

Academic Planning and Policy E-News

Academic Quality and Workforce | College Readiness and Success
Innovation and Policy Development | Strategic Planning and Funding



Texas Higher Education
Coordinating Board

Office of Academic Planning and Policy, David W. Gardner, Deputy Commissioner

Volume 8, Number 7, August/September 2016

Workshop Planned for Institutions Interested in Applying for Texas Affordable Baccalaureate Grants

The Texas Higher Education Coordinating Board (THECB) is preparing a second Request for Applications (RFA) for the Texas Affordable Baccalaureate (TAB) Expansion Grant Program. The TAB Expansion Grant Program provides awards, on a competitive basis, to support the development and implementation of innovative academic programs at reduced costs for students in Texas. The Fall 2016 RFA, application forms, and instructions for submission will be available on the program's web page at www.thecb.state.tx.us/TABGrant.

A Texas Affordable Baccalaureate (TAB) Intensive will be held on Oct. 5, 2016, at the Universities Center at Dallas. This one-day intensive will include sessions on planning and implementing competency-based education programs. Space is limited to 50 registrants. For registration information and details on the TAB Intensive, please visit www.thecb.state.tx.us/TABIntensive.

- Date: October 5, 2016
- Time: 9:30 a.m. – 4:00 p.m.
- Location: Universities Center, 1910 Pacific Place, Pacific Avenue, Dallas, TX 75201

Colleges and universities interested in applying for the TAB Expansion Grant Program are encouraged to attend. The TAB Intensive is co-hosted by the [Texas Higher Education Coordinating Board](#) and the [Institute for Competency-Based Education](#), with grant support from the [College for All Texans Foundation](#).

For further information, contact Jennifer Nailos at TAB@thecb.state.tx.us or 512-427-6218.

Jennifer Nailos | Program Director | Academic Quality and Workforce

**Regional 60x30TX Workshops Held at Houston
Community College, The University of Texas at
El Paso, and Texas State Technical College-Harlingen**

Calendar

Next Board Meeting

October 20, 8:30 a.m.

[Texas Education & Workforce
Summit](#)

Sept. 19-20, 8:30 a.m.

[Apply Texas Advisory
Committee Meeting](#)

Sept. 22, 9:00 a.m.

[Undergraduate Education
Advisory Committee](#)

Sept. 23, 10:00 a.m.

[Committee on Affordability,
Accountability and Planning
\(CAAP\)](#)

Sept. 28, 9:00 a.m.

[Committee on Academic and
Workforce Success \(CAWS\)](#)

Sept. 28, 10:00 a.m. or upon
adjournment of the CAAP
meeting, whichever
occurs later

Graduate Education Advisory
Committee



Facilitators share strategies at the Aug. 9 workshop: (left to right) Deputy Commissioner for Academic Planning and Policy, David Gardner (THECB); Interim Provost and Vice President for Academic Affairs, Howard Daudistel (UTEP); Assistant Vice President for Outreach and Student Success, Ivette Savina (UTEP); Associate Professor of English and Associate Provost, David Ruitter (UTEP); and Deputy Commissioner for Agency Operations and Communications, Linda Battles (THECB)

In partnership with the Texas Higher Education Coordinating Board (THECB), Houston Community College (July 26), The University of Texas at El Paso (UTEP) (Aug. 9), and Texas State Technical College-Harlingen (Sept. 15) co-hosted *60x30TX* workshops for their regions, with about 100 registrants for each event.

During the workshops, participants gathered to discuss the new strategic plan and share suggested strategies for achieving the state's *60x30TX* educational goals and targets within their regions. The workshops included leaders from each region's public school systems, two- and four-year colleges, business and industry, and government and nonprofit education organizations.

Houston Community College-Central Campus President William Harmon opened the Gulf Coast Regional workshop, UTEP President Diana Natalicio opened the Upper Rio Grande and West Texas workshop, and Provost Stella Garcia made opening remarks at the South Texas Regional event. Higher Education Commissioner Raymund Paredes or Deputy Commissioner David Gardner followed the opening speakers at the workshops and provided information and an overview on the *60x30TX* plan.

The workshops included a panel discussion of local leaders who shared their advice and ideas related to the *60x30TX* goals, challenges for accomplishing the goals, and suggestions for addressing those challenges. The workshops generated much discussion among participants and many ideas, particularly on how stakeholders can best work together to improve education in their regions and create a more seamless pipeline among public education, higher education, and the workforce.



The THECB and Texas Tech University are co-hosting the North Texas Regional *60x30TX* Workshop in Lubbock on Oct. 5.

With support from [Lumina Foundation](#) and [College for All Texans Foundation](#), the THECB is sponsoring the regional workshops. Participation is free of

Sept. 30, 10:00 a.m.

[2016 High Plains Regional 60x30TX Workshop](#)

Oct. 5, 10 a.m.

[Texas Affordable Baccalaureate \(TAB\) Intensive](#)

Oct. 5, 9:30 a.m.

[Negotiated Rulemaking Committee on Tuition Equalization Grant \(TEG\)](#)

Oct. 14, 9:30 a.m.

[Agency Operations Committee Meeting \(AOC\)](#)

Oct. 19, 2:00 p.m.

[2016 Governing Board Leadership Conference](#)

Oct. 25-26, 8 a.m.

60x30TX in the News

[Del Rio Hispanic Chamber of Commerce website](#)

[El Paso Times](#)

[McMurry University website](#)

[TACRAO newsletter](#)

[Texas AFT](#)

[Texas Community College Teachers Association \(TCCTA\)](#)

[Texas Woman's University website](#)

[The Cass County Sun](#)

charge. For registration and additional information, visit <http://www.thecb.state.tx.us/60x30TX.regional.workshops>.

Mary Smith | Assistant Deputy Commissioner/ADR Coordinator |
Academic Planning and Policy

Grantees Announced for Comprehensive College Readiness and Success Models Program

The Texas Higher Education Coordinating Board (THECB) has announced 15 institutions as grantees under the [Comprehensive College Readiness and Success Models](#) (CRSM) for *60x30TX* program. The purpose of the CRSM program is to award “funding based on students served” grants that support scaling and enhancing comprehensive strategies and activities to accomplish the priorities of the agency for achieving the goals and targets of the higher education strategic plan, *60x30TX*.

The THECB released a Request for Applications (RFA) in June 2016 and received 43 applications. To receive funding under the CRSM solicitation, eligible applicants were required to demonstrate experience with, and provide a plan to, scale and enhance one or more of the following instructional models to benefit more students: Gateway Course Completion, Developmental Education Acceleration, and/or Accelerate Texas-Integrated Career Pathways.

Gateway Course Completion models require institutions of higher education to identify courses that have a high rate of failure or withdrawal and increase student success by integrating research-based practices into those courses and the institution. The institutions selected as grantees for the Gateway Course Completion model are McLennan Community College, Texas Southmost College, Texas State Technical College-Waco, and the University of North Texas-Dallas.

Acceleration models require institutions to accelerate underprepared students through the developmental education sequence by enrolling students in co-requisite options that result in successful completion of the college course in one semester. Amarillo College, Kilgore College, Palo Alto College, the San Jacinto Community College District, Texas State Technical College-Waco, Sam Houston State University, and the University of Houston-Downtown have been selected as grantees for the Acceleration model.

[Accelerate Texas](#)-Integrated Career Pathways models require institutions to provide integrated career pathway instructional and student support services to ensure that enrolled students complete CERT 1 credential programs. The institutions selected as grantees for the Integrated Career Pathways model are Amarillo College, Clarendon College, Dallas County Community College District, Galveston College, Del Mar College, McLennan Community College, and South Texas College.

Over \$3.5M of funding will support these two-year projects to serve more than 5,600 students directly and build sustainable structures to ensure future student success in support of *60x30TX* goals.

Kathy Zarate | Program Specialist | College Readiness and Success

[The Daily Texan](#)

[Valley Morning Star](#)

[Victoria Advocate](#)

APP Links

[Higher Ed Data](#)

[Higher Ed Strategic Plan](#)

[Higher Education Almanac](#)

[Accountability System](#)

[College Readiness and Success](#)

[Academic Quality and Workforce](#)

[Compare College TX](#)

The APP E-NEWS is written and produced by the staff of the Texas Higher Education Coordinating Board (THECB). For newsletter questions or comments, contact Ramona Reeves, Editor, at ramona.reeves@thecb.state.tx.us or (512) 427-6434.

Newly Approved College Readiness Benchmarks for the revised SAT

The Texas Higher Education Coordinating Board approved the college readiness benchmarks for the new SAT (administered March 5, 2016 and later) at its July 21, 2016 meeting. The revised rule for Texas Success Initiative (TSI) exemption purposes is as follows:

Texas Administrative Code, Rule 4.54(a)(1)(B) SAT:

1. SAT administered prior to March 2016: a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the critical reading test shall be exempt for both reading and writing sections of the TSI Assessment; a combined critical reading (formerly "verbal") and mathematics score of 1070 with a minimum of 500 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment;
2. SAT administered on or after March 5, 2016: a minimum score of 480 on the Evidenced-Based Reading and Writing (EBRW) test shall be exempt for both reading and writing sections of the TSI Assessment; a minimum score of 530 on the mathematics test shall be exempt for the mathematics section of the TSI Assessment. There is no combined score. (iii) Mixing or combining scores from the SAT administered prior to March 2016 and the SAT administered on or after March 5, 2016 is not allowable.

The newly approved rule became effective on August 30, 2016, in order to allow institutions time to respond.

Suzanne Morales-Vale | Director, Developmental and Adult Education | College Readiness and Success

R U Ready Launches: Improving Degree Completion in Postsecondary Education

Texas higher education has made strides in closing the gaps to college access and success. However, there continues to be an issue with readiness. The Division of College Readiness and Success (CRS) at the Texas Higher Education Coordinating Board (THECB) has launched a communications/outreach and technical assistance campaign to motivate more students to be college ready and to guide institutions to be student ready. The definitions used for this campaign are:

- College-ready student – an academically prepared student, ready for postsecondary education or training, without the need for remedial coursework.
- Student-ready colleges – institutions with faculty/staff ready to teach/serve a diverse group of students, measure learning outcomes to improve performance, and adapt practices and organizational structures to ensure more students succeed.

The goal of the campaign is to drive postsecondary institutions to rethink their business models. Texas must broaden the pathways students use to get a degree and manage these systems and providers as a network, rather than

a pipeline, to help Texas achieve the *60x30TX* attainment and completion goals.

CRS will utilize [Grad TX](#) to engage higher education administrators, faculty, and staff to focus on creating more student-ready colleges, particularly for students who have exited higher education with substantial semester credit hours and no degree. Additionally, [GenTX](#) will be utilized to educate students, families, and secondary staff about college readiness and drive more students to take classes that prepare them for college-level courses.

Some of the strategies under this campaign include:

College-ready student strategies –

- Invest in developing aspiration and academic preparation for college in high school and in prior years.
- Financial literacy training/curriculum to provide a financial foundation that may improve college-going rates and reduce student debt.
- Help develop better and more widely available information about college pathways.

Student-ready college strategies –

- Build capacity to help institutions change practices and develop new approaches to improving student success in college.
- Create more seamless alignment (including transfer) across secondary and postsecondary education and with other systems (pathways).
- Invest in advising that supports students in navigating their career and academic aspirations; their academic preparation, performance, and needs; their major; the financing of their degree; and the institution.
- Enhance accountability by measuring learning and success in schools and colleges.
- Build institutional awareness around cultural readiness and needs/attitudes of minority, millennial, and Generation Z students.
- Help reduce time to degree, increase transfer.

For information about the R U Ready campaign, contact Terri Daniels at terri.daniels@thehb.state.tx.us or 512-427-6267.

Terri Daniels | Assistant Director, College Completion | College Readiness and Success

Adult Education Practitioner's Design and Implementation Guide Released

From 2009 through 2014, the Texas Higher Education Coordinating Board (THECB) funded 12 community colleges that partnered with college- or community-based adult education and literacy (AEL) providers to support the participation and success of students transitioning from AEL programs into community colleges through Intensive College Readiness Programs for Adult Education Students, or IP-AES. These instructional and student support programs were intensive (15-25 hours a week of instruction) and included

instruction in academic reading, writing, and mathematics, as well as provided learning frameworks and college-readiness skills.

In 2015, the THECB contracted with Dr. James Kallison to write [A Practitioner's Guide to Program Design and Implementation](#), based on lessons learned after five years of IP-AES implementation and evaluation. The guide contains information on administrative and program structure, costs of implementation, student recruitment and selection, requirements and approach to goal setting, curriculum development, pedagogy, learning assessment, and guidelines for program evaluation.

Also included in the appendices are contributions from IP-AES program administrators and teachers across Texas. The contributions include examples of program flyers, course syllabi, interview questionnaires, career planning worksheets, sample lessons plans, teacher observation logs, and much more. Also included as part of the appendices are the Curriculum Frameworks for College Readiness Programs originally issued to support the IP-AES models in 2013. Developed under contract with Texas State University, the Integrated Reading and Writing section was written by Dr. Eric Paulson of Texas State University, the Mathematics section by Selina Vasquez Mireles of Texas A&M International University, and the final section on Learning Frameworks by Claire Ellen Weinstein of The University of Texas at Austin and Taylor W. Acee of Texas State University.

Linda Muñoz | Director, Adult Education | College Readiness and Success

Focus on 60x30TX

Each APP newsletter includes a Q&A about 60x30TX with a staff member at the Texas Higher Education Coordinating Board. This month's Q&A is with Stacey Silverman, Deputy Assistant Commissioner in Academic Quality and Workforce. In this issue, we are focusing on the following [text](#) (p. 18):

Inherent in increasing completions is the need to strengthen guided pathways between two- and four-year colleges and to align lower-division curricula across institutions and degree programs. Doing so will place students on paths to receive coherent and rigorous educations that will transfer between colleges and count toward degrees.

What is the connection between students receiving coherent and rigorous educations and strengthening guided pathways?

SS: Maintaining the academic rigor of degree programs, while providing students with clear paths to pursue their educational goals are both critically important for Texas higher education. Students (and parents), pay a lot of money for the opportunity to work toward a degree, and most probably hope that once that goal is achieved, it will lead them to careers that are monetarily and personally rewarding. For that to be the case, the programs students pursue must provide them with the knowledge and skills they will need to work, continue their education, or contribute in other ways to their community. So, the connection between providing coherent and rigorous educational programs in a clear and efficient manner that students understand is essential. Strengthening both will help Texas achieve its 60X30TX completion goal.

The connection between strengthening guided pathways and aligning lower-division curricula across institutions to increase

completions may seem clear to many readers, but how do you see the connection working? What are some of the nuances?

SS: The connection between stronger guided pathways and aligning lower-division curricula across institutions, as a strategy to improve student completion, places an emphasis on streamlining the educational pathway at the beginning of a student's entry into higher education and maintaining that path as the student progresses to graduation. Such an approach allows students to advance through an academic program in the most efficient manner, without taking unnecessary courses and incurring additional costs along the way. It doesn't mean that a student won't be able to explore a variety of interests; rather, it allows students to rapidly progress and attain their general education courses easily, with the knowledge that what they are taking will transfer if they move from one Texas public institution of higher education to another, regardless if the student is transferring to or from a two-year or four-year institution.

Improving students' understanding of the various pathways they may take to achieve their educational goals is essential and will play an important role in helping Texas achieve its *60X30TX* goal related to completion. Students benefit from having a clear path to pursue as they work toward their educational goals. Whether it is completing a certificate, associate degree, bachelor's degree, or some variation of those, students who understand how to navigate the complex higher education landscape are far more likely to graduate, and importantly, to graduate without excess semester credit hours and without incurring unnecessary costs.

Efforts underway to directly encourage stronger guided pathways include the Texas Core Curriculum, Field of Study, and Block Scheduling. The revised Core Curriculum allows students to transfer from one Texas public institution of higher education to another upon successful completion of core courses without having to retake courses. If the student completes the entire 42 semester credit hour core, the student may transfer the entire core to another Texas public institution of higher education, without having to retake any core courses. The work of the Coordinating Board's Field of Study (FOS) Committees is also promoting efficient completion using a similar approach. Students who complete the courses included in a FOS receive credit for the courses, and those courses must be used to satisfy course completion in that major, so students don't have to retake any of them when they transfer to another Texas public institution of higher education. The Coordinating Board's efforts in block scheduling recognizes and provides accommodation for working students. Texas public community colleges that offer block scheduling have aligned courses in a sequence and that allows them [the courses] to be delivered at scheduled and predictable times, allowing working students to set their work schedules to align with their course schedules.

New Employees in Academic Planning and Policy

Tracey Armstrong (Director of Innovation, Academic Planning and Policy) - Tracey began her career as a middle and high school language teacher in Ontario. After securing her M.Ed. from the University of Regina, Saskatchewan, and earning her principal and superintendent qualifications in Ontario, she became a vice-principal. In 2002, she earned her Ph.D. in educational leadership from the University of Virginia. As a graduate assistant, she was Program Director of the Darden/Curry Partnership for Leaders in Education, a School Turnaround initiative founded by former Gov. Mark Warner. In 2008, Tracey joined the faculty at the University of Calgary. Next, she served as the Distance Learning Program Director and faculty

member at The George Washington University. Prior to moving to Austin, she was a learning and development consultant, and facilitated an executive doctoral course in organizational learning at the Peabody College of Education at Vanderbilt.

John Dinning (Program Director, Strategic Planning and Funding) - Before moving to Austin, John lived in El Salvador where he was a professor of music at the National Center for the Arts and the principal Tubist for the National Symphony Orchestra of El Salvador. John also has worked as a consultant for Salvadoran Ministry of Education and Save the Children International. He received his master's in public affairs at The University of Texas at Austin, where he focused on program evaluation and quantitative methods. Before joining the staff of the THECB, John worked in the Austin City Manager's Office as the Council Meeting Coordinator.

Kathy Zarate (Program Specialist, College Readiness and Success) - Kathy earned her bachelor's degree in political science at Baylor University. She then attended St. Mary's University in San Antonio, where she earned a Master's in Public Administration and a Juris Doctor degree. Before joining the staff of the THECB, Kathy served as a College Readiness Program Manager at Austin Partners in Education.



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