

Academic Planning and Policy E-News

P-16 Initiatives | Planning and Accountability |
Workforce, Academic Affairs and Research



Texas Higher
Education
Coordinating Board

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

Volume 6, Number 3, August - October 2014

Committee Continues Deliberations on Next Texas Higher Education Plan

The Higher Education Strategic Planning Committee is the advisory committee charged with providing advice and recommendations to the Texas Higher Education Coordinating Board (THECB or Coordinating Board) regarding the development of the next long-term strategic plan for Texas higher education. The most recent meetings of the committee were held Aug. 19, Sep. 10, and Oct. 9. The next meeting is scheduled for Nov. 13, 10 a.m. - 2 p.m., at the THECB offices in Austin and will feature discussions of how students' level of debt can be influenced.

The presentations and minutes for the meetings are available on the [committee's website](#). Barring technical difficulties, meetings are open to the public and broadcast live on the [THECB's website](#). Throughout the remainder of 2014 and during early 2015, the committee will continue to meet monthly, as required by workload and tasks.

At the August, September, and October meetings, the committee discussed some potential goals and measures for the next long-range strategic plan for Texas higher education. Some highlights from these meetings appear below. Committee members will deliberate on higher education-related topics before making a focused recommendation to the Coordinating Board on the next strategic plan for higher education in Texas. During the deliberations' process, and prior to adopting the new higher education plan in July 2015, the Coordinating Board will solicit public input via stakeholder meetings and conferences, such as the 2014 Texas Higher Education Leadership Conference (Nov. 20-21 in Austin), and online tools, such as [College Town Hall-Texas](#).

August - Discussed higher education completion and student cost/debt, with input from:

- Stan Jones, President, Complete College America, on helping students achieve a degree; and
- Dr. Sandy Baum, Research Professor of Education Policy, George Washington University, and Senior Fellow, The Urban Institute, on college access and affordability.

September - Discussed higher education and marketable skills, with input from:

- Dr. Mark Schneider, Vice President, American Institutes for Research, on marketable skills needed by the graduates of higher education institutions; and
- Dr. Randy Diehl, Dean of the College of Liberal Arts, The University of Texas at Austin, on the importance of marketable skills in the liberal arts.

October - Discussed the role of for-profit colleges in completions, with input from:

- Dr. Suzanne Mettler, Clinton Rossiter Professor of American Institutions, Department of Government, Cornell University, on how our U.S. system of higher education has gone from facilitating upward mobility to exacerbating social inequality; and

Calendar

Higher Education Strategic Planning Committee Meeting

Nov. 13, 2014, 10 a.m.

Texas Higher Education Leadership Conference

Nov. 20-22, 2014

Next Board Meeting

Jan. 22, 2015, 8:30 a.m.

APP Links

[Higher Ed Data](#)

[Higher Ed Strategic Plan](#)

[Higher Education Almanac](#)

[Accountability System](#)

[P-16 Initiatives](#)

[Finance and Resource Planning](#)

[Workforce, Academic Affairs
and Research](#)

[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@thehb.state.tx.us or (512) 427-6434.

- Thomas Babel, Vice President for Regulatory Affairs, DeVry Education Group, on how the for-profit sector of higher education is contributing to increasing postsecondary attainment.

Mary E. Smith | Assistant Deputy Commissioner | Academic Planning and Policy

Process Established for Texas Core Curriculum Changes

Texas Higher Education Coordinating Board staff worked with the Coordinating Board's Undergraduate Education Advisory Committee (UEAC) to establish a new Texas Core Curriculum (TCC) submission and approval process. Starting with academic year 2015, each Texas public institution of higher education may submit one comprehensive request per year to change its TCC. The request should cover all proposed changes to the institution's list of core courses, including the addition and deletion of courses; changes to course numbers, course titles, or course semester credit hours (SCH); re-assignment of a course from one Foundational Component Area (FCA) to another, if appropriate; and other changes such as placement of overflow hours from four-SCH courses, or changes to the institution's core curriculum assessment plan.

The Coordinating Board changed its rules regarding the TCC in October 2014, eliminating a deadline for submitting the annual change to the core. Institutions, however, should allow a 75-day review period to accommodate a timeline that allows for a review and then a response from the institution.

The Core Curriculum Submission Portal is expected to be available for submission of core curriculum changes in early November. Additional details are posted on the THECB website at www.thecb.state.tx.us/TXcorecurriculum.

Reinhold Cornelius | Assistant Director, Universities and Health-Related Institutions | Workforce, Academic Affairs and Research

2014 Texas Higher Education Leadership Conference Set for Nov. 20-21

The 2014 Texas Higher Education Leadership Conference planned by the Texas Higher Education Coordinating Board will be held on Nov. 20-21 at the DoubleTree Austin Hotel (6505 IH-35 North). The conference's focus will be *Planning Educationally for a Competitive Global Economy*.

Keynote speakers and panelists, including leading experts from higher education and the workforce, will discuss the possible goals, targets, and strategies being considered for the next long-range plan for higher education in Texas through 2030. Small-group facilitators will include members of the THECB and members of the recently formed Texas Higher Education Strategic Planning Committee (TxHESPC), the advisory committee charged with providing advice and recommendations to the Coordinating Board regarding the development of the new plan. Finally, a panel of legislators is expected to provide information to higher education stakeholders regarding the upcoming 2015 Legislative Session (84th Legislature).

The annual leadership conference brings together regents, trustees, chancellors, presidents, and other higher education leaders to discuss critical higher education issues. The focus of this year's conference will be on the work being done and planned to establish the next long-range plan for higher education in Texas. Interaction among higher education stakeholders will be a key part of the conference. Workshops will enable members of the TxHESPC to secure feedback on the potential goals and metrics being considered for the next long-range plan before continuing their monthly deliberations and making focused recommendations to the Coordinating Board in July 2015.

The conference agenda will include:

1. Orientation for New Governing Board Members (Nov. 20, 8:00 a.m. - 5:00 p.m.)
2. Leadership Conference Sessions Day 1 (Nov. 20, 1:00 - 5:00 p.m.)
3. Leadership Reception (Nov. 20, 6:00 - 7:00 p.m.)
4. Leadership Dinner (Nov. 20, 7:00 - 8:30 p.m.)
5. Conference Sessions Day 2 (Nov. 21, 8:00 a.m. - 12:30 p.m.)
6. Annual State of Higher Education Luncheon/Annual Star Awards Ceremony (Nov. 21, 12:30 - 2:00 p.m.)

For more information, please visit the conference website at <http://www.thecb.state.tx.us/2014LeadershipConference>, or contact Assistant Deputy Commissioner Mary E. Smith at 512-427-6213 or Mary.Smith@thecb.state.tx.us.

**Kelly Carper Polden | Assistant Director | External Relations; and
Mary E. Smith | Assistant Deputy Commissioner | Academic Planning and Policy**

Texas Online College and Career Readiness Resource Center Launches

The Texas Online College and Career Readiness Resource Center (OCCRRC) is now available at www.txccrsc.org. Educators, staff, and administrators that interact with students at all levels will find a wealth of free tools and information to help them assist their communities with preparing all students adequately for college and careers.

This resource is built on the philosophy that all students should graduate from high school prepared to succeed within a postsecondary institution, career pathways program, or military service. K-12 education should prepare students to be lifelong learners and to pursue meaningful careers in which they can advance over time.

The Texas OCCRRC also supports the idea that it is never too early to begin talking about postsecondary opportunities. Even prekindergarten teachers can create a college-going culture for their students when introducing new skills by referencing college and careers and featuring different jobs in the lessons. Not all students come from families with college-going experience, but by making postsecondary learning a consistent focus throughout K-12, educators can help students feel confident about continuing their educations.

On October 3, 2014, 17 of the 20 Education Service Centers across Texas, the Texas Education Agency (TEA), the Texas Higher Education Coordinating Board (THECB), and other stakeholders engaged in professional development to learn how to assist local districts using the Texas OCCRRC. Participants discovered over 250 free resources, videos, lessons, and tools to encourage a strong college and career culture in Texas schools. In addition, participants learned how the College and Career Readiness Profile Planning Guide (supported by grant funding from the THECB) works in conjunction with the Texas OCCRRC. The College and Career Readiness Profile Planning Guide assists school leadership teams with developing an action plan for college and career readiness initiatives.

The Texas OCCRRC is a resource for all educators, students, and parents. The complementary relationship between the OCCRRC and the *College and Career Readiness Profile Planning Guide* is the basis for a comprehensive website at www.txccrsc.org where Texas educators, parents, and students can locate what they need to promote college and career readiness.

**Matt Lashlee | Program Director, Success Initiatives | P-16 Initiatives; and
Steve Frank | Education Service Center, Region XIII**

2014 Star Award Finalists Announced

The Texas Higher Education Coordinating Board (Coordinating Board) has announced the names of eight finalists for the 2014 Star Awards for

exceptional contributions toward meeting one or more of the goals of the Texas higher education plan, *Closing the Gaps by 2015*. The Coordinating Board received 33 nominations and 28 applications for this year's Star Award program and selected these finalists:

- Lee College and Goose Creek CISD – Gulf Coast Partners Achieving Student Success
- Odessa College – Drop Rate Improvement Program (DRIP)
- San Antonio College and San Antonio ISD – San Antonio College GED to College Transition
- Texas A&M University and Blinn College – Texas A&M/Blinn TEAM Program
- Texas A&M University-Commerce – Office of Hispanic Outreach and Student Programs
- Texas A&M International University – First Year Experience Program
- University of Houston-Downtown and Project GRAD – UHD/Project GRAD Partnership
- The University of Texas at El Paso – Developmental Math Program

The Star Award was established in 2001. Representatives of institutions, organizations, and groups from all over Texas have been recognized for their efforts to develop and implement the state's most successful programs, projects, activities, and partnerships. These efforts are helping Texas close the gaps in student participation and success, excellence in programs and services, and research development and expansion.

Star Award winners will be revealed on Nov. 21, 2014, during the annual State of Higher Education Luncheon. The luncheon and Star Awards Ceremony will be held in conjunction with the 2014 Texas Higher Education Leadership Conference, *Planning Educationally for a Competitive Global Economy*.

Mary E. Smith | Assistant Deputy Commissioner | Academic Planning and Policy

Community, State, and Technical College Liaisons Meet, Get Updates

The Community, State, and Technical College (CSTC) Liaisons met on Oct. 27, 2014. The purpose of the meeting was to update the CSTC Liaisons about the current operations, policies, and priorities of the Texas Higher Education Coordinating Board (THECB). The updates included information about the agency's reorganization, effective Nov. 1, 2014; priorities for the upcoming 84th legislative session; the development of the next long-range higher education strategic plan; and issues related to academic and workforce programs.

In July 2012, each two-year college was invited to appoint a THECB Liaison to serve as the point-of-contact between the THECB and the college. THECB staff include CSTC Liaisons in a wide array of correspondence that historically went to only one person. CSTC Liaisons are encouraged to disseminate the information at their colleges to appropriate staff who normally might not receive the communication. The goal is to improve communication between the THECB and two-year colleges.

Rex Peebles | Assistant Commissioner | Workforce, Academic Affairs and Research

Learning Technology Advisory Committee (LTAC) and Graduate Education Advisory Committee (GEAC) Hold Joint Meeting

The role of advisory committees is to offer feedback and advice to the Texas Higher Education Coordinating Board (THECB or Coordinating Board). On October 13, however, two advisory committees met in an unusual joint meeting to offer feedback and advice to one another.

The Learning Technology Advisory Committee (LTAC) and the Graduate Education Advisory Committee (GEAC) each consist of up to 24 members, including a student representative, nominated from public institutions of higher education across Texas. Typically, the committees meet two to four times per year to discuss current and pending Coordinating Board rules and procedures. Advisory committees such as the LTAC and GEAC serve as valuable conduits of information between institutions of higher education and the THECB's Workforce, Academic Affairs and Research staff.

During the recent LTAC/GEAC joint meeting, both committees stepped back from policy and procedure discussions to take a wider view. They discussed how learning technology has transformed undergraduate education across the nation, but the way forward for graduate education is sometimes less clear. They discussed many questions, such as how technology can improve graduate education given that graduate school is often associated with small class sizes, direct contact with mentoring advisors, and a rigorous but highly personalized area of study; and how all these traits can be improved, not weakened, by distance education.

The discussion between the two committees included topics on the State Authorization Reciprocal Agreement (SARA); the process for starting new online graduate programs; professional development for faculty making the transition to online teaching; advising; student support services; program evaluation; and much more. Invited guest speakers included Marshall Hill (National Council for State Authorization Reciprocity Agreements), Mary Larson (Southern Regional Education Board), Kaye Shelton (Lamar University), Wendi Prater (Western Governors University), and Justin Louder (Texas Tech University).

Allen Michie | Program Director, Universities and Health-Related Institutions | Workforce, Academic Affairs and Research

TWU's Supplemental Instruction/Tutoring (SIT) Model Cultivates Student Success

The Texas Woman's University Comprehensive Student Success Program (TWU CSSP) continues to cultivate a culture of success for students in college algebra, statistics, chemistry, and microbiology courses. The TWU CSSP is a grant-funded program of the Texas Higher Education Coordinating Board (THECB) that is structured to identify and offer support to students in those classes with traditionally high noncompletion rates.

The program employs an early warning system supplemented with a holistic assessment tool to identify students' risk factors. The program coordinator meets with students identified by the early warning system to offer opportunities for them to connect with support services and discuss time management and other necessary study skills. The holistic approach of identifying various risk factors and then addressing them through advising and connection with Course Assistants has created a network of support for each student in the TWU CSSP.

Course Assistants are near-peers that offer academic and social support to students in the CSSP courses. They attend classes, offer a hybrid version of supplemental instruction and tutoring, and act as peer mentors to the students within their assigned class. Course Assistants also facilitate in-class activities and, at times, lead class review sessions.

The results indicate that students who attend the hybrid supplemental instruction and tutoring sessions outperform students who do not attend them. Based on the influence of Course Assistants, faculty report a more positive in-class atmosphere, as well as a positive impact on the number of students who are passing with a grade of 70 or higher. Statistically significant results indicate that students who attend SIT outperform those students who do not attend.

Through continued institutional and THECB funding, the TWU CSSP has expanded from four course sections of approximately 340 students served to 14 course sections of approximately 1,000 students served. Dr. Don Edwards, the principal investigator (grant lead) for the program, and Dr. Bev Carlsen-

Landy, the program coordinator, have shared TWU's program success and best practices at numerous conferences this year, including The Education Policy Institute's Student Success Symposium, the THECB's Student Success Summit, the International Conference for Supplemental Instruction, NISOD's International Conference on Teaching and Leadership, the Southwestern Social Sciences Annual Conference, and the College and Career Readiness KEYSTONE Conference.

**Matt Lashlee, Program Director, Success Initiatives, P-16 Initiatives; and
Dr. Bev Carlsen-Landy, CSSP Coordinator, Texas Woman's University**

TSIA, SAT, and a Study in Validity

The most important feature of any test is its validity. Does the test measure what it is supposed to measure? If validity is not demonstrated, it is uncertain what value, if any, the results of a test have. For this reason the validity of the Texas Success Initiative Assessment (TSIA) is paramount.

In fact, validity has a finer definition for the TSIA. Is the TSIA accurate in predicting how well someone will do in entry-level courses in college? The TSIA seeks to gauge students' knowledge in mathematics, reading, and writing to reveal how well they may perform entry-level course work in college. As such, the criteria for validity are how well the student does in these college courses. For example, in mathematics, there are specific college courses that are entry level: MATH 1314/1414/1324/1332/1342. The student grades within these courses – and their course equivalents within the universities – are the criteria for the TSIA Mathematics Validity.

Essentially, the test validity is assessed by examining the probability of how well a student will do in an entry-level course based on their score on the TSIA. Validity studies are being conducted by the Texas Higher Education Coordinating Board (THECB) and the College Board. The data cover the time period from September 1, 2013 to December 31, 2014. The results are expected in the fall of 2015.

The THECB and the College Board also are working on a validity project on TSIA exemptions for students who take the SAT and meet or exceed certain score levels. Currently, if students earn a combined critical reading (formerly "verbal") and mathematics score of 1070, with a minimum of 500 on the critical reading test, they are exempt from the TSIA reading and writing sections. A score of 500 or better on the mathematics test exempts them from taking TSIA Math. A student who meets or exceeds the criterion score is able to enroll in entry-level college courses in that subject area.

To maintain these exemptions, the validity study must demonstrate that these scores are sufficient for predicting college readiness. This study is being conducted similarly to the TSIA validity study by assessing the test and, more specifically, the probability of its scores in predicting success in entry-level college courses. This study also involves similar data to the TSIA validity study. The difference is that the exemption study utilizes SAT scores and grades for entry-level college courses, while the TSIA validity study examines TSIA scores and grades for entry-level college courses.

Another notable difference between the two studies is that the TSIA validity study pertains to students who took the TSIA, while the other study pertains primarily to students who took the SAT. Because taking and achieving a sufficient score on the SAT exempts students from taking the TSIA, some overlap exists between the two groups of students in these studies.

Alan C. Bugbee | Director of Assessment, TSI Assessment | P-16 Initiatives

Generation Texas (GenTX) Application Campaign to Take Place During GenTX Week at Texas High Schools

The GenTX Application Campaign, supported by the Texas Higher Education Coordinating Board, the GenTX Steering Committee, and GenTX partners will be held Nov. 17-21, 2014, at Texas high schools across the state. As part of the nationwide American College Application Campaign® (ACAC) initiative,

the GenTX Week Application Campaign seeks to increase the number of students who apply to college early during their senior year, with an additional focus on first-generation and low-income students, as well as students who may not apply to college.

In 2013, the ACAC initiative of the American Council on Education (ACE) reached 39 states and the District of Columbia, 2,500 schools, and 150,000 students, and generated 220,000 college applications nationally. During the 2014 school year, all 50 states will be participating in the ACE campaign.

During the GenTX Application Campaign, students at participating high schools will be assisted as they complete college applications during the school day. The goal is for each participating student to submit at least one college application. During the campaign, students may apply to any of 148 public and independent institutions of higher education in Texas, or any institution of higher education they choose.

Texas students will be prepared beforehand to complete the college application process, and they will be able to follow through to complete their Free Application for Federal Student Aid (FAFSA). This is the second year that Texas has hosted the GenTX Application Campaign, which is designed to enhance and expand the college-going culture in Texas. The campaign utilizes existing networks and infrastructure, such as school personnel and volunteers, that are low cost or no cost.

The 2013 Texas Campaign had 20 participating high schools with 2,129 students who completed 3,549 college applications.

Natalie Coffey | Director, Recruitment and Retention, Educator Quality | P-16 Initiatives



Questions? [Contact us](#)

GET UPDATES:



SUBSCRIBER SERVICES:

[Manage Subscriptions](#) | [Unsubscribe All](#) | [Subscriber Help](#) |

This email was sent to academicplanningpolicysector@theccb.state.tx.us using GovDelivery, on behalf of: The Texas Higher Education Coordinating Board · 1200 E. Anderson Lane, Austin, TX 78752

powered by
govDELIVERY
get the word out.