

The Lower-Division Academic Course Guide Manual

Rebecca Leslie

Program Director

Academic Quality & Workforce

512-427-6231

Rebecca.Leslie@thehb.state.tx.us

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Texas Higher Education
Coordinating Board

Lower Division Academic Course Guide Manual (ACGM) for Two Year Colleges

- ❖ Pre-approved freshman & sophomore academic courses
- ❖ Arranged by Texas Common Course Numbers (TCCNS)
- ❖ Includes funding approval codes for reporting courses
- ❖ Prescribes contact and credit hours
- ❖ Includes course descriptions
- ❖ Includes course student learning outcomes
- ❖ Includes developmental education
- ❖ Available online as a PDF and interactive database

ACGM Importance

- ❖ ACGM courses guaranteed transferable
- ❖ Universities' transfer information in catalog and web sites identifies equivalent ACGM/TCCNS courses
- ❖ Universities' Core Curricula include ACGM/TCCNS courses in each area
- ❖ Required reporting of ACGM/TCCNS courses helps identify transfer patterns
- ❖ ACGM/TCCNS courses are the building blocks for Field of Study Curricula (FOSC), which are guaranteed applicable to bachelor's degrees
- ❖ ACGM Student Learning Outcomes Project aligns community college courses with university courses

ACGM Advisory Committee Membership

- ❖ 18 Voting Members approved by the Board
- ❖ Appointments for a 3-year term
- ❖ 1/3 of membership rotates every year
- ❖ 9 Public Universities
- ❖ 9 Public Community Colleges
- ❖ 1 Ex Officio (TCCNS)
- ❖ Members are from Enrollment Management, Transfer Articulation, Institutional Research, Advising, Assessment, Academic Deans, Academic VP, Department Heads, and Faculty

ACGM Changes

- ❖ ACGM Advisory Committee approves additions, deletions, and modifications of courses
- ❖ Discipline faculty of the Learning Outcomes Projects
- ❖ Institutions
- ❖ Professional academic organizations
- ❖ ACGM Advisory Committee responds to statewide initiatives (FOOSC, Tuning, TSI)
- ❖ ACGM Advisory Committee identifies courses as underutilized and/or obsolete
- ❖ FOOSC Advisory Committees may add courses

Most Recent Additions to be added in January

❖ Courses approved as part of a FOSC

- BUSI 2305 Business Statistics
- PSYC 2320 Abnormal Psychology
- PSYC 2330 Biological Psychology

Most Recent Scheduled Deletions

- ENGR 2303 & 2403 Engineering Mechanics - Statics and Dynamics
- ENGR 2334 Chemical Engineering Thermodynamics I
- MATH 2321 & 2421 Differential Equations and Linear Algebra
- RNSG 1222 & 1223 Introduction to Professional Nursing for Integrated Programs I & II
- RNSG 1231 & 1232 Principles of Clinical Decision-making I & II
- RNSG 2102 & 2103 Care of Children and Families I & II
- RNSG 2113 & 2114 Mental Health Nursing I & II
- RNSG 2203 & 2204 Integrated Care of the Client with Common Health Care Needs I & II

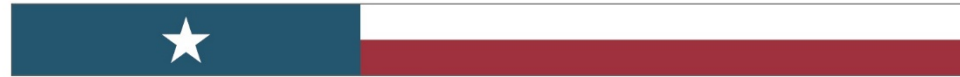
ACGM Learning Outcomes Project

- ❖ Participants - discipline faculty from public universities and 2-year colleges
- ❖ Revise course descriptions and develop Learning Outcomes
- ❖ Review contact hours, course title, and semester credit hours
- ❖ Recommend deletions of courses within the discipline
- ❖ Makes changes based on comments
- ❖ 2018 Courses were in the following disciplines:
 - BUSI and BCIS Business and Business Computer Information Systems
 - SOCW Social Work
 - PSYC Psychology

ACGM Learning Outcomes Project Timeline

- ❖ Spring – Call for nominations and selection of workgroups
- ❖ Summer – Workgroup research and meetings at the Coordinating Board
- ❖ Early Fall – Course descriptions and learning outcomes online for comments (30 Days)
- ❖ Fall – Workgroup reviews comments and makes changes
- ❖ December – ACGM Advisory Committee considers the final products
- ❖ January 2019 – Adopted descriptions and learning outcomes included in the ACGM
- ❖ Fall 2019 – Expected implementation at community colleges

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<http://www.thecb.state.tx.us/ACGM>

Questions?

COMPETENCY- BASED EDUCATION

Jennifer Nailos, Ed.D.
Academic Quality & Workforce
October 2018



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History of Competency-Based Education (CBE)

- CBE programs have been offered for more than 40 years in the United States
- Many institutions incorporate CBE at the program level
- Some institutions use exclusively CBE
- Delivery-modes for CBE can vary

SACSCOC: Definition of a Competency

SACSCOC issued a policy statement (edited August 2018) that includes definitions of “competency” and “competency-based educational programs”.

- **Competency:** A competency is a clearly defined and measurable statement of the knowledge, skill, and ability a student has acquired in a designated program.
- **Competency-Based Educational Programs:** A competency-based educational program is outcome-based and assesses a student’s attainment of competencies as the sole means of determining whether the student earns a degree or a credential. Such programs may be organized around traditional course-based units (credit or clock hours) that students must earn to complete their educational program, or may depart from course-based units (credit or clock hours) to rely solely on the attainment of defined competencies.

Common Elements of Competency-Based Education (CBE)

- Credit is awarded upon mastery of skill, not time spent in classroom
- Learning is self-paced
- Learning outcomes, skills, and content requirements are clearly defined
- Prior learning experiences and existing knowledge of students is recognized
- Assessments are linked to learning outcomes, skills, and content requirements
- Course-loads are based on the student's abilities and time
- *Note: Competency-based education (CBE) may include an entire degree program or part of a program.*

Updates

Texas

- [CBM Reporting](#)
- [Institute for Competency-Based Education](#)
- [Competency-Based Education Consortium](#)

National

- [Statements from Accreditors](#)
- [Department of Education Negotiated Rulemaking](#)
- [Experimental Sites](#)
- [Competency-Based Education Network](#)

Questions?

Contact Information

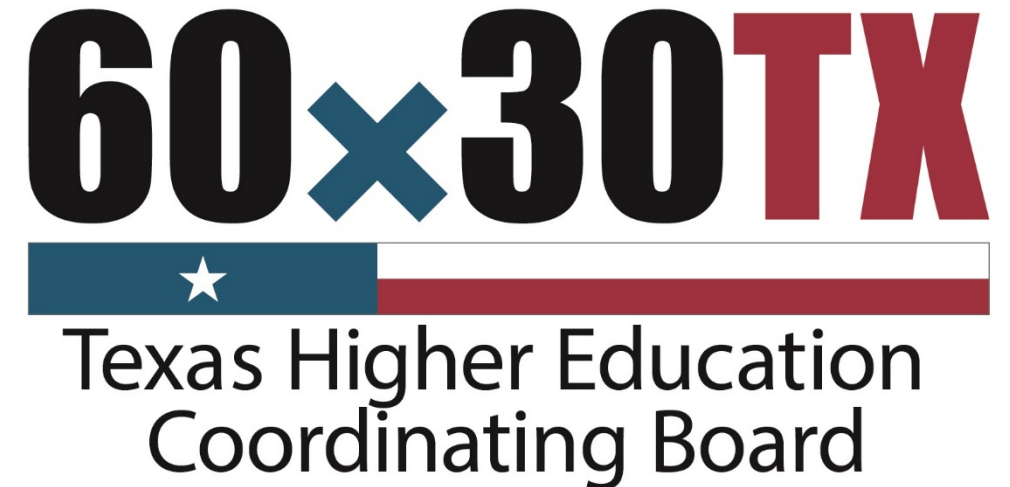
Jennifer Nailos, Ed.D.

Jennifer.Nailos@thecb.state.tx.us

512.427.6218

Texas Private Postsecondary Educational Institutions

Cam Maeyaert
AQW - Workforce
October 2018



What you should know and why

What to know

- Types of private degree-granting educational institutions in Texas
- Transfer issues
- Academic record sources

Why?

Students regularly transfer between these institutions and your institution.

Private or Independent Institution of Higher Education

- Organized under the Texas Non-Profit Corporation Act;
- Exempt from taxation; and
- Accredited by:
 - The Commission on Colleges of the Southern Association of Colleges and Schools;
 - (ii) the Liaison Committee on Medical Education; or
 - (iii) the American Bar Association.
- We often refer to these as ICUT schools. They include the long-established institutions such as Baylor, Rice, and SMU.

Private Postsecondary Educational Institution

- Not an institution of higher education as defined by Section [61.003](#);
- Incorporated under the laws of Texas, maintains a place of business in Texas, has a representative present in Texas, or solicits business in Texas; and
- Furnishes or offers to furnish courses of instruction in person, by electronic media, or by correspondence leading to a degree or providing credits alleged to be applicable to a degree.
- They may be for-profit or not-for profit.

SACS position statement on transfer of academic credit

- SACS accreditation standards require institutions to analyze credit accepted for transfer in terms of level, content, quality, comparability, and degree program relevance.
- Standards don't mandate that institutions accept transfer credit only from regionally-accredited institutions.
- Therefore, when considering transfer credit, be aware that accrediting agencies other than SACS are also recognized by THECB.

Regional accrediting agencies recognized by THECB

- Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges
- Accrediting Commission for Senior Colleges and Universities, Western Association of Schools and Colleges
- Southern Association of Colleges and Schools Commission on Colleges
- Commission on Higher Education, Middle States Association of Colleges and Schools
- Commission on Institutions of Higher Education, New England Association of School and Colleges
- Higher Learning Commission
- Northwest Commission on Colleges and Universities

National accrediting agencies recognized by THECB

- Accrediting Bureau of Health Education Schools (ABHES)
- Accrediting Commission of Career Schools and Colleges (ACCSC)
- Accrediting Council for Continuing Education & Training (ACCET)
- Accrediting Council for Independent Colleges and Schools (ACICS)
 - [UPDATE: US Secretary of Education DeVos decision re: ACICS](#)
- Association of Advanced Rabbinical and Talmudic Schools Accreditation Commission (AARTS)
- Association of Biblical Higher Education (undergraduate only)(ABHE)
- Commission on Accrediting of the Association of Theological Schools (ATS)
- Council on Occupational Education (COE)
- Distance Education Accrediting Commission (DEAC)
- Transnational Association of Christian Colleges and Schools(TRACS)

Professional and specialized accrediting agencies recognized by THECB

- Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
- American Board of Funeral Service Education (ABFSE)
- National Association of Schools of Theatre (NAST)

- These accrediting agencies are approved by THECB to provide institutional accreditation.
- These accreditors may also provide individual program accreditation.

August 2017 US GAO report: difficulty with college credit transfer

- From 2004 to 2009, on average, students lost an estimated 43 percent of their credits.
- Credit loss varied depending on the transfer path.
- Students who transferred between public schools—the majority of transfer students—lost an estimated 37 percent of their credits.
- Students who transferred from private for-profit schools to public schools accounted for 4 percent of all transfer students but lost an estimated 94 percent of their credits.

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You may also consider alternative pathways for transfer students

- Block scheduling a cohort of students
- Competency-based credits
- Credit by exam
- Prior learning assessment
- Credit for professional certifications

Update on status of the academic records repository

- SB1781 (2017) authorized an academic record repository for closed private postsecondary educational institutions' academic records.

STAR Repository (Student Transcripts and Academic Records)

- Repository of last resort for closed schools.
- May discontinue if adequate funding is not provided.
- THECB anticipates receiving closed school records at time of closure.
- Currently, ITT and Westwood College transcripts are in the repository.
- Repository is **almost/ready** to take additional records.

Academic records format and scope

- For any records that are in THECB's repository, we have a standard report form providing information normally found on a transcript, with additional information such as date school closed, and verification that the info is reported as received and may be treated as an official record maintained by THECB.
- For any records not in THECB's repository, we will systematically seek to obtain more closed school records.
- THECB will also maintain a summary of record locations and contact information, to the best of our knowledge.

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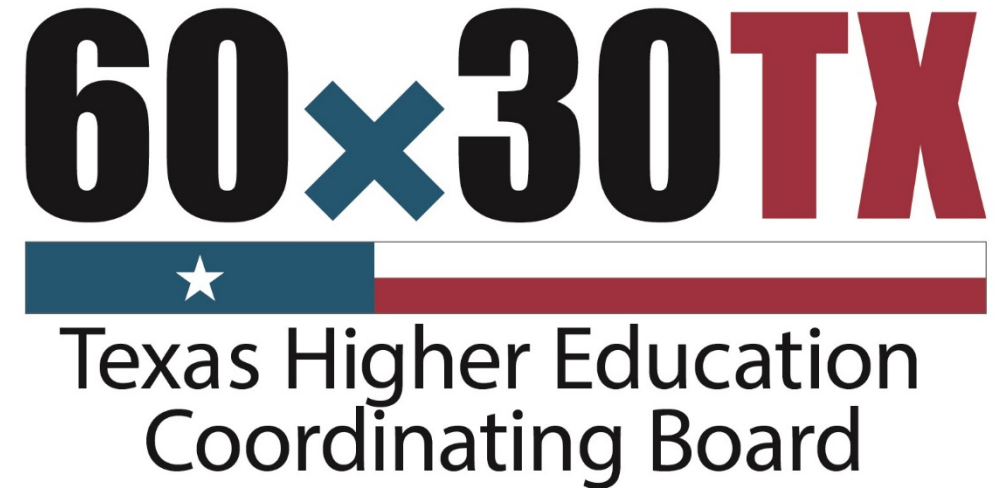


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Questions?

Carl D. Perkins Grants 2018-2019

Dr. Sheri H. Ranis
Academic Quality and Workforce
October 23, 2018



Perkins Legislation

- The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) enacted in August 2006 for six years.
- Perkins IV funding continued annually since 2013, while awaiting reauthorization
- H.R. 2353, the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), enacted July 2018

Reauthorization of Perkins (Perkins V)

- Takes effect on July 1, 2019, and authorized through FY 2024.
- Retains governance structure of Perkins IV, with TEA as the pass-through entity for federal funds in Texas.
- Federal-to-state formula for determining state allocations largely unchanged.
- 1-year transitional state plan due to U.S. Dept. of Ed. on May 1, 2019.
- Full, 4-year state plan due the following year.

Purposes of Perkins IV and Perkins V

Perkins IV purpose:

Develop more fully the academic and career and technical skills of secondary and postsecondary students who enroll in career and technical education programs.

Perkins V purpose:

Develop more fully the **academic knowledge** and technical and **employability skills** of secondary education students and postsecondary education students who elect to enroll in career and technical education programs **and programs of study** .

Perkins V CTE Concentrator Definition

A student enrolled in an eligible institution who has earned at least 12 credits within a CTE program or program of study or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

National Postsecondary CTE Concentrators

Year	Total Number of All Postsecondary Concentrators	Males	Females
2015-16	1,905,093	872,539	1,032,554
2008-09	1,914,736	821,568	1,093,168
Percent Change	-0.50%	6.20%	-5.54

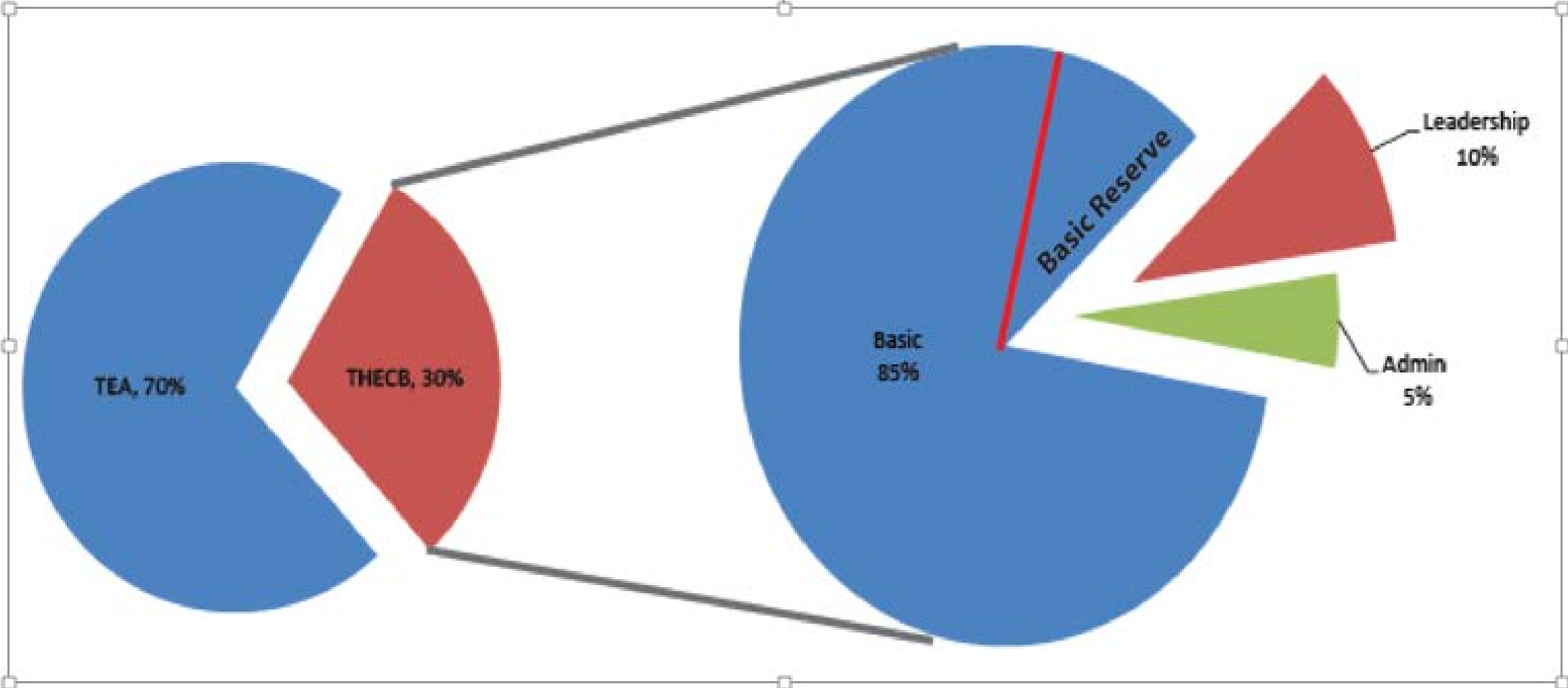
Concentrators	Agri.	Arch.	Arts.	Bus.	Educ.	Finance	Gov.	Health	Hosp.	Human Serv.	Info. Tech.	Law	Manuf.	Mkt.	Sci. Tech.	Transp.
2015-16 Grand Total*	32	92	81	300	83	32	1	515	52	118	142	170	132	25	43	79
2008-09 Grand Total*	29	121	74	316	132	17	2	550	44	100	110	153	111	40	41	67
%	9.34%	-23.97%	9.30%	-5.20%	-37.26%	88.70%	-48.15%	-6.25%	18.76%	18.26%	28.98%	11.34%	18.70%	-35.59%	3.67%	17.67%

Texas Postsecondary CTE Concentrators

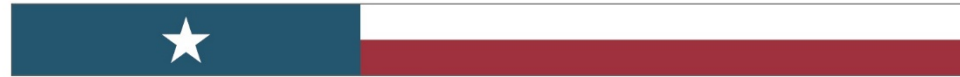
Year	Total Number of All Postsecondary Concentrators	Males	Females
2015-2016 (Most Current)	149,207	67,307	81,900
2008-2009 (First Available)	186,674	74,792	111,882
Percent Change	-20.07%	-10%	-26.79%

Concentrators	Agri.	Arch.	Arts.	Bus.	Educ.	Finance	Gov.	Health	Hosp.	Human Serv.	Info. Tech.	Law	Manuf.	Mkt.	Sci. Tech.	Transp.
2015-16 Grand Total	1,458	6,994	6,974	21,259	1,292	100	151	54,278	3,354	8,097	10,219	10,085	16,717	1,622	302	6,305
2008-09 Grand Total	1,086	8,439	7,720	27,346	2,989	389	295	77,048	3,197	11,097	10,538	12,910	13,261	3,441	395	6,523
%	34.25	-17.12	-9.66	-22.25	-56.77	-74.29	-48.81	-29.55	4.91	-27.03	-3.02	-21.88	26.06	-52.86	-23.54	-3.34

FY2019 Allocation of Perkins Funds



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Perkins Basic Grants

Perkins Basic Grants Allocation

Allocations to Community and Technical Colleges are determined by the following formula:

- Full-time Equivalent (FTE) calculation for students enrolled in CTE programs who are Pell Grant recipients

Common Uses of Basic Grant Funds

Serving Special Populations

- textbooks
- transportation
- childcare
- sign language interpreters

Instructional equipment, including capital
Guidance/Counseling/CTE Advisors/Tutors
Professional Development

Reallocation of Funds

All unexpended funds from the prior year are de-obligated and made available for reallocation to grantees during the subsequent program year.

Reallocation not guaranteed:

- *Funds must be available.*
- *In FY2019, under Perkins IV, only institutions meeting 2P1, 3P1, and 4P1 are eligible for reallocation funds.*
- *In FY2020, under Perkins V, reallocations will continue to be performance-based, but the methodology has not yet been determined.*

Core Indicators of Performance for Perkins Basic Grants (Perkins V)

- Academic, Volunteer and Employment Outcomes of CTE Concentrators
- CTE Concentrators' Receiving a Recognized Postsecondary Credential
- CTE Concentrators' Participation in Nontraditional Fields

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Perkins Leadership Grants

Perkins Leadership Grants

- Focus on career and technology education improvement initiatives that have a statewide impact.
- Coordinating Board publishes a Request for Applications each spring.
- Up to 10 percent of the Perkins funds may be awarded.
- 5 Leadership grants funded for FY2019.

2018-19 Perkins Leadership Grants

Austin Community College

- Fast-Track to Success: Expanding Competency-Based Education Across Texas

Collin County Community College District

- Building Capacity of College CTE Advisors, Coaches and Administrators

Lone Star College System

- Hireable and Desirable: Embedding Behavioral Skills into the Curriculum

McLennan Community College

- ADA Compliance: Training for the Work of Compliance

Temple College

- Specific, Substantial and Significant Understanding of 5P1 and 5P2

Total Funding \$504,026

Austin Community College

Fast Track to Success: Expanding Competency-Based Education (CBE) Across Texas

Project Director: Amardeep Kahlon

Grant Amount:\$177,806

Overview:-- Building on past activities, the Fast Track to Success program aims to help institutions establish or expand competency-based education programs. In 2018-19 it will conduct three CBE regional training workshops, increase CBE Consortium membership, expand the Consortium website to facilitate dissemination of best practices, expand ACC's annual CBE Consortium Best Practices Conference and establish a funding base to achieve program sustainability.

Collin County Community College District

Building Capacity of College CTE Advisors, Coaches and Administrators

Project Director: Diana Hopes

Grant Amount: \$70,230

Overview: The Collin College team will plan, design, and develop a professional development framework and a series of training modules for CTE advisors, career counselors, coaches, and administrators. The framework will provide guidance, strategies, and processes for implementing and sustaining professional development plans as well as tiered, self-paced, online modules that provide differentiated skill-specific training for advisors, coaches and administrators. Five regionally-based one day “train the trainer” seminars disseminating the framework will be held during the year.

Lone Star College System

Hirable and Desirable: Embedding Behavioral Skills into the Curriculum

Project Director: Deborah Roberts

Grant Amount: \$49,985

Overview: Toward the goal of providing all Texas graduates with identifiable marketable skills, Lone Star aims to raise awareness of the importance of behavioral skills to CTE students' employability and to demonstrate how to adapt workforce curriculum to explicitly include those skills. The project will include presentations, webinars, a documented process for embedding behavioral skills into curriculum, as well as the production of six curricula that model the incorporation of behavioral skills.

McLennan Community College

American Disabilities ACT (ADA) Compliance: Training for the Work of Compliance

Project Director: Richard Leslie

Grant Amount: \$161,005

Overview: This grant seeks to build greater awareness of ADA compliant courses and degrees. The shareable professional development resources created will include handouts, videos, training frameworks and model policies and procedures. Ten workforce courses will be made compliant, and students recruited to work on those courses will acquire marketable skills including interpretation and captioning.

McLennan will actively partner with Texas State Technical College - Waco Campus and Alamo College District - San Antonio College in an effort to work through how best to adapt and apply ADA compliance training at the course and degree level on different campuses.

Temple College

Specific, Substantial and Significant Understanding of 5P1 and 5P2

Project Director: Lesley Keeling-Olson

Grant Amount: \$45,000

Overview: Continuing work to clarify understanding and incorporate best practices to improve Perkins Core Indicators, the Temple team will elicit the best thinking in the field concerning how campuses can boost their performance regarding underrepresented gender groups' participation in and completion of workforce education in nontraditional fields ((Indicators 5P1 and 5P2). Live webinars, listserv communications and blog posts will disseminate best practice recommendations.

Perkins Reserve Funds

- During 2012 U.S. Department of Education Office of Career Technical and Adult Education site visit, reviewers encouraged use of Reserve funds for “special projects.”
- 2013-2016: *CTE Early College High School Grant Program (ECHS)*, 4 projects funded
- 2016-2017: Perkins funds contributed (\$1 million) for support of TEA's *Innovative Academy-the Next Generation of ECHS* grant program, a joint initiative of TEA/TWC/THECB
- 2017-2018 ECHS project continued (\$1 million)
- 2018-2019 Reserve funds projects are pending TEA approval.

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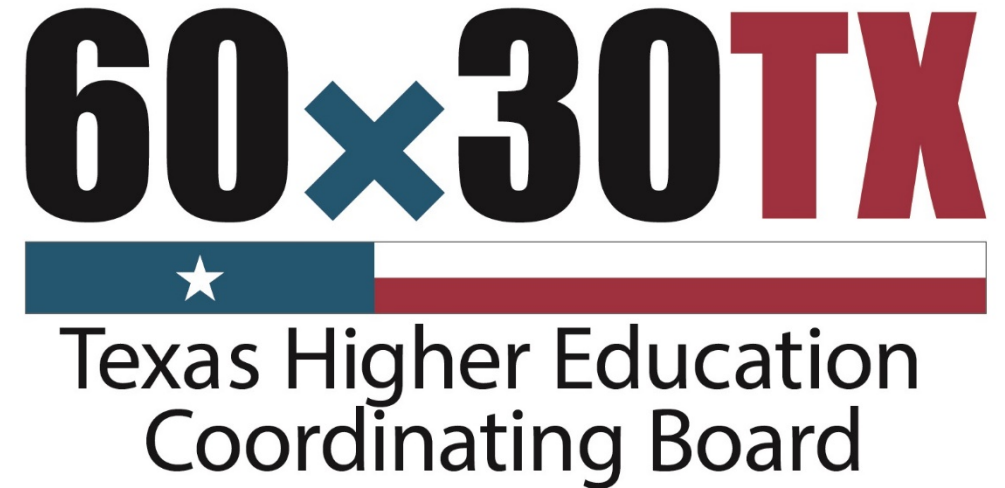


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Questions?

Baccalaureate Degree Programs at Public Junior Colleges

Dr. Sheri H. Ranis
Academic Quality & Workforce
October 23, 2018



Baccalaureate Degree Rationale

- May enable a greater number of students – especially nontraditional or re-entering students – to complete a baccalaureate degree
- May allow community and technical colleges that emphasize workforce development to create baccalaureate programs tailored to regional workforce needs
- Can be a lower cost degree option for students

Baccalaureate Degree Timeline

2004: Coordinating Board approves BAT in Technology Management at Midland College, Brazosport College and South Texas College on a pilot basis

2015: Adoption of 60x30TX

2016: Tyler Junior College pilots a Dental Hygiene degree; 9 degree programs approved at four institutions

2017: Senate Bill 2118 (85th Legislature) passes

2018: Rules on administration of new applied baccalaureate degree programs take effect

Texas Education Code, Subtitle G, Chapter 130, Subchapter L, Baccalaureate Degree Programs, [Sections 130.301 to 130.312](#)

Texas Administrative Code, Title 19, Chapter 5, Subchapter C, [Rules 5.41 to 5.55](#)

Allowable Awards

By statute, Baccalaureate degree programs offered by community and technical colleges are limited to the following areas:

- **Applied Science** (Also allows for programs with an emphasis in Early Childhood Education)
- **Applied Technology**
- **Nursing** (RN to BSN)

Requirements

THECB must use the same standards and criteria as those used to review and approve Baccalaureate programs at general academic teaching institutions and medical/dental programs.

- A dozen general requirements for BA programs are spelled out in TAC 5.45
- SB 2118 specifies additional requirements for community and technical colleges that deal with financial health, faculty composition, articulation/teach-out arrangements, and reporting.

Nursing Program Requirements

In addition, BSN Programs have specific requirements:

- Successful Associate level program outcomes
- Secured clinical sites
- Maintenance of enrollment levels
- Texas Board of Nursing approval
- Accreditation by a national nursing accrediting body

Funding Structures

New Baccalaureate programs are funded like existing Associate degree level programs*:

- Contact hours for upper division courses will be funded in the same manner as lower division courses in a corresponding field.
- Students enrolled in a Baccalaureate degree program must be charged the same tuition and fees as those enrolled in Associate degree programs in a corresponding field.

*Legacy schools – the four institutions that piloted BA programs since 2004 – are not held to this requirement.

Proposal Steps

- Intention to submit notification and then proposal to THECB (rolling deadline)
- BSN proposals submit application to Texas Board of Nursing & THECB
- THECB has up to one year to consider new program applications
- Following THECB approval (and Board of Nursing for BSNs) institutions without existing BA programs apply to SACSCOC for Level II degree status (Deadlines are based on Board meetings twice yearly in March and September)

References

Information on requirements, standards and request forms are available on the Applied Baccalaureate Degree Program Requests page on the THECB website:

Institutional Resources & Programs/Public Community, Technical and State Colleges/Program Development & Modifications/Applied Baccalaureate Degree Program Requests

<http://www.thecb.state.tx.us/index.cfm?objectid=C1B46CE0-1C18-11E8-BC500050560100A9site>

Approved Programs as of October 2018

Institution	Degree	Program
Austin Community College	BSN	Registered Nursing/Registered Nurse
Brazosport College	BAT	Health and Medical Administrative Services
	BAT	Business Administration, Management and Operations
Galveston College	BAS	Health and Medical Administrative Services
Grayson County College	BSN	Registered Nursing
Midland College	BAS	Health and Medical Administrative Services
	BAT	Business Administration and Management
Odessa College	BAAS	Mechatronics, Robotics, and Automation Engineering
	BAAS	Organizational Leadership
South Texas College	BAT/BAS	Business Administration and Management (Technology Management BAT; Organizational Leadership BAS)
	BAT	Health Information/Medical Records Technology/Technician
	BAT	Computer and Information Sciences
Tyler Junior College	BS	Dental Hygiene/Hygienist
	BAT	Healthcare Technology and Medical Systems

Pending Proposals as of October 2018

Institution	Degree	Field
Collin College	BSN	Nursing
Lone Star College - North Harris	BAT	Management
Lone Star College - Montgomery	BSN	Nursing
Lone Star College - Cy Fair	BAT	Cybersecurity

Fields of Approved Degree Programs

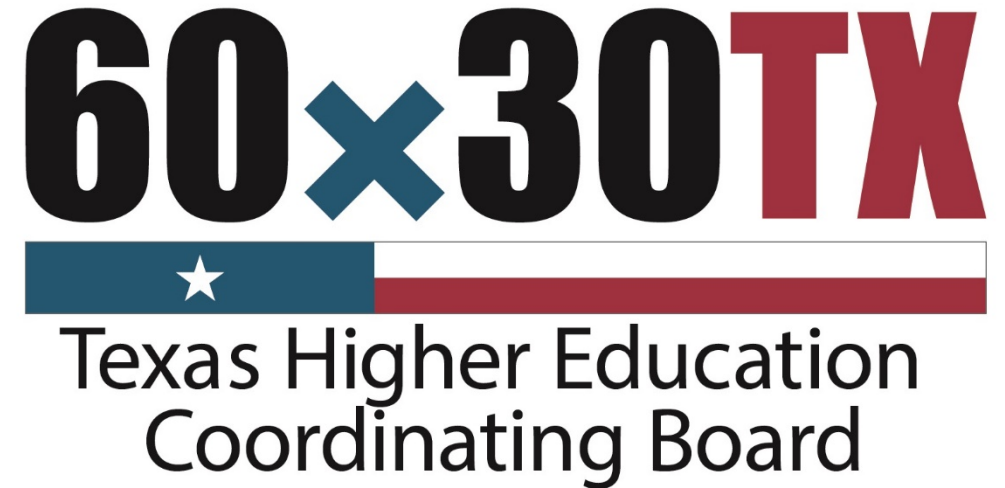
- Business Administration – 10
 - General/Leadership - 4
 - Technology Management (Industrial, Healthcare) -3
 - Healthcare/Services Management -3
- Nursing – 2
- Automation -1
- Computer and Information Technologies -1
- Dental Hygiene -1

Baccalaureate Degrees

Questions?

State Authorization Reciprocity Agreements (SARA)

Jessica Acton
Academic Quality and Workforce
October 23, 2018



Overview

- SARA is an agreement among member states, districts, and territories that establishes comparable national standards for interstate offering of postsecondary distance education
- Participation is voluntary for states and institutions
- Participation allows institutions to offer distance education courses and programs to out-of-state students without seeking authorization from the state in which the student is located

Overview (continued)

National:

- 49 states, U.S. Virgin Islands, Puerto Rico
- California does not participate

Texas:

- 112 Coordinating Board approved institutions
- Next state renewal October 2019

THECB and Participation

Maintain state-level participation in SARA

- Annual membership fees
- Biennial renewal application

Manage SARA activities in Texas

- Initial applications, renewals, and fees from Texas institutions
- Student complaints
- Questions regarding SARA policies and procedures

Institutions and Participation

SARA institutional contacts:

- Receive all SARA related communication
- Maintain institution-level participation in SARA
 - Submit annual renewal application to THECB
 - Timely payment of Texas and NC-SARA fees
 - Annual enrollment reporting
 - Ensure institutional compliance with SARA policies

SARA Resources

- NC-SARA Website: <http://nc-sara.org/>
- Texas SARA Website: <http://www.thecb.state.tx.us/SARA>

Contact Information

Questions regarding SARA policies and procedures, SARA status, changes to institutional contacts, state-level fees

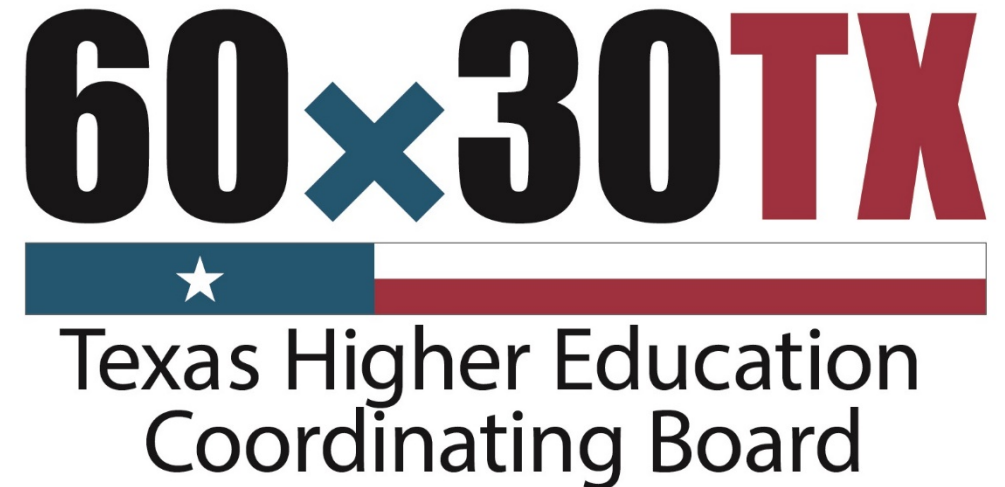
Jessica Acton

Jessica.Acton@thecb.state.tx.us

512-427-6214

Open Educational Resources Grant Program (OERGP)

Kylah Torre
Academic Quality & Workforce
October 23, 2018



About the OERGP

Established to encourage faculty at institutions of higher education to adopt, modify, redesign, or develop courses that use only open educational resources (OER).

Open Educational Resource – A teaching, learning, or research resource that is in the public domain or has been released under an intellectual property license that permits the free use, adaptation, and redistribution of the resource by any person.

[Texas Education Code \(TEC\), Section 61.0668](#)

Grant Awards

Maximum of **\$5,000** for applications that propose to adopt, modify, redesign, or create **one course** that will use only open educational materials and a maximum of **\$10,000** for applications that propose to adopt, modify, redesign, or create **multiple courses**.

Grants will be distributed directly to faculty.

Application Timeline

Application deadline: August 20, 2018

41 eligible applications received.

Announcement of Grant Awards: TBD

Approximately 15 grants will be awarded.

OERGP Contact Information

Open Educational Resources Grant Program

www.thecb.state.tx.us/OERGP

OERGP@thecb.state.tx.us

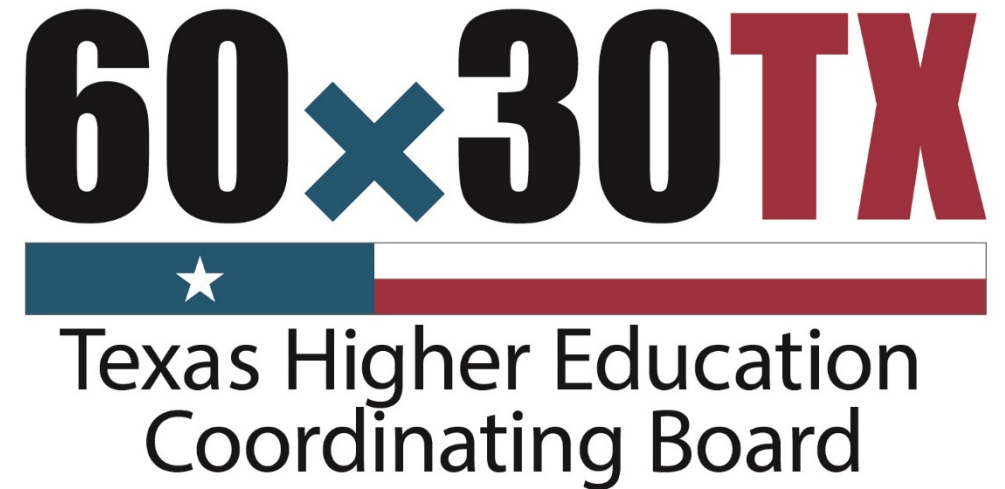
Kylah Torre, Ph.D.

Kylah.Torre@thecb.state.tx.us

512.427.6298

Low-Producing Programs

Reinold R. Cornelius
Academic Quality and Workforce
October 2018



Low-Producing Programs

Standards for numbers of graduates of Low-Producing degree Programs (LPP) are:

- < 25 graduates in 5 years for undergraduate programs
- < 15 graduates in 5 years for master's programs
- < 10 graduates in 5 years for doctoral programs

- New degree programs are exempt from LPP review for the first five years of operation.
- Master's degree programs that lead directly to a doctoral program are exempt.
- Career technical certificates are included with the count of similar applied associate degrees.

Low-Producing Programs

The Coordinating Board posts an annual list of Low-Producing Program (LPP) degree programs.

- Spreadsheet posted with data for all LPP programs.
- April Board meeting: LPP report of programs that are LPP three years in a row.
- The Coordinating Board may make recommendations for closure or consolidation for programs LPP three years in a row.
- The institution's governing board must then make a decision about each LPP program recommended for closure or consolidation.

Low-Producing Programs

Process for LPP recommendations and actions:

- The institution's governing board must make a decision about each LPP program recommended for closure or consolidation.
- *Even years:* LPP recommendations not closed or consolidated must be identified on the system/institution's Legislative Appropriation Request.
- *Odd years:* Coordinating Board will make new recommendations. Institutions have a year to work with their boards to prepare closures, plan for improvement, or define special merits for continuation.

Contact Information

Reinold R. Cornelius, Ph.D.

Assistant Director

Academic Quality and Workforce

512-427-6156

Reinold.Cornelius@theccb.state.tx.us

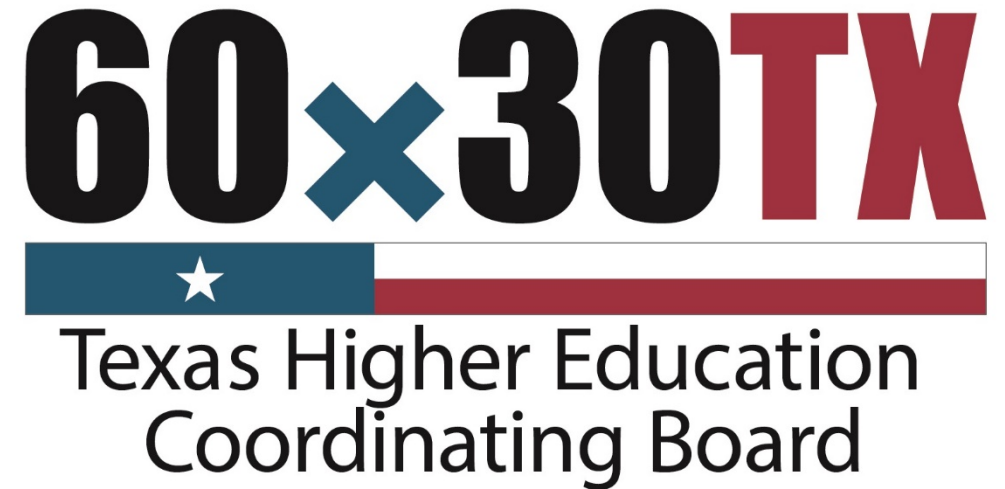
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Texas Higher Education
Coordinating Board

Study on Undergraduate Course Credit for Advanced Placement (AP) Examinations

Audra Patridge, Ph.D.
Academic Quality and Workforce
October 10, 2018



House Bill 1992

The 84th Texas Legislature amended Texas Education Code 51.968, and established criteria related to minimum required scores on Advanced Placement (AP) exams for which an institution of higher education (IHE) awards course credit for particular lower-division courses:

- Requires Texas public IHEs that offer freshman-level courses to adopt and implement a policy to grant undergraduate course credit to entering freshman students who have qualifying scores on one or more examinations in the AP Program.
- Texas public IHEs may not require a score of more than 3 on a corresponding AP exam, unless the institution's chief academic officer determines, based on evidence, that a higher score was needed to indicate the student's sufficient preparation for related, more advanced courses
- Directs the THECB to conduct a study comparing the academic performance, retention rates, and graduation rates of students who took lower-division courses with those of students who earned a 3 or higher on the AP exam and received credit for the course.
- This credit policy applied to freshman entering Texas public IHEs beginning fall 2016

Methodology

This study examined two cohorts of first-time-in-college (FTIC) students who attended a Texas public institution of higher education:

- Cohort 1 - AY 2013-14
- Cohort 2 - AY 2016-17

Data Collection

THECB collected institutional credit policy and student-level data in a series of requests sent to all Texas public IHEs. In addition, the THECB and the College Board entered into a data sharing agreement, which allowed the College Board to provide THECB with AP exam data specifically needed for this study.

The study focused on **the top 15 most frequently taken AP Exams**: US History, Biology, Calculus, Calculus BC, Chemistry, English Language & Composition, English Literature & Composition, Macroeconomic, Microeconomics, Psychology, Spanish, Statistics, Physics Mechanics, Physics Electricity and Magnetism, and Government.

Descriptive Analysis: IHE Credit Policies

IHEs with policies that allow an AP Exam Score of ≤ 3 for the award of course credit

	2013			2016		
	Total IHEs	General Academic Institutions	Community and Technical Colleges	Total IHEs	General Academic Institutions	Community and Technical Colleges
Institutions Accepting score of at least 3	36	5	31	67	22	45
IHEs reporting	89	35	54	88	34	54
Percent of IHEs reporting that accept score of at least 3	40%	14%	57%	76%	65%	83%

Source: Institutional AP data

Report Findings

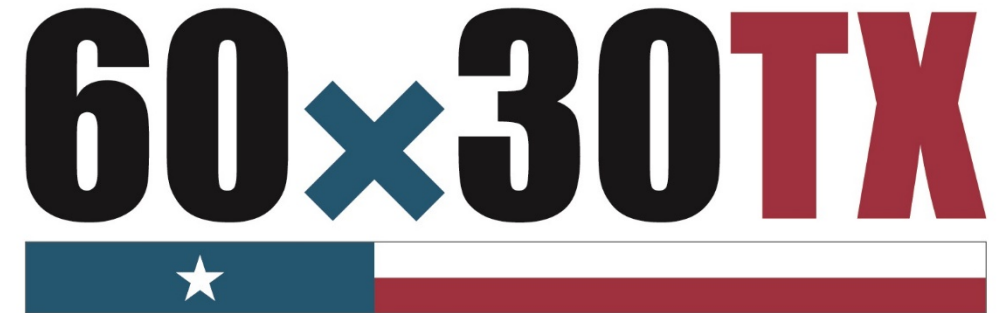
- Students who received credit on an AP exam performed similar academically to students who opted to take the lower-level course. There was no clear differentiation between claiming credit versus taking the course.
- The data revealed students that claimed credit and scored a 3, 4, or 5 on the top five most-taken AP exams have similar GPAs and persistence rates as students who took the lower-level courses.
- Data revealed, based on the FTIC 2013-2014 cohort, that, overall, students who claimed credit on the top four most-taken AP exams had a higher four-year completion rate than the students who took the lower-level course. Two exceptions to this is the Biology AP and Calculus I exams. Students who took Biology for Science Majors I and Calculus I had a higher completion rate than those that claimed credit for the same course. (**Please note:** these completion rates are measured earlier than the usual six-year span the THECB uses for completion rates.)

Recommendations

- **Recommendation 1.** Upon awarding course credit for an AP exam, Texas public institutions of higher education should document the AP exam subject title and score corresponding to each course for which credit is awarded so that institutions are able to conduct analysis on their AP policies and processes.
- **Recommendation 2.** Upon awarding course credit for an AP exam, Texas public institutions of higher education should ensure the credit is applicable towards the degree, as appropriate, and used to satisfy degree requirements.
- **Recommendation 3.** Higher education admission offices should help ensure that students claim the credit they have earned to save tuition and accelerate students' progress toward graduation. Although the percentage of eligible AP test-takers who received credit for their AP scores increased between 2013 and 2016, in 2016 40 percent of students who qualified to be granted course credit, based on their AP scores, did not receive it.

Texas Core Curriculum & Core Curriculum Assessment

Reinold Cornelius, Jennifer Nailos, &
Melinda Valdez
Academic Quality and Workforce
October 2018



Texas Higher Education
Coordinating Board

The Texas Core Curriculum (TCC)

The purpose of the TCC is for students to gain:

- a foundation of knowledge about human cultures and the physical and natural world,
- develop principles of personal and social responsibility for living in a diverse world, and
- advance intellectual and practical skills essential for all learning.

The TCC promotes a seamless transfer of courses between institutions as:

- a student must receive academic credit for each of the core curriculum courses that the student has successfully completed.

The Texas Core Curriculum (TCC)

Nine Foundational Component Areas (FCA)

Communication, Mathematics, Life and Physical Sciences, Language, Philosophy & Culture, Creative Arts, American History, Government/Political Science, Social and Behavioral Sciences, Component Area Option

- TCC courses must be aligned with the definition of their FCA.

Six Core Objectives

Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, Personal Responsibility

- Each FCA requires Critical Thinking, Communication, and one or two other prescribed core objectives.

The Texas Core Curriculum (TCC)

Resources:

- www.thecb.state.tx.us/TCC (link): Coordinating Board webpage
- The TCC Application Guide (PDF)
- History and TCC Components (PDF)
- Course Submission and Review (PDF)
- The TCC Submission Portal (link)
- TCC WebCenter (link): access TCC courses by institution and FCA

The Texas Core Curriculum (TCC)

TCC Annual Review

- Once a year, on a date of the institution's choosing, changes can be made via the TCC Submission Portal.
 - Changes must be submitted before *June 30*.
 - Institutions will receive a new InfoSheet with core course listing.
- Institutions may respond to Coordinating Board's review, approval, or non-approval of courses.
 - Contact staff to initiate process and open up TCC Submission Portal.
- Institutions should regularly review and update contact information within the TCC Submission Portal.

The Texas Core Curriculum Rules

Ongoing work with the Undergraduate Education Advisory Committee (UEAC):

- Recommendation to change structure of the Component Area Option (CAO).
 - *Allow choice to include any FCA approved course ("Option A").*
 - *Allow choice of courses that meet special interests(s) to the whole institution and fulfill foundational education needs ("Option B").*
- Recommendation for upper-division courses.
 - *UEAC recommended no changes to current rules.*
- UEAC will consider on whether to recommend 36 Semester Credit Hour Core Curriculum (January 2019).
- Negotiated Rulemaking for FY 2019.

Report of TCC Assessment

Every 10 years, institutions submit an assessment report of the TCC's Core Objectives.

- Timing is aligned with SACSCOC reporting.
- Submit through the Document Submission Portal.
- Assessment components:

Description of Assessment	Assessment Methods
Criteria/Targets	Results
Analysis	Actions and Follow-ups
Evaluation of the Assessment Process	

Assessment Report Structure

A report structure is suggested. The length of the report, without appendices, should be 40 or fewer pages.

- Title Page
- Executive Summary
- Assessment of Core Objectives
- Evaluation of the Assessment Process
- Summary
- Appendices

An assessment guide is posted on www.thecb.state.tx.us/TCC.

Review of Assessment Report

Staff review the Texas Core Curriculum Assessment Reports qualitatively:

- Completeness with respect to addressing assessment elements.
- Suitability of assessment to deliver assessment results of value.

Staff provide a response letter to the institution.

- A list may be included of select TCC courses to be reviewed again.

Contact Information

Reinold R. Cornelius, Ph.D.

Reinold.Cornelius@theccb.state.tx.us

Jennifer Nailos, Ed.D.

Jennifer.Nailos@theccb.state.tx.us

Melinda Valdez, Ed.D.

Melinda.Valdez@theccb.state.tx.us

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