Information is submitted at the end of the year by the institutions participating in the program. We have no reason to question the accuracy of the institutions. (Note: The target is based on historic funding and award patterns. Annual fluctuations can be caused by changes in funding from the state and changes in the awarding philosophy of the institutions which make awards. Colleges may choose to give (1) larger awards to fewer students, or (2) smaller awards to more students. If they choose to exercise the first option, performance will be below the target; if they exercise the second option, performance will be above the target.)
Data Source	Data are obtained from the year-end reports submitted to the Coordinating Board by the institutions.
Method	Compile information from TEG year-end reports submitted by the institutions.
Purpose	This measure provides feedback on the TEG Program.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

2.1.3 OP 2	Number of Community College Students Receiving a TEOG
Definition	Number of students receiving a TEOG award at community colleges each fiscal year.
Data Limitations	Due to timing of the availability of data, information is for the prior fiscal year.
Data Source	Division of Financial Aid Service records
Method	Sum the number of students receiving TEOG award as reported by public community colleges.
Purpose	Gauge use of the program at public community colleges
Calculation Method	Noncumulative
New Measure	No

2.1.3 OP 2	Number of Community College Students Receiving a TEOG
Target Attainment	Higher than target

2.1.4 OP 1	Number of State and Technical Students Receiving a TEOG Award
Definition	Number of students receiving a TEOG award at state and technical colleges each fiscal year.
Data Limitations	Due to timing of the availability of data, information is for the prior fiscal year.
Data Source	Division of Financial Aid Service records
Method	Sum the number of students receiving TEOG award as reported by public state and technical colleges.
Purpose	Gauge use of the program at public state and technical colleges.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.2.3 OP 1	Number of Physicians Receiving PELRP Payment (Including Federal Match)
Definition	Number of physicians currently receiving loan repayment assistance through the Physician Education Loan Repayment Program (PELRP).
Data Limitations	N/A (Note on Desired Performance: Performance will vary and is dependent on the amount of funding provided and the number of applications received from physicians.)
Data Source	Data are obtained from a database maintained by the Coordinating Board.
Method	Sum the number of awards made to physicians through the program for the current award year.
Purpose	This measure provides feedback on the Physician Education Loan Repayment Program.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Higher than target

3.2.3 OP 2	Percentage of PELRP Recipients Who Continue Practice in an HPSA
Definition	Percentage of Physician Education Loan Repayment Program recipients who continued to practice in a Health Professional Shortage Area after having completed four years of eligible service through the PELRP.
Data Limitations	Employment data is self-reported, either through the Texas Medical Board or through surveys conducted by THECB.
Data Source	See data limitations.
Method	Track PELRP recipients whose fourth year of receiving PELRP funding was within the past three years. Take the number of those recipients that are still employed in an HPSA and

3.2.3 OP 2	Percentage of PELRP Recipients Who Continue Practice in an HPSA
	divide by the total number of PELRP recipients whose fourth year of receiving PELRP funding was within the past three years.
Purpose	This measure provides an indication of the effectiveness of the PELRP in retaining physicians in high-need areas after the physician has fully utilized program funding.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

3.3.3 OP 1	Number of New First-Year Residency Positions
Definition	Number of new first-year residency positions funded by the GME expansion grant each fiscal year.
Data Limitations	Data is based only on verification of filled new residency positions.
Data Source	Internal division grant records
Method	Number of filled residency positions funded through the GME Expansion Grants.
Purpose	Support the goal of reaching 1.1 to 1 ratio of first-year residency positions to Texas medical school graduates.
Calculation Method	Cumulative
New Measure	No
Target Attainment	Lower than target

4.1.1 OP 1	Number of Texas Resident Baylor College of Medicine Medical Students Funded
Definition	Number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program per Sections 61.091, 61.092, and 61.093 of the Texas Education Code during the fiscal year.
Data Limitations	The Coordinating Board is dependent on Baylor College of Medicine to provide enrollment numbers. (Note on Desired Performance: The procedure for determining the number of students to be funded is specified in the enabling legislation and is the actual number of Texas resident undergraduate medical students enrolled at Baylor College of Medicine during the fiscal year.)
Data Source	Reported by Baylor College of Medicine to the Coordinating Board
Method	This measure is a headcount of the number of Texas resident undergraduate medical students at Baylor College of Medicine funded by the undergraduate medical education program during the fiscal year.
Purpose	This measure provides information on the number of Texas resident medical students at Baylor College of Medicine funded by the state.
Calculation Method	Noncumulative

4.1.1 OP 1	Number of Texas Resident Baylor College of Medicine Medical Students Funded
New Measure	No
Target Attainment	Higher than target

4.1.1 OP 2	Average Amount of State Support Per Baylor College of Medicine Student
Definition	An amount equal to the average annual state tax support per undergraduate medical student at the established public medical schools (per Section 61.092 of the Texas Education Code), multiplied by the number of bona fide Texas resident undergraduate medical students enrolled at Baylor College of Medicine. The Coordinating Board may never disburse an amount exceeding the amount appropriated by the Texas Legislature for the undergraduate medical education program.
Data Limitations	The Coordinating Board is dependent on the institutions to provide cost allocation information related to fringe benefits and infrastructure. (Note on Desired Performance: The procedure for determining the amount to be disbursed is specified in the enabling legislation. The actual amount allocated cannot exceed the trustee appropriation and is determined by actual appropriations and actual enrollment of Texas resident undergraduate medical students at Baylor College of Medicine for the fiscal year.)
Data Source	General Appropriations Act, Annual Financial Reports, APS011 reports, and operating budgets from The University of Texas Medical Branch at Galveston and UT Southwestern Medical Center at Dallas. Information pertaining to the allocation of costs for fringe benefits is obtained from the institutions. Information pertaining to General Revenue applicable to the Instruction and Operations and Infrastructure formula comes from the Legislative Budget Board work papers.
Method	The procedure for determining the amount to be disbursed is specified in the enabling legislation and is an amount equal to the average annual tax support per undergraduate medical student at two public medical schools in The University of Texas System (the Medical Branch at Galveston and UT Southwestern Medical Center at Dallas) multiplied by the number of Texas resident undergraduate medical students enrolled by Baylor College of Medicine in September of the year of disbursement. The actual amount allocated cannot exceed the trustee appropriation and is determined by actual appropriations and actual enrollment of Texas residents for the fiscal year.
Purpose	This measure provides information on the level of state funding per Texas resident medical student at Baylor College of Medicine.
Calculation Method	Noncumulative
New Measure	No
Target Attainment	Higher than target

Schedule C: Historically Underutilized Business Plan

The Texas Higher Education Coordinating Board is committed to fostering fair and open competition in procurement and contracting in accordance with the Texas Constitution and Chapter 2161 of the Texas Government Code and accompanying administrative rules. THECB conducts outreach to eligible Historically Underutilized Business (HUB) vendors to expand access to state contracting opportunities and support a broader range of Texas businesses, while complying with all applicable non-discrimination laws.

Agency Goals

Foster Participation

THECB aims to meet or exceed the statewide HUB participation goals established by the State of Texas for the following procurement categories:

- Professional services
- Other services
- Commodities

*Please note that THECB does not procure heavy construction, building construction, or special trade construction contracts.

Ensure Open Competition

THECB strives to maintain transparent and open competitive processes that provide equal access for all qualified vendors.

Strengthen Internal Awareness

THECB works to strengthen internal training to encourage broad vendor participation and reduce over reliance on incumbent contractors.

Key Programs and Initiatives

To achieve these goals, THECB will implement the following programs or initiatives:

Outreach and Engagement

- Participate in vendor fairs and HUB outreach events across Texas
- Participate in HUB Discussion Workgroup trainings and meetings
- Partner with state agencies and business organizations to identify eligible HUB vendors
- Publicize upcoming and active procurement opportunities

Vendor Development and Education

- Provide guidance to all vendors on the state procurement process, including registration, certification, and bidding procedures
- Encourage all vendors to register on the Centralized Master Bidders List (CMBL)

Subcontracting Practices

- Review solicitations to identify subcontracting opportunities suitable for HUB participation
- Require prime contractors, when applicable, to submit HUB Subcontracting Plans (HSPs) that outline their good-faith efforts to utilize HUBs

- Provide clear guidance to contractors on identifying and partnering with HUB subcontractors
- Monitor compliance with approved HUB subcontracting plans

Internal Training and Accountability

- Train procurement and program staff on HUB requirements, policies, and best practices
- Maintain a HUB Coordinator responsible for overseeing compliance and reporting
- Conduct periodic internal reviews of procurement activities to assess HUB utilization

Compliance and Reporting

THECB tracks HUB participation and reports progress in accordance with state requirements. Strategies are adjusted as necessary to improve outcomes.

Non-Discrimination Statement

All activities under this plan will be conducted in strict compliance with:

- **Texas Constitution, Article I, Section 3a**
- **United States Constitution, Amendment XIV**

THECB does not grant preferential treatment based on race, sex, color, ethnicity, or national origin. Efforts focus on expanding opportunity, outreach, and access to state contracting for all vendors.

Schedule F: Agency Workforce Plan

Agency Overview

The Texas Higher Education Coordinating Board was created by the Texas Legislature in 1965 to “represent the highest authority in the state in matters of public higher education and is charged with the duties to take an active part in promoting quality education throughout the state by:

- Providing a statewide perspective to ensure the efficient and effective use of higher education resources and to eliminate unnecessary duplication.
- Developing and evaluating progress toward a long-range master plan for higher education and providing analysis and recommendations to link state spending for higher education with the goals of the long-range master plan.
- Collecting and making accessible data on higher education in the state and aggregating and analyzing that data to support policy recommendations.
- Making recommendations to improve the efficiency and effectiveness of transitions, including between high school and postsecondary education, between institutions of higher education for transfer purposes, and between postsecondary education and the workforce; and
- Administering programs and trustee funds for financial aid and other grants as necessary to achieve the state's long-range goals and as directed by the legislature.” (Texas Education Code, Section 61.051).

Effective September 1, 2025, the agency has statutorily authorized 351.9 full-time equivalent (FTE) positions. FTEs whose salaries, benefits, and other expenses related to employment are funded through private grant funds are not counted toward this cap, pursuant to p. III-61 of the General Appropriations Act, 2026-27 Biennium.

Agency’s Purpose Statement

Our purpose is to strengthen Texas through higher education. By making higher education accessible to a wide range of people, we can ensure Texas remains one of the world’s most innovative, valuable educational systems. By bringing together data, policymakers, and institutions, we can inform sensible policies that make a difference and make education beyond high school available to every person in our state. When we do that, we will improve lives, communities, and our shared economy.

Agency’s Workforce Strategic Goals and Objectives

The THECB’s focus for immediate workforce planning initiatives for the next two to five years is based on the large percentage of employees who are eligible to retire. Additionally, the agency is conducting a classification and compensation analysis to address workforce needs. A response to the economic outlook requires consideration of possible effects of budget deficits and how the future legislative sessions may affect the agency workforce.

Goal 1: Retention and Recruitment	Strengthen the agency's ability to respond to changing workforce market conditions and maintain staffing levels needed to support agency operations.
Objective:	Monitor workforce trends and prepare for staffing and budget conditions that may affect recruitment, hiring, and retention.
Strategies:	• Monitor workforce market conditions, including hiring trends, turnover patterns, and compensation competitiveness. • Assess workforce risks and identify positions or functions most vulnerable to staffing shortages. • Develop contingency staffing strategies to address potential vacancies, hiring delays, or funding changes. • Provide leadership with timely information to support workforce and budget planning decisions.

Goal 2: Succession Planning of Critical Positions	Prepare for retirement of key positions.
Objective:	Work to maintain agency business with no interruption.
Strategies:	• Continue cross-training of identified key positions. • Continually review agency workforce needs (i.e., skills, education, experience, etc.).

Goal 3: Changing Conditions	Prepare for changing economic and legislative conditions that may affect agency funding and workforce capacity.
Objective:	Provide timely analysis and planning options to support informed decision-making during periods of fiscal uncertainty.
Strategies:	• Monitor legislative and budget developments that may affect agency policy, funding, or staffing levels. • Evaluate potential workforce impacts associated with funding changes. • Identify cost-management and staffing alternatives to maintain essential functions. • Provide leadership with clear options and supporting data to guide workforce decisions.

Agency's Core Values

The Coordinating Board's core values are:

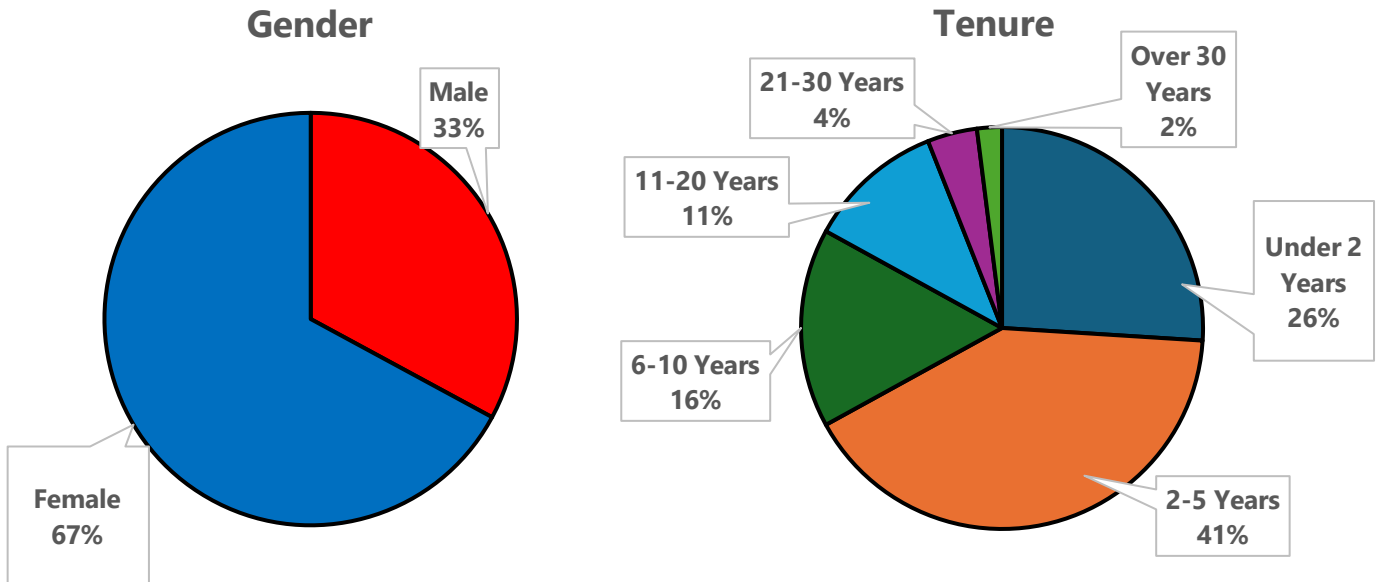
1. **Accountability** – We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.
2. **Efficiency** – We accomplish our work using resources in the most effective manner.
3. **Collaboration** – We develop partnership that result in student success and a highly qualified, globally competent workforce.
4. **Excellence** – We strive for excellence in all our endeavors.

Current Workforce Profile (Supply Analysis)

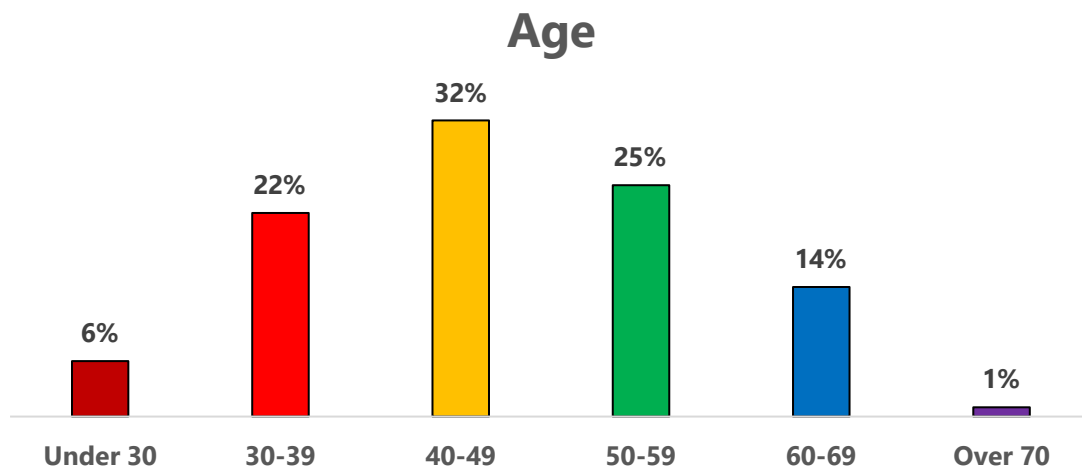
Workforce Demographics

The following charts profile the agency's workforce as of April 17, 2026. The THECB staff include part-time and full-time employees comprised of 33% male and 67% female. Approximately 73% are over the age of 40 and approximately 26% have fewer than two years of service with THECB.

Workforce Breakdown as of April 17, 2026



Source: CAPPS



Source: CAPPS

Retirement Eligibility

THECB Fiscal Year Retirement				
	FY 2023		FY 2024	
	Number	Percent	Number	Percent
Retirement	7	14%	7	20%

Source: State Auditor's Office Workforce Summary Document

Given that 73 % of the THECB's workforce is over the age of 40, seven employees retired during FY 2024, and 44 additional employees will be eligible to retire by September 1, 2025, a proactive plan is required to improve succession planning for identified key positions, to train internal replacements, and to enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required to achieve the Texas higher education strategic plan. The THECB continues to aim at retaining employees with critical knowledge, providing educational opportunities, and utilizing senior management as mentors for identified, less tenured staff.

Predicting future turnover based on retirement eligibility can be difficult. An employee's eligibility to retire is not an accurate indicator of his/her election to retire. Factors that play a major role in the decision to retire include, but are not limited to, income requirements, eligibility for insurance, and Social Security benefits. Regardless of these factors, the THECB must be prepared to effectively address the future loss of knowledgeable and capable staff.

Employee Turnover

Turnover is an important issue in any organization and the THECB is no exception. The turnover rate for FY 2024 was 6.9%. The state's average turnover rate for FY 2024 was 16.5%. The following charts compare the THECB's turnover rates to that of the state from Fiscal Years 2020-2024. Over this timeframe, the THECB's turnover has been significantly lower than the state's turnover rate.

Turnover Rate for Fiscal Years 2020-2024					
	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024
Statewide	18.6%	21.5%	22.7%	18.7%	16.5%
THECB	7.7%	10.9%	13.3%	10.4%	6.9%

Source: State Auditor's Office Workforce Summary Document

THECB Turnover by Tenure						
Tenure	FY 2022		FY 2023		FY 2024	
	Number	%	Number	%	Number	%
Under 2 years	21	37%	24	48%	27	57%
Between 2-5 years	15	26%	12	24%	10	21%
Between 6-10 years	6	11%	6	12%	3	7%
Between 11-20 years	7	12%	6	12%	3	7%
Between 21-30 years	3	5%	2	4%	4	8%

Over 30 years	1	2%	0	0%	0	0%
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Projected Retirement Rate over the Next Five Years

THECB currently has 50 employees who are eligible for retirement as of May 1, 2026. Current projections show that these numbers will almost double over the next four years. This would reflect almost 25% of the current workforce.

Number of Employees Eligible to Retire				
Eligible as of May 2026	FY 2027	FY 2028	FY 2029	FY 2030
50	+14	+14	+4	+12

Critical Workforce Skills

THECB's employees are comprised of well-qualified individuals, some with highly specialized skills unique to the agency. There are several skills that are critical to the agency's ability to operate effectively, efficiently, and consistently meet the agency's performance measures and legislative mandates. These current critical workforce knowledge and skills are in the following areas:

- Knowledge of higher education programs and curriculum review
- Formula funding and capital planning
- Legal expertise
- Student loan bonds
- Governmental accounting
- Project management
- Research and data analysis
- Leadership/management
- Information technology

Positions critical to the THECB include mid- and upper-management positions, such as Commissioner of Higher Education, Deputy Commissioners, General Counsel, Assistant Commissioners, Deputy Assistant Commissioners, Directors, Senior Program Directors, and Managers, as well as positions with highly specialized skills. These positions require extensive experience, specialized designations, and detailed knowledge of the agency's statutory regulations, functions, and rules.

Future Workforce Profile (Demand Analysis)

The THECB's critical functions must be maintained when turnover occurs. Since the agency has a unique workforce to accomplish a wide variety of tasks, every position is critical to maintain efficient and effective operations. Filling vacant positions must occur quickly and effectively.

Workforce Challenges

The THECB continues to face increasing challenges in sourcing, attracting, hiring, and retaining qualified candidates in a highly competitive labor market. Workforce shortages across key occupational groups, along with increased competition from both public and private sector employers, have made it more difficult to recruit candidates with the specialized skills and experience required to meet agency needs. These conditions have also contributed to longer recruitment timelines and fewer qualified applicants for certain positions.

To address these challenges, the THECB continues to expand recruitment efforts by posting job opportunities across multiple professional networks, employment platforms, and institutions of higher education to broaden awareness of available positions and attract qualified applicants.

In response to current workforce conditions, the agency continues to evaluate alternative employment approaches to enhance workforce flexibility and expand access to talent. Recruitment and retention strategies must be continuously assessed and refined to sustain workforce capacity and maintain operational effectiveness. According to data from the State Auditor's Office, compensation and benefits remain among the primary factors influencing employee turnover across state agencies, underscoring the importance of maintaining competitive total compensation to retain qualified staff.

Future Workforce Skills Needed

After review and assessment of information compiled on the THECBs' workforce, the agency has determined that no gap exists between the agency's workforce supply and future demand. Additional skilled labor exists in the workforce for the existing positions, and although any loss of staff will impact agency operations, replacement with appropriate personnel at the current budgeted salary levels will allow the agency to replace any vacancy.

Anticipated Increase/Decrease in Number of FTEs

While THECB does anticipate an increase in the number of FTEs, required to fill important roles with in the agency, THECB will continue to review work demands, along with the state's increasing population and number of students attending Texas institutions of higher education, to ensure the agency has appropriate staffing levels and skills necessary to fulfill its mission.

Strategy Development

Training and development of current staff is critical to the success of THECB. The primary objective of staff development and training is to ensure THECB employees have the knowledge and skills to perform their duties effectively and efficiently. Additionally, the continued development and training of staff will allow for a long-term succession plan solution.

The possibility of a significant number of retirements over the next five years and the expectation that many of these retirements will represent the loss of highly skilled employees, with specific experience and specialized backgrounds, may require a proactive plan of action to train internal replacements, as well as enhance external recruitment. The THECB will be challenged to replace these retirees with the high skills and education levels necessary to perform the research and analysis functions required.

Schedule G: Texas Workforce System Strategic Plan

System Strategy	Key Agency Steps, Activities, and Initiatives/ Agency Action Milestones/Partnerships/ Intended Outcomes
Institute and expand upskilling and reskilling programs as part of core education and training inventory, with an emphasis on meeting the needs of employers for middle-skill workers.	• Expand upskilling and reskilling opportunities through the community college finance model, which recognizes short-term workforce credentials as part of the state's outcomes-based funding approach. • Fund short-term workforce programs through the Texas Reskilling and Upskilling through Education (TRUE) Grant Program, which supports community and technical colleges in creating, expanding, or redesigning programs aligned with regional labor market needs. • Prioritize programs that prepare students for middle-skill occupations, including programs that lead to occupational skills awards, Level 1 certificates, licensure, or certification. • Require TRUE Grant applicants to consult with workforce system stakeholders and demonstrate alignment with high-demand occupations, ensuring that funded programs respond to employer needs. • Align upskilling and reskilling programs with high-demand fields and occupations identified in collaboration with the Texas Workforce Commission. • Support adult learners and working Texans by funding shorter, workforce-aligned programs that help individuals gain new skills, advance in their current jobs, or transition into higher-demand occupations. • Modernize workforce education rules and guidance, including updates to career and technical education program approval processes and the <i>Workforce Education Course Manual</i>, to help institutions respond more effectively to changing workforce needs. • Prepare for Workforce Pell implementation by identifying short-term programs that meet federal requirements, align with high-skill, high-wage or in-demand occupations, and provide clear pathways to employment and continued education.
Respond to employment changes through the identification and delivery of programs that support the attainment of short-term credentials, including industry-based certifications and licenses.	• Strengthen the state's ability to identify, fund, and evaluate short-term workforce programs aligned with labor market demand. • Align state funding with workforce needs through the community college finance model, which includes fundable credentials such as occupational skills awards and Level 1 certificates.

System Strategy	Key Agency Steps, Activities, and Initiatives/ Agency Action Milestones/Partnerships/ Intended Outcomes
	• Use high-demand fields and occupations, developed in collaboration with the Texas Workforce Commission, to inform the community college finance model and support programs that respond to state and regional workforce needs. • Support short-term workforce programs through grant programs such as the Perkins Excellence in Access and Opportunity Program, which requires applicants to provide evidence of alignment with workforce needs and state priorities. • Improve workforce education program approval processes through updated rules that provide clearer guidance to institutions, align with accreditor expectations, and support responsiveness to regional employer needs. • Evaluate course sharing as a strategy to expand student access to workforce education courses, improve instructional efficiency, and help institutions respond to changing labor market needs in a cost-effective manner. • Coordinate with TWC on employment outcomes, high-demand occupations, and UI wage data to evaluate fundable credentials in the community college finance model and support the application of the credentials of value methodology. • Prepare for Workforce Pell implementation by identifying short-term programs that meet federal requirements, align with high-skill, high-wage or in-demand occupations, and lead to employment or continued education pathways.
Expand work-based learning as a core education and training program pre-employment strategy for youth and adults.	• Evaluate existing data collections to determine how THECB can better measure participation, completion, and outcomes for work-based learning courses and programs. • Implement the shared Tri-Agency work-based learning framework by identifying aligned programs, improving data collection, and supporting institutions in expanding high-quality, work-based learning opportunities across secondary, postsecondary, and workforce systems. • Reconceptualize Texas Working Off-Campus Reinforcing Knowledge and Skills (TXWORKS) and related work-based learning efforts through direct engagement with institutions to identify current practices, implementation barriers, employer partnership needs, and opportunities to expand paid, career-connected learning experiences for students. • Track work-based learning activity through required community and technical college reporting to better understand where students are participating in career-

System Strategy	Key Agency Steps, Activities, and Initiatives/ Agency Action Milestones/Partnerships/ Intended Outcomes
	connected learning. - Strengthen employer connections by encouraging institutions to use work-based learning as a tool for aligning programs with regional workforce needs. - Use work-based learning data to inform workforce education planning, program approval, and future policy discussions.
Develop and execute a model to identify credentials of value, including postsecondary technical sub-baccalaureate credit and non-credit credentials, industry-based certifications, apprenticeship certificates, and licenses.	- Collaborate with TWC and the Texas Education Agency (TEA) on opportunities to apply the credentials of value methodology as part of the Tri-Agency Workforce Initiative. Tri-Agency partners continue to identify opportunities to apply the credentials of value framework across postsecondary and workforce development programs. - Expand the applicability of the credentials of value methodology in the evaluation and funding of career and technical education programs offered by community colleges in Texas. - Incorporate credentials of value into the community college finance model to help ensure state investments support credentials that lead to strong student and workforce outcomes. - Strengthen public transparency by making credential value information available through THECB tools and dashboards. - Support institutional planning by helping colleges understand how program offerings, student outcomes, and labor market demand interact to affect estimates for credentials of value.
Streamline and clarify existing career pathways and models to increase alignment between secondary and postsecondary technical programs to maximize credit for credentials of value.	- Participate in the Texas Rural Pathways Network as part of the Tri-Agency work to support regional career pathways that address the needs of students and employers. - Support the work of the Texas Association of Community Colleges' Texas Success Center on career pathways for career and technical education programs offered by community colleges. - Leverage My Texas Future and related advising tools to help students explore career options, understand education requirements, and identify postsecondary programs connected to workforce outcomes. - Coordinate with institutions to identify barriers that prevent students from receiving appropriate credit for prior coursework, dual credit, technical training, or other completed learning. - Support regional career pathways that help students move

System Strategy	Key Agency Steps, Activities, and Initiatives/ Agency Action Milestones/Partnerships/ Intended Outcomes
	from high school into community college, technical programs, transfer pathways, and employment in high-demand fields.
Execute a secure, shared data infrastructure and governance model that will facilitate data import, storage, access, integration, analysis, and reporting to understand and quantify quality program outcomes.	• Leverage cloud-based solutions to facilitate data storage, processing, analysis, and sharing. • Create a single data submission portal for required reporting to streamline the experience for all institutions of higher education. • Improve existing secured and public versions of dashboards to empower stakeholders with data to inform policy and practice.
Pilot and expand an enhanced wage record for use in determining program outcomes and employment in occupational areas of study.	• Collaborate closely with TWC on all aspects of program evaluation, including employment outcomes. TWC is the lead in seeking to develop an enhanced wage record that would assist linking credential attainment to employment.
Develop and implement strategies and procedures to collect and report data, including certifications attained, by name of certification and name of third-party, national certifying entity.	• In FY 2024, the agency identified a data collection tool that can be modified to include industry-based certification data. The agency will request data through the revised data collection tool during its next planned distribution to colleges. The tool should generate industry-based certifications gained by students, as well as licenses attained. • As part of the Tri-Agency Workforce Initiative, the agency, TWC, and TEA worked together to establish the Texas credential library. The three agencies continue to work together to populate the library and ensure that information contained within the library is both current and accurate.

Describe the approach and list the strategies that your agency will employ to accelerate achievement in the following three fundamental strategic opportunities, as outlined in Accelerating Alignment: Texas Workforce System Strategic Plan for Fiscal Years 2027-2031.

- **Engage Employers Meaningfully: Coordinate across agencies to gain insight into the needs of employers and minimize “asks” that burden employers.**

THECB, in collaboration with Tri-Agency partners, is developing an employer request inventory. This inventory will provide the basis of THECB’s requests to the Texas Workforce Commission Chairman’s Tri-Agency Workforce Council. This council will be pivotal in providing a hub for connecting with employers in Texas. Additionally, the THECB Commissioner’s Economic and Workforce Council is a valuable resource to the agency for soliciting input from council members who represent employer associations.

- **Include and Improve Outcomes for All Texans: Engage Texans with diverse needs, including those with disabilities, foster youth, sex-trafficking victims, incarcerated juveniles and adults, and opportunity youth, by designing programs and supports that address their needs, maximize outcomes, and improve career opportunities.**

In January 2022, the agency began implementing the state’s new strategic plan for higher education, *Building a Talent Strong Texas*. Of the three goals included within the plan, one expands the goals for attainment of postsecondary credentials to include all working age Texans, ages 35-64. To achieve this goal, the following strategies will be employed by the agency:

- Modernize the state’s educational and workforce data infrastructure, including improved collection of occupation-specific data to better inform students, educators, institutional leaders, employers, and the public about the talent pipeline, while maintaining student privacy.
- Build upon the work of the Tri-Agency Workforce Initiative to expand high-quality education and workforce training opportunities that empower Texans to achieve their full potential.

In addition, the agency continues to administer programs and initiatives that assist individuals with different needs. Examples include:

Advisory Council on Postsecondary Education for Persons with Intellectual and Developmental Disabilities

The agency, in collaboration with Tri-Agency partners and representatives of two- and four-year institutions of higher education meet quarterly, as required by Texas Education Code Section 61.06641, to:

- Study the accessibility of higher education for persons with intellectual and developmental disabilities.
- Provide advice regarding resolving barriers to accessing higher education for persons with intellectual and developmental disabilities.
- Identify, evaluate, and develop recommendations to address barriers to accessing higher

education for persons with intellectual and developmental disabilities and for those who have been or are in the foster care system.

Foster Care Liaisons

Bill 3748, passed by the 84th Texas Legislature, Regular Session, called for each institution of higher education to designate at least one employee to act as a liaison officer for current and incoming students at institutions of higher education who were formerly in the conservatorship of the Department of Family and Protective Services. The Coordinating Board liaison, a member of the College Readiness and Student Success Division (DFPS), has collected information from the institutions about their designees and compiled a master list, including names, phone numbers, and email addresses. This list has been shared with all liaisons to facilitate the sharing of information, as has basic information about state programs to assist students formerly under the conservatorship of the DFPS. The Texas Higher Education Foster Care Liaisons guide was created to: 1) offer the tools needed to be successful in the position as a foster care liaison; 2) identify key local, state, and national stakeholders and resources; and 3) highlight effective recruitment and retention strategies for working with foster care alumni.

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Administration of this program provides for the academic achievement of career and technical education students and emphasizes alignment with state-level and local needs. The federally funded grant program requires that grant recipients must integrate into their program design and implementation supports that would assist students of special populations. Examples of direct support include childcare, transportation, and textbooks. Targeted populations include individuals with disabilities, college-age foster youth, economically disadvantaged, homeless, single parent, military dependents, English language learners, or unemployed. To ensure compliance with federal requirements, the THECB performs regular oversight of the 54 public community, technical, and state colleges that administer the program.

Texas Prison Education Advisory Committee

THECB collaborates with the Texas Department of Criminal Justice, Windham School District, TWC, Texas Association of Community Colleges, Texas Department of Licensing and Regulation, Texas Appleseed, Lee College, and Trinity Valley Community College on initiatives to support the attainment of postsecondary credentials for incarcerated individuals. The Texas Prison Education Advisory Committee reviews all new prison education programs and develops resources to aid administrators in program implementation.

- **Generate Greater Return on Investments: Use data and evidence to identify and target strategic investments to improve system performance.**

Credentials from Texas institutions of higher education must provide a positive return on investment such that the economic benefits exceed the costs to receive them, students have either no debt or manageable debt in relation to potential earnings, and programs are designed to help students progress efficiently toward completion and align with career opportunities. As part of the agency's current community college finance model, community colleges are given performance-based funding tied to the number of credentials conferred that are estimated to be credentials of value based on their projected return on investment for students. The agency also produced a financial simulation tool for colleges so they can see how different policy

choices, such as expanding certain program offerings, could affect their future funding. This performance-based approach results in a dynamic model that rewards colleges for improving student outcomes and adapts over time to identify and reward promising credentials.

Schedule H: Customer Service Report

Texas Government Code Section 2114 requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget and Policy Division and the Legislative Budget Board. The 2026 Customer Service Report for the Texas Higher Education Coordinating Report (Coordinating Board) on the following pages provides a general description of the Coordinating Board, its Compact with Texans, and a list of external customers. It also provides the information-gathering methods used to assess the agency's performance on customer service standards.

Customer Service Report

June 2026

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Texas Higher Education Coordinating Board



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Welcome Wilson Jr., VICE CHAIR
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Richard L. Clemmer
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Houston
Midland
Austin
Colleyville
Aledo
Dallas
Victoria
Lubbock

Wynn Rosser, PhD, COMMISSIONER OF HIGHER EDUCATION

Agency Purpose

Our purpose is to strengthen Texas through higher education. By making higher education accessible to a wide range of people, we can ensure Texas remains one of the world's most innovative, valuable educational systems. By bringing together data, policymakers, and institutions, we can inform sensible policies that make a difference and make education beyond high school available to every person in our state. When we do that, we will improve lives, communities, and our shared economy.

Agency Vision

The THECB will be recognized as an international leader in developing and implementing innovative higher education policy to accomplish our mission.

Agency Philosophy

The THECB will promote access to and success in quality higher education across the state with the conviction that access and success without quality is mediocrity and that quality without access and success is unacceptable.

The THECB's core values are:

Accountability: We hold ourselves responsible for our actions and welcome every opportunity to educate stakeholders about our policies, decisions, and aspirations.

Efficiency: We accomplish our work using resources in the most effective manner.

Collaboration: We develop partnerships that result in student success and a highly qualified, globally competent workforce.

Excellence: We strive for excellence in all our endeavors.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age, or disability in employment or the provision of services.

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Executive Summary

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. Under its Compact with Texans, the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with our customers. Coordinating Board customers can expect employees to be courteous, knowledgeable, and efficient when providing services. The agency is dedicated to continuous improvement, using customer comments to help improve the quality and delivery of services.

Texas Government Code, Section 2114, requires state agencies and institutions of higher education to develop customer service standards and implement customer satisfaction assessment plans. By June 1 of every even-numbered year, a report on customer service is submitted to the Governor's Office Budget and Policy Division and the Legislative Budget Board. This report provides a general description of the Coordinating Board, its Compact with Texans, and a list of external customers. It also provides the information-gathering methods used to assess the agency's performance on customer service standards.

Customer Service Report

THECB Compact with Texans – Statement of Customer Service Principles

The Texas Higher Education Coordinating Board (Coordinating Board) is committed to meeting the highest customer service standards. This commitment directly supports the statewide vision of ensuring each state agency is highly efficient, effective, transparent, and accountable. It also supports the statewide objective that state agencies be attentive to providing excellent customer service. Under its Compact with Texans (see [Appendix A](#)), the Coordinating Board reaffirms its commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect agency employees to be courteous, knowledgeable, and efficient when providing services.

Agency Description

The Texas Higher Education Coordinating Board is a partner, resource, and advocate to higher education institutions across the state.

The agency works in partnership with the Texas Legislature, businesses, and other key stakeholders to ensure the state's higher education goals are aligned with the state's economic and talent needs. We are a steward to the state's strategic plan for higher education, *Building a Talent Strong Texas*.

And we help Texas students and families access the tools they need to choose a postsecondary pathway while connecting them to financial resources to support them on that pathway. We also help ensure transitions — from high school to postsecondary, between postsecondary institutions, and from postsecondary into the workforce — are efficient.

The agency performs five key functions in support of these goals:

- **Provide Statewide Perspective for Resource Efficiency.** Efficient and effective utilization of higher education resources is essential. This involves eliminating unnecessary duplication across the state to optimize resource allocation.
- **Develop and Evaluate Long-Range Master Plans.** The creation and evaluation of a comprehensive long-range master plan for higher education are crucial steps in ensuring progress and alignment with future goals.
- **Collect and Disseminate Higher Education Data.** Centralizing and making accessible data on higher education facilitates informed decision-making and supports policy recommendations for the benefit of all stakeholders.
- **Improve Transition Efficiency.** Enhancing the efficiency of transitions, whether from high school to postsecondary education, between different institutions for transfer purposes, or from postsecondary education to the workforce, is vital. Recommendations aimed at streamlining these transitions benefit students and the broader community.

- **Administer Financial Aid Programs.** Managing programs and trusteed funds for financial aid and grants plays a pivotal role in achieving the state's long-term objectives, in accordance with directives from the Texas Legislature.

The Coordinating Board is governed by nine members appointed to six-year staggered terms by the governor, with consent of the senate, and one non-voting student representative appointed by the governor to a one-year term. The board appoints the Commissioner of Higher Education, who serves as the chief executive officer for the agency.

Inventory of External Customers

The Coordinating Board's customers comprise a wide variety of individuals, institutions, and organizations that participate in or benefit from an effective, coordinated system of higher education in our state. At a fundamental level, the agency's customers are the 1.6 million students currently enrolled across Texas public universities, public two-year colleges, public health-related institutions, and independent colleges and universities, as well as all Texans who seek to pursue and obtain a credential of value at a Texas institution of higher education. The agency's efforts and programs are ultimately in service of assisting this population to access, afford, and complete a credential of value that will allow them to contribute to our state's economy and enjoy a higher quality of life.

Specific subcategories of customers include more than 400,000 students annually who participate in various state financial aid programs; over 200,000 educational loan borrowers serviced annually through the agency's student loan portfolio; and 1,500 Texas teachers, physicians, nurses, peace officers, and mental health professionals currently having their student loan debt repaid through our loan repayment assistance programs.

The agency counts as customers and partners our state's 44 public universities and public university systems, 50 public community college districts, 15 public health-related institutions, 9 technical college campuses, and 4 state colleges. We serve these customers through access to higher education data, coordination and consultation on advisory committees, efficient review of degree program proposals, and administration of grant programs. We also serve 44 private, nonprofit institutions of higher education in Texas through specific programs.

The agency also has several other customers and stakeholders, including policymakers; researchers; local, state, and federal agencies; and the media. For a complete inventory of external customers served by the Coordinating Board's budget strategies as they appear in the General Appropriations Act for the 2026-27 Biennium and a brief description of the types of services provided to them, see [Appendix B](#).

Information Gathering Methods

The Coordinating Board employs a number of systems to gather customer feedback and assess customer satisfaction. The Coordinating Board uses a Likert-scale survey and makes it available on the agency's website at <https://www.highered.texas.gov/customer-satisfaction-survey/>.

However, for several years, response rates to the customer satisfaction survey have declined. The number of survey responses received during the 2024-2026 window considered for this report were insufficient for generating useful data. The agency is examining options for increasing responses to the survey.

In addition to the customer satisfaction survey, the agency uses the Customer Relationship and Feedback Tracking (CRAFT) System, an internal software application that allows agency staff to easily record and track inquiries, requests, and complaints received by phone, email, website, mail, and fax. The online form includes a wide range of reasons for contacting the agency, including complaints against the agency. This report includes CRAFT cases that were completed between March 2024 and March 2026.

The agency also collects customer service and satisfaction data directly for several programs. For example:

- **ADVi** is a virtual advising system accessible by text message that uses artificial intelligence to provide on-demand support to Texans looking to attend or return to higher education. High school seniors and adults can opt into ADVi text messages through ApplyTexas. ADVi's 2024–25 service had more than 122,000 users including 56,384 high school seniors and 65,634 adult learners. Satisfaction surveys sent to users in April and July 2024 indicate that the majority of ADVi users found the service helpful and acted based off messages they receive. In fact, according to survey results, 79% of ADVi users shared that they found the chatbot's messages helpful, with 34% citing them as "very helpful."
- **ApplyTexas** is the state's one-stop online portal for Texas students to submit an single application to be considered for admission to 117 schools across the state, including public universities, public community, state and technical colleges, and independent institutions. Between June of 2024 through April of 2026, ApplyTexas saw 1.68 million registrations with 4.5 million applications created and 3 million submitted. The ApplyTexas help desk serviced over 72,000 tickets, with an average response time of one day for Tier 1 tickets and five days for Tier 2 tickets.

Importantly, this timeframe includes the inaugural Free College Application Week (October 13-19, 2025), during which all public colleges and universities in Texas are required to waive admission application fees for Texas residents who apply through ApplyTexas to undergraduate programs. Across the state, more than 260,000 applications were submitted to public colleges and universities in Texas, a 495% increase over the same week in the previous year. The help desk was manned 24 hours a day to assist applicants in completing the process.

- The agency oversees the **Student Complaints portal** for review and disposition of complaints against Texas institutions of higher education, as required by Code of Federal Regulations, Title 34, Section 668.43(b). In this capacity, the agency accepts and addresses complaints against institutions by students and former students for those

areas in which the agency has authority granted by law and stipulated in rules. From April 2024-April 2026, the agency received 409 student complaints with an average resolution time of 12 days.

Survey Results

During the March 2024-March 2026 period, the agency received a minimal number of responses to the customer service survey. The number of responses are insufficient to provide meaningful analysis regarding the service quality and customer group elements identified in the Legislative Budget Board (LBB) instructions for the Customer Service Report. The total number of CRAFT completed cases for this period was 12,987. Of these, 1,560 were identified as a complaint.

Of the CRAFT inquiries received by the agency, respondents self-categorized as:

- Borrower/Co-signer: 31.4%
- Institution of Higher Education: 11.7%
- Parent of a Student: 3.9%
- Public Citizen: 2.4%
- State Agency: 0.7%
- Student: 47.7%

Analysis of Findings

Out of 12,987 inquiries received via the CRAFT System, the majority (56%) were inquiries related to the agency's student loan program. Approximately 25% of inquiries were related to the agency's student financial aid programs. Of the 1,560 CRAFT submissions that were identified as complaints, 441 were complaints against a Texas institution of higher education, 680 were complaints related to student loan or financial aid programs, and 82 were complaints against the agency.

Improvements Implemented and Next Steps

The agency has experienced a long-term decline in customer participation in the agency's customer service survey. The agency is focused on finding ways to increase customer awareness of the survey and encourage greater participation. The agency is also continuing to implement or expand additional initiatives designed to create a better experience for our customers.

A key means by which the agency is expanding how we serve our customers is through more focused and relevant utilization of the agency's repository of education and workforce data. Since 2020, the agency's Data Modernization Initiative has pushed a wholesale change in the agency's approach to data submission, data management, and data provisioning and products.

Among our data initiatives, we continue to expand relevant data and reports through our public data website, **databridge.highered.texas.gov**. This resource provided data stories and

visualizations relevant to *Building a Talent Strong Texas* goals such as graduation rates, transfer metrics, enrollment, student debt, and more. The site offers a broad, statewide view into our progress and will continue to be updated with additional data stories and visualizations.

The Texas Talent Trajectory (T3) dashboard that leverages data collected across the Tri-Agency Workforce Initiative (Texas Education Agency, Texas Higher Education Coordinating Board, and Texas Workforce Commission) to provide insights into Texas students' educational pathways from 8th grade into Texas higher education and beyond. It allows users to filter data by Texas regions, counties, school districts, campuses, and selected student characteristics, such as family economic status, ethnicity, and gender. As a part of our latest update, we enhanced the dashboard data to improve the accuracy of out-of-state enrollment figures.

The agency will also serve customers through the Texas Higher Education Coordinating Board **Office of the Ombudsman**, created by SB 37 (89th Legislature) to serve as an intermediary among the state's institutions of higher education, the Legislature, and the public regarding institutional governance and student success and is also responsible for financial compliance, data reporting, and oversight functions. The office receives and, if necessary, investigates complaints against public institutions of higher education related to specific areas identified in the authorizing statute, including complaints relevant to requirements on faculty councils and senates; diversity, equity and inclusion initiatives; and the grievance, hiring, and discipline authority of a president or CEO. The office recently launched a new website featuring a portal to accept complaints regarding violations under the office's jurisdiction.

Appendix A: THECB Compact with Texans

Statement of Customer Service Principles

The Texas Higher Education Coordinating Board is committed to meeting the highest customer service standards. In this Compact with Texans, we reaffirm the Coordinating Board's commitment to professional service, responsiveness, effective communication, and follow-through with each of our customers. Our customers can expect Coordinating Board employees to be courteous, knowledgeable, and efficient when providing services. The Coordinating Board is dedicated to the continual improvement of service delivery, using customer comments to help improve services and minimize response times.

Standard response times for agency services are as follows:

- General information requests not requiring research and analysis are acknowledged and answered within one working day. Information requests that require either new data to be collected or existing data to be compiled in a new format may require additional days within which to respond.
- Information requests requiring research and analysis, as well as materials submitted for processing, are processed within 10 working days (or customers will receive notification of additional information needed to complete their request).
- On average, phone calls will be answered in less than two minutes, though peak periods may experience longer wait times.
- Academic and technical degree program proposals submitted by public institutions of higher education are deemed complete – unless otherwise indicated by staff - within five working days after receipt of the proposal.
- Doctoral program proposals are considered within one year following submission of a completed proposal.

Important items to note related to student loans:

- Payments are applied to loan accounts using an effective date of the day the funds are received. (Please note that it may take up to three days for this to be reflected on your account.)
- Loan applications require active processing by the borrower, the agency, and the institution where the student will be attending. Thus, borrowers should allow for at least 30 days between submitting a complete loan application and the delivery of the funds to the institution.
- Loan repayment program applications require active processing by the borrower, the agency, the borrower's employer, and the lender(s) holding the borrower's loan(s). Thus, loan repayment program applicants should allow for at least 30 days after the application deadline date for an eligibility determination to be made by the agency.

Procedure for Complaints Against the THECB

To file a complaint related to THECB activities or to inquire about the agency's customer service policies, contact John Wyatt, Director, Office of External Relations, at (512) 427-6111 or via email at John.Wyatt@highered.texas.gov.

Complaints and inquiries are entered into and maintained on an electronic tracking system and are assigned to the appropriate agency division personnel for resolution. When complaints are not resolved within 10 working days, the system notifies the customer service coordinator who intervenes to facilitate resolution, referring the matter to the appropriate assistant commissioner if necessary. Matters not able to be resolved by an assistant commissioner are forwarded to the Commissioner of Higher Education for resolution. For quality control, the customer service coordinator may follow up on complaints that have been resolved by a division.

Procedure for Student Complaints Against an Institution of Higher Education

After exhausting the institution's grievance/complaint process, current, former and prospective students may initiate a complaint against an institution of higher education with the Coordinating Board by following the procedures outlined at <https://www.highered.texas.gov/student-complaints/>.

Information Requests

For information regarding financial aid services, contact Student Financial Aid Programs at 1-800-242-3062 or (512) 427-6340 if inside the Austin area.

For general public information, contact Glenna Bruun, Public Affairs division, at 512-294-0198 or via email at Glenna.bruun@highered.texas.gov.

For media inquiries and interview requests, contact Bobbi Kessler, Public Affairs division, at 512-765-0869 or via email at Bobbi.kessler@highered.texas.gov

Your feedback is important to us. Please take a moment to complete this [Customer Satisfaction Survey](#) and let us know how the Texas Higher Education Coordinating Board can better serve you. Thank you.

Appendix B: Inventory of External Customers

The following table is an inventory of the Coordinating Board's external customers organized by the agency's budget goals and strategies listed in the 2026-2027 General Appropriations Act. The table also briefly describes the types of services provided.

Budget Strategy	Customers Served	Types of Services Provided
A.1.1. Agency Operations	Agency Staff and Operations, Students, Parents, Institutions of Higher Education, Boards of Regents/Trustees, Business/Industry, Media, Legislators, Governor, Other Elected Officials, State (CPA, LBB, SAO) and Federal Agencies, Researchers	Provide oversight and administration of all aspects of the agency; includes work performed by the Commissioner, Deputy Commissioners, General Counsel, Internal Audit and Compliance Monitoring, Human Resources, External Relations, and Financial Services.
A.1.2. Student Loan Programs	Borrowers, Co-Signers, Students, Parents, Institutions of Higher Education, Faculty, Teachers, Dentists, Physicians, Peace Officers, and Mental Health Providers	Provide low-interest loans to students to help pay for college and loan repayment assistance for eligible recipients.
A.1.3 Academic Innovation and Success	High School and College Students, Parents, Institutions of Higher Education, Public High Schools, Education Service Centers, Community-Based Organizations, State and Federal Agencies, Business/Industry	Provide activities and initiatives that focus on the relationship between public and higher education, the success of students in higher education, and the promotion of a college-going, career-ready culture in Texas. Fosters college access, preparation, participation, and completion of a higher education credential of value for all people residing in Texas.
A.1.4. Computer Science Pipeline	Students, Institutions of Higher Education	Supports a statewide Computer Science Pipeline Initiative for the purpose of increasing the number of certified computer science teachers in Texas.

Budget Strategy	Customers Served	Types of Services Provided
A.1.5 Office of Ombudsman	Students, Faculty, and Employees of Institutions of Higher Education, the Public	Administrative support to the Office of the Ombudsman for investigations and activities authorized under Texas Education Code 61.031.
B.1.1. TEXAS Grant Program	Students, Institutions of Higher Education	Provide grants to academically prepared, financially needy students enrolled at public universities.
B.1.2. Tuition Equalization Prog	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at independent nonprofit institutions.
B.1.3. TEOG – Public Community Colleges	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at public community colleges.
B.1.4. TEOG – Public State/Technical Colleges	Students, Institutions of Higher Education	Provide grants to financially needy students enrolled at public state and technical colleges.
B.1.5. Texas Work-Study	Students, Institutions of Higher Education	Provide work-study grants to students enrolled at public and private institutions of higher education.
B.1.5. Texas Work-Study	Students, Institutions of Higher Education	Provide work-study grants to students enrolled at public and private institutions of higher education.
B.1.6. License Plate Scholarships	Students, Institutions of Higher Education	Provide scholarships for financially needy students.
B.1.7. Educational Aide Program	Students, Institutions of Higher Education	Reimburse institutions for tuition and fee exemptions provided to eligible educational aides who have financial need.
B.1.8. Texas Armed Services Scholarships	Students, Elected Officials, Institutions of Higher Education	Provide conditional scholarships to encourage students to enter the military. Must be repaid if students don't fulfill their obligations.

Budget Strategy	Customers Served	Types of Services Provided
B.1.9. Scholarship Program	Students, Institutions of Higher Education	Provide grant awards through the Dean Senfronia Thompson Scholarship Program.
B.1.10. FAST Program	Students, Institutions of Higher Education	Provides funding to public institutions so they can offer dual credit courses to educationally disadvantaged students at no cost to students.
B.1.11. Texas Transfer Grant Program	Students, Institutions of Higher Education	Provide portable need-based aid to high-achieving transfer students to help mitigate financial barriers to vertical transfer for students.
B.1.12. Texas Leadership Scholars Program	Students, Institutions of Higher Education	Provide cohorts of students with peer and professional networks and mentors, unique leadership development programs, and opportunities for undergraduate research and study abroad options.
C.1.1. Career/Technical Education	Students, Institutions of Higher Education, Business/Industry	Federal program to support students entering technical education programs.
C.1.2. Bilingual Education Program	Students, Institutions of Higher Education	Provide tuition assistance to encourage students who enroll in an educator preparation program at seven eligible universities in the Dallas area to become certified teachers in bilingual education, English as a Second Language, or Spanish in school districts with high critical needs.
C.1.3. Educational Loan Repayment	Teachers, Peace Officers, Physicians, Mental Health Providers, Nursing Faculty	Provide educational loan repayment assistance to eligible individuals practicing in high-need occupations as defined by the Legislature.
C.1.4. Rural Veterinary Incentive	Texas Animal Health Commission, Veterinarians, Rural Communities	Provide educational loan repayment assistance or payment of tuition and fees to eligible veterinarians and veterinary medicine students.

Budget Strategy	Customers Served	Types of Services Provided
C.1.5. Workforce Education/Reskilling Programs	Students, Institutions of Higher Education, Employers	Support expanding offerings of high-value, high-demand credentials that help Texans land better jobs with more competitive wages.
C.1.6. Veterinary Medicine Study	Veterinary Students, Institutions of Higher Education	Conduct a comprehensive workforce study on veterinary medicine in Texas.
D.1.1. Family Practice Residency	Physicians	Provide financial incentives to improve the distribution of family physicians throughout the state and provides increased medical care to patients in underserved areas.
D.1.2. Preceptorship Program	Students, Physicians	Provide support to Texas medical students to encourage them to choose primary care careers by offering an on-site experience in one of three primary care specialties: family practice, general internal medicine, or general pediatrics.
D.1.3. Graduate Medication Education Expansion	Medical Students, Institutions of Higher Education	Expand the number of first-year residency positions in Texas to help retain medical school graduates in the state.
D.1.4. Trauma Care Program	Medical Students, Hospitals, Institutions of Higher Education	Provide support for partnerships between hospitals and graduate medical education programs to increase the number of emergency medicine and trauma care physician residents and fellows.
D.1.5. Joint Admission Medical Program	Students, Institutions of Higher Education, Medical Schools	Provide support for highly qualified, economically disadvantaged students interested in becoming physicians.
D.1.6. Professional Nursing Shortage Reduction Program	Students, Institutions of Higher Education	Supports nursing programs in increasing the number of licensed nurses in Texas.

Budget Strategy	Customers Served	Types of Services Provided
D.1.7. Child Mental Health Care Consortium	Children and Youth with Behavioral Health Needs, Institutions of Higher Education, Mental Health Care Providers	Support the expansion of mental health care services for at-risk children and adolescents.
D.1.8. Forensic Psychiatry Fellowship Program	Health-Related Institutions	Supports the development, expansion, or administration of forensic psychiatry fellowship programs in Texas.
D.1.9. Nursing Scholarships	Students, Nurses, Institutions of Higher Education	Supports scholarships for nursing students and loan repayment for eligible nurses.
D.1.10. Rural Resident Physician Program	Medical Students, Institutions of Higher Education	Supports new graduate medical education positions in rural or non-metro areas.
D.1.11. Nursing Innovation Grant Program	Students, Institutions of Higher Education	Supports the development and expansion of programs, evaluation of these programs, and research on increasing the state's nursing workforce.
D.1.12. Education and Retention Study	Students, Institutions of Higher Education	Conduct a study on the education and retention of obstetricians and gynecologists in Texas.
D.1.13. Behavioral Health Innovation	Students in Behavioral Health Fields, Community Colleges	Supports recruitment, training, and retention programs in behavioral health fields at public community colleges.
D.1.14. Family Medicine – Obstetrics Program	Physicians, Family Practice Programs	Supports family medicine obstetrics postgraduate training programs and training physicians.
E.1.1. BCOM – UGME	Students, BCOM	Provides support for the education of Texas resident undergraduate medical students.
E.1.2. BCOM – GME	Medical Students, BCOM	Provides support for the training of resident physicians.
E.1.3. Tobacco Settlement Funds - BCOM – Permanent Endowment	BCOM	Provide support for programs that benefit medical research, health education, or treatment programs.

Budget Strategy	Customers Served	Types of Services Provided
E.1.4. Tobacco Settlement Funds - BCOM – Permanent Health	BCOM	Provides support for programs that benefit medical research, health education, or treatment programs.
F.1.1. Tobacco Earnings – Minority Health	Students, Institutions of Higher Education	Provide support for research or educational programs that address minority health issues or that form partnerships with minority organizations, colleges, or universities to conduct research and educational programs to address minority health issues.
F.1.2. Tobacco Earnings – Nursing/Allied Health	Students, Institutions of Higher Education	Provide grants to public institutions that offer upper-level instruction and training in nursing, allied health, or other health-related education.
G.1.1. Autism	Institutions of Higher Education, Centers for the Treatment of Autism	Provides support to identify new and innovative ways to maximize the number of autistic children reached; support projects that use both established and innovative treatment models, expanding the reach from the classroom into children's homes.

Appendix C: Customer Satisfaction Survey

To better serve you, the Texas Higher Education Coordinating Board appreciates you taking the time to complete this survey.

Please note:

- For each of the following statements, select the one which most clearly reflects your answer. You may skip items that do not apply.
- This survey is anonymous and we do not collect information which allows for identification of individuals. *
- If you do not have any experience with an item, mark "N/A" or "Not Applicable".

How many times have you had contact with the THECB staff in the past 12 months?

☒ Once ☐ 2-5 ☐ 5 or more

Indicate how long you have interacted with this agency.

☒ 1 year or less ☐ 2-5 years ☐ 5 or more years

Which customer type would you consider yourself (mark only one):

- ☐ Borrower/Co-Signer
- ☐ Business Entity
- ☐ Career College or School
- ☐ Community-Based Organization
- ☐ News Media
- ☐ Other
- ☐ Parent
- ☐ Private Institution of Higher Education
- ☐ Public Citizen
- ☐ Public Higher Education Institution
- ☐ Public School District
- ☐ Texas State Agency
- ☐ Researcher
- ☐ State or Federal Legislative Office
- ☐ Student

Indicate how strongly you agree or disagree with the following regarding the service you received and please skip those which do not apply:

If I visited the facility, it was clean and orderly.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I interacted with staff, staff members were knowledgeable and helpful.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I interacted with staff, staff members were courteous and professional.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If requested, I received the information I needed to obtain services.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I visited the website, it was easy to use, well organized, and contained accurate information.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I filed a complaint, it was handled in a reasonable and timely manner.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I called, wrote, emailed, or made a request for services, it was handled in a reasonable and timely manner.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

If I received printed material, it provided thorough and accurate information.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

Overall, I am satisfied with my experience.

☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree ☐ N/A

Provide any suggestions to improve the quality of our customer service:

Please do NOT include your full Social Security Number inside the issue description. If you have a question about the status of a new loan application, accounts in repayment, or deferments, please visit the [Contact Us](#) page.

Comments:

Please provide your name and email address only if you want to be contacted to follow up on your comments.

Name:

Email:

Appendix D: Customer Service Performance Measures

Performance Measures	FY 2025	FY 2026 (9/1/25-4/22/26)
<u>Outcome Measures:</u>		
Percentage of Calls Abandoned in Borrower Services after 20 Second Threshold	0.81%	0.7%
Percentage of Calls Transferred in Borrower Services	5.2%	3.6%
<u>Output Measures:</u>		
Total Customers Served (via CRAFT System)	7,134	5,763
Total Complaints Against the Agency (new)	48	34
Total Calls Received in Borrower Services	49,277	27,704
Average Speed to Answer Calls in Borrower Services	0:21 (m:s)	0:15 (m:s)
<u>Efficiency Measure:</u>		
Cost Per Customer Surveyed	\$0	\$0
<u>Explanatory Measures:</u>		
Total Customers Identified	1.7M	1.7M
Total Customer Groups Inventoried	11	11

Texas Higher Education

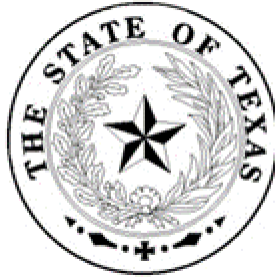
COORDINATING BOARD

This document is available on the Texas Higher Education Coordinating Board website:
<https://www.highered.texas.gov/>.

For more information contact:

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Austin, TX 78711
PHONE 512-294-0198
glenna.bruun@highered.texas.gov

CERTIFICATE OF COMPLIANCE WITH CYBERSECURITY TRAINING



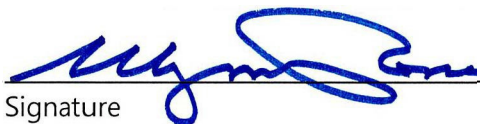
CERTIFICATE

TEXAS HIGHER EDUCATION COORDINATING BOARD

Pursuant to the Texas Government Code, Section 2056.002(b)(12), this is to certify that the agency has complied with the cybersecurity training required pursuant to the Texas Government Code, Sections 2063.103 and 2063.104.

Chief Executive Officer or Presiding Judge

Board or Commission Chair


Signature

__Wynn Rosser_____
Printed Name

__Commissioner of Higher Education____
Title

__June 2, 2026_____
Date


Signature

__Stacy Hock_____
Printed Name

__Board Chair_____
Title

__June 2, 2026_____
Date

CERTIFICATE OF COMPLIANCE WITH CYBERSECURITY TRAINING

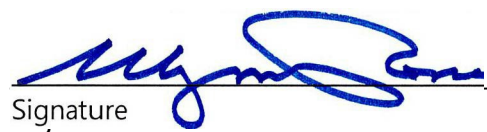


CERTIFICATE

TEXAS HIGHER EDUCATION COORDINATING BOARD

Pursuant to the Texas Government Code, Section 2056.002(b)(12), this is to certify that the agency has complied with the artificial intelligence training required pursuant to the Texas Government Code, Sections 2063.103 and 2063.104.

Chief Executive Officer or Presiding Judge


Signature

__Wynn Rosser_____
Printed Name

__Commissioner of Higher Education_____
Title

__June 2, 2026_____
Date

Board or Commission Chair


Signature

__Stacy Hock_____
Printed Name

__Board Chair_____
Title

__June 2, 2026_____
Date

Texas Higher Education COORDINATING BOARD

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