

**TEXAS HIGHER EDUCATION COORDINATING BOARD**

*CHAIR  
Janelle Shepard*

**COMMITTEE ON ACADEMIC AND WORKFORCE SUCCESS**

*VICE CHAIR  
Fred Farias III, O.D.*

1200 EAST ANDERSON LANE, ROOM 1.170

AUSTIN, TEXAS

March 29, 2017

10:15 am

*(or upon adjournment of the Committee on Affordability, Accountability  
and Planning meeting, whichever occurs later)*

*Arcilia C. Acosta  
Ricky A. Raven  
John T. Steen, Jr.*

*Haley R. DeLaGarza  
Ex-Officio*

*Robert "Bobby" Jenkins, Jr.  
Ex-Officio*

**AGENDA**

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

- I. Welcome and Committee Chair's meeting overview
- II. Consideration of approval of the minutes for the December 14, 2016, Committee meeting
- III. Consideration of approval of the Consent Calendar
- IV. Public Testimony on Agenda Items
- V. Matters relating to the Committee on Academic and Workforce Success
  - A. Report to the Committee on the THECB-RAND Dual Credit Research, Interim Report
  - B. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:  
  
SAM HOUSTON STATE UNIVERSITY
    - (1) Doctor of Education (EdD) degree with a major in Higher Education Leadership
    - (2) Doctor of Philosophy (PhD) degree with a major in Digital and Cyber Forensic Science  
STEPHEN F. AUSTIN STATE UNIVERSITY
    - (3) Master of Science in Nursing (MSN) degree with a major in Family Nurse Practitioner  
TEXAS A&M UNIVERSITY - COMMERCE
    - (4) Bachelor of Science (BS) degree with a major in Electrical Engineering  
TEXAS TECH UNIVERSITY
    - (5) Master of Science (MS) degree with a major in Manufacturing Engineering

*Note: Highlighted items in gray are on the Consent Calendar*

*Committee on Academic and Workforce Success*

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO

(6) Master of Science in Nursing (MSN) degree with a major in Nursing

TEXAS STATE UNIVERSITY

(7) Doctor of Philosophy (PhD) degree with a major in Computer Science

WEST TEXAS A&M UNIVERSITY

(8) Master of Science (MS) degree with a major in Engineering

- C. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- D. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program
- E. Consideration of adopting the staff recommendation to the Committee relating to approval to amend a contract with Texas A&M University to increase funding so that additional services may be provided through the Advise TX college advising program
- F. LUNCH
- G. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for GradTX activities designed to help meet the completion goal of *60x30TX*
- H. Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding
- I. Consideration of adopting the staff recommendation to the Committee to amend the contract with Catch the Next, Inc., to provide additional funding for expansion of its professional development program
- J. Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from MediSend Biomedical Equipment Technology School for an initial Certificate of Authority to grant degrees in Texas
- K. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)
- L. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
  - (1) Architecture Field of Study Advisory Committee
  - (2) Learning Technology Advisory Committee
  - (3) Lower-Division Academic Course Guide Manual Advisory Committee
  - (4) Workforce Education Course Manual Advisory Committee
- M. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2017 Texas Higher Education Star Awards

*Committee on Academic and Workforce Success*

N. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53, 4.54, 4.57, and 4.60 of Board rules concerning the Texas Success Initiative

O. Report to the Committee on the RAND Graduate Education Study, Final Report

VI. Adjournment

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

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

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

Committee on Academic and Workforce Success

AGENDA ITEM I

Welcome and Committee Chair's meeting overview

Janelle Shepard, Chair of the Committee on Academic and Workforce Success, will provide the Committee an overview of the items on the agenda.

Committee on Academic and Workforce Success

AGENDA ITEM II

Consideration of approval of the minutes from the December 14, 2016, Committee meeting

RECOMMENDATION: Approval

**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
**MINUTES**

**Committee on Academic and Workforce Success**

**1200 East Anderson Lane, Room 1.170**

**Austin, Texas**

**December 14, 2016, 10:15 am**

(or upon adjournment of the Committee on Affordability, Accountability,  
and Planning meeting, whichever occurs later)

**Minutes**

The Texas Higher Education Coordinating Board *Committee on Academic and Workforce Success (CAWS)* convened at 11:20 a.m. on December 14, 2016, with the following committee members present: Janelle Shepard, Chair, presiding; Fred Farias, Vice Chair; Arcilia Acosta; and John Steen. Committee members that were absent: Ricky Raven.

Other Board Member(s) that were present: Stuart Stedman; Javaid Anwar; David Teuscher; Haley DeLaGarza, Ex-Officio; and Bobby Jenkins, Ex-Officio.

<b>AGENDA ITEM</b>	<b>ACTION</b>
I. Welcome and Committee Chair’s meeting overview	Janelle Shepard, Chair, called the meeting to order and advised that the meeting was being broadcast.
II. Consideration of approval of the minutes from the September 28, 2016, Committee meeting	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
III. Consideration of approval of the Consent Calendar	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
IV. Public Testimony on Agenda Items	There was no public testimony for the Committee.
V. Matters relating to the Committee on Academic and Workforce Success	
A. Presentation to the Committee by the Public Policy Research Institute of Texas A&M University on the evaluation of the Scaling and Sustaining Success grant program for underprepared students	Dr. Nandita Chaudhuri, with the Public Policy Research Institute, presented a brief summary of notable findings from the evaluation.  The Committee moved to item F. Lunch
B. Report to the Committee on the Apply Texas Advisory Committee activities	Jerel Booker, Assistant Commissioner for College Readiness and Success, provided a brief update on the committee’s activities.

AGENDA ITEM	ACTION
C. Report to the Committee on the Learning Technology Advisory Committee activities	Mr. Patrick Pluscht, Chair of the Learning Technology Advisory Committee, provided an update on the committee's activities.
D. Consideration of adopting the staff recommendation to the Committee relating to the Board authorizing the Commissioner of Higher Education to approve proposals for Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN-to-DNP) from institutions with existing Master of Science in Nursing (MSN) and DNP programs	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
E. Consideration of adopting the staff recommendation to the Committee relating to requests for a new degree program:	
TARLETON STATE UNIVERSITY (1) Bachelor of Science (BS) degree with a major in Mechanical Engineering	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER (2) Bachelor of Science in Nursing (BSN) degree to a Doctor of Nursing Practice (DNP) degree in Nursing Practice	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER-EL PASO (3) Master of Science in Nursing (MSN) degree with a major in Nursing	At the request of Texas Tech University Health Sciences Center-El Paso this item was postponed.
UNIVERSITY OF TEXAS AT ARLINGTON (4) Bachelor of Science (BS) degree with a major in Construction Management	On motion by Arcilia Acosta, seconded by John Steen, the Committee approved this item.
F. LUNCH	The Committee took a lunch break after item V-A.
G. Consideration of adopting the staff recommendation to the Committee relating to the July 2016 Annual Compliance Reports for institutions under a Certificate of Authorization (Names beginning with "P" through "Z")	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
H. Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5)	Rex Peebles, Assistant Commissioner for Academic Quality and Workforce, gave a report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7(5).

AGENDA ITEM	ACTION
I. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Engineering Recruitment Program—Engineering Summer Program (ERP-ESP)	This item was on the Consent Calendar.
J. Consideration of adopting the staff recommendation to the Committee relating to the issuance of a Request for Applications for the Autism Grant Program	This item was on the Consent Calendar.
K. Consideration of adopting the staff recommendation to the Committee relating to the issuance of additional Request for Applications for the Nursing, Allied Health and Other Health-related Education Grant Program	This item was on the Consent Calendar.
L. Consideration of adopting the Academic Course Guide Manual (ACGM) Advisory Committee’s recommendation to the Committee relating to changes in the ACGM	On motion by John Steen, seconded by Arcilia Acosta, the Committee approved this item.
M. Consideration of adopting the staff recommendation to the Committee to authorize the Commissioner of Higher Education to submit the 2016 report on the National Research University Fund to the Comptroller and Legislature	This item was on the Consent Calendar.
N. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to: (1) Academic Course Guide Manual Advisory Committee (2) Apply Texas Advisory Committee (3) Certification Advisory Council (4) Graduate Education Advisory Committee (5) Learning Technology Advisory Committee (6) Undergraduate Education Advisory Committee	This item was on the Consent Calendar.
O. Proposed Rules: (1) Consideration of adopting the Commissioner’s recommendation to the Committee relating to the proposed new Chapter 1, Subchapter T, Sections 1.220 - 1.226 of Board rules concerning the creation of the Workforce Education Course Manual (WECM) Advisory Committee	On motion by John Steen, seconded by Fred Farias, the Committee approved this item.

<b>AGENDA ITEM</b>	<b>ACTION</b>
(2) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter C, Section 5.44 of Board rules concerning the approval of new academic programs at public universities and health-related institutions	This item was on the Consent Calendar.
(3) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 5, Subchapter A, Section 5.5 of Board rules concerning the Uniform Admission Policy	This item was on the Consent Calendar.
(4) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed repeal of Chapter 15, Subchapter B, Sections 15.20 - 15.22 of Board rules concerning the Research University Development Fund	This item was on the Consent Calendar.
(5) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter I, Sections 27.261 - 27.267 of Board rules concerning the creation of the Computer Science/Information Technology Field of Study Advisory Committee	This item was on the Consent Calendar.
(6) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter J, Sections 27.281 - 27.287 of Board rules concerning the creation of the Criminal Justice Field of Study Advisory Committee	This item was on the Consent Calendar.
(7) Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed new Chapter 27, Subchapter K, Sections 27.301 - 27.307 of Board rules concerning the creation of the Performing Arts/Drama Field of Study Advisory Committee	This item was on the Consent Calendar.
P. Consideration of adopting the staff recommendation to the Committee relating to Frank Phillips College to operate a Branch Campus in Dalhart to serve students from Dallam and Hartley Counties	This item was on the Consent Calendar.

<b>AGENDA ITEM</b>	<b>ACTION</b>
Q. Update on the RAND Graduate Education Study	RAND representative, Dr. Rita Karam, updated the Committee on the report and provided findings from the final draft.
VI. Adjournment	On motion by John Steen, seconded by Arcilia Acosta, the Committee adjourned at 2:50 pm.

Committee on Academic and Workforce Success

AGENDA ITEM III

Consideration of approval of the Consent Calendar

RECOMMENDATION: Approval

Background Information:

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

## Consent Calendar

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

- C. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program
- D. Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program
- G. Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for GradTX activities designed to help meet the completion goal of *60x30TX*
- H. Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding
- I. Consideration of adopting the staff recommendation to the Committee to amend the contract with Catch the Next, Inc., to provide additional funding for expansion of its professional development program
- L. Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to:
  - (1) Architecture Field of Study Advisory Committee
  - (2) Learning Technology Advisory Committee
  - (3) Lower-Division Academic Course Guide Manual Advisory Committee
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- M. Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2017 Texas Higher Education Star Awards
- N. Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53, 4.54, 4.57, and 4.60 of Board rules concerning the Texas Success Initiative

Committee on Academic and Workforce Success

AGENDA ITEM IV

Public Testimony on Agenda Items

RECOMMENDATION: No action required

Background Information:

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

Committee on Academic Workforce and Success

AGENDA ITEM V-A

Report to the Committee on the THECB-RAND Dual Credit Research, Interim Report

RECOMMENDATION: No action required

Background Information:

Over the past five decades, states and education institutions have initiated and scaled dual credit (DC) education programs to improve college access and success among high school students. State and local policymakers, as well as the public, have raised concerns about the effectiveness and efficiency of DC education to boost postsecondary education access and success. To date, very few studies have given policymakers and practitioners evidence-based, practical guidance on how to effectively design, target, and implement DC programs at scale.

The interim report disseminates findings from the first phase of a two-phase study being conducted by the RAND Corporation (RAND), in collaboration with the Texas Higher Education Coordinating Board (THECB) and Gibson Consulting (Gibson), to examine DC education programs in Texas. Designed to provide timely information on DC education programs to state legislators during the 85th Texas Legislative Regular Session, this interim report answers four research questions, which collectively provide an initial perspective on the accessibility, diversity, quality, and efficiency of DC education programs. The questions answered are: (1) What institutional policies and practices shape how institutions advise DC students, teach DC courses, and determine student eligibility for DC courses? (2) How have DC participation rates among different student groups and DC course delivery changed over time? (3) What are the academic outcomes of high school students who took DC courses versus those who did not? (4) To what extent did high school students who took DC courses complete college more efficiently than students who never took DC courses?

This interim report was released for public comment for 30 days.

Dr. Trey Miller, Economist at RAND Education, will provide a presentation sharing results released in the interim report for this study. He will be available for questions following his presentation.

Committee on Academic and Workforce Success

AGENDA ITEM V-B (1)

Consideration of adopting the staff recommendation to the Committee relating to the request from Sam Houston State University for a Doctor of Education (EdD) degree with a major in Higher Education Leadership

Recommendation: Approval

Rationale: The proposed EdD program would prepare executive level college and university administrators with administrative, financial, instructional, student support, leadership, and academic skills. The proposed program would provide an advanced and specialized curriculum that emphasizes original research with the goal to develop leaders in the field of Higher Education. Sam Houston State University (Sam Houston) has been offering an EdD in Educational Leadership since 1997. At least one of three annual cohorts is composed of postsecondary educators and administrators. The proposed program would allow Sam Houston to identify the students studying Higher Education Leadership as a separate and distinct program, under a separate Classification of Instructional Programs (CIP) code.

Contingencies: The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Sam Houston State University** (*Accountability Peer Group: Doctoral*)

<b>Success Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73.1%	72.9%
	Doctoral 10-Year Graduation Rate	65.7%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<b>No</b> N/A
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> <li>• Instructional Technology (EdD, 2014), enrollment is six below projected (projected 15, enrolled 9)</li> <li>• Forensic Science (PhD, 2014), enrollment is one below projected (projected 6, enrolled 5)</li> </ul>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<b>Yes</b>	No N/A

**Proposed Program:**

This face-to-face program would require 60 semester credit hours of instruction that would be available beginning in summer 2017. The institution states that the program is designed to prepare executive level college and university administrators with administrative, financial, instructional, student support, leadership, and academic skills. The proposed program would include an advanced and specialized curriculum that emphasizes original research with the goal to develop leaders in the field of Higher Education. Employment projections are positive: a 21.5 percent increase in postsecondary administration positions is anticipated in Texas by 2024. No new faculty will need to be hired.

The institution estimates that five-year costs would total \$2,664,774. Total costs consist of new and reallocated costs, and new costs to the institution are estimated at \$668,150.

**Existing Programs:**

There are three public and three independent universities offering doctoral programs in higher education administration in Texas. In 2015, there were a total of 211 declared majors at the public universities. The University of Houston program is located 37 miles from the proposed program and enrolled its first class in 2015.

- Texas A&M University-Commerce
- University of Houston
- University of North Texas
- Baylor University
- Dallas Baptist University
- University of Mary Hardin-Baylor

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	15	28	41	41	41
<i>Graduates</i>	0	0	2	10	15
<i>Avg. Financial Assistance</i>	\$3,891	\$2,549	\$2,058	\$2,058	\$2,058
<i>Students Assisted</i>	15	28	41	41	41
<i>Core Faculty</i>	11	11	11	11	11
<i>Total Costs</i>	\$321,489	\$404,382	\$509,999	\$632,829	\$796,075
<i>Total Funding</i>	\$333,356	\$406,333	\$573,187	\$895,136	\$1,064,508
<i>% From Formula Funding</i>	0	0	0	16%	14%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,754,412
Program Administration	\$ 266,827
Graduate Assistants	\$ 216,810
Clerical/Staff	\$ 235,725
Other	\$ 0
Student Support	\$ 166,000
Supplies and Materials	\$ 10,000
Library and IT Resources	\$ 15,000
Equipment	\$ 0
Facilities	\$ 0
Other	\$ 0
<b>Est. 5-Year Costs</b>	<b>\$ 2,664,774</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5 Only)	\$ 288,074
Other State Funding	\$ 0
Reallocated Funds	\$ 1,996,624
Federal Funding (In-Hand Only)	\$ 0
Tuition and Fees	\$ 882,083
Other (Funding from College of Education Years 1-2)	\$ 105,739
<b>Est. 5-Year Funding</b>	<b>\$ 3,272,520</b>

**Major Commitments:**

The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

# Online Resume for Legislators and Other Policymakers SAM HOUSTON STATE UNIVERSITY

Location: Huntsville, Gulf Coast Region

Doctoral Accountability Peer Group: Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: East Tennessee State University, Georgia Southern University, Illinois State University, Middle Tennessee State University, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment						
Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	11,202	65.0%	10,714	54.7%	10,662	53.2%
Hispanic	2,664	15.5%	3,611	18.4%	4,039	20.2%
African American	2,684	15.6%	3,740	19.1%	3,810	19.0%
Asian	338	2.0%	306	1.6%	336	1.7%
International	2	.0%	379	1.9%	359	1.8%
Other & Unknown	346	2.0%	823	4.2%	825	4.1%
<b>Total</b>	<b>17,236</b>	<b>100.0%</b>	<b>19,573</b>	<b>100.0%</b>	<b>20,031</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,541	10.5%	1,692	10.1%	1,782	10.2%
Other Institutions	360	2.5%	397	2.4%	392	2.3%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$7,000	.0%	\$6,533	.0%
2012	\$7,328	4.7%	\$6,818	4.4%
2013	\$8,120	10.8%	\$7,118	4.4%
2014	\$8,594	5.8%	\$7,325	2.9%
2015	\$8,932	3.9%	\$7,567	3.3%
2016	\$9,336	4.5%	\$8,261	9.2%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	60%	\$7,402	61%	\$7,545	55%	\$7,021
2014	58%	\$9,131	56%	\$7,496	57%	\$6,766
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	70%	\$5,835	69%	\$6,231	69%	\$6,940
2014	82%	\$12,311	69%	\$7,157	63%	\$7,214
<b>Federal (Pell) Grants</b>						
2013	43%	\$3,988	52%	\$4,216	44%	\$4,139
2014	43%	\$4,039	51%	\$4,194	39%	\$4,202

Student Success										
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates						
Cohort	Enter Fall 2009		Enter Fall 2013		Enter Fall 2014		Cohort	Institution Rate	Peer Group Rate	
	Total	86.3%	87.8%	89.4%	86.3%	87.8%				89.4%
Same	71.5%	77.9%	79.2%	71.5%	77.9%	79.2%	Fall 2010 4-year	28.6%	20.6%	
Other	14.8%	9.9%	10.2%	14.8%	9.9%	10.2%	Fall 2011 4-year	30.7%	22.1%	
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Enter Fall 2008			Enter Fall 2012		Enter Fall 2013	
<b>Institution Persistence</b>										
Cohort	2,090		2,338		2,366					
Total	80.2%		80.9%		79.8%		Fall 2005 5-year			
Same	62.1%		65.7%		65.7%		Fall 2009 5-year			
Other	18.1%		15.2%		14.1%		Fall 2010 5-year			
<b>Peer Group Persistence</b>										
Cohort	1,324		1,598		1,722		Fall 2004 6-year			
Total	73.3%		72.6%		73.5%		Fall 2008 6-year			
Same	55.6%		55.8%		39.1%		Fall 2009 6-year			
Other	17.7%		16.8%		34.3%		Fall 2004 6-year			
<b>National Comparison (IPEDS Definition)</b>										
<b>Peer Group Persistence</b>										
Cohort	22.0%		21.0%		21.0%		Fall 2005 4-year			
Total	28.0%		21.0%		28.8%		Fall 2009 4-year			
Same	29.0%		28.8%		40.0%		Fall 2010 4-year			
Other	40.0%		40.0%		48.2%		Fall 2004 5-year			
<b>Graduation Rates</b>										
Fall 2008 5-year										
Fall 2009 5-year										
Fall 2003 6-year										
Fall 2007 6-year										
Fall 2008 6-year										

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	2,350	10.05	145.52	1,141	10.52	151.00
FY 2014	2,437	10.62	142.79	1,222	10.93	147.37
FY 2015	2,569	10.46	140.86	1,283	10.78	145.26

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	268	49.3%
Peer Group	373	39.1%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,854	68.8%
Peer Group	971	64.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$77,161,956	35.6%	\$78,276,562	37.2%	\$80,025,622	30.9%
Federal Funds	\$40,178,611	18.6%	\$0	.0%	\$36,228,148	14.0%
Tuition & Fees	\$70,824,080	32.7%	\$113,966,816	54.1%	\$121,674,996	47.0%
<b>Total Revenue</b>	<b>\$216,484,657</b>	<b>100.0%</b>	<b>\$210,545,563</b>	<b>100.0%</b>	<b>\$258,684,364</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public SAM HOUSTON STATE UNIVERSITY

Location: Huntsville, Gulf Coast Region

Doctoral Accountability Peer Group: Texas A&M - Commerce, Texas A&M - Corpus Christi, Texas A&M - Kingsville, Texas Southern Univ, Texas Woman's Univ, UT Pan American

Out-Of-State Peers: East Tennessee State University, Georgia Southern University, Illinois State University, Middle Tennessee State University, University Of North Carolina At Greensboro

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

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Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	10,662	53.2%
Hispanic	4,039	20.2%
African American	3,810	19.0%
Asian	336	1.7%
International	359	1.8%
Other & Unknown	825	4.1%
<b>Total</b>	<b>20,031</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,782	10.2%
Other Institutions	392	2.3%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2011	30.7%	
Same Institution		28.8%	
Other Institutions		1.9%	
5-year Rate Total	2010	51.4%	
Same Institution		45.6%	
Other Institutions		5.8%	
6-year Rate Total	2009	55.8%	
Same Institution		49.2%	
Other Institutions		6.6%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2014	
Total	89.4%
Same	79.2%
Other	10.2%

2-Year Persistence, Fall 2013	
Total	79.8%
Same	65.7%
Other	14.1%

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
Sem	SCH	
All	10.46	140.86

Degrees Awarded	
Type	FY 2015
Bachelor's	3,438
Master's	936
Doctoral	58
Professional	0
<b>Total</b>	<b>4,432</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2015 Rate
Education*	92.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,924	90.3%	32.3%
African American	3,000	64.0%	30.1%
Hispanic	4,001	78.3%	25.2%
Asian	199	83.4%	25.3%
International	449	75.1%	5.6%
Other	258	86.4%	29.6%
<b>Total</b>	<b>11,831</b>	<b>78.8%</b>	<b>28.3%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	25.4%
Undergraduate Classes with > 50 Students	11.9%
% of Teaching Faculty Tenured/Tenure-track *	59.5%
Student/Faculty Ratio *	24:1

\* Fall 2014 Data

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$7,000	.0%	\$6,454	.0%
2012	\$7,328	4.5%	\$6,733	4.1%
2013	\$8,120	9.8%	\$6,951	3.1%
2014	\$8,594	5.5%	\$7,113	2.3%
2015	\$8,932	3.8%	\$7,340	3.1%
2016	\$9,336	4.3%	\$8,046	8.8%

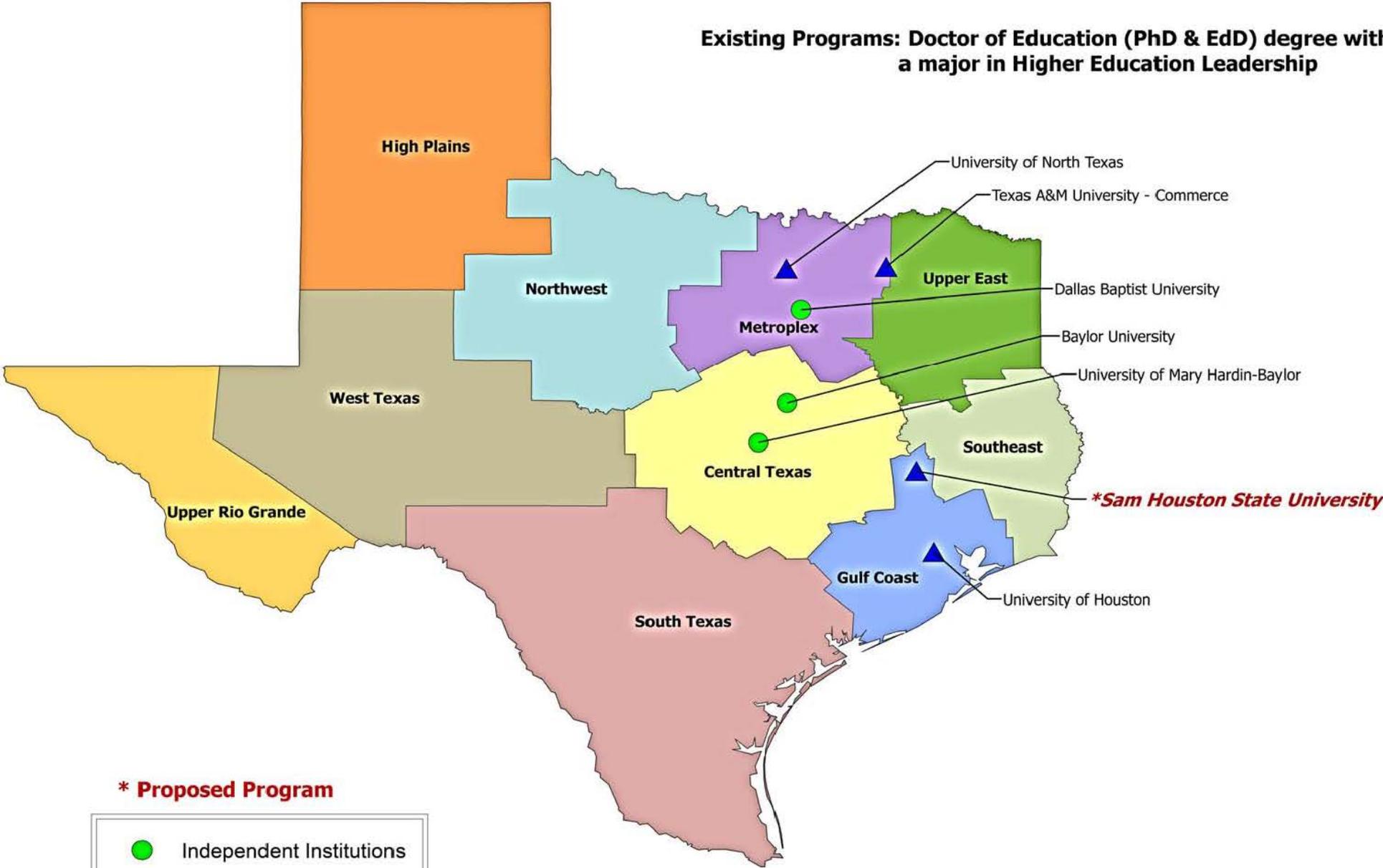
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$9,336
On-campus Room & Board	\$8,676
Books & Supplies	\$1,124
Off-Campus Transportation & Personal Expenses	\$3,554
<b>Total Cost</b>	<b>\$22,690</b>

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

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	82%	*****
Federal (Pell) Grants	43%	\$4,039
Federal Student Loans	58%	\$9,131

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$80,025,622	30.9%
Federal Funds	\$36,228,148	14.0%
Tuition & Fees	\$121,674,996	47.0%
<b>Total Revenue</b>	<b>\$258,684,364</b>	<b>100.0%</b>

**Existing Programs: Doctor of Education (PhD & EdD) degree with a major in Higher Education Leadership**



**\* Proposed Program**

- Independent Institutions
- ▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-B (2)

Consideration of adopting the staff recommendation to the Committee relating to the request from Sam Houston State University for a Doctor of Philosophy (PhD) degree with a major in Digital and Cyber Forensic Science

Recommendation: Approval

Rationale: The proposed PhD in Digital and Cyber Forensic Science would be the first of its kind in the nation. Nationally, there are two PhD programs in Computer Science that offer tracks in digital forensics. These programs are offered through Purdue University and the University of Rhode Island.

Graduates of the proposed program would find work as digital forensic researchers and postsecondary digital forensic faculty. An increase in cyberattacks has led to a growing need for digital forensic researchers who can develop new tools and protocols to address these attacks and faculty to educate an increasing number of students enrolled in bachelor's and master's degree programs in the computer science subfields of digital forensics, cyber security, and information assurance.

Sam Houston State University (Sam Houston) currently offers nationally and internationally recognized master's programs in digital forensics and criminal justice with faculty who are well respected in the field. Sam Houston's federally funded Center of Excellence in Digital Forensics (CEDF) has established local, state, and federal partnerships and supports research and training in digital forensics and cyber security.

With a national and international reputation for digital forensics and criminal justice education, faculty with a strong background in digital forensic research, and the CEDF, Sam Houston has the potential to create a nationally recognized, innovative program on the forefront of digital forensic research.

Contingencies: The institution will hire a full-time faculty member and a laboratory support person by fall 2018.

The institution will submit five annual reports confirming institutional commitment and assessing the progress of program implementation.

**Sam Houston State University** (*Accountability Peer Group: Doctoral University*)

<b>Success Measures</b>		<b>Institution</b>	<b>State</b>
<i>Graduate</i>	Master's 5-Year Graduation Rate	73.1%	72.9%
	Doctoral 10-Year Graduation Rate	65.7%	61.9%
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	<b>No</b> N/A
	Recently Approved Doctoral Programs: <ul style="list-style-type: none"> <li>• Instructional Technology (EdD, 2014) enrollment is six below projected (projected 15, enrolled 9)</li> <li>• Forensic Science (PhD, 2014) enrollment is one below projected (projected 6, enrolled 5)</li> </ul>		
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	<b>Yes</b>	No N/A

**Proposed Program:**

Sam Houston proposes to create a PhD in Digital and Cyber Forensic Science. The program would be delivered in a face-to-face format and require 55 semester credit hours (SCH) beyond the master's degree and 80 SCHs beyond the bachelor's degree. Students would be assessed upon matriculation to ensure efficiency in program progression.

The institution estimates that five-year costs would total \$4,002,622 and has identified funding sources of \$5,027,540 over the same period.

Sam Houston offers a Bachelor of Science in Computer Science, Bachelor of Science in Digital and Cyber Forensics Engineering Technology, Master of Science in Digital Forensics, Master of Science in Information Assurance and Security, and a Master of Science in Computing and Information Science. These programs would support the proposed program.

**Existing Programs:**

There are no existing programs in Texas.

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	7	15	23	31	40
<i>Graduates</i>	0	0	0	0	6
<i>Avg. Financial Assistance</i>	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
<i>Students Assisted</i>	5	11	18	26	32
<i>Core Faculty</i>	4	5	5	5	5
<i>Total Costs</i>	\$343,277	\$600,683	\$784,760	\$1,036,360	\$1,237,542
<i>Total Funding</i>	\$157,099	\$404,172	\$1,018,754	\$1,218,687	\$2,228,828
<i>% From Formula Funding</i>	0	0	27%	22%	32%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,129,705
Program Administration	\$ 187,499
Graduate Assistants	\$ 2,147,600
Clerical/Staff	\$ 209,818
Supplies and Materials	\$ 15,000
Library and IT Resources	\$ 15,000
Equipment	\$ 57,000
Other	\$ 241,000
<b>Est. 5-Year Costs</b>	<b>\$ 4,002,622</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Income (Years 3-5 Only)	\$ 1,258,251
Reallocated Funds	\$ 1,971,370
Tuition and Fees	\$ 1,797,919
<b>Est. 5-Year Funding</b>	<b>\$ 5,027,540</b>

**Major Commitments:**

The institution has agreed to hire one additional full-time faculty member and a laboratory support person by fall 2018. The institution will submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program: Yes No

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new doctoral programs (Texas Administrative Code, Chapter 19, Section 5.46): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## Online Resume for Legislators and Other Policymakers SAM HOUSTON STATE UNIVERSITY

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

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Enrollment						
Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	11,202	65.0%	10,714	54.7%	10,662	53.2%
Hispanic	2,664	15.5%	3,611	18.4%	4,039	20.2%
African American	2,684	15.6%	3,740	19.1%	3,810	19.0%
Asian	338	2.0%	306	1.6%	336	1.7%
International	2	.0%	379	1.9%	359	1.8%
Other & Unknown	346	2.0%	823	4.2%	825	4.1%
<b>Total</b>	<b>17,236</b>	<b>100.0%</b>	<b>19,573</b>	<b>100.0%</b>	<b>20,031</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,541	10.5%	1,692	10.1%	1,782	10.2%
Other Institutions	360	2.5%	397	2.4%	392	2.3%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$7,000	.0%	\$6,533	.0%
2012	\$7,328	4.7%	\$6,818	4.4%
2013	\$8,120	10.8%	\$7,118	4.4%
2014	\$8,594	5.8%	\$7,325	2.9%
2015	\$8,932	3.9%	\$7,567	3.3%
2016	\$9,336	4.5%	\$8,261	9.2%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	60%	\$7,402	61%	\$7,545	55%	\$7,021
2014	58%	\$9,131	56%	\$7,496	57%	\$6,766
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	70%	\$5,835	69%	\$6,231	69%	\$6,940
2014	82%	\$12,311	69%	\$7,157	63%	\$7,214
<b>Federal (Pell) Grants</b>						
2013	43%	\$3,988	52%	\$4,216	44%	\$4,139
2014	43%	\$4,039	51%	\$4,194	39%	\$4,202

Student Success						
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Cohort	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Cohort	Institution Rate	Peer Group Rate
	Total	2,122	2,375			
Same	86.3%	87.8%	89.4%	Fall 2010 4-year	28.6%	20.6%
Other	71.5%	77.9%	79.2%	Fall 2011 4-year	30.7%	22.1%
<b>Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates</b>				Fall 2005 5-year	52.4%	35.6%
Cohort	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013	Fall 2009 5-year	48.9%	37.0%
	Total	2,090	2,338	2,366	Fall 2010 5-year	51.4%
Same	80.2%	80.9%	79.8%	Fall 2004 6-year	57.9%	40.9%
Other	62.1%	65.7%	65.7%	Fall 2008 6-year	60.6%	47.4%
<b>Peer Group Persistence</b>				Fall 2009 6-year	55.8%	44.0%
Cohort	1,324	1,598	1,722	<b>National Comparison (IPEDS Definition)</b>		
Total	73.3%	72.6%	73.5%	Cohort	Institution Rate	OOS Peers Rate
Same	55.6%	55.8%	39.1%			
Other	17.7%	16.8%	34.3%	Fall 2009 4-year	28.0%	21.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	2,350	10.05	145.52	1,141	10.52	151.00
FY 2014	2,437	10.62	142.79	1,222	10.93	147.37
FY 2015	2,569	10.46	140.86	1,283	10.78	145.26

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	268	49.3%
Peer Group	373	39.1%
<i>For Students NOT Needing Dev Ed</i>		
Institution	1,854	68.8%
Peer Group	971	64.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$77,161,956	35.6%	\$78,276,562	37.2%	\$80,025,622	30.9%
Federal Funds	\$40,178,611	18.6%	\$0	.0%	\$36,228,148	14.0%
Tuition & Fees	\$70,824,080	32.7%	\$113,966,816	54.1%	\$121,674,996	47.0%
<b>Total Revenue</b>	<b>\$216,484,657</b>	<b>100.0%</b>	<b>\$210,545,563</b>	<b>100.0%</b>	<b>\$258,684,364</b>	<b>100.0%</b>

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	Number	Percent
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Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
<b>1-Year Persistence, Fall 2014</b>			
Total		89.4%	
Same		79.2%	
Other		10.2%	
<b>2-Year Persistence, Fall 2013</b>			
Total		79.8%	
Same		65.7%	
Other		14.1%	
<b>4-year Rate Total</b>			
Same Institution	2011	30.7%	
Other Institutions		28.8%	
		1.9%	
<b>5-year Rate Total</b>			
Same Institution	2010	51.4%	
Other Institutions		45.6%	
		5.8%	
<b>6-year Rate Total</b>			
Same Institution	2009	55.8%	
Other Institutions		49.2%	
		6.6%	

[Grad Rates by Ethnicity](#)

Degrees Awarded	
Type	FY 2015
Bachelor's	3,438
Master's	936
Doctoral	58
Professional	0
<b>Total</b>	<b>4,432</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2015 Rate
Education*	92.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

\*Data for FY 2014

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
	Sem	SCH
All	10.46	140.86

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
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Critical Reading		

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Race/Ethnicity	Applicants	Accepted	Enrolled
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Measure of Excellence	Fall 2015
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2015	\$8,932	3.8%	\$7,340	3.1%
2016	\$9,336	4.3%	\$8,046	8.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$9,336
On-campus Room & Board	\$8,676
Books & Supplies	\$1,124
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<b>Total Cost</b>	<b>\$22,690</b>

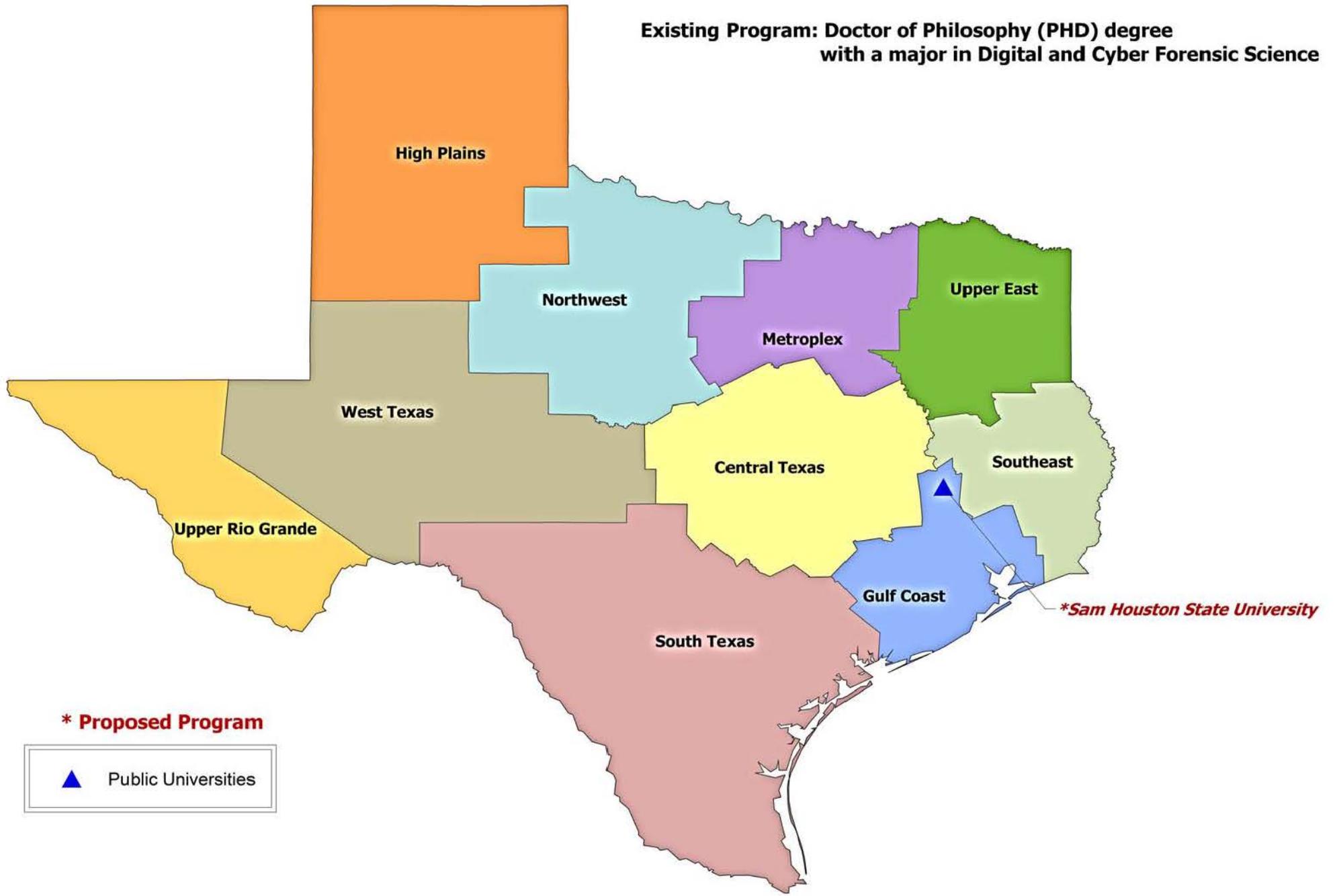
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	82%	*****
Federal (Pell) Grants	43%	\$4,039
Federal Student Loans	58%	\$9,131

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$80,025,622	30.9%
Federal Funds	\$36,228,148	14.0%
Tuition & Fees	\$121,674,996	47.0%
<b>Total Revenue</b>	<b>\$258,684,364</b>	<b>100.0%</b>

**Existing Program: Doctor of Philosophy (PHD) degree  
with a major in Digital and Cyber Forensic Science**



**\* Proposed Program**

▲ Public Universities

Committee on Academic and Workforce Success

AGENDA ITEM V-B (3)

Consideration of adopting the staff recommendation to the Committee relating to the request from Stephen F. Austin State University for a Master of Science in Nursing (MSN) degree with a major in Family Nurse Practitioner

Recommendation: Approval

Rationale: Stephen F. Austin State University (SFA) proposes to create an online Master of Science in Nursing (MSN) degree in Family Nurse Practitioner. It is designed to prepare nurses at the master's level in general care for family groups and individuals in the context of family living. Currently, SFA offers a Bachelor of Science in Nursing.

The proposed MSN is an Advanced Practice Registered Nurse (APRN) program in Family Nurse Practitioner.

The program proposal responds to an anticipated need for advanced nursing training within the field and in the East Texas region.

Bureau of Labor Statistics (BLS) Projections for nurse practitioners show anticipated increases in positions nationally (35% increase) and in Texas (48% increase) by the year 2024. The ratio of jobs per nursing graduate is 1.35 nationally, and 0.55 in Texas.

The Texas Center for Workforce Studies (TCWS) estimated statewide and regional nurse workforce supply and demand from 2015 to 2030. Their 2016 model estimated the projected supply of nurse practitioners will not meet the demand. TCWS predicts that in 2030 the highest percentage of unmet nurse practitioner need will be in the East Texas region. Even with positive employment projections statewide, the East Texas region is expected to remain underserved.

Contingencies: The institution will hire additional faculty by fall 2017 to meet the two FTE minimum requirement prior to program start in fall 2017. The institution will seek accreditation for its Master of Science in Nursing degree program prior to the graduation of its first student.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Stephen F. Austin State University** (*Accountability Peer Group: Comprehensive University*)

*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No

Stephen F. Austin State University has one related degree program:  
BSN in Nursing

**Proposed Program:**

The proposed online program (over 85% online) represents 46 semester credit hours (SCH) of instruction that would begin in fall 2017. The program is expected to attract students already working in the nursing field from the East Texas region seeking advanced nursing training.

The proposed program will integrate clinical coursework in the curriculum, specifically in five courses, with a total of 24 SCHs: Advanced Health and Assessment, Diagnostics and Procedures, Primary Care I, Primary Care II, and Practicum. During on-campus seminars, students will participate in reviews and formal skills assessments. In Primary Care I and II, and Practicum, students will demonstrate clinical skills for their preceptors and clinical faculty.

The institution estimates that five-year costs would total \$1,649,433; anticipated Formula Funding would be \$999,014 over the first five years, which is approximately 30 percent of the total anticipated funding of \$3,301,439.

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

*Lack of Duplication of Program: **Moderate***

Number of institutions with degree programs in the state with the same 6-digit CIP (51.3805): 25

- Angelo State University\*\*
- Baylor University
- Lubbock Christian University
- McMurry University
- Midwestern State University
- Prairie View A&M University
- Texas A&M Health Science Center
- Texas A&M International University
- Texas A&M University\*
- Texas A&M University-Commerce
- Texas A&M University-Corpus Christi\*
- Texas State University
- Texas Tech University Health Sciences Center\*\*
- Texas Woman's University
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at El Paso\*

The University of Texas at Tyler* The University of Texas Health Science Center at Houston** The University of Texas Health Science Center at San Antonio The University of Texas Medical Branch at Galveston* The University of Texas Rio Grande Valley University of Houston University of Mary Hardin-Baylor West Texas A&M University			
* Online program. Defined as a course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test. Texas Administrative Code, Chapter 19, Section 4.257(p)(9)			
**Hybrid program. Defined as a course in which a majority (more than 50 percent but less than 85 percent), of the planned instruction occurs when the students and instructor(s) are not in the same place. Texas Administrative Code, Chapter 19, Section 4.257(p)(9)			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
Job Market Need: <b><u>Strong</u></b>			
Institution provided evidence of:			
Advertisements for job openings	Yes	No	<b><u>N/A</u></b>
Employer surveys	<b><u>Yes</u></b>	No	N/A
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
Student Demand: <b><u>Strong</u></b>			
Institution provided evidence of:			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<b><u>N/A</u></b>
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	25	47	69	69	69
<i>Student FTE</i>	17	31	46	46	46
<i>Core Faculty Headcount</i>	20	20	21	22	22
<i>Core Faculty FTE</i>	1.6	2.2	3.5	3.5	3.5

## Online Resume for Legislators and Other Policymakers STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

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### Enrollment

Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	8,006	62.4%	7,358	58.2%	7,292	58.4%
Hispanic	1,182	9.2%	1,794	14.2%	1,901	15.2%
African American	2,924	22.8%	2,746	21.7%	2,586	20.7%
Asian	124	1.0%	143	1.1%	152	1.2%
International	165	1.3%	129	1.0%	132	1.1%
Other & Unknown	428	3.3%	474	3.7%	421	3.4%
<b>Total</b>	<b>12,829</b>	<b>100.0%</b>	<b>12,644</b>	<b>100.0%</b>	<b>12,484</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	780	7.0%	657	6.0%	613	5.7%
Other Institutions	129	1.2%	102	.9%	118	1.1%

### Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$6,998	.0%	\$6,470	.0%
2012	\$7,344	4.9%	\$6,774	4.7%
2013	\$7,928	8.0%	\$7,194	6.2%
2014	\$8,458	6.7%	\$7,519	4.5%
2015	\$8,772	3.7%	\$8,295	10.3%
2016	\$9,312	6.2%	\$8,728	5.2%

### Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	60%	\$7,636	56%	\$7,324	53%	\$7,158
2014	59%	\$7,636	56%	\$7,413	52%	\$7,167
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	66%	\$6,347	67%	\$6,133	65%	\$6,094
2014	66%	\$6,491	68%	\$6,135	66%	\$6,159
<b>Federal (Pell) Grants</b>						
2013	45%	\$4,511	48%	\$4,239	37%	\$4,024
2014	42%	\$4,518	48%	\$4,279	37%	\$4,114

### Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Cohort	2,553	2,209	2,164
Total	83.5%	86.9%	85.8%
Same	63.8%	70.1%	71.2%
Other	19.7%	16.8%	14.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
Cohort	2,480	2,125	2,209
Total	79.2%	78.7%	81.2%
Same	55.2%	58.8%	60.6%
Other	24.0%	19.9%	20.6%
Peer Group Persistence			
Cohort	1,397	1,504	1,507
Total	74.5%	70.5%	74.3%
Same	53.5%	53.2%	55.9%
Other	21.0%	17.3%	18.2%

Graduation Rates		
Cohort	Institution Rate	Peer Group Rate
Fall 2006 4-year	26.4%	19.7%
Fall 2010 4-year	26.3%	20.6%
Fall 2011 4-year	29.2%	22.0%
Fall 2005 5-year	47.1%	37.2%
Fall 2009 5-year	44.8%	37.9%
Fall 2010 5-year	46.1%	39.0%
Fall 2004 6-year	57.0%	44.4%
Fall 2008 6-year	53.8%	47.3%
Fall 2009 6-year	50.8%	45.3%

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2005 4-year	19.0%	22.8%
Fall 2009 4-year	23.0%	26.2%
Fall 2010 4-year	24.0%	27.2%
Fall 2004 5-year	39.0%	41.0%
Fall 2008 5-year	39.0%	43.2%
Fall 2009 5-year	40.0%	45.4%
Fall 2003 6-year	44.0%	46.2%
Fall 2007 6-year	43.0%	48.4%
Fall 2008 6-year	44.0%	50.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	1,499	9.50	142.48	918	10.13	146.18
FY 2014	1,613	9.65	137.42	1,046	10.37	142.64
FY 2015	1,699	9.39	134.21	1,098	10.18	139.86

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	329	42.6%
Peer Group	412	42.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	2,224	64.9%
Peer Group	1,068	63.2%

\*Peer Group data is average for peer group.

### Funding

Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$71,259,469	40.9%	\$70,832,359	38.5%	\$69,875,015	37.1%
Federal Funds	\$35,340,397	20.3%	\$26,757,213	14.5%	\$25,317,076	13.4%
Tuition & Fees	\$55,908,722	32.1%	\$71,040,569	38.6%	\$75,595,053	40.2%
<b>Total Revenue</b>	<b>\$174,140,682</b>	<b>100.0%</b>	<b>\$183,924,448</b>	<b>100.0%</b>	<b>\$188,248,248</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## STEPHEN F. AUSTIN STATE UNIVERSITY

Location: Nacogdoches, Southeast Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Tarleton State Univ, Texas A&M International, West Texas A&M Univ

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Eastern Kentucky University, Florida Gulf Coast University, University Of Central Missouri

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

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Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	7,292	58.4%
Hispanic	1,901	15.2%
African American	2,586	20.7%
Asian	152	1.2%
International	132	1.1%
Other & Unknown	421	3.4%
<b>Total</b>	<b>12,484</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	613	5.7%
Other Institutions	118	1.1%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		
	Fall	Rate	
4-year Rate Total	2011	29.2%	
Same Institution		26.2%	
Other Institutions		3.0%	
5-year Rate Total	2010	46.1%	
Same Institution		40.1%	
Other Institutions		6.0%	
6-year Rate Total	2009	50.8%	
Same Institution		41.3%	
Other Institutions		9.5%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2014	
Total	85.8%
Same	71.2%
Other	14.6%
2-Year Persistence, Fall 2013	
Total	81.2%
Same	60.6%
Other	20.6%

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
Sem	SCH	
All	9.39	134.21

Degrees Awarded	
Type	FY 2015
Bachelor's	2,108
Master's	563
Doctoral	19
Professional	0
<b>Total</b>	<b>2,690</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
FY 2015	
Field	Rate
Education*	98.00%
Law	%
Pharmacy	%
Nursing	88.2%
Engineering	%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	3,846	84.2%	39.5%
African American	2,349	56.9%	37.1%
Hispanic	2,787	73.6%	20.4%
Asian	179	77.7%	18.0%
International	383	74.4%	3.2%
Other	217	82.0%	32.6%
<b>Total</b>	<b>9,761</b>	<b>74.0%</b>	<b>31.6%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	32.9%
Undergraduate Classes with > 50 Students	8.2%
% of Teaching Faculty Tenured/Tenure-track *	66.3%
Student/Faculty Ratio *	18:1

\* Fall 2014 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$6,998	.0%	\$6,365	.0%
2012	\$7,344	4.7%	\$6,660	4.4%
2013	\$7,928	7.4%	\$7,047	5.5%
2014	\$8,458	6.3%	\$7,331	3.9%
2015	\$8,772	3.6%	\$8,200	10.6%
2016	\$9,312	5.8%	\$8,611	4.8%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$9,312
On-campus Room & Board	\$8,868
Books & Supplies	\$1,192
Off-Campus Transportation & Personal Expenses	\$3,454
<b>Total Cost</b>	<b>\$22,826</b>

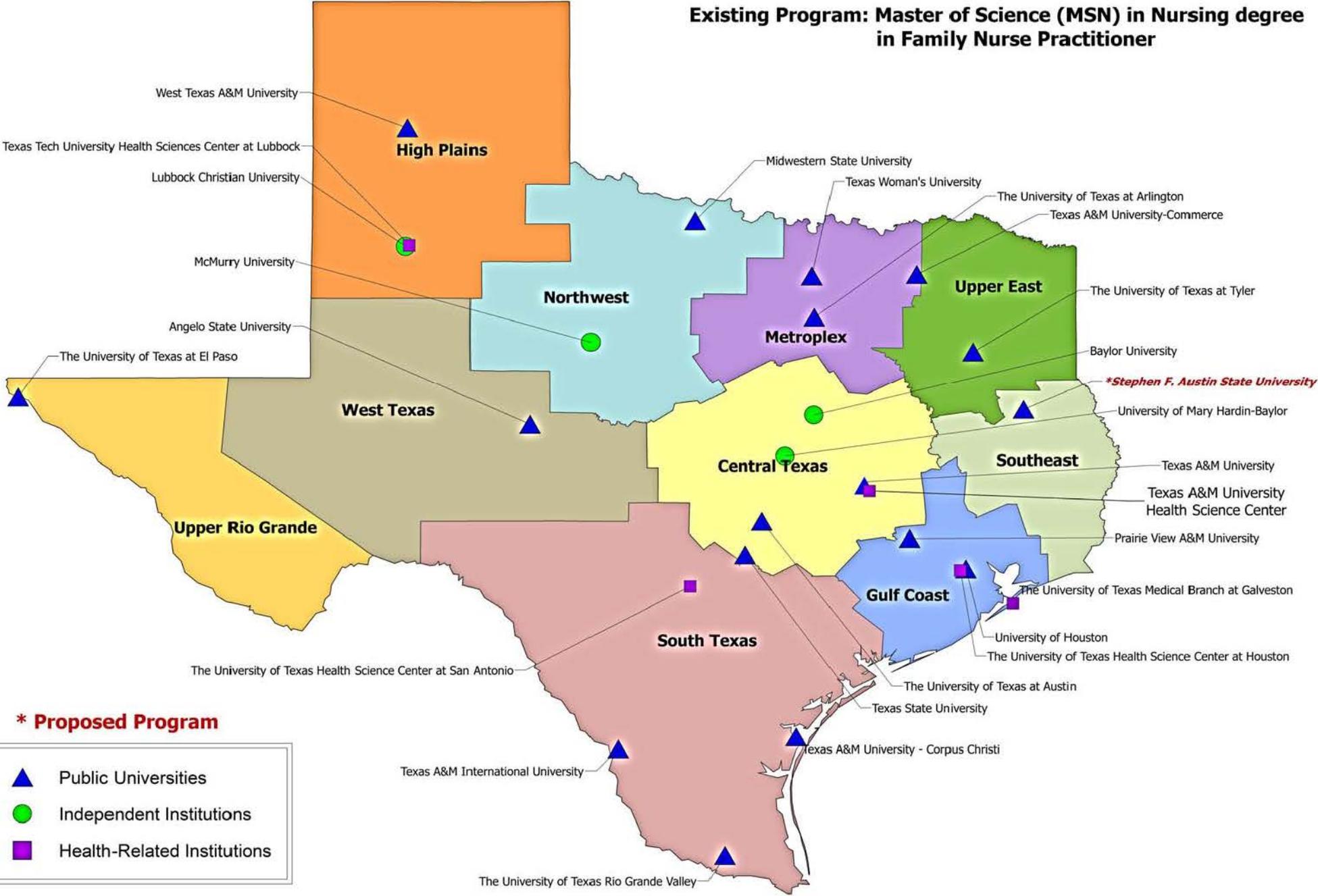
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	66%	\$6,491
Federal (Pell) Grants	42%	\$4,518
Federal Student Loans	59%	\$7,636

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$69,875,015	37.1%
Federal Funds	\$25,317,076	13.4%
Tuition & Fees	\$75,595,053	40.2%
<b>Total Revenue</b>	<b>\$188,248,248</b>	<b>100.0%</b>

# Existing Program: Master of Science (MSN) in Nursing degree in Family Nurse Practitioner



Committee on Academic and Workforce Success

Agenda Item V-B (4)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas A&M University-Commerce for a Bachelor of Science (BS) degree with a major in Electrical Engineering

Recommendation: Approval

Rationale: Texas A&M University-Commerce (TAMU-Commerce) is proposing a BS degree in Electrical Engineering. This would be TAMU-Commerce's third engineering degree program; it currently offers two bachelor's programs in engineering, in Industrial Engineering and Construction Engineering. Both existing programs are accredited by the nationally recognized accrediting body, ABET.

Nationally, data from the Bureau of Labor Statistics (BLS) and the National Center for Educational Statistics (NCES) reveal that the need for electrical engineers is being met by graduates of Electrical Engineering programs, but the unemployment rate for electrical engineers remains low. The number of jobs nationwide in electrical engineering decreased 10 percent from 2014 to 2015, yet during the same period the unemployment rate for electrical engineers hovered around 2 percent, close to full employment levels. These data indicate that regardless of demand projections and the supply of new graduates, electrical engineers are finding work. The Texas Workforce Commission (TWC) estimates 1,065 job openings per year in electrical engineering; Texas institutions awarded 1,174 bachelor's degrees in Electrical Engineering in 2014, slightly exceeding the state's projected workforce demand.

Contingencies: The institution will hire three additional faculty members, one before the program opens, and two more to be available to the program by Year 2. The institution will seek accreditation for its Electrical Engineering degree program from ABET upon the graduation of its first student.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Texas A&M University-Commerce** (*Accountability Peer Group: Doctoral Universities*)*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No

TAMU-Commerce has two related degree programs:

BS in Industrial Engineering

BS in Construction Engineering

**Proposed Program:**

The proposed face-to-face program in Electrical Engineering would consist of 127 semester credit hours (SCH) of instruction, with curriculum requirements that are comparable to existing ABET-accredited Electrical Engineering programs. The institution estimates that the program's five-year costs would total \$2,479,512, with funding of \$3,195,940 over the same five years. Coordinating Board staff estimate that formula funding would provide approximately 5.3 percent of total funding during the first five years.

**Evidence of Lack of Duplication, Workforce Need, and Student Demand:***Lack of Duplication of Program: **Weak***

Number of institutions with degree programs in the state with the same 6-digit CIP (14.1001.00): 25

Baylor University  
 Lamar University  
 LeTourneau University  
 Prairie View A&M University  
 Rice University  
 Southern Methodist University  
 St. Mary's University  
 Tarleton State University  
 Texas A&M University  
 Texas A&M University-Corpus Christi  
 Texas A&M University-Kingsville  
 Texas A&M University-Texarkana  
 Texas State University  
 Texas Southern University  
 Texas Tech University  
 University of Houston  
 University of North Texas  
 The University of Texas at Arlington  
 The University of Texas at Austin  
 The University of Texas at Dallas  
 The University of Texas at El Paso  
 The University of Texas at San Antonio  
 The University of Texas at Tyler  
 The University of Texas Rio Grande Valley  
 West Texas A&M University

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

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Student Headcount</i>	30	54	76	98	118
<i>Student FTE</i>	26	47	67	86	103
<i>Core Faculty Headcount</i>	1.5	1.5	2.5	2.5	3.5
<i>Core Faculty FTE</i>	3	3	4	4	5

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,274,290
Clerical/Staff	\$ 233,540
Graduate Assistants	\$
Other	\$
Facilities and Equipment	\$ 761,682
Library, Supplies, and Materials	\$ 60,000
Other	\$ 150,000
<b>Est. 5-Year Costs</b>	<b>\$ 2,479,512</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5 Only)	\$ 170,384
Reallocated Funds	\$ 445,290
Other State Funding	\$ 760,000
Tuition and Fees	\$ 1,420,266
Other	\$ 400,000
<b>Est. 5-Year Funding</b>	<b>\$ 3,195,940</b>

**Major Commitments:**

The institution will hire three additional faculty members, one before the program opens, and two more to be available to the program by Year 2. The institution will seek accreditation for its Electrical Engineering degree program from ABET upon the graduation of its first student. The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.



# Online Resume for Legislators and Other Policymakers TEXAS A&M UNIVERSITY-COMMERCE

Location: Commerce, Metroplex Region

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

Out-Of-State Peers: East Tennessee State University, Eastern Michigan University, Idaho State University, The University Of West Florida, University Of North Carolina At Greensboro

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

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## Enrollment

Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	6,551	63.7%	5,896	51.3%	6,025	49.0%
Hispanic	935	9.1%	1,593	13.9%	1,816	14.8%
African American	1,772	17.2%	2,498	21.7%	2,615	21.3%
Asian	223	2.2%	317	2.8%	299	2.4%
International	641	6.2%	659	5.7%	916	7.4%
Other & Unknown	158	1.5%	527	4.6%	631	5.1%
<b>Total</b>	<b>10,280</b>	<b>100.0%</b>	<b>11,490</b>	<b>100.0%</b>	<b>12,302</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	866	13.8%	877	12.3%	840	11.0%
Other Institutions	151	2.4%	145	2.0%	122	1.6%

## Costs

Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$5,998	.0%	\$6,533	.0%
2012	\$6,283	4.8%	\$6,818	4.4%
2013	\$6,283	.0%	\$7,118	4.4%
2014	\$6,664	6.1%	\$7,325	2.9%
2015	\$6,753	1.3%	\$7,567	3.3%
2016	\$7,264	7.6%	\$8,261	9.2%

## Student Success

One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates		
Cohort	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Cohort	Institution Rate	Peer Group Rate
	Total	551	928			
Same	78.2%	81.3%	86.0%	Fall 2010 4-year	25.6%	20.6%
Other	64.2%	67.2%	71.8%	Fall 2011 4-year	26.1%	22.1%
	14.0%	14.0%	14.1%	Fall 2005 5-year	36.3%	35.6%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Fall 2009 5-year	42.1%	37.0%
Cohort	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013	Fall 2010 5-year	42.5%	37.3%
	Total	603	806	922	Fall 2004 6-year	44.8%
Same	75.0%	70.5%	72.6%	Fall 2008 6-year	53.1%	47.4%
Other	55.4%	52.6%	55.0%	Fall 2009 6-year	47.4%	44.0%
	19.6%	17.9%	17.6%	National Comparison (IPEDS Definition)		
Peer Group Persistence				Cohort	Institution Rate	OOS Peers Rate
Cohort	1,324	1,598	1,722			
Total	73.3%	72.6%	73.5%	Fall 2009 4-year	24.0%	18.0%
Same	55.6%	55.8%	39.1%	Fall 2010 4-year	31.0%	20.2%
Other	17.7%	16.8%	34.3%	Fall 2004 5-year	38.0%	34.6%
				Fall 2008 5-year	40.0%	32.4%
				Fall 2009 5-year	40.0%	36.4%
				Fall 2003 6-year	42.0%	42.0%
				Fall 2007 6-year	45.0%	41.4%
				Fall 2008 6-year	52.0%	43.4%

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

Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	817	10.53	146.83	1,141	10.52	151.00
FY 2014	863	11.25	142.40	1,222	10.93	147.37
FY 2015	835	10.94	141.20	1,283	10.78	145.26

## Financial Aid

Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	60%	\$8,416	61%	\$7,545	57%	\$7,519
2014	59%	\$8,425	56%	\$7,496	55%	\$7,491
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	74%	\$6,488	69%	\$6,231	67%	\$6,063
2014	73%	\$6,338	69%	\$7,157	65%	\$6,311
<b>Federal (Pell) Grants</b>						
2013	49%	\$4,107	52%	\$4,216	44%	\$4,034
2014	50%	\$4,142	51%	\$4,194	42%	\$4,095

## Funding

Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$51,294,772	44.4%	\$55,260,836	39.7%	\$57,492,801	38.8%
Federal Funds	\$24,708,213	21.4%	\$21,165,122	15.2%	\$21,201,122	14.3%
Tuition & Fees	\$34,584,043	29.9%	\$51,751,806	37.1%	\$56,379,268	38.1%
<b>Total Revenue</b>	<b>\$115,586,828</b>	<b>100.0%</b>	<b>\$139,333,902</b>	<b>100.0%</b>	<b>\$147,991,443</b>	<b>100.0%</b>

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	119	48.7%
Peer Group	373	39.1%
<i>For Students NOT Needing Dev Ed</i>		
Institution	432	60.0%
Peer Group	971	64.0%

\*Peer Group data is average for peer group.

# Online Resume for Prospective Students, Parents and the Public

## TEXAS A&M UNIVERSITY-COMMERCE

Location: Commerce, Metroplex Region

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

Out-Of-State Peers: East Tennessee State University, Eastern Michigan University, Idaho State University, The University Of West Florida, University Of North Carolina At Greensboro

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

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Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	6,025	49.0%
Hispanic	1,816	14.8%
African American	2,615	21.3%
Asian	299	2.4%
International	916	7.4%
Other & Unknown	631	5.1%
<b>Total</b>	<b>12,302</b>	<b>100.0%</b>
TX First Time Transfers	Number	% of UG
Two-Year Institutions	840	11.0%
Other Institutions	122	1.6%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		
	Fall	Rate	
4-year Rate Total	2011	26.1%	
	Same Institution	24.4%	
	Other Institutions	1.6%	
5-year Rate Total	2010	42.5%	
	Same Institution	38.5%	
	Other Institutions	4.0%	
6-year Rate Total	2009	47.4%	
	Same Institution	41.7%	
	Other Institutions	5.6%	

1-Year Persistence, Fall 2014		
Total	86.0%	
Same	71.8%	
Other	14.1%	

2-Year Persistence, Fall 2013		
Total	72.6%	
Same	55.0%	
Other	17.6%	

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
Sem	SCH	
All	10.94	141.20

[Grad Rates by Ethnicity](#)

Degrees Awarded	
Type	FY 2015
Bachelor's	1,476
Master's	1,445
Doctoral	55
Professional	0
<b>Total</b>	<b>2,976</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2015 Rate
Education*	95.00%
Law	%
Pharmacy	%
Nursing	%
Engineering	%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,238	83.8%	40.8%
African American	1,368	63.2%	36.8%
Hispanic	1,399	73.6%	23.2%
Asian	127	82.7%	24.8%
International	293	73.0%	.5%
Other	313	86.9%	41.2%
<b>Total</b>	<b>4,738</b>	<b>74.3%</b>	<b>31.8%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	38.8%
Undergraduate Classes with > 50 Students	4.5%
% of Teaching Faculty Tenured/Tenure-track *	57.6%
Student/Faculty Ratio *	20:1

\* Fall 2014 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$5,998	.0%	\$6,622	.0%
2012	\$6,283	4.5%	\$6,908	4.1%
2013	\$6,283	.0%	\$7,258	4.8%
2014	\$6,664	5.7%	\$7,434	2.4%
2015	\$6,753	1.3%	\$7,703	3.5%
2016	\$7,264	7.0%	\$8,460	8.9%

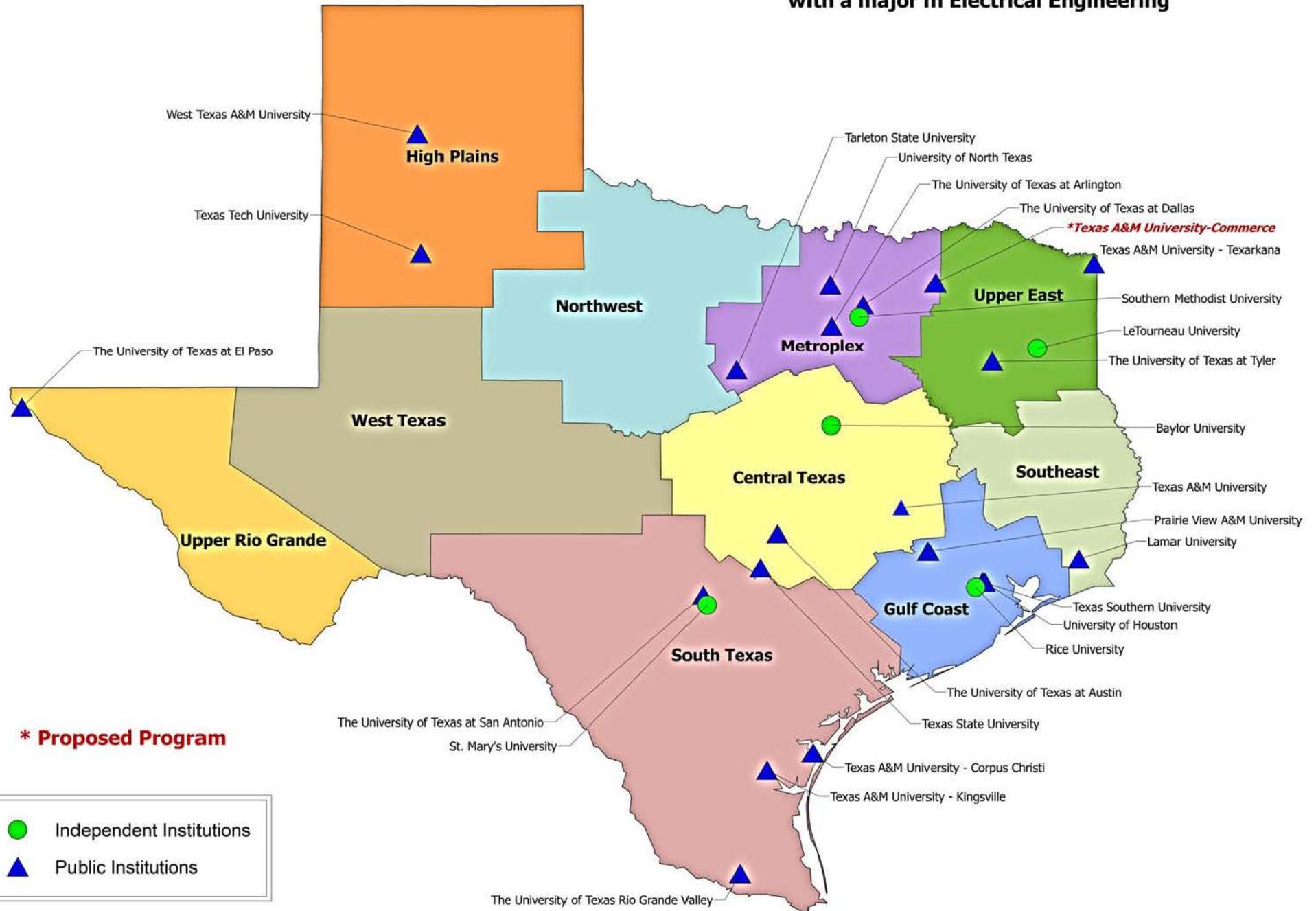
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$7,264
On-campus Room & Board	\$8,326
Books & Supplies	\$1,400
Off-Campus Transportation & Personal Expenses	\$3,412
<b>Total Cost</b>	<b>\$20,402</b>

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

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	73%	\$6,338
Federal (Pell) Grants	50%	\$4,142
Federal Student Loans	59%	\$8,425

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$57,492,801	38.8%
Federal Funds	\$21,201,122	14.3%
Tuition & Fees	\$56,379,268	38.1%
<b>Total Revenue</b>	<b>\$147,991,443</b>	<b>100.0%</b>

## Existing Program: Bachelor of Science (BS) degree with a major in Electrical Engineering



Committee on Academic and Workforce Success

AGENDA ITEM V-B (5)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University for a Master of Science (MS) degree with a major in Manufacturing Engineering

Recommendation: Approval

Rationale: Texas Tech University (Texas Tech) proposes to offer a Master of Science (MS) in Manufacturing Engineering. Texas Tech currently offers master's programs in 11 engineering fields and offers several courses in manufacturing engineering. As such, the engineering manufacturing and elective courses required in the proposed program are already taught at Texas Tech and would not increase the teaching load of engineering faculty or require additional resources.

Graduates of the proposed program would qualify for engineering jobs in many manufacturing industries. As such, graduates would have ample job opportunities as well as the potential for advancement with current employers.

There are five existing master's programs in manufacturing engineering in Texas; four are at public higher education institutions and one is at an independent institution. The closest program to Texas Tech is located at The University of Texas at El Paso, which is 346 miles away. The proposed program would offer students a regional option for pursuing an advanced manufacturing engineering degree.

Contingencies: There are no contingencies.

**Texas Tech University** (*Accountability Peer Group: Emerging Research*)

<i>Related Programs</i>	
The institution has degree programs within the same two-digit CIP code:	<u><b>Yes</b></u> No
Texas Tech University has 27 related degree programs:	
BSCHE in Chemical Engineering	
BSCE in Civil Engineering	
BS in Computer Engineering	
BSEE in Electrical Engineering	
BSENGER in Environmental Engineering	
BSME in Mechanical Engineering	
BSPE in Petroleum Engineering	
BS in Construction Engineering	
BSIE in Industrial Engineering	
MENGR in Engineering	
MS in Bioengineering	
MSCHE in Chemical Engineering	
MSCE in Civil Engineering	
MS in Software Engineering	
MSEE in Electrical Engineering	
MENVEGR in Environmental Engineering	
MSME in Mechanical Engineering	
MSPE in Petroleum Engineering	
MSSEM in Systems and Engineering Management	
PhD in Chemical Engineering	
PhD in Civil Engineering	
PhD in Electrical Engineering	
PhD in Wind Science and Engineering	
PhD in Mechanical Engineering	
PhD in Petroleum Engineering	
PhD in Systems and Engineering Management	
PhD in Industrial Engineering	

**Proposed Program:**

The proposed program would be offered in both traditional face-to-face and online modalities. The program would require a minimum of 30 semester credit hours of instruction that would begin in fall 2017.

The institution estimates that five-year costs would total \$453,315, and Formula Funding would be \$769,235 over the first five years and represent 17 percent of all funding.

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

<i>Lack of Duplication of Program: <b>Weak</b></i>			
Number of institutions with degree programs in the state with the same 6-digit CIP (14.3601): 6			
Southern Methodist University			
Texas State University			
The University of Texas at El Paso			
The University of Texas at San Antonio			
The University of Texas Rio Grande Valley			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 0			
<i>Job Market Need: <b>Strong</b></i>			
Advertisements for job openings	<b><u>Yes</u></b>	No	N/A
Employer surveys	<b><u>Yes</u></b>	No	N/A
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
<i>Student Demand: <b>Strong</b></i>			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<b><u>N/A</u></b>
Student surveys	<b><u>Yes</u></b>	No	N/A

<b><i>Start-Up Projections:</i></b>	<b><i>Yr. 1</i></b>	<b><i>Yr. 2</i></b>	<b><i>Yr. 3</i></b>	<b><i>Yr. 4</i></b>	<b><i>Yr. 5</i></b>
<i>Student Headcount</i>	5	15	25	35	45
<i>Student FTE</i>	5	15	25	35	45
<i>Core Faculty Headcount</i>	4	4	4	4	4
<i>Core Faculty FTE*</i>	.4	.4	.4	.4	.4

\*Core Faculty FTE does not account for teaching time. All courses are currently taught and would not increase the teaching load of engineering faculty.

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 133,126
Program Administration	\$ 45,128
Graduate Assistants	\$ 210,242
Clerical Staff	\$ 39,819
Supplies and Materials	\$ 25,000
<b>Est. 5-Year Costs</b>	<b>\$ 453,315</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5 Only)	\$ 133,875
Tuition and Fees	\$ 635,360
<b>Est. 5-Year Funding</b>	<b>\$ 769,235</b>

**Major Commitments:**

There are no contingencies.

**Final Assessment:**

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new baccalaureate and master’s degree programs (19 TAC Section 5.45): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

[Institutional Resumes](#)

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Enrollment						
Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	19,417	61.5%	20,539	58.9%	20,698	58.2%
Hispanic	4,322	13.7%	7,167	20.6%	7,667	21.6%
African American	1,396	4.4%	2,420	6.9%	2,468	6.9%
Asian	818	2.6%	1,047	3.0%	1,075	3.0%
International	1,575	5.0%	2,043	5.9%	2,258	6.4%
Other & Unknown	4,059	12.9%	1,627	4.7%	1,380	3.9%
<b>Total</b>	<b>31,587</b>	<b>100.0%</b>	<b>34,843</b>	<b>100.0%</b>	<b>35,546</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,529	6.0%	1,728	6.1%	1,824	6.3%
Other Institutions	365	1.4%	451	1.6%	457	1.6%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Texas Rates			
	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$8,560	.0%	\$8,398	.0%
2012	\$9,064	5.9%	\$8,902	6.0%
2013	\$9,242	2.0%	\$9,148	2.8%
2014	\$9,242	.0%	\$9,345	2.2%
2015	\$9,608	4.0%	\$9,598	2.7%
2016	\$9,866	2.7%	\$9,777	1.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	49%	\$8,251	52%	\$7,484	44%	\$6,969
2014	48%	\$8,293	50%	\$7,698	41%	\$6,963
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	51%	\$6,236	59%	\$6,894	72%	\$6,728
2014	53%	\$6,414	58%	\$7,176	67%	\$6,201
<b>Federal (Pell) Grants</b>						
2013	29%	\$4,045	39%	\$4,055	31%	\$4,193
2014	28%	\$4,089	39%	\$4,118	27%	\$3,693

Student Success			
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
Cohort	4,364	4,722	5,518
Total	91.9%	91.9%	89.4%
Same	80.8%	83.2%	80.6%
Other	11.1%	8.7%	8.8%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
<b>Institution Persistence</b>			
Cohort	4,339	4,491	4,718
Total	86.9%	86.4%	85.9%
Same	69.2%	70.1%	70.9%
Other	17.7%	16.2%	15.0%
<b>Peer Group Persistence</b>			
Cohort	3,109	3,375	3,603
Total	82.6%	81.9%	81.4%
Same	61.3%	64.9%	65.4%
Other	21.3%	17.0%	16.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	3,827	9.79	145.85	3,118	10.43	146.37
FY 2014	4,080	9.52	141.67	3,391	10.91	142.56
FY 2015	4,211	9.64	142.08	3,544	10.86	141.45

Graduation Rates		
Cohort	Institution Rate	Peer Group Rate
Fall 2006 4-year	42.1%	24.9%
Fall 2010 4-year	38.6%	28.4%
Fall 2011 4-year	39.7%	29.7%
Fall 2005 5-year	65.7%	46.3%
Fall 2009 5-year	63.4%	50.1%
Fall 2010 5-year	62.5%	50.7%
Fall 2004 6-year	72.8%	55.9%
Fall 2008 6-year	70.3%	59.1%
Fall 2009 6-year	70.3%	59.2%

National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2005 4-year	32.0%	28.0%
Fall 2009 4-year	33.0%	34.5%
Fall 2010 4-year	33.0%	36.2%
Fall 2004 5-year	54.0%	49.5%
Fall 2008 5-year	54.0%	54.5%
Fall 2009 5-year	53.0%	55.0%
Fall 2003 6-year	60.0%	56.0%
Fall 2007 6-year	59.0%	60.5%
Fall 2008 6-year	59.0%	60.6%

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	116	52.6%
Peer Group	332	54.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	4,248	79.9%
Peer Group	2,800	73.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$216,180,562	40.5%	\$232,923,107	36.0%	\$225,307,897	34.2%
Federal Funds	\$81,191,610	15.2%	\$73,326,355	11.3%	\$74,513,309	11.3%
Tuition & Fees	\$204,289,350	38.3%	\$256,676,360	39.6%	\$281,954,310	42.8%
<b>Total Revenue</b>	<b>\$533,680,786</b>	<b>100.0%</b>	<b>\$647,549,944</b>	<b>100.0%</b>	<b>\$658,522,946</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public TEXAS TECH UNIVERSITY

Location: Lubbock, High Plains Region

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

Out-Of-State Peers: University Of Arkansas, University Of Louisville, University Of New Mexico-Main Campus, University Of Oklahoma-Norman Campus, University Of South Carolina-Columbia

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

[Institutional Resumes](#)

[Accountability System](#)

[Definitions](#)

[Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	20,698	58.2%
Hispanic	7,667	21.6%
African American	2,468	6.9%
Asian	1,075	3.0%
International	2,258	6.4%
Other & Unknown	1,380	3.9%
<b>Total</b>	<b>35,546</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	1,824	6.3%
Other Institutions	457	1.6%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students			
Measure	Entering		
	Fall	Rate	
4-year Rate Total	2011	39.7%	
Same Institution		34.7%	
Other Institutions		5.0%	
5-year Rate Total	2010	62.5%	
Same Institution		54.6%	
Other Institutions		8.0%	
6-year Rate Total	2009	70.3%	
Same Institution		59.1%	
Other Institutions		11.1%	

Grad Rates by Ethnicity

1-Year Persistence, Fall 2014	
Total	89.4%
Same	80.6%
Other	8.8%

2-Year Persistence, Fall 2013	
Total	85.9%
Same	70.9%
Other	15.0%

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
Sem	SCH	
All	9.64	142.08

Degrees Awarded	
Type	FY 2015
Bachelor's	5,333
Master's	1,428
Doctoral	331
Professional	211
<b>Total</b>	<b>7,303</b>

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
FY 2015	
Field	Rate
Education*	95.00%
Law	89.6%
Pharmacy	%
Nursing	%
Engineering	76.28%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,258	89.9%	43.8%
African American	952	87.2%	40.0%
Hispanic	3,834	87.8%	35.4%
Asian	919	86.4%	20.8%
International	867	72.9%	19.8%
Other	259	89.6%	45.7%
<b>Total</b>	<b>15,089</b>	<b>88.0%</b>	<b>38.9%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	31.7%
Undergraduate Classes with > 50 Students	13.5%
% of Teaching Faculty Tenured/Tenure-track *	73.2%
Student/Faculty Ratio *	23:1

\* Fall 2014 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$8,560	.0%	\$8,375	.0%
2012	\$9,064	5.6%	\$8,879	5.7%
2013	\$9,242	1.9%	\$9,135	2.8%
2014	\$9,242	.0%	\$9,359	2.4%
2015	\$9,608	3.8%	\$9,596	2.5%
2016	\$9,866	2.6%	\$9,764	1.7%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$9,866
On-campus Room & Board	\$9,384
Books & Supplies	\$1,200
Off-Campus Transportation & Personal Expenses	\$4,420
<b>Total Cost</b>	<b>\$24,870</b>

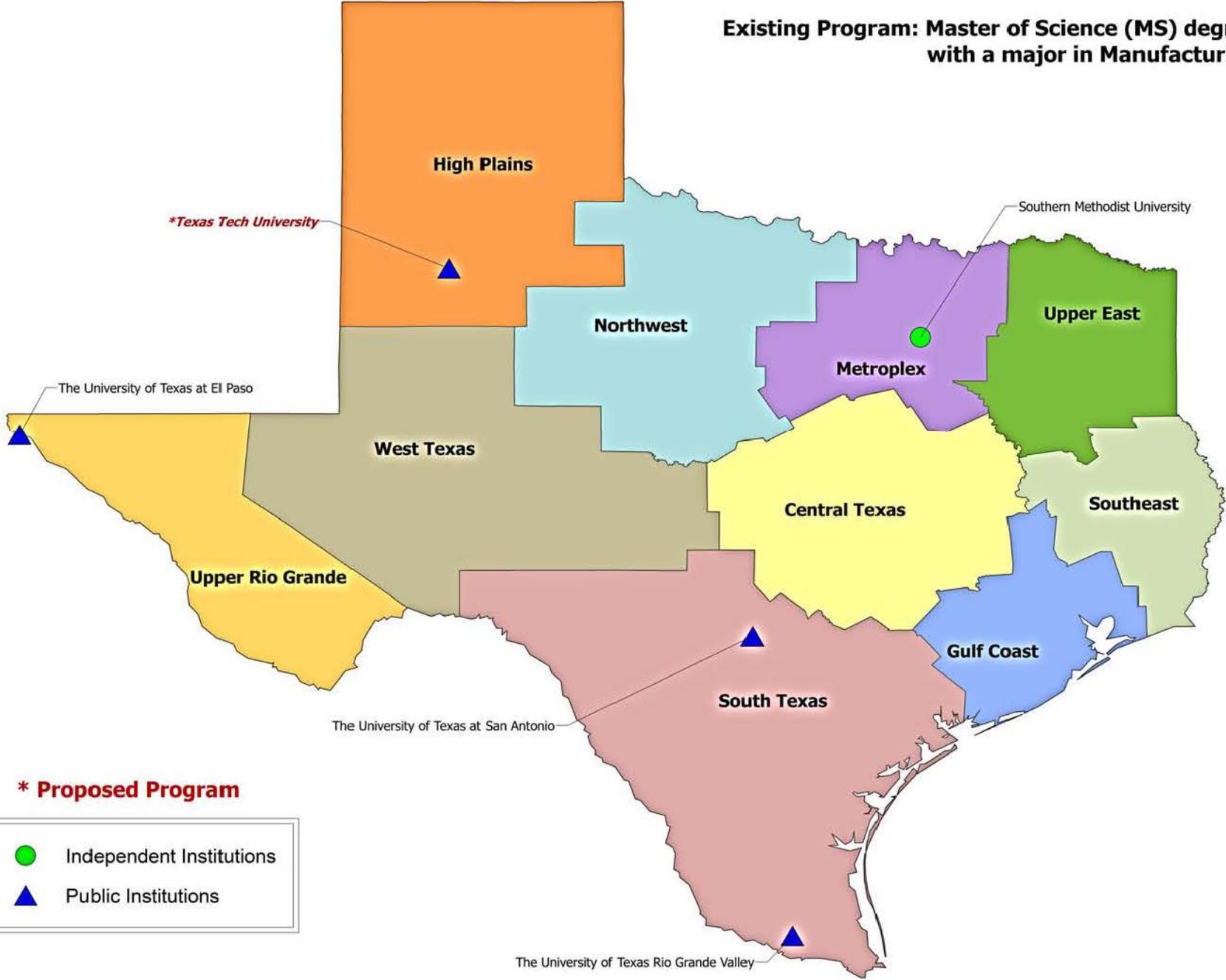
Rates of Tuition per SCH

Mandatory Fees

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	53%	\$6,414
Federal (Pell) Grants	28%	\$4,089
Federal Student Loans	48%	\$8,293

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$225,307,897	34.2%
Federal Funds	\$74,513,309	11.3%
Tuition & Fees	\$281,954,310	42.8%
<b>Total Revenue</b>	<b>\$658,522,946</b>	<b>100.0%</b>

**Existing Program: Master of Science (MS) degree  
with a major in Manufacturing Engineering**



Committee on Academic and Workforce Success

AGENDA ITEM V-B (6)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas Tech University Health Sciences Center-El Paso for a Master of Science in Nursing (MSN) degree with a major in Nursing

Recommendation: Approval

Rationale: Texas Tech University Health Sciences Center-El Paso (Texas Tech-UHSC-El Paso) proposes to create a hybrid (more than 50% but less than 85% online) Master of Science in Nursing (MSN) degree program. It is designed to prepare nurses at the master's level in administration, management, and leadership. The proposed MSN program would be the first graduate program at the Gayle Greve Hunt School of Nursing (GGHSON) at Texas Tech-UHSC-El Paso. Currently, the GGHSON offers an online Bachelor of Science (BSN) in Nursing program, and the institution offers a Master of Science (MS) in Biomedical Sciences and a Doctor of Medicine (MD) program.

The proposed MSN is not an Advanced Practice Registered Nurse (APRN) program, but would provide the foundational knowledge, skills, and training for the students to assume leadership roles and supervise professional staff.

The program proposal responds to an anticipated need for advanced leadership and nursing training within the field. Projections for medical and health service managers show anticipated increases in positions nationally (16.9%) and in Texas (29%) by the year 2024. The ratio of jobs per nursing graduate is 4.43 nationally, and 3.95 in Texas.

Contingencies: The institution will hire additional faculty to meet the two FTE minimum requirement prior to program start. The institution will seek accreditation for its MSN degree program prior to the graduation of its first student.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Texas Tech University Health Sciences Center-El Paso** (*Accountability Peer Group: Health-Related Institutions*)

<i>Related Programs</i>	
The institution has degree programs within the same two-digit CIP code:	<u>Yes</u> No
Texas Tech-UHSC-El Paso has two related degree programs:	
BSN in Nursing	
MD in Medicine	

**Proposed Program:**

The proposed hybrid program (more than 50% but less than 85% online) represents 39 semester credit hours of instruction that would begin in spring 2018. The program is expected to attract students already working in the nursing field from the El Paso area, and across the state of Texas, seeking advanced leadership and nursing training.

Each semester, in-person components are built into the curriculum, including an orientation to the program, on-campus intensive experiences (1-3 days) for three courses where students would demonstrate skills and competency to receive in-person feedback and evaluation, and capstone project presentations. The proposed program includes coursework in leadership, administration, policy, research, pathophysiology, advanced health assessment, and pharmacotherapeutics.

The institution estimates that five-year costs would total \$2,275,893; anticipated Formula Funding would be \$866,869 over the first five years, which is approximately 37 percent of the total anticipated funding of \$2,364,869.

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

<i>Lack of Duplication of Program: <b>Moderate</b></i>
Number of institutions with degree programs in the state with the same 6-digit CIP (51.3802): 19
<ul style="list-style-type: none"> <li>Lamar University</li> <li>Midwestern State University</li> <li>Prairie View A&amp;M University</li> <li>Tarleton State University</li> <li>Texas A&amp;M International University</li> <li>Texas A&amp;M University-Corpus Christi</li> <li>Texas A&amp;M University-Texarkana</li> <li>Texas Tech University Health Sciences Center</li> <li>Texas Woman's University</li> <li>The University of Texas at Arlington</li> <li>The University of Texas at El Paso</li> <li>The University of Texas at Tyler</li> <li>The University of Texas Rio Grande Valley</li> <li>The University of Texas Health Science Center at Houston</li> <li>The University of Texas Health Science Center at San Antonio</li> <li>The University of Texas Medical Branch at Galveston</li> </ul>

University of Houston University of Houston-Victoria West Texas A&M University			
Number of degree programs within a 60-minute drive with the same 6-digit CIP: 1 The University of Texas at El Paso			
<b>Job Market Need: <u>Moderate</u></b>			
Institution provided evidence of:			
Advertisements for job openings	Yes	No	<b><u>N/A</u></b>
Employer surveys	Yes	No	<b><u>N/A</u></b>
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
<b>Student Demand: <u>Strong</u></b>			
Institution provided evidence of:			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	Yes	No	<b><u>N/A</u></b>
Student surveys	<b><u>Yes</u></b>	No	N/A

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Student Headcount</i>	10	30	50	50	50
<i>Student FTE</i>	5	20	31	33	33
<i>Core Faculty Headcount</i>	8	9	9	9	9
<i>Core Faculty FTE</i>	2.1	3.1	3.1	3.1	3.1

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,601,757
Clerical/Staff	\$ 0
Graduate Assistants	\$ 0
Other	\$ 0
Facilities and Equipment	\$ 285,686
Library, Supplies, and Materials	\$ 0
Other	
Operational Costs, Accreditation Fees	\$ 388,450
<b>Est. 5-Year Costs</b>	<b>\$ 2,275,893</b>

<b>FIVE-YEAR FUNDING</b>	
Reallocated Funds	\$ 0
Formula Funding (Years 3-5 Only)	\$ 866,869
Special Item Funding	\$ 0
Tuition and Fees	\$ 1,059,000
Other	
El Paso Electric Gift and Special Funding	\$ 439,000
<b>Est. 5-Year Funding</b>	<b>\$ 2,364,869</b>

**Major Commitments:**

The institution will hire additional full-time faculty to reach two FTE prior to program start. The program will seek accreditation for its Master of Science in Nursing degree program prior to graduation of its first student. The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Final Assessment:**

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new baccalaureate and master’s degree programs (19 TAC Section 5.45): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

## Online Resume for Legislators and Other Policymakers TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER - EL PASO

Location: El Paso, Upper Rio Grande Region

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

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

Degrees Offered: Bachelor's, Professional

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### Enrollment

Category	Fall 2011	Fall 2015	Fall 2016
Medical School Students	0	387	409
Total Enrollment	0	524	606
Physicians Certified in Residency	0	237	1,128

### Student Success

#### Nursing and Allied Health Degrees Awarded

Type	FY 2011		FY 2015		FY 2016	
	Institution	Peer Group	Institution	Peer Group	Institution	Peer Group
Bachelor's	0	0	46	278	82	306
Master's	0	0	0	140	0	148
Doctoral	0	0	0	12	0	11
Professional	0	0	0	35	0	31

#### Research Expenditures

Year	Amount
FY 2016	\$17,353,249

#### Percent of Medical School Students Practicing Primary Care in Texas after Graduation

Year	Institution	Peer Group
FY 2016		27.60%

#### Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License

Year	Institution	Peer Group
FY 2015		96.05%
FY 2016	93.60%	96.00%

### Funding

Total Appropriated Funds Including Faculty and Staff Health and Retirement		Total Amount of Money from Any Source Available in FY	
Year	Amount	Year	Amount
FY 2016	\$78,008,618	FY 2016	\$193,537,900

## Online Resume for Prospective Students, Parents and the Public TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER - EL PASO

Location: El Paso, Upper Rio Grande Region

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

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

Degrees Offered: Bachelor's, Professional

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Enrollment						
Fall 2016						
Race/Ethnicity	Total Students		Medical Students		Physicians Certified in Residency*	
	Number	% of Total	Number	% of Total	Number	% of Total
White	202	33.3%	177	43.3%	0	.0%
Hispanic	187	30.9%	110	26.9%	0	.0%
African American	14	2.3%	7	1.7%	0	.0%
Asian/Pacific Isl.	90	14.9%	87	21.3%	0	.0%
International	1	.2%	0	.0%	0	.0%
Other & Unknown	112	18.5%	28	6.8%	0	.0%
<b>Total</b>	<b>606</b>	<b>100.0%</b>	<b>409</b>	<b>100.0%</b>	<b>1,128</b>	<b>100.0%</b>

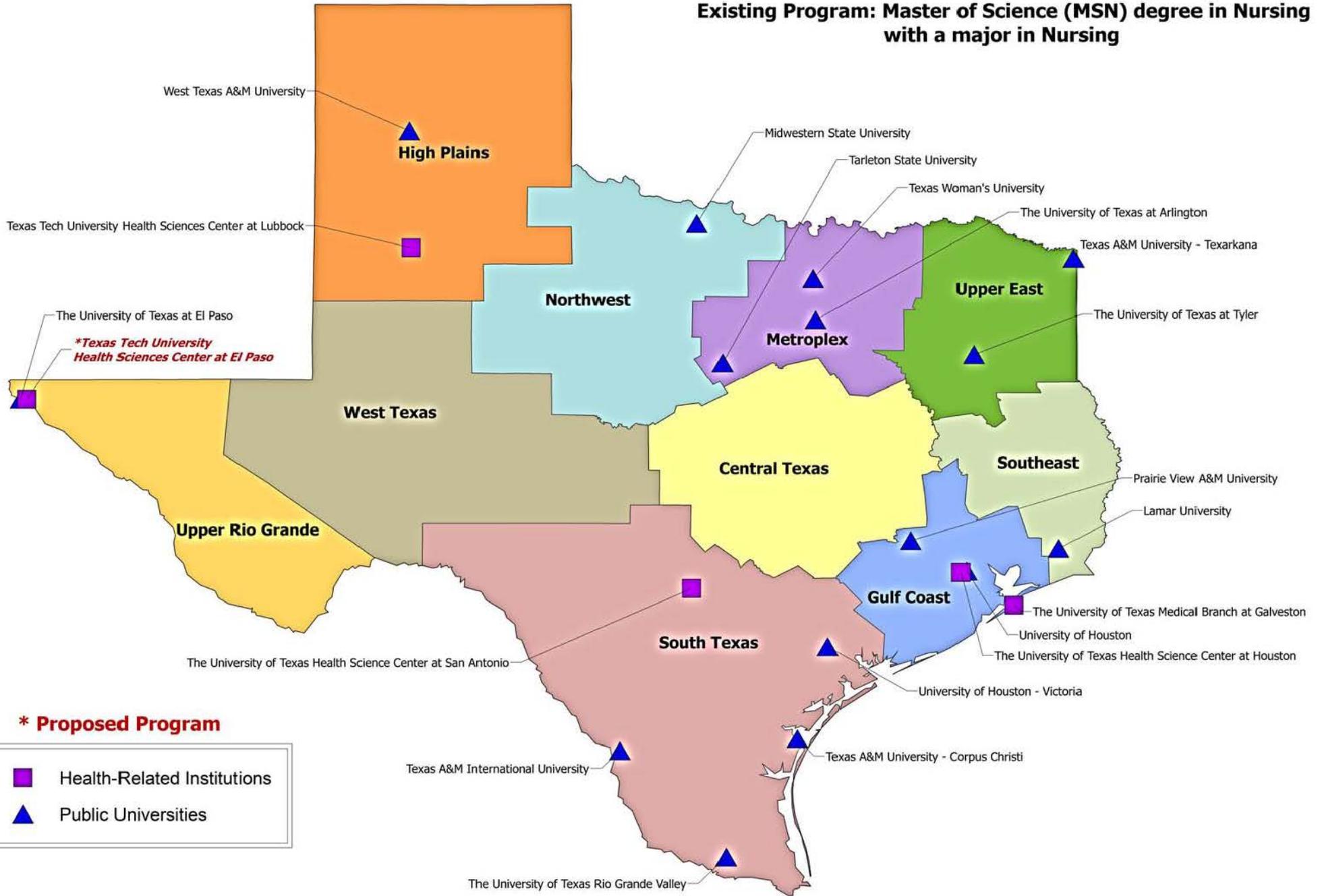
\* Data for FY 2017

Student Success								
Pass Rate of Medical School Students on Part 1 or Part 2 of Any Examination for a Medical License			Percent of Medical School Students Practicing Primary Care in Texas after Graduation			Nursing and Allied Health Degrees, FY 2016		
Year	Institution	Peer Group	Year	Institution	Peer Group	Year	Institution	Peer Group
FY 2016	93.60%	96.00%	FY 2016	.	27.60%	Bachelor's	82	306
						Master's	0	148
						Doctoral	0	11
						Professional	0	31

First-time Licensure or Certification Examination Pass Rate		
FY 2016		
Field	Institution	Peer Group
Dental	N/A	94.3%
Allied Health	N/A	95.2%
Nursing	92.7%	94.7%
Pharmacy	N/A	88.4%
Medical	93.6%	96.0%

Research Expenditures	
Year	Amount
FY 2016	\$17,353,249

## Existing Program: Master of Science (MSN) degree in Nursing with a major in Nursing



Committee on Academic and Workforce Success

AGENDA ITEM V-B (7)

Consideration of adopting the staff recommendation to the Committee relating to the request from Texas State University for a Doctor of Philosophy (PhD) degree in Computer Science

Recommendation: Approval

Rationale: The proposed program would create a PhD degree in Computer Science that incorporates leadership, innovation, communication, and entrepreneurship to prepare students to navigate multiple career environments in academia, industry, non-profit organizations, and government.

Additional doctoral-trained computer scientists are needed in the U.S. and in the state. While existing U.S. and Texas programs are producing adequate numbers of graduates to fill projected openings, almost 61 percent of these graduates are international students, many of whom return to their home countries after graduation. This results in a shortfall of doctoral-trained graduates who would participate in the U.S. and Texas workforce. Median wages for computer and information research scientists have grown steadily by an average of 14.5 percent over the last five years, an indication of continuing demand in this field.

Contingencies: The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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

<b>Success Measures</b>		<b>Institution</b>	<b>State</b>	
<i>Graduate</i>	Master's 5-Year Graduation Rate	72.8%	72.9%	
	Doctoral 10-Year Graduation Rate	65.7%	61.9%	
<i>Status of Recently Approved Doctoral Programs</i>	The institution has met its projected enrollments for all new doctoral program(s) approved in the last five years:	Yes	No	<b><u>N/A</u></b>
	Recently Approved Doctoral Programs: None			
	The institution has met its resource commitments for new doctoral program(s) approved in the last five years:	Yes	No	<b><u>N/A</u></b>

**Proposed Program:**

Texas State proposes to create a PhD degree in Computer Science. The proposed degree would require 54 semester credit hours (SCH) of post-master’s coursework (84 SCH for those students who enter with a bachelor’s degree). The curriculum would integrate entrepreneurship and commercialization and offer two tracks: 1) Information Management, and 2) Software Systems. These degree requirements are comparable to other PhD programs in the state. Enrollment projections are reasonable and an adequate number of core faculty are already in place.

The institution estimates that costs would total \$4,522,566 over the first five years and has identified funding sources of \$11,390,256 over the same period.

**Existing Programs:**

There are two programs (UT-Austin, UT-San Antonio) that offer a PhD program in Computer Science within a 60-minute drive of the proposed program.

There are three independent and nine public universities that offer a PhD in Computer Science in Texas:

- Baylor University
- Rice University
- Southern Methodist University
- Texas A&M University
- Texas Tech University
- University of Houston
- University of North Texas
- The University of Texas at Arlington
- The University of Texas at Austin
- The University of Texas at Dallas
- The University of Texas at El Paso
- The University of Texas at San Antonio

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Students Enrolled</i>	7	13	20	25	30
<i>Graduates</i>	0	0	1	3	4
<i>Avg. Financial Assistance</i>	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
<i>Students Assisted</i>	5	10	15	17	19
<i>Core Faculty</i>	7	7	7	7	7
<i>Total Costs</i>	\$769,000	\$730,220	\$891,777	\$1,028,679	\$1,102,890
<i>Total Funding</i>	\$7,884,769	\$671,189	\$831,630	\$964,974	\$1,037,694
<i>% From Formula Funding</i>	0	0	29%	25%	47%

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 1,406,142
Program Administration	\$ 323,857
Graduate Assistants	\$ 1,980,000
Clerical/Staff	\$ 387,567
	\$
Supplies and Materials	\$ 100,000
Library and IT Resources	\$ 125,000
Equipment	\$ 200,000
Facilities	\$
Other	\$
<b>Est. 5-Year Costs</b>	<b>\$ 4,522,566</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3-5 Only)	\$ 979,552
Other State Funding	\$
Reallocated Funds	\$ 2,834,809
Federal Funding (In-Hand Only)	\$ 7,176,000
Tuition and Fees	\$ 399,895
Other	\$
<b>Est. 5-Year Funding</b>	<b>\$ 11,390,256</b>

**Major Commitments:**

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Final Assessment:**

The institution has a proactive plan to recruit underrepresented students to the program:  
Yes No

The chief executive officer of the institution certified, and staff have determined that the institution will have sufficient funds to support the program.  
Yes No

The proposed program satisfactorily meets the Board’s criteria for new doctoral programs (19 TAC Section 5.46):  
Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers TEXAS STATE UNIVERSITY - SAN MARCOS

Location: San Marcos, Central Region

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

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

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

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Enrollment						
Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	20,359	62.5%	18,983	51.7%	18,889	49.7%
Hispanic	8,199	25.2%	11,606	31.6%	12,614	33.2%
African American	1,999	6.1%	3,372	9.2%	3,819	10.1%
Asian	733	2.3%	874	2.4%	950	2.5%
International	233	.7%	497	1.4%	537	1.4%
Other & Unknown	1,049	3.2%	1,407	3.8%	1,170	3.1%
<b>Total</b>	<b>32,572</b>	<b>100.0%</b>	<b>36,739</b>	<b>100.0%</b>	<b>37,979</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	2,640	9.6%	2,585	8.0%	2,574	7.7%
Other Institutions	644	2.3%	821	2.6%	850	2.5%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$7,830	.0%	\$8,398	.0%
2012	\$8,230	5.1%	\$8,902	6.0%
2013	\$8,770	6.6%	\$9,148	2.8%
2014	\$9,150	4.3%	\$9,345	2.2%
2015	\$9,500	3.8%	\$9,598	2.7%
2016	\$9,940	4.6%	\$9,777	1.9%

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	52%	\$7,046	52%	\$7,484	49%	\$7,060
2014	53%	\$9,028	50%	\$7,698	45%	\$7,044
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	50%	\$5,963	59%	\$6,894	65%	\$5,506
2014	50%	\$6,453	58%	\$7,176	66%	\$5,384
<b>Federal (Pell) Grants</b>						
2013	35%	\$4,020	39%	\$4,055	37%	\$4,004
2014	35%	\$4,130	39%	\$4,118	32%	\$3,656

Student Success							
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates				Graduation Rates			
		Enter Fall 2009	Enter Fall 2013	Enter Fall 2014	Cohort	Institution Rate	Peer Group Rate
Cohort		3,804	5,312	5,234	Fall 2006 4-year	29.8%	24.9%
Total		91.5%	87.4%	88.9%	Fall 2010 4-year	30.3%	28.4%
Same		78.6%	76.0%	78.2%	Fall 2011 4-year	29.7%	29.7%
Other		12.9%	11.4%	10.7%	Fall 2005 5-year	55.1%	46.3%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates					Fall 2009 5-year	53.2%	50.1%
		Enter Fall 2008	Enter Fall 2012	Enter Fall 2013	Fall 2010 5-year	54.6%	50.7%
Institution Persistence					Fall 2004 6-year	64.4%	55.9%
Cohort		3,443	4,182	5,302	Fall 2008 6-year	64.6%	59.1%
Total		86.2%	83.1%	81.9%	Fall 2009 6-year	62.1%	59.2%
Same		69.4%	68.2%	66.3%	National Comparison (IPEDS Definition)		
Other		16.8%	14.9%	15.5%	Cohort	Institution Rate	OOS Peers Rate
Peer Group Persistence					Fall 2005 4-year	24.0%	19.7%
Cohort		3,109	3,375	3,603	Fall 2009 4-year	30.0%	21.3%
Total		82.6%	81.9%	81.4%	Fall 2010 4-year	27.0%	28.6%
Same		61.3%	64.9%	65.4%	Fall 2004 5-year	48.0%	41.7%
Other		21.3%	17.0%	16.0%	Fall 2008 5-year	51.0%	44.3%
					Fall 2009 5-year	48.0%	51.0%
					Fall 2003 6-year	56.0%	49.7%
					Fall 2007 6-year	57.0%	52.0%
					Fall 2008 6-year	55.0%	58.0%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	4,079	10.23	142.41	3,118	10.43	146.37
FY 2014	4,365	10.34	139.15	3,391	10.91	142.56
FY 2015	4,522	10.31	137.92	3,544	10.86	141.45

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	377	63.9%
Peer Group	332	54.8%
<i>For Students NOT Needing Dev Ed</i>		
Institution	3,427	73.6%
Peer Group	2,800	73.0%

\*Peer Group data is average for peer group.

Funding						
Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$145,986,241	38.2%	\$173,090,790	37.6%	\$166,778,860	34.0%
Federal Funds	\$66,650,318	17.4%	\$66,017,216	14.3%	\$76,327,465	15.6%
Tuition & Fees	\$142,253,754	37.2%	\$187,726,876	40.8%	\$205,160,296	41.8%
<b>Total Revenue</b>	<b>\$382,202,602</b>	<b>100.0%</b>	<b>\$460,078,272</b>	<b>100.0%</b>	<b>\$490,525,370</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public

## TEXAS STATE UNIVERSITY - SAN MARCOS

Location: San Marcos, Central Region

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

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

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

[Institutional Resumes](#)

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Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	18,889	49.7%
Hispanic	12,614	33.2%
African American	3,819	10.1%
Asian	950	2.5%
International	537	1.4%
Other & Unknown	1,170	3.1%
<b>Total</b>	<b>37,979</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	2,574	7.7%
Other Institutions	850	2.5%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2011	29.7%	
Same Institution		26.8%	
Other Institutions		2.9%	
5-year Rate Total	2010	54.6%	
Same Institution		47.5%	
Other Institutions		7.1%	
6-year Rate Total	2009	62.1%	
Same Institution		53.1%	
Other Institutions		9.0%	

[Grad Rates by Ethnicity](#)

1-Year Persistence, Fall 2014		
Total	88.9%	
Same	78.2%	
Other	10.7%	

2-Year Persistence, Fall 2013		
Total	81.9%	
Same	66.3%	
Other	15.5%	

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
	Sem	SCH
All	10.31	137.92

Degrees Awarded	
Type	FY 2015
Bachelor's	6,276
Master's	1,313
Doctoral	52
Professional	38
<b>Total</b>	<b>7,679</b>

[Degrees by Ethnicity](#)

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2015 Rate
Education*	94.00%
Law	%
Pharmacy	%
Nursing	100%
Engineering	67%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	8,389	78.8%	39.3%
African American	2,822	57.3%	44.6%
Hispanic	8,182	71.5%	37.4%
Asian	628	76.3%	28.6%
International	371	68.5%	9.1%
Other	456	78.7%	32.6%
<b>Total</b>	<b>20,848</b>	<b>72.8%</b>	<b>38.1%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	32.5%
Undergraduate Classes with > 50 Students	14.1%
% of Teaching Faculty Tenured/Tenure-track *	46.3%
Student/Faculty Ratio *	29:1

\* Fall 2014 Data

Costs				
Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$7,830	.0%	\$8,480	.0%
2012	\$8,230	4.9%	\$8,998	5.8%
2013	\$8,770	6.2%	\$9,202	2.2%
2014	\$9,150	4.2%	\$9,373	1.8%
2015	\$9,500	3.7%	\$9,612	2.5%
2016	\$9,940	4.4%	\$9,753	1.4%

Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$9,940
On-campus Room & Board	\$8,100
Books & Supplies	\$820
Off-Campus Transportation & Personal Expenses	\$3,060
<b>Total Cost</b>	<b>\$21,920</b>

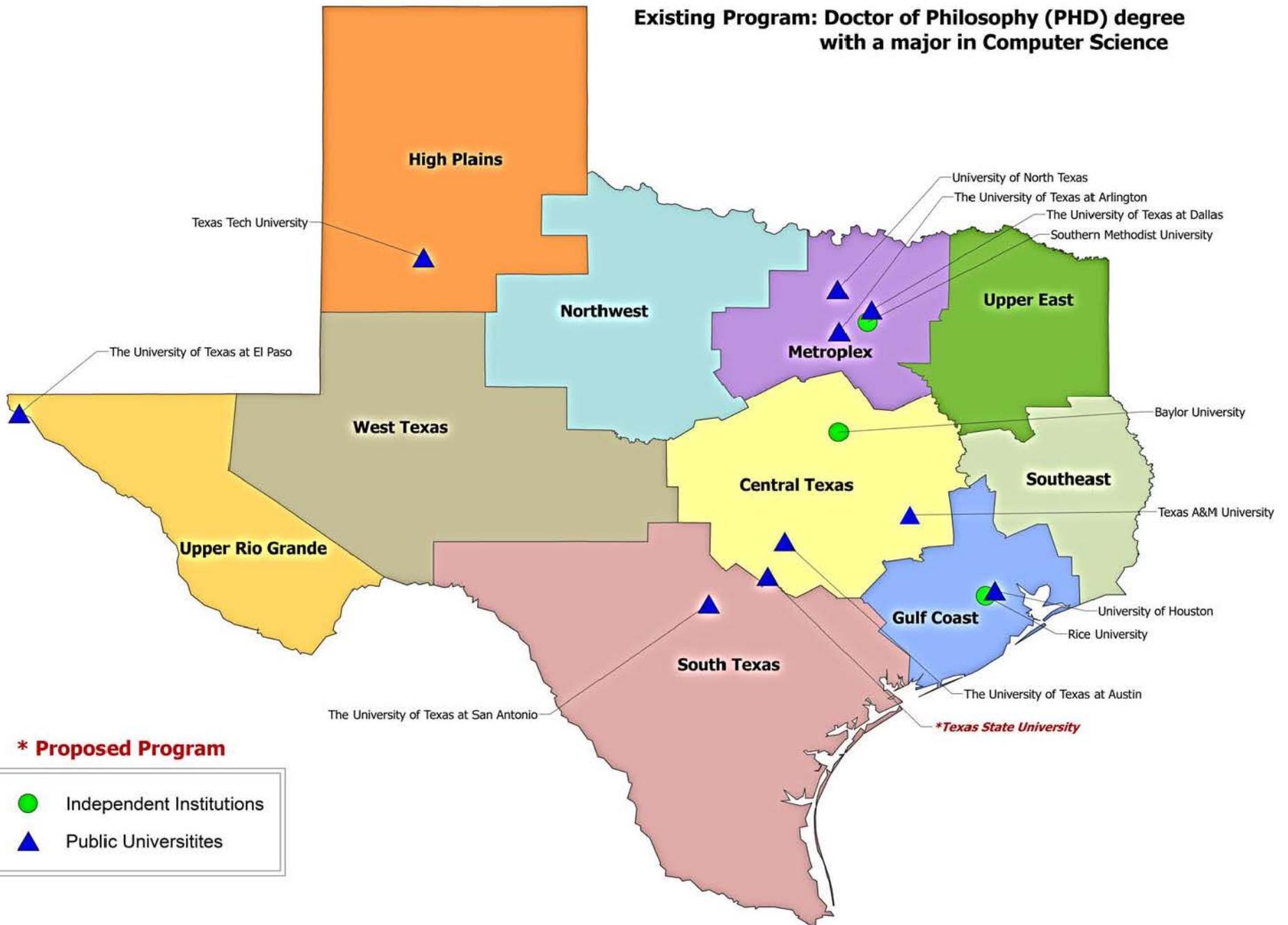
[Rates of Tuition per SCH](#)

[Mandatory Fees](#)

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	50%	\$6,453
Federal (Pell) Grants	35%	\$4,130
Federal Student Loans	53%	\$9,028

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$166,778,860	34.0%
Federal Funds	\$76,327,465	15.6%
Tuition & Fees	\$205,160,296	41.8%
<b>Total Revenue</b>	<b>\$490,525,370</b>	<b>100.0%</b>

## Existing Program: Doctor of Philosophy (PHD) degree with a major in Computer Science



Committee on Academic and Workforce Success

AGENDA ITEM V-B (8)

Consideration of adopting the staff recommendation to the Committee relating to the request from West Texas A&M University for a Master of Science (MS) degree with a major in Engineering

Recommendation: Approval

Rationale: West Texas A&M University (WTAMU) proposes to create a general engineering degree with specialty tracks in Civil Engineering, Mechanical Engineering, and Leadership & Management. Graduates are likely to find jobs with several regional employers who participate in an External Advisory Board for the proposed program. WTAMU is the only university with engineering programs in the Panhandle/High Plains region. Existing engineering programs at WTAMU produced 43 graduates in 2015, which is not enough to meet the annual average of 120 engineering positions per year projected for the region by the Texas Workforce Commission.

Contingencies: The institution will begin to admit students no earlier than fall 2017. It will hire two new core faculty by the third year of the program.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

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

*Related Programs*

The institution has degree programs within the same two-digit CIP code: **Yes** No

West Texas A&M University has two bachelor’s degree programs in Engineering:

- BS in Civil Engineering
- BS in Mechanical Engineering

**Proposed Program:**

The proposed traditional face-to-face program would require students to complete 30 semester credit hours (SCH) with a thesis or 36 SCH with a project. The proposed program builds on WTAMU’s existing Bachelor of Science (BS) programs in Civil Engineering and Mechanical Engineering, as well as the related BS programs in Computer Science and Engineering Technology, and the related Master of Science program in Engineering Technology. There would be three specialty tracks in Civil Engineering, Mechanical Engineering, and Leadership & Management. The Leadership & Management courses would offer competency-based learning. The proposed program would initially have four core faculty and plans to hire two new faculty members by 2020.

The proposed program would have \$440,000 in anticipated funding and \$440,000 in anticipated costs over the first five years. Anticipated formula funding is \$129,756 over the first five years, which is approximately 29 percent of the total anticipated funding.

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

*Lack of Duplication of Program: **Moderate***

Number of institutions in the state with degree programs in Engineering with the same 6-digit CIP (14.0101.00): 9

- Baylor University
- Lamar University
- LeTourneau University
- Prairie View A&M University
- Texas A&M University
- Texas State University
- Texas Tech University
- The University of Texas at El Paso
- The University of Texas at Tyler

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

<i>Job Market Need: <b>Moderate</b></i>			
<i>Institution Provided Evidence of:</i>			
Advertisements for job openings	<b><u>Yes</u></b>	No	N/A
Employer surveys	<b><u>Yes</u></b>	No	N/A
Projections from government agencies, professional entities, etc.	<b><u>Yes</u></b>	No	N/A
<i>Student Demand: <b>Strong</b></i>			
<i>Institution Provided Evidence of:</i>			
Increased enrollment in related programs at the institution	<b><u>Yes</u></b>	No	N/A
High enrollment in similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Applicants turned away at similar programs at other institutions	<b><u>Yes</u></b>	No	N/A
Student surveys	<b><u>Yes</u></b>	No	N/A

<b>Start-Up Projections:</b>	<b>Yr. 1</b>	<b>Yr. 2</b>	<b>Yr. 3</b>	<b>Yr. 4</b>	<b>Yr. 5</b>
<i>Student Headcount</i>	5	12	13	14	16
<i>Student FTE</i>	5	10	11	12	13
<i>Core Faculty Headcount</i>	4	4	6	6	6
<i>Core Faculty FTE</i>	2.25	2.25	3.25	3.25	3.25

<b>FIVE-YEAR COSTS</b>	
Personnel	
Faculty	\$ 95,000
Clerical/Staff	\$ 20,000
Student Support	\$ 75,000
Facilities and Equipment	\$ 200,000
Library, Supplies, and Materials	\$ 50,000
<b>Est. 5-Year Costs</b>	<b>\$ 440,000</b>

<b>FIVE-YEAR FUNDING</b>	
Formula Funding (Years 3 through 5)	\$ 129,756
Reallocated Funds	\$ 21,388
Tuition and Fees	\$ 288,856
<b>Est. 5-Year Funding</b>	<b>\$ 440,000</b>

**Major Commitments:**

The program will hire two new core faculty with 50 percent teaching loads in the proposed program by 2020.

The institution shall submit five annual reports confirming institutional commitments and assessing the progress of program implementation.

**Final Assessment:**

The chief executive officer of the institution certified, and staff has determined, that the institution will have sufficient funds to support the program: Yes No

The proposed program satisfactorily meets the Board’s criteria for new baccalaureate and master’s degree programs (19 TAC Section 5.45): Yes No

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

# Online Resume for Legislators and Other Policymakers WEST TEXAS A&M UNIVERSITY

Location: Canyon, High Plains Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, Texas A&M International

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Murray State University, Tennessee Technological University, University Of Central Missouri

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

[Institutional Resumes](#)

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[Definitions](#)

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Enrollment						
Race/Ethnicity	Fall 2010		Fall 2014		Fall 2015	
	Number	Percent	Number	Percent	Number	Percent
White	5,432	69.3%	5,541	61.8%	5,683	59.9%
Hispanic	1,499	19.1%	2,053	22.9%	2,295	24.2%
African American	393	5.0%	583	6.5%	610	6.4%
Asian	99	1.3%	165	1.8%	224	2.4%
International	205	2.6%	238	2.7%	286	3.0%
Other & Unknown	211	2.7%	390	4.3%	384	4.0%
<b>Total</b>	<b>7,839</b>	<b>100.0%</b>	<b>8,970</b>	<b>100.0%</b>	<b>9,482</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	589	9.1%	620	8.7%	633	8.7%
Other Institutions	101	1.6%	93	1.3%	97	1.3%

Student Success			
One-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2009	Enter Fall 2013	Enter Fall 2014
<b>Cohort</b>	1,193	1,284	1,323
<b>Total</b>	80.4%	78.8%	75.4%
<b>Same</b>	61.4%	66.0%	63.1%
<b>Other</b>	18.9%	12.9%	12.2%
Two-Year Persistence of First-time, Full-time, Degree Seeking Undergraduates			
	Enter Fall 2008	Enter Fall 2012	Enter Fall 2013
<b>Institution Persistence</b>			
<b>Cohort</b>	1,149	1,199	1,283
<b>Total</b>	73.0%	69.7%	69.3%
<b>Same</b>	51.4%	53.6%	53.8%
<b>Other</b>	21.6%	16.1%	15.5%
<b>Peer Group Persistence</b>			
<b>Cohort</b>	1,397	1,504	1,507
<b>Total</b>	74.5%	70.5%	74.3%
<b>Same</b>	53.5%	53.2%	55.9%
<b>Other</b>	21.0%	17.3%	18.2%

Graduation Rates		
Cohort	Institution Rate	Peer Group Rate
Fall 2006 4-year	25.3%	19.7%
Fall 2010 4-year	29.9%	20.6%
Fall 2011 4-year	26.0%	22.0%
Fall 2005 5-year	39.1%	37.2%
Fall 2009 5-year	40.3%	37.9%
Fall 2010 5-year	45.2%	39.0%
Fall 2004 6-year	45.6%	44.4%
Fall 2008 6-year	48.0%	47.3%
Fall 2009 6-year	45.4%	45.3%
National Comparison (IPEDS Definition)		
Cohort	Institution Rate	OOS Peers Rate
Fall 2005 4-year	16.0%	26.2%
Fall 2009 4-year	25.0%	28.4%
Fall 2010 4-year	23.0%	29.0%
Fall 2004 5-year	32.0%	45.2%
Fall 2008 5-year	37.0%	47.4%
Fall 2009 5-year	35.0%	47.2%
Fall 2003 6-year	38.0%	50.4%
Fall 2007 6-year	40.0%	52.6%
Fall 2008 6-year	40.0%	52.2%

Costs				
Average Annual Total Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Texas Rates				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$6,207	.0%	\$6,470	.0%
2012	\$6,207	.0%	\$6,774	4.7%
2013	\$6,709	8.1%	\$7,194	6.2%
2014	\$6,969	3.9%	\$7,519	4.5%
2015	\$7,361	5.6%	\$8,295	10.3%
2016	\$7,514	2.1%	\$8,728	5.2%

Average Number of Fall & Spring Semesters and SCH Attempted for Bachelor's Degree						
Year	Institution			Peer Group Average		
	Grads	Sem	SCH	Grads	Sem	SCH
FY 2011	838	10.19	137.36	918	10.13	146.18
FY 2014	952	9.69	132.85	1,046	10.37	142.64
FY 2015	929	9.61	130.68	1,098	10.18	139.86

Six-year Graduation & Persistence Rate, Fall 2009		
Student Group	Cohort	Rate
<i>For Students Needing Dev Ed</i>		
Institution	331	37.5%
Peer Group	412	42.0%
<i>For Students NOT Needing Dev Ed</i>		
Institution	862	63.8%
Peer Group	1,068	63.2%

\*Peer Group data is average for peer group.

Financial Aid						
Fiscal Year	Institution		Peer Group		OOS Peer Group	
	Percent	Avg Amt	Percent	Avg Amt	Percent	Avg Amt
<b>Federal Student Loans</b>						
2013	51%	\$6,972	56%	\$7,324	51%	\$6,787
2014	53%	\$7,114	56%	\$7,413	50%	\$6,805
<b>Federal, State, Institutional or Other Grants Known by Institutions</b>						
2013	65%	\$5,330	67%	\$6,133	70%	\$7,006
2014	67%	\$5,238	68%	\$6,135	71%	\$7,280
<b>Federal (Pell) Grants</b>						
2013	39%	\$3,914	48%	\$4,239	36%	\$4,085
2014	39%	\$3,950	48%	\$4,279	35%	\$4,183

Funding						
Source	FY 2010 Amount	Pct of Total	FY 2014 Amount	Pct of Total	FY 2015 Amount	Pct of Total
Appropriated Funds	\$45,468,569	44.8%	\$41,557,023	38.3%	\$42,589,735	35.3%
Federal Funds	\$18,317,395	18.0%	\$15,311,397	14.1%	\$15,226,737	12.6%
Tuition & Fees	\$23,267,852	22.9%	\$36,080,197	33.2%	\$40,766,881	33.7%
<b>Total Revenue</b>	<b>\$101,544,437</b>	<b>100.0%</b>	<b>\$108,579,729</b>	<b>100.0%</b>	<b>\$120,798,883</b>	<b>100.0%</b>

# Online Resume for Prospective Students, Parents and the Public WEST TEXAS A&M UNIVERSITY

Location: Canyon, High Plains Region

Comprehensive Accountability Peer Group: Lamar University, Prairie View A&M Univ, Stephen F. Austin State Univ, Tarleton State Univ, Texas A&M International

Out-Of-State Peers: Appalachian State University, Arkansas State University-Main Campus, Murray State University, Tennessee Technological University, University Of Central Missouri

Degrees Offered: Bachelor's, Master's, Doctoral  
[Institutional Resumes](#)   [Accountability System](#)

[Definitions](#)   [Institution Home Page](#)

Enrollment		
Race/Ethnicity	Fall 2015	
	Number	Percent
White	5,683	59.9%
Hispanic	2,295	24.2%
African American	610	6.4%
Asian	224	2.4%
International	286	3.0%
Other & Unknown	384	4.0%
<b>Total</b>	<b>9,482</b>	<b>100.0%</b>
<b>TX First Time Transfers</b>	<b>Number</b>	<b>% of UG</b>
Two-Year Institutions	633	8.7%
Other Institutions	97	1.3%

Baccalaureate Success			
Graduation Rate of First-time, Full-time Degree-seeking Students Entering			
Measure	Fall	Rate	
4-year Rate Total	2011	26.0%	
Same Institution		24.7%	
Other Institutions		1.3%	
5-year Rate Total	2010	45.2%	
Same Institution		39.9%	
Other Institutions		5.4%	
6-year Rate Total	2009	45.4%	
Same Institution		39.6%	
Other Institutions		5.9%	

Grad Rates by Ethnicity

1-Year Persistence, Fall 2014		
Total	75.4%	
Same	63.1%	
Other	12.2%	

2-Year Persistence, Fall 2013		
Total	69.3%	
Same	53.8%	
Other	15.5%	

Avg Number SCH for Bachelor's Degree		
FY 2015 Average		
	Sem	SCH
All	9.61	130.68

Degrees Awarded	
Type	FY 2015
Bachelor's	1,453
Master's	472
Doctoral	3
Professional	0
<b>Total</b>	<b>1,928</b>

Degrees by Ethnicity

First-time Licensure or Certification Examination Pass Rate	
Field	FY 2015 Rate
Education*	94.00%
Law	%
Pharmacy	%
Nursing	97.7%
Engineering	100%

\*Data for FY 2014

Admissions		
Middle 50% of Test Scores, for First-Time Undergraduates, Fall 2015		
Test Section	ACT	SAT
Composite		
Math	<a href="http://www.CollegePortraits.org">http://www.CollegePortraits.org</a>	
English		
Critical Reading		

Application for First-time Undergraduate Admission			
Fall 2015			
Race/Ethnicity	Applicants	Accepted	Enrolled
White	1,070	99.6%	76.4%
African American	127	98.4%	78.4%
Hispanic	543	100.0%	78.1%
Asian	33	100.0%	66.7%
International	15	100.0%	100.0%
Other	2,772	64.4%	3.1%
<b>Total</b>	<b>4,560</b>	<b>78.2%</b>	<b>40.1%</b>

Instruction	
Measure of Excellence	Fall 2015
Undergraduate Classes with < 20 Students	27.3%
Undergraduate Classes with > 50 Students	9.9%
% of Teaching Faculty Tenured/Tenure-track *	47.7%
Student/Faculty Ratio *	21:1

\* Fall 2014 Data

Average Annual Academic Costs for Resident Undergraduate Student Taking 30 SCH				
Fiscal Year	Institution Average	Percent Increase	Peer Group Average	Percent Increase
2011	\$6,207	.0%	\$6,524	.0%
2012	\$6,207	.0%	\$6,888	5.3%
2013	\$6,709	7.5%	\$7,291	5.5%
2014	\$6,969	3.7%	\$7,629	4.4%
2015	\$7,361	5.3%	\$8,483	10.1%
2016	\$7,514	2.0%	\$8,971	5.4%

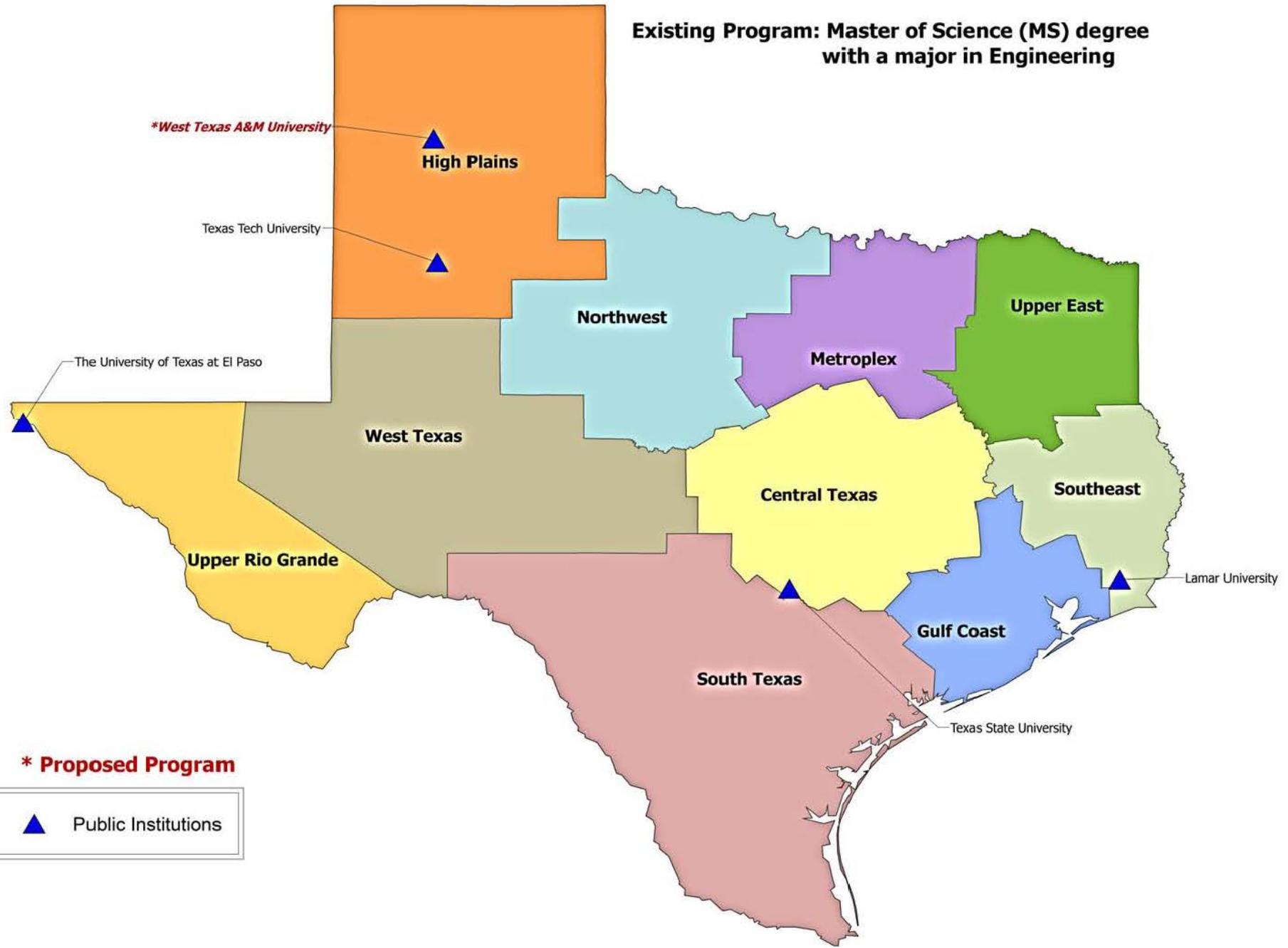
Annual Costs for Resident Undergraduate Student Taking 30 SCH, FY 2016	
Type of Cost	Average Amount
Total Academic Cost	\$7,514
On-campus Room & Board	\$7,196
Books & Supplies	\$1,000
Off-Campus Transportation & Personal Expenses	\$4,542
<b>Total Cost</b>	<b>\$20,252</b>

Rates of Tuition per SCH  
Mandatory Fees

Financial Aid		
Enrolled in FY 2014		
Type of Aid	% of UGs Receiving	Average Amount
Grants or Scholarships	67%	\$5,238
Federal (Pell) Grants	39%	\$3,950
Federal Student Loans	53%	\$7,114

Funding		
Source	FY 2015 Amount	Pct of Total
Appropriated Funds	\$42,589,735	35.3%
Federal Funds	\$15,226,737	12.6%
Tuition & Fees	\$40,766,881	33.7%
<b>Total Revenue</b>	<b>\$120,798,883</b>	<b>100.0%</b>

**Existing Program: Master of Science (MS) degree with a major in Engineering**



**\* Proposed Program**

▲ Public Institutions

Committee on Academic Workforce and Success

AGENDA ITEM V-C

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program

RECOMMENDATION: Approval to issue the Request for Applications for the Carl D. Perkins Career and Technical Education Basic Grant Program, pending receipt of funds from the Texas Education Agency

Background Information:

As the state's sub-recipient of the federal Carl D. Perkins Career and Technical Education Improvement Act funding, the Coordinating Board administers Basic formula grants (Title I). Basic formula grants support the goals outlined in the Perkins Act. The Coordinating Board publishes the Request for Applications (RFA) for eligible Texas colleges to apply to receive Perkins Basic grants. The timeframe for authorization of the new Perkins Act (Perkins V) is unknown and could occur before September 2017. The RFA will be based on Perkins IV; however, if a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and requirements. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and an additional optional phase-in year was allowed.

As part of the responsibility delegated to the Coordinating Board by the State Board of Education, the Coordinating Board annually allocates Perkins funds to the state's public two-year colleges. Basic funds are allocated to the state and divided between secondary and postsecondary education according to a formula developed by the Texas Education Agency. The allocation of the total Basic Grant remains at a 70/30 split between secondary and postsecondary institutions. Funds must be expended according to the federal and state rules and regulations governing Perkins activities.

Perkins Basic grants provide support for career and technical programs at Texas public community and technical colleges. These grants are awarded annually and are based upon the formula prescribed by the federal Perkins Act. Each eligible institution is entitled to an allotment that is determined by the total number of students reported by the institution who are enrolled in career and technical programs and receive Pell grants. Eligible institutions in Texas include all 50 community college districts, three Lamar State Colleges, and the Texas State Technical College System.

The funding must:

1) strengthen the academic and career and technical skills of students participating in career and technical education programs;

- 2) link career and technical education at the secondary level and career and technical education at the postsecondary level;
- 3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- 4) develop, improve, or expand the use of technology in career and technical education;
- 5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs;
- 6) develop and implement evaluations of the career and technical education programs carried out with funds, including an assessment of how the needs of special populations are being met;
- 7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- 8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- 9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high-skill, high-wage, or high-demand occupations that will lead to self-sufficiency.

Additionally, the Basic grants funding must address the goals included in the Texas State Plan for 2008-2013, under the Carl D. Perkins Career and Technical Education Improvement Act of 2006; and the requirements of Public Law 109-270, Title I, Career and Technical Education Assistance to the States.

Anticipated funding for the FY 2017-2018 Basic Grants is estimated to be \$23 million. Although not expected, the level of funding could be decreased due to federal funding cuts.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-D

Consideration of adopting the staff recommendation to the Committee relating to issuance of a Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program

RECOMMENDATION: Approval to issue the Request for Applications for the Carl D. Perkins Career and Technical Education Leadership Grant Program, pending receipt of funds from the Texas Education Agency

Background Information:

The Coordinating Board invites eligible Texas public postsecondary institutions to submit Request for Applications (RFA) to receive a State Leadership grant supported with federal funding through the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270 (Perkins IV). State Leadership grants are awarded to support the advancement of career and technical education in Texas. In order receive a State Leadership grant, institutions must submit an application that addresses the goals and objectives of the Perkins IV Texas State Plan 2008-2013, and at least one of the priority topics included in the RFA. The timeframe for authorization of Perkins V is unknown and may happen before September 2017. During the last reauthorization period, Perkins III was continued for one additional year after Perkins IV was passed and the states had an additional optional phase-in year. If a new law is passed for implementation of Perkins V without a phase-in timeframe, the RFA would be changed to reflect any new focus and mandates.

In FY 2018, State Leadership grants must address the following:

- 1) Demonstrate statewide impact.
- 2) Focus on improving a career and technical area.
- 3) Have a plan whereby the activities will be sustainable without a continual influx of federal funding.
- 4) Include a plan for the implementation of the project's goals and deliverables after funding ends.
- 5) Include partnerships with secondary and postsecondary education institutions through contractual agreements, where appropriate.
- 6) Seek to build upon previously supported projects as appropriate, while not unduly duplicating past projects.
- 7) Include an evaluation plan and performance measures.

The Perkins State Leadership grants provide funding support to improve career and technical education programs. Anticipated funding for the Leadership Grants is estimated to be \$2.3 million for FY 2018.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-E

Consideration of adopting the staff recommendation to the Committee relating to approval to amend a contract with Texas A&M University to increase funding so that additional services may be provided through the Advise TX college advising program

Total Project Cost: \$2,030,000  
Source of Funds: Strategy B.1.17., Advise TX  
Authority: General Appropriations Act, House Bill 1, 84th Texas Legislature, Section 67, (page III-55)  
Texas Education Code, Section 61.0762(a)(4)  
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff request approval to amend a contract with Texas A&M University for the Advise TX program to provide additional services through summer 2017. During the 84th Session, the Texas Legislature approved \$2 million per year in funding for the program. The Coordinating Board approved the first year funding of \$2 million in July 2015. An additional \$50,000 has been made available for reallocation to continue summer activities.

Institution	Original Contract	Increase Amount	Amended Contract
Texas A&M University	\$1,980,000	\$50,000	\$2,030,000

Background Information:

The program is a priority program of the current Texas higher education plan, *60x30TX*. Advise TX College Advising Corps (Advise TX CAC) has the primary goal of raising the rates of college enrollment and completion among low-income and first-generation college students. The premise of Advise TX is that many qualified students are deterred from pursuing higher education by non-academic barriers, including lack of information about college admissions and financial aid. Advise TX CAC had been sponsored by the THECB through the federal College Access Challenge Grant (CACG) and private entities, foundations, and businesses, including College For All Texans (CFAT) and the College Advising Corps (CAC).

Advise TX is a partner program of the CAC, an innovative near-peer college access program that aims to increase the number of low-income, first-generation college, and other underrepresented students who enter and complete higher education.

The program was started by the THECB in 2010 at The University of Texas at Austin (UT-Austin) Institute for Public School Initiatives (IPSI) when it placed 15 recent graduates of UT-Austin into service. Over the past few years, with grants funds from the THECB, the program expanded up to a total of 120 advisers with five university chapter partners. Each chapter recruits, hires, and trains its own graduates to serve as advisers in selected partner high schools.

Advise TX CAC places recent university graduates on high school campuses as near-peer college advisers to lead low-income and first-generation students to postsecondary education. Advise TX CAC college advisers receive intensive training before serving in a high school, completing a four-to-six week practical curriculum that focuses on college access, college admissions, financial aid, student services, diversity, community service, and professionalism. Advisers live within their service areas, involving themselves in the communities that they serve.

Advise TX CAC advisers work in collaboration with high school counselors, teachers, and administrators to increase the proportion of students attending postsecondary public and private institutions of higher education, including community colleges and technical institutes. Advisers provide admissions and financial aid advising to students and their families through one-on-one and group sessions that help students identify colleges that will serve them well; help students complete their admissions and financial aid applications; find the college that best fits their career aspirations and academic preparation; and help them enroll at the college or university they eventually choose. As such, Advise TX CAC is a holistically targeted approach that integrates key student support into selected high schools in order to address non-academic barriers to student access and success.

Since the beginning of the program, advisers have facilitated over 340,000 one-on-one meetings and assisted students with over 53,000 college application fee waivers, saving students an estimated \$2.6 million in application fees. During the five years of operation, the program already has seen college going rates increase by over 5 percent at certain underserved high schools.

The THECB staff plan to share the best and promising practices of the Advise TX program by providing a webinar to all Texas high school counselors and college advisers.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-G

Consideration of adopting the staff recommendation to the Committee relating to the approval to increase funding for GradTX activities designed to help meet the completion goal of 60x30TX

Original Project Cost: \$125,000  
Additional Funding Request: up to \$175,000  
New Total Project Cost: up to \$300,000  
Source of Funds: A.1.1. Strategy, College Readiness and Success  
Authority: Texas Education Code, Section 61.0762(a)(5)  
Programs to Enhance Student Success

RECOMMENDATION: Approval

The Texas Higher Education Coordinating Board (THECB) staff requests approval to expend additional funds on activities necessary for GradTX project expansion and outreach to a larger number of students who have exited higher education after earning a significant number of semester credit hours without earning a degree and to increase the number of programs and institutions available to meet the needs of this population.

Background Information:

In October 2016, the Coordinating Board approved funding for GradTX projects and activities aimed at meeting the goals of 60x30TX. The activities include the following:

- Development of GradTX mobile apps that provide timely information to students to support the agency's public awareness campaign to increase the number of Texas adults who hold a certificate or degree.
- Development of an informal transcript audit system within the mobile app.
- Awarding of mini grants to institutions of higher education, including support of regional media campaigns, to increase outreach efforts to students who have stopped out without obtaining a degree.

THECB staff requests approval to expend additional funds for the continued expansion and enhancement of the GradTX program. In addition to the activities listed above, future efforts of GradTX would:

- Promote, support, and increase degree completion programs that are accelerated, online, offer generous credit transfer, and/or offer flexible course scheduling;
- Collaborate with institutions of higher education, other state agencies, and organizations in a statewide degree completion campaign; and

- Increase the availability of and access to resources and services for returning adult students.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-H

Consideration of adopting the staff recommendation to the Committee relating to the reallocation of Work-Study Mentorship Program funding

Total Project Cost: \$5,250,000  
Reallocation Request: up to \$750,000  
Source of Funds: Strategy B.1.7, College Work-Study Programs  
Authority: Texas Education Code, Section 56.079. Work-Study Mentorship Program

RECOMMENDATION: Pending\*

The Texas Higher Education Coordinating Board (THECB) staff requests approval to amend contracts for the Work-Study Mentorship Program to reallocate funds to current Work-Study Mentorship Program grantees for their work within the program guidelines for FY 2017. The reallocation request is up to \$750,000, which includes unused funds from the FY2017 Texas College Work-Study Program.

Background Information:

Work-Study Mentorship grants provide funding to institutions to employ eligible college students to mentor or tutor students at participating higher education institutions or school districts to improve student access and success in higher education. In September 2015, Work-Study Mentorship funds were awarded to 41 eligible Texas public and private institutions of higher education. In July 2016, THECB staff received approval to reallocate funds and award additional funding to nine institutions to support their work in serving additional students.

In February 2016, funds not used by institutions participating in the Work-Study Mentorship Program were released to be reallocated. The reallocated funds were released by institutions that started their programs late and were unable to recruit enough tutors/mentors to spend their entire grant award. Reallocation is authorized by Board rules and occurs (if necessary) during the January, April, and July Board meetings. THECB staff request approval to reallocate the funds to be used to support work on the current grants to assist project directors in serving additional students.

Staff completed a financial and programmatic review of interim reports submitted for each project and determined which grantees are eligible to receive additional funds. The current Work-Study Mentorship funded contracts end on August 31, 2017.

Supplemental materials will be provided prior to the March 29, 2017 Committee meeting.

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

\*At the time of printing these materials, THECB staff are still reviewing the proposal. THECB staff will provide a recommendation to the Committee through supplemental materials prior to the March 29, 2017 committee meeting.

Committee on Academic and Workforce Success

AGENDA ITEM V-I

Consideration of adopting the staff recommendation to the Committee to amend the contract with Catch the Next, Inc., to provide additional funding for expansion of its professional development program

Original Project Cost: \$75,000  
Additional Request: Up to \$130,000  
Total Project Cost: Up to \$205,000  
Source of Funds: F.1.1. Strategy, Developmental Education Program  
Authority: Texas Education Code, Section 61.0762(a)(2)  
Programs to Enhance Student Success  
Rider 42, General Appropriations Act, 84th Texas Legislature

RECOMMENDATION: Approval

Texas Higher Education Coordinating Board (THECB) staff requests approval to amend the current contract with Catch the Next, Inc. (CTN) to provide additional funding for the expansion of its Texas Puente professional development program to address developmental education and first college course instructional and institutional best practices for faculty and support staff.

Background Information:

Catch the Next, Inc. has been providing professional development on implementation of the Puente model to institutions of higher education. The Texas Puente model is currently implemented at five community colleges (Alamo Colleges, El Paso Community College, South Texas College, Houston Community College, and Lee College) and continues to scale to additional colleges. Texas Puente efforts continue to support a 75–85 percent success rate for its participants in English 1301 and also include a high-quality professional development component for faculty and staff, including opportunity to earn graduate-level credit. In addition, as part of the scaling efforts, this model will move from being a year-long program to include a one-semester corequisite option. The current grant funds help support scaling integrated reading and writing courses and interventions across the state.

The additional funding will help scale instructional and institutional best practices by expanding professional development opportunities to include institutions that haven't participated in this program to date. The core of its program is high-quality, high-touch professional development that addresses pedagogical and andragogical teaching practices targeted for underprepared and underrepresented students at the developmental and first college-course levels. As acceleration models, including corequisites, continue to scale, faculty and support staff at both levels must enhance their strategies and methodologies to best meet

the needs of this diverse group. The comprehensive programs of Catch the Next, Inc., provide the additional support needed for the expansion of accelerated models across Texas in order to support the goals of *60x30TX*.

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

Committee on Academic and Workforce Success

AGENDA ITEM V-J

Consideration of adopting the Certification Advisory Council's recommendation to the Committee relating to a request from MediSend Biomedical Equipment Technology School for an initial Certificate of Authority to grant degrees in Texas

RECOMMENDATION: Approval

Background Information:

MediSend Biomedical Equipment Technology School (MediSend BETS), Dallas, Texas, seeks approval for a Certificate of Authority to award an Associate of Applied Science in Biomedical Engineering Technology. Certificates of Authority are granted for two-year periods. Institutions may be granted successive Certificates of Authority for a total of eight years. After eight years, the institution must have obtained accreditation from an accrediting agency recognized by the Coordinating Board.

MediSend BETS already offers a Level 1 Certificate (BMET) in Biomedical Equipment Technology under a license from the Texas Workforce Commission. MediSend, Inc. was incorporated in Texas in February 1990. MediSend, Inc. is the owner/sponsor of MediSend Biomedical Equipment Technology School. In 2006, MediSend, Inc. developed and launched an education and training program that sought to address the skills gap and critical need for professionally trained indigenous technicians to repair and maintain complex biomedical equipment. In 2011, MediSend, Inc.'s Biomedical Equipment Technology Program (BMET) was approved by the United States Certification Commission (USCC) and the U.S. BMET Board of Examiners (governed by the Association for the Advancement of Medical Instrumentation-AAMI). All participants who complete MediSend, Inc.'s BMET program are awarded an industry-based BMET certificate. MediSend, Inc. has trained nearly 130 professional biomedical technicians who now work in hospitals and clinics in 21 countries worldwide. In 2014, MediSend BETS was certified by the Texas Workforce Commission as a Career College and School.

MediSend BETS has applied for an initial Certificate of Authority in order to expand its programs to the Associate of Applied Science level. MediSend BETS has stated it is expanding at the recommendation of its Board and to meet the industry's movement toward requiring associate-level degrees. Upon approval of its Certificate of Authority, MediSend BETS has stated it will apply for accreditation with the Southern Association of Colleges and Schools Commission on Colleges.

An on-site evaluation was conducted at MediSend BETS on December 19-20, 2016. The Coordinating Board's Certification Advisory Council (Council) reviewed the evaluation team's report and MediSend BET's response to the evaluation report at its January 31, 2017 meeting. The Council recommended approval for the initial Certificate of Authority and the Commissioner of Higher Education concurs with the Council's recommendation.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic Workforce and Success

AGENDA ITEM V-K

Report to the Committee on school closures and/or teach-outs pursuant to Chapter 7, Subchapter A, Section 7.7 (5)

RECOMMENDATION: No action required

Background Information:

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

**Vantage College**

Vantage College closed five campuses in Texas on January 19, 2017. The campuses were located at 314 E. Highland Mall Blvd, Suite 507, Austin, TX 78752; 1605 George Dieter, Suite 100 El Paso, TX 79936; 3 Butterfield Trail, Suite 125, El Paso, TX 79906; 3201 Cherry Ridge, Suite B200 San Antonio, TX 78230; and 1964 SW Military Drive, San Antonio, TX 78221. The institution confirmed closure on January 24, 2017. Students; the U.S. Department of Education; the Texas Workforce Commission; and the institution's accreditor, the Council on Occupational Education, were notified on January 19, 2017, the date of closure. At the time of closure, approximately 64 degree-seeking students in the AAS-Medical Assisting program were affected. The students were enrolled at the Austin and two El Paso campuses. Vantage College personnel have sent transcripts to the last known address for all students who were enrolled at the time of closure. Vantage College personnel are working to find permanent housing for student records. Vantage College has identified area institutions with which students may be able to continue their education. No formal teach-out agreements were entered into before the institution closed. The institution's five Certificates of Authorization were cancelled upon notification that the campuses had closed.

**Vista College-Amarillo**

Vista College-Amarillo, 3440 Bell Street, Suite 100, Amarillo, TX 79109, gave notice on January 23, 2017 of its intent to close. The expected closure date is March 2018. The institution's corporate owner, Education Futures Group, stated that the campus would close after all current students had graduated. Current students were given information on area institutions where they might also continue their programs. Information on student records will be provided at a later date.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (1)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Architecture Field of Study Advisory Committee

RECOMMENDATION: Appoint member: Darrick Wade, Texas Tech University

Background Information:

Coordinating Board staff is requesting a member replacement appointment for the Architecture Field of Study Advisory Committee (Arch FOS).

In accordance with Coordinating Board Rules, Chapter 27, Subchapter H, the Arch FOS was created to provide the Board with guidance regarding the Architecture field of study curricula. The Arch FOS was established in 2015 as a committee comprised of faculty and representatives of institutions of higher education.

Members serve staggered terms of up to three years, and the committee meets twice per year, or as needed. Darrick Wade, Instructor in the Texas Tech University (TTU) College of Architecture, will serve the remaining term of Lahib Jaddo, former Associate Professor at TTU, which ends August 31, 2018.

A brief summary of the nominee's academic credentials follows:

Darrick G. Wade, Instructor – Texas Tech University: College of Architecture

The University of Texas at Austin – Master of Architecture (M Arch II) in Architecture  
Texas Tech University – Bachelor of Architecture (B Arch) in Architecture

Mr. Wade is an Instructor of Architecture at Texas Tech University: College of Architecture. In addition to his role as Instructor, Mr. Wade serves as Director of External Programs and Architecture Licensing Advisor for TTU's College of Architecture. Prior to settling in Texas, Mr. Wade served as a licensed architect and designer in Colorado. Several of his residential designs have received awards and recognition.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (2)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Learning Technology Advisory Committee

RECOMMENDATION: Appoint members: Ana Pena, South Texas College  
Elizabeth Rodriguez, Laredo Community College

Background Information:

Coordinating Board staff is requesting member replacement appointments for the Learning Technology Advisory Committee to replace Dr. Erasmus Addae and Ms. Perla Canales, who are no longer employed at the institutions which originally submitted their nominations to serve on the committee.

Coordinating Board Rules, Chapter 1, Subchapter O, Section 1.185 establishes the Learning Technology Advisory Committee (LTAC) to provide advice and recommendations to the Board regarding the role that learning technology plays in Texas higher education. The committee consists of 24 administrators, faculty, and other persons closely involved in the oversight of distance education and computer assisted instruction at Texas institutions of higher education.

Members serve three-year staggered terms. The committee meets four to six times per year. If appointed, Ms. Pena would serve the remaining portion of Dr. Addae's term, which ends August 31, 2019; Ms. Rodriguez would serve the remaining portion of Ms. Canales' term, which ends August 31, 2017.

A brief summary of the nominees' academic credentials follows:

Ms. Ana Pena, Distance Learning Manager, South Texas College

The University of Texas-Pan American – Master of Science in Computer Science  
The University of Texas-Pan American – Bachelor of Science in Computer Science

Ms. Elizabeth Rodriguez, Director, Center for Distance Learning, Laredo Community College

The University of Texas at Brownsville – Master of Arts in Educational Technology  
The University of Texas at Brownsville – Bachelor of Applied Technology  
Laredo Community College – Applied Associate of Science

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (3)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of a member to the Lower-Division Academic Course Guide Manual Advisory Committee

RECOMMENDATION: Appoint member: Tamara Clunis, Amarillo College

Background Information:

Coordinating Board staff is requesting a member replacement appointment for the Lower-Division Academic Course Guide Manual (ACGM) Advisory Committee to serve the remaining term of Dr. Deborah Vess, former Vice President of Academic Affairs at Amarillo College. Amarillo College nominated Dr. Tamara Clunis, Interim Vice President of Academic Affairs, to serve as a replacement member on the ACGM Advisory Committee.

The ACGM is the official list of the general academic courses that may be offered by public community and technical colleges in Texas for state funding and transfer freely to other public higher education institutions. In accordance with Coordinating Board Rules, Chapter 1, Subchapter P, Rule 1.192, the ACGM Advisory Committee has been created to provide the Board with advice and recommendations regarding new disciplines of study and developments within existing disciplines represented by courses in the ACGM, vertical and horizontal alignment of courses within disciplines, and obsolesces of disciplines of study and courses.

The ACGM Advisory Committee is composed of public higher education faculty, academic administrators, and enrollment management personnel equally representing community and technical colleges and universities. This standing committee may meet up to three times annually as needed to recommend to the Coordinating Board appropriate courses to be added, revised, or deleted from the ACGM.

Members serve three-year staggered terms. If appointed, Dr. Clunis would serve the remaining portion of Dr. Vess' term, which ends August 31, 2018.

A brief summary of the nominee's academic credentials follows:

Texas State University – Ph.D. in Adult, Professional, and Community Education  
– M.A. in Developmental and Adult Education  
The University of Texas at Austin – B.A. History

Before becoming the Dean of Success at Amarillo College in 2011, Dr. Clunis worked at the Coordinating Board as the Director of Developmental and Adult Basic Education.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-L (4)

Consideration of adopting the staff recommendation to the Committee relating to the appointment of member(s) to the Workforce Education Course Manual Advisory Committee

RECOMMENDATION: Appoint members:

Mary Gallegos Adams,  
Texas State Technical College

Rob Blair, South Plains College

Cynthia A. Casparis, Ed.D.,  
Angelina College

Thera Celestine, Lamar State College-  
Orange

James Chegwiddden, Tarrant County  
College

Steven M. Davis, Grayson College

Troy DeFrates, Austin Community  
College

Ronda Dozier, Texarkana College

Megan Eikner, Amarillo College

Robin Garrett, Central Texas College

Cynthia Griffith, Alvin Community College

Eileen Hamby, Navarro College

Linda L. Head, Lone Star College

Jennifer Myers, Odessa College

Phillip Nicotera, Houston Community  
College

Jeffrey J. Parks, San Jacinto College  
Central Campus

D' Wayne Shaw, Kilgore College

Charlotte Speegle, Cisco College

Olga Valerio, El Paso Community  
College

Vernell Walker, San Antonio College

Joyce Williams, Dallas County  
Community College District

Frank Graves, TACE member (ex-officio)

Rafael Brisita, TACTE member  
(ex-officio)

Denny Yarbrough, TACRAO member  
(ex-officio)

Background Information:

Coordinating Board staff requests appointment of individuals to the Workforce Education Course Manual (WECM) Advisory Committee.

The WECM Advisory Committee is charged with providing the Board with advice regarding content, structure, currency, and presentation of the *Workforce Education Course Manual* (WECM)

and its courses; recommendations regarding field engagement in processes, maintenance, and use of the WECM; and assistance in reviewing state policies, procedures, and guidelines.

The nominated individuals are representatives from public community, state, and technical colleges as defined in Texas Education Code (TEC), 61.03; one ex-officio representative from the Texas Association of College Technical Educators (TACTE), nominated by the TACTE Board; one ex-officio representative from the Texas Administrators of Continuing Education (TACE), nominated by the TACE Board; and one ex-officio representative from the Texas Association of College Registrars and Admissions Officers (TACRAO), nominated by the TACRAO Board.

Tasks assigned to the WECM Advisory Committee include the addition of courses to the WECM; the deletion of courses from the WECM; the revision of courses in the WECM; the review of local need course submissions; and other activities necessary for the maintenance of the WECM.

A brief summary of the nominees' academic credentials follows:

Mary Gallegos Adams, Director of Curriculum, Texas State Technical College

Rob Blair, Dean of Technical Education, South Plains College

Rafael Brisita, Vice President of Southwest Campus, ACCD-St. Philip's College

Cynthia A. Casparis, Vice President of Academic Affairs, Angelina College

Thera Celestine, Director of Pharmacy Technology Program, Lamar State College-Orange

James Chegwiddden, Associate Professor of Computer Science, Tarrant County College

Steven M. Davis, Dean of Workforce Education, Grayson College

Troy DeFrates, Department Chair of Welding Technology, Austin Community College

Ronda Dozier, Dean of Workforce and Continuing Education, Texarkana College

Megan Eikner, Dean of Technical Education, Amarillo College

Robin Garrett, Deputy Chancellor of Academic and Student Services, Central Texas College

Frank Graves, Dean, Workforce & Public Service, McLennan Community College

Cynthia Griffith, Vice President of Instruction, Alvin Community College

Eileen Hamby, Executive Dean of Business and Workforce Development, Navarro College

Linda L. Head, Associate Vice Chancellor of Office of Workforce Education and Corporate Partnerships, Lone Star College

Jennifer Myers, Associate Dean of Workforce Education, Odessa College

Phillip Nicotera, President of Coleman Campus, Houston Community College

Jeffrey J. Parks, Dean of Business and Technology, San Jacinto College Central Campus

D' Wayne Shaw, Department Chair of Technical Programs, Kilgore College

Charlotte Speegle, Executive Dean of Workforce and Economic Development, Cisco College

Olga Valerio, Instructional Dean of the Advanced Technology Center, El Paso Community College

Vernell Walker, Dean of Professional and Technical Education, San Antonio College

Joyce Williams, Associate Vice Chancellor of Workforce and Community Initiatives, Dallas County Community College District

Denny Yarbrough, Registrar of Records and State Reports, Tyler Junior College

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.

Committee on Academic and Workforce Success

AGENDA ITEM V-M

Consideration of adopting the staff recommendation to the Committee relating to the guidelines for the 2017 Texas Higher Education Star Awards

RECOMMENDATION: Adoption

Background Information:

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*. Given the success of the Star Award program, the Coordinating Board approved continuing the program at the Board's quarterly meeting on April 28, 2016, with revised guidelines to reflect the goals of the new higher education plan, *60x30TX* – Educational Attainment, Completion, Marketable Skills, and Manageable Student Debt. At the 2016 Texas Higher Education Leadership Conference/State of Higher Education Luncheon held in Austin on October 25-26, 2016, the Board recognized six finalists and presented one award for an outstanding, particularly impactful program.

Other than the dates included in the Timeline for the 2017 Texas Higher Education Star Awards, staff recommends no changes from 2016 for the 2017 Star Award program. Thus, for 2017, staff recommends that Star Award applicants be recognized for exceptional contributions toward achieving one or more of the goals of *60x30TX*. Staff recommends that applicants are considered in the following categories:

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

Dr. Mary E. Smith, Assistant Deputy Commissioner for Academic Planning and Policy, is available to answer questions.

**TEXAS HIGHER EDUCATION STAR AWARD  
FOR HELPING TO ACHIEVE THE GOALS OF *60x30TX*  
2017 APPLICATION PROCESS AND GUIDELINES**

**Purpose**

The Texas Higher Education Star Award was originally established by the Texas Higher Education Coordinating Board in 2001 to recognize exceptional contributions toward achieving one or more of the goals of the former long-range Texas higher education plan, *Closing the Gaps by 2015*, which brought Texas from 2000 to 2015. The state's new higher education plan, *60x30TX*, adopted by the Coordinating Board on July 23, 2015, builds on the success of *Closing the Gaps* and is designed to establish a globally competitive workforce in Texas by 2030.

At the Coordinating Board's quarterly meeting on April 28, 2016, the Board approved continuing the Star Award program with revised guidelines to recognize exceptional contributions toward meeting one or more of the goals of *60x30TX* – Educational Attainment, Completion, Marketable Skills, and Manageable Student Debt. Recipients will receive a custom-designed award and public recognition for their efforts in the fall at the annual Texas Higher Education Leadership Conference.

**Changes for the 2017 Star Award**

Other than the dates included in the Timeline for the 2017 Texas Higher Education Star Awards, there are no changes for the 2017 Star Award program.

**Categories for the 2017 Star Award**

1. Programs, projects, and activities at Texas institutions of higher education;
2. Groups and organizations in Texas (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt); and
3. Partnerships (among higher education institutions, public/private schools/districts, businesses, or the community).

**Eligibility for the 2017 Star Award**

1. Programs, projects, and activities at Texas institutions of higher education that are helping to meet one or more of the goals of *60x30TX*, including those at:
  - Public and independent two- and four-year colleges and universities;
  - Public technical and state colleges;
  - Public and independent health science centers; and
  - Degree-granting career colleges and schools.
2. Groups and organizations in Texas that are helping to meet one or more of the goals of *60x30TX* (such as those that help promote student completion of a certificate or degree, or help reduce student loan debt), including:
  - Businesses; and
  - Community organizations.

3. Partnerships in Texas that are helping to meet one or more of the goals of *60x30TX*, including partnerships among:
  - Public and independent higher education institutions as noted in eligibility category #1;
  - Public and private schools or districts;
  - Businesses; and
  - Community organizations.

### **Criteria for the 2017 Star Award**

Programs/projects/activities, groups/organizations, and partnerships must:

1. Demonstrate successful outcomes in areas of: (a) the educational attainment of the state's 25- to 34-year-old population; (b) student completion of a certificate or degree; (c) the number of programs with identified marketable skills; or (d) the implementation of programs or cost efficiencies that help to ensure that undergraduate student loan debt will not exceed 60 percent of first-year wages;
2. Clearly demonstrate improvement and excellence through the use of benchmarks and other comparison data that allow progress to be monitored and evaluated and that are attributable to the efforts of the program/organization/partnership; and
3. Clearly demonstrate an efficient cost/benefit ratio per student.

### **Review Process**

#### **Step One – Announcement and Call for Nominations**

The 2017 Star Award Program is announced by May 8, 2017. Coordinating Board staff will send the announcement and call for Star Award nominations to the following groups:

1. Public and independent institutions of higher education (chancellors and presidents, chief academic officers, instructional officers, institutional research directors, deans of education, workforce deans, technical deans, registrars, reporting officials, continuing education officers, and public relations officers);
2. Degree-granting career colleges and schools (presidents and executive officers);
3. Local government and business organizations (African American Chambers of Commerce of Texas, Texas Association of Business, Texas Regional Council of Governments, County Judges and Commissioners Association of Texas, Texas High School Project, Texas Association of Mexican-American Chambers of Commerce, Texas Municipal League, and Texas City Management Association); and
4. Chambers of Commerce of Texas' larger cities.

#### **Step Two – Nominations**

To be considered for the 2017 Star Award, completed nominations (including self-nominations) must be received at the Coordinating Board's offices by 5:00 p.m. on June 12, 2017.

Nominations must be submitted electronically as a pdf file via email to the following address: [StarAward@theccb.state.tx.us](mailto:StarAward@theccb.state.tx.us).

#### **Step Three – Notifications to Nominees**

Coordinating Board staff will notify nominees that they have been nominated for a Star Award and that a formal application must be received by the Coordinating Board in order for the nominee to be considered for a Star Award.

**Step Four – Applications for Star Award**

A formal application form must be completed for (or by) each nominee for the Star Award. To be considered for the 2017 Star Award, completed applications must be received at the Coordinating Board's offices by 5:00 p.m. on July 17, 2017. Applications, including at least one letter of recommendation, must be submitted electronically as a pdf file via email to the following address: [StarAward@theccb.state.tx.us](mailto:StarAward@theccb.state.tx.us).

**Step Five – Internal Staff Review Panel Reviews All Applications**

A Coordinating Board Internal Staff Review Panel will review all applications to determine if the requested information is complete and adheres to application requirements. The Internal Staff Review Panel will forward a list of recommended finalists to the Commissioner of Higher Education on the basis of criteria established for the 2017 Star Award. The Commissioner will recommend finalists to the Chair of the Coordinating Board. The Commissioner and Chair of the Coordinating Board will make actual finalist determinations.

**Step Six – External Committee Reviews All Finalists' Applications**

An External Review Panel, consisting of three Coordinating Board members, three Texas business and community leaders, and three out-of-state higher education experts, will review the applications of all finalists and determine which of these finalists will be honored with the Star Award on the basis of criteria established for the 2017 Star Award.

**Step Seven – Notification to Finalists**

Coordinating Board staff will notify finalists by early September and invite them to attend a special ceremony during which Star Award winners will be announced and honored.

**Step Eight – Awards Presentation**

The 2017 Star Awards will be presented at the Coordinating Board's annual Texas Higher Education Leadership Conference, on a date still to be determined.

<b>Timeline for the 2017 Texas Higher Education Star Awards</b>	
<b>Dates in 2017</b>	<b>What Occurs</b>
May 5	<ul style="list-style-type: none"> <li>Nomination forms and supporting materials are posted to the Coordinating Board's website</li> </ul>
May 8	<ul style="list-style-type: none"> <li>Announcement of the 2017 Star Award Program</li> <li>Call for Star Award nominations</li> </ul>
June 12	<ul style="list-style-type: none"> <li>Nomination deadline</li> </ul>
June 16	<ul style="list-style-type: none"> <li>Nominees notified</li> </ul>
July 17	<ul style="list-style-type: none"> <li>Application deadline</li> </ul>
July 21 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel Planning Meeting</li> </ul>
July 21 – August 4	<ul style="list-style-type: none"> <li>Internal Staff Review Panel reviews all applications</li> </ul>
August 4 (on or about)	<ul style="list-style-type: none"> <li>Internal Staff Review Panel ballots due</li> <li>Internal Staff Review Panel Meeting</li> </ul>
August 11	<ul style="list-style-type: none"> <li>Internal Staff Review Panel recommends finalists to the Commissioner of Higher Education</li> </ul>
August 11 – August 18	<ul style="list-style-type: none"> <li>The Commissioner recommends finalists to the Chair of the Coordinating Board; actual finalists are determined</li> </ul>
August 21	<ul style="list-style-type: none"> <li>Finalists' applications are sent to the members of the External Review Committee</li> </ul>
August 21 – September 4	<ul style="list-style-type: none"> <li>External Review Committee reviews all finalists' applications</li> </ul>
September 4	<ul style="list-style-type: none"> <li>External Review Committee ballots due</li> </ul>
Week of September 11	<ul style="list-style-type: none"> <li>External Review Committee holds telephone conference on a date to be determined</li> </ul>
September 20	<ul style="list-style-type: none"> <li>Finalists are notified and invited to attend the Texas Higher Education Star Awards Ceremony</li> </ul>
Fall 2017 (Date To Be Determined)	<ul style="list-style-type: none"> <li>2017 Awards presented at the Texas Higher Education Leadership Conference</li> </ul>

Committee on Academic and Workforce Success

AGENDA ITEM V-N

Consideration of adopting the Commissioner's recommendation to the Committee relating to the proposed amendments to Chapter 4, Subchapter C, Sections 4.53, 4.54, 4.57, and 4.60 of Board rules concerning the Texas Success Initiative

RECOMMENDATION:           Approval

Background Information:

The intent of these amendments is to clarify for public institutions of higher education the rules governing the Success Initiative (Texas Education Code, Section 51.3062) in serving underprepared students in meeting the completion goal and targets of *60x30TX*. The Texas Higher Education Coordinating Board proposes amendments to Sections 4.53, 4.54, 4.57, and 4.60 concerning the Texas Success Initiative (TSI), to clarify definitions, specify scores for TSI exemptions, remove phase-in scores for the TSI Assessment (TSIA), and clarify annual reporting by institutions.

Specifically, the amendment to Section 4.53(1) clarifies the term "Acceleration" to focus on first college-course completions in one year or less and to expressly include non-course competency based options (NCBOs) in acceleration strategies.

Section 4.54(23) removes reference to phase-in scores for the TSIA college readiness benchmarks because the TSIA Validity Study provides more accurate, timely data needed to help determine changes, if any, to those benchmarks. Once established and approved, any changes will be communicated to stakeholders and outlined in updated Board rules.

Section 4.54(a)(3)(B) aligns the format with other assessment instruments outlined in this section by specifying the minimum scores for the STAAR English III and Algebra II End of Course (EOC) tests in meeting TSI exemptions.

Section 4.57 again removes references to phase-in scores, and Section 4.60 clarifies that the annual Developmental Education Program Survey replaces the institutional reports used to help evaluate statewide developmental education practices.

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

Date approved by the Commissioner for publication in the *Texas Register*: January 9, 2017

Date published in the *Texas Register*: January 20, 2017

The 30-day comment period with the *Texas Register* ended on: February 20, 2017

Comment: Alvin Community College commented in support of the proposed changes to Section 4.57.

Staff Response: No response required.

CHAPTER 4.  
RULES APPLYING TO ALL PUBLIC INSTITUTIONS OF HIGHER EDUCATION IN TEXAS

SUBCHAPTER C.  
TEXAS SUCCESS INITIATIVE

## Section

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

4.51 – 4.52 No Change.

4.53 Definitions

- (1) Acceleration--The reorganization of instruction and curricula in ways that expedite the completion of coursework or credentials based on an assessment of students' strengths and needs. It involves a departure from the traditional multi-course sequence in favor of a more streamlined structure resulting in students' achievement of college readiness in one year or less. Some examples include, but are not limited to, non-course competency-based options (NCBOs), emporium models and modular models, co-requisites, course-pairing, and computer-assisted instruction.

(2) – (22) No Change.

~~[(23) TSI Assessment Time Periods--For phase-in of TSI Assessment college-ready standards, the following time periods shall be applicable:~~

~~(A) Phase I--Start date: institution's first class day of fall 2013; expiration: the day immediately before the first class day of fall 2017;~~

~~(B) Phase II--Start date: institution's first class day of fall 2017; expiration: the day immediately before the first class day of fall 2019; and~~

~~(C) Final Phase--Start date: institution's first class day of fall 2019; no expiration.]~~

(23) ~~[(24)]~~ TSI Assessment--The Board-approved assessment instrument designated in §4.56 of this title (relating to Assessment Instrument) for use by institutions of higher

education for assessing a student's readiness to enroll in an entry-level freshman course

#### 4.54 Exemptions, Exceptions, and Waivers

(a)(1) – (3)(A) No Change.

(a)(3)(B) STAAR end-of-course (EOC) with a minimum ~~[score of]~~ Level 2 score of 4000 on the English III shall be exempt from the TSI Assessment required under this title for both reading and writing, and a minimum ~~[score of]~~ Level 2 score of 4000 on the Algebra II EOC shall be exempt from the TSI Assessment required under this title for the mathematics section

(a)(4) – (10) No Change.

(b) – (d) No Change.

#### 4.57 College Ready ~~[and Adult Basic Education (ABE)]~~ Standards

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

(1) ~~[Phase I as defined in §4.53(21) of this title (relating to Definitions)]~~ Reading 351; ~~[ Mathematics 350;]~~

(2) Mathematics 350; ~~[ Phase II as defined in §4.53(21) of this title – Reading 355; Mathematics 356;]~~ and

(3) Writing: ~~[The Phase I, II, and Final Phase college readiness passing standard for the [writing [portion of the TSI Assessment is a]~~

(A) a placement score of at least 350, and an essay score of at least 5; or

(B) a placement score of at least 363, and an essay score of 4; or

(C) a placement score of less than 350, and an ABE Diagnostic level of at least 4, and an essay score of at least 5.

(b) Institutions should use the TSI Assessment diagnostic results, along with other holistic factors, in their consideration of courses and/or interventions addressing the educational and training needs of students not meeting the college readiness standards as defined in (a).

~~[The following standards on the TSI Assessment, may be used by an institution for consideration of courses and/or interventions addressing the educational and training needs of students [at the Adult Basic Education levels] (below the following cut scores with no phase in period):~~

~~(1) Reading 342;~~

~~(2) Writing 350~~

~~(3) Mathematics 336.~~

~~(c) The Phase I, II, and Final Phase college readiness passing standard for the writing portion of the TSI Assessment is a placement score of at least 350, and an essay score of at least a 5. Other demonstrations of writing college readiness include a placement score of at least 363, and an essay score of 4; or a placement score of less than 350, and an ABE Diagnostic level of at least a 4, and an essay score of at least a 5.]~~

~~(c) [(d)] An institution shall not require higher Phase I, II, and Final Phase college readiness standards on any or all portions of the TSI Assessment to determine a student's readiness to enroll in entry-level freshman course.~~

~~(d) [(e)] Determination of applicable Phase I, II, or Final Phase standards as defined in subsections (a), (c), and (d) of this section is based on the student's initial TSI Assessment testing date in any subject area.] TSI Assessment results are valid for five (5) years from date of testing.~~

#### 4.60 Evaluation and Reporting

(a) The Board shall evaluate the effectiveness of Texas Success Initiative on a statewide basis and with respect to each institution. To inform this evaluation, institutions shall analyze and report to the Board [,] on the annual Developmental Education Program Survey (DEPS) [, on a schedule to be determined by the Commissioner of Higher Education,] the fiscal and/or instructional impacts of the following on student outcomes, along with other success-related topics as requested:

(1) Technological delivery of developmental education courses that allows students to complete course work;

(2) Diagnostic assessments to determine a student's specific educational needs to allow for appropriate developmental instruction;

(3) Modular developmental education course materials;

(4) Use of tutors and instructional aides to supplement developmental education course instruction as needed for particular students;

(5) Internal monitoring mechanisms used to identify a student's area(s) of academic difficulty; and

(6) Periodic updates of developmental education course materials. ~~[; and]~~

~~[(7) Assessments after completion of a developmental education intervention to~~

~~determine a student's readiness for entry-level academic course work.]~~

- (b) At the end of each semester, institutions shall report to the Board the following information for undergraduate students: Social Security Number (SSN), semester credit hours (SCH), grade points earned, ethnicity, gender, date of birth, Texas Success Initiative status, initial assessment instrument, score on initial assessment, type of developmental education received for each area (reading, mathematics, writing), and grade in first related non-developmental course, ~~[and the results of any subsequent assessment.]~~
  
- ~~(c) On or before January 1, 2004, each institution shall submit to the Board a revised developmental education plan to reflect the Texas Success Initiative.]~~

Committee on Academic Workforce and Success

AGENDA ITEM V-O

Report to the Committee on the RAND Graduate Education Study, Final Report

RECOMMENDATION: No action required

Background Information:

The Graduate Education Study is the seventh RAND/Coordinating Board collaboration and the third project supported by Houston Endowment through the College for All Texans Foundation. The study will be used to develop a graduate education strategic plan that will provide guidance to the Coordinating Board and higher education institutions on the need to expand and offer new graduate programs.

Dr. Rex C. Peebles, Assistant Commissioner for Academic Quality and Workforce, will present this item and be available to answer questions.