

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

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Conference Will Launch Efforts to Achieve Marketable Skills Goal



The Texas Higher Education Coordinating Board (THECB) is hosting the first [Marketable Skills Conference](#) to help institutions achieve the third goal of [60x30TX](#). Sponsored through a partnership of the THECB, the Texas Workforce Commission, The University of Texas at Austin, and the College for All Texans Foundation, the conference will kick off efforts to achieve the marketable skills goal. This event will be the first official gathering of Texas institutions of higher education to discuss one of the goals in [60x30TX](#). It will take place at the AT&T Conference Center in Austin.

The THECB has encouraged institutions to send teams of four drawn from the following staff: deans, chief academic/instructional officers, career services administrators, student services administrators, and faculty senate presidents. The THECB also expanded registration to boards of regents, including student regents, and to trusted industry partners identified by leaders at Texas colleges and universities.

During this conference, higher education institutions will hear and share ideas, policies, and practices on how to achieve the marketable skills goal of [60x30TX](#). Keynote speakers and plenary panels will address big picture issues facing the state (and nation) related to marketable skills. Breakout sessions will feature best practices, available opportunities, and new possibilities for achieving the goal and helping graduates transition from campus to the workforce. The most up-to-date draft agenda is posted [online](#).

[Registration](#) for the conference is still open and is now \$150 for teams. **Registration will close on April 6 at 3 p.m. CST.** Lunch for both days is included in the registration price. The conference hotel is sold out. However, [hotels on this list](#) offer the state (TX) rate in Austin.

Ginger Gossman | Senior Director | Innovation and Policy Development

Calendar

Next Board Meeting

April 28, 8:30 a.m.

[Graduate Education Advisory Committee \(GEAC\)](#)

April 1, 10 a.m.

[Family Practice Advisory Committee Meeting](#)

April 15, 3 p.m.

[Marketable Skills Conference](#)

April 12-13

[Negotiated Rulemaking Committee on Bilingual Education Scholarship Program](#)

April 18, 9:30 a.m.

[Negotiated Rulemaking Committee on B-On-Time Tuition Set-Asides Reimbursement](#)

April 20, 9:30 a.m.

[Undergraduate Education Advisory Committee \(UEAC\) Meeting](#)

April 22, 10 a.m.

[Agency Operations Committee Meeting](#)

April 27, 2 p.m.

Regional 60x30TX Workshops Kick Off at UT-Arlington

In partnership with the Texas Higher Education Coordinating Board, The University of Texas at Arlington (UTA) announced the convening of [the first comprehensive regional gathering of North Texas](#) leaders to discuss ideas on how to meet the targets of the state's 60X30TX educational goals. The convening will also focus on programs that have been effective to date and potential pathways for more collaboration among all educational organizations.

"60X30 North Texas" will be on Tuesday, April 5, at the UTA College Park Center Arena, from 8 a.m. to 3 p.m. The conference is open to area public school systems, community colleges and four-year universities, business and industry, government and nonprofit education organizations, and civic leaders working to improve education in North Texas.

The Texas Higher Education Coordinating Board is sponsoring the regional meetings with support from Houston Endowment and Lumina Foundation. The objectives of the meetings are to: 1) review the status of regional/local progress toward addressing higher education challenges, which include improving collaboration and alignment between public schools and higher education, as well as improving college readiness; 2) develop an action plan to improve students' completions of postsecondary certificates or degrees; and 3) create a seamless pipeline among public education, higher education, and the workforce.

THECB staff is planning at least six more regional workshops across the state in 2016 from now until late fall. For more information, visit the [regional meeting web page](#).

Kelly Carper Polden | Assistant Director of Communications | External Relations

Mary Smith | Assistant Deputy Commissioner | Academic Planning and Policy

TAB Marketing Campaign Wins Three Awards



The [Texas Affordable Baccalaureate](#) (TAB) degree marketing campaign won the gold award in the [2015 International MarCom Awards Competition](#) in the best comprehensive communications campaign category. The awards competition, held last fall, included more than 6,500 entries from around the world. In addition, the TAB marketing campaign won two awards for the

60x30TX in the News

[Breitbart.com](#)

[The Daily Texan](#)

[The Dallas Morning News](#)

[Forbes](#)

[The Gilmer Mirror Online](#)

[The Katy News](#)

[Midland Reporter-Telegram](#)

[Odessa American Online](#)

[Regional Symposium for Student Success & Retention - Texas Tech](#)

[Texas Wide Open for Business](#) (p. 66)

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

integrated marketing campaign and the video/television ad in the [13th Annual Service Industry Advertising Awards Competition](#) (SIAA). This competition is the only national advertising award to specifically recognize advertising achievements in the service industries. A Silver Award was presented for the TAB "Build Your Future" integrated marketing campaign, and a Merit Award was given for the "[Build Your Future](#)" video/single television spot.

The TAB marketing campaign was created to promote the new competency-based bachelor of applied science in organizational leadership degree developed by the Texas Higher Education Coordinating Board (THECB), Texas A&M University-Commerce, and South Texas College. The bilingual campaign was designed to be adapted for marketing future TAB degree programs. The campaign combines traditional and new media marketing efforts, including Facebook ads, email campaigns, web banners, YouTube videos, and Pandora ads. Contact Kelly Carper Polden, kelly.polden@theccb.state.tx.us with questions about the TAB marketing campaign and how to use it to promote future TAB programs.

Kelly Carper Polden | Assistant Director of Communications | External Relations

Programs Receive Grant Money to Help Train More Doctors and Nurses in Emergency and Trauma Care

In 2011, the Texas Legislature established the Emergency and Trauma Care Education Partnership Grant Program (ETEP) to increase training opportunities in emergency and trauma care for physicians and nurses. The Texas Higher Education Coordinating Board (THECB) solicited applications for grant awards in fall 2015. In February, the THECB announced two-year awards totalling \$4.3 million to foster partnerships between hospitals and graduate medical education (GME) programs. The purpose of the awards is to increase the number of emergency medicine and trauma care physicians. Seventeen GME programs received awards to support 138 resident and fellow positions in the medical specialty of emergency medicine and the subspecialties of pediatric emergency medicine and surgical critical care.

The ETEP funding also supports partnerships between hospitals and graduate nursing programs to increase educational experiences in emergency and trauma care for registered nurses pursuing a graduate degree or certificate. In March, the THECB announced an ETEP Nursing Award of approximately \$1 million to support a program that will provide training to 88 students over a two-year period, including 62 nurse practitioners pursuing a post-master's certificate and 26 registered nurses enrolled in the master's degree program.

Funding requested from eligible programs was more than three times the available appropriation. For a complete list of award recipients, go to www.theccb.state.tx.us/ETEP.

Suzanne Pickens | Senior Program Director | Academic Quality and Workforce

Generation Texas Goes [#SXSWedu](#)



Raul Jaimes was one of several CRS staff who spoke with Central Texas parents and high school students about college and career opportunities.

The Division of College Readiness and Success (CRS) at the Texas Higher Education Coordinating Board (THECB) hosted a [Generation Texas](#) table filled with college access information and promotional items at the [SXSWedu Expo](#) on March 8. Generation Texas is a statewide, grassroots movement focused on creating a college-going culture in Texas. The SXSWedu Expo is a free event designed to encourage and inspire learners of all ages to identify and reach their education and career goals.

CRS staff talked with high school students and parents from the Central Texas area about college planning, applying for financial aid, and exploring career options. In 2015, the expo brought close to 6,000 Central Texas students, parents, and educators together. Staff also directed SXSWedu Expo goers toward many online resources that help Texans navigate postsecondary options, including [GenTX.org](#), [CompareCollegeTX.com](#), and [ApplyTexas.org](#). Many attendees took the "Selfie Challenge" and won Generation Texas swag for sharing their Generation Texas pictures on social media. The effort led to more than 2,600 social media impressions about the importance of college and career readiness.

Matt Lashlee | Program Director | College Readiness and Success

Committee Approves Revisions and New Learning Outcomes for Academic Course Guide Manual

The [Lower-Division Academic Course Guide Manual](#) (ACGM) is the approved list of courses Texas public community, state, and technical colleges may offer for general academic transfer to generate state formula funding. The courses in the ACGM are listed by their [Texas Common Course Numbers](#) (TCCNS) and are guaranteed to transfer to all Texas institutions of higher education. Public community, state, and technical colleges use the

ACGM/TCCNS designations in their catalogs, and Texas public universities are required by statute and rule to identify their equivalent courses on websites, catalogs, and when reporting their course inventory to the Texas Higher Education Coordinating Board (THECB). The courses in the ACGM serve as building blocks for statewide initiatives to improve transfer, including [Texas Core Curriculum](#), [Field of Study Curricula](#), and [Voluntary Transfer Compacts](#).

As part of a continuing effort to improve the ACGM and statewide course transfer, Academic Quality and Workforce staff at the THECB works with faculty workgroups on the [Learning Outcomes Project](#) to develop student learning outcomes for lower-division courses. After identifying a set of frequently taught ACGM courses, THECB staff request discipline-specific faculty nominations from Texas public universities, community, state, and technical colleges to participate in the project. Faculty assigned to the Learning Outcomes Project form workgroups and review a large number of course syllabi from Texas public institutions, identify common elements, revise course descriptions, and develop sets of student learning outcomes for each course under consideration. This task of aligning course content benefits students, faculty, institutions, and the state by creating efficiencies and providing clarity.

The 2015 Learning Outcomes Project focused on the disciplines of architecture (ARCH), computer science (COSC), and mathematics (MATH). The Learning Outcomes Project faculty workgroups also made recommendations for course deletions when they found courses covering the same content. Courses scheduled for deletion are under review for two years before deletion occurs. In addition to course description revisions and new learning outcomes, the faculty workgroups made recommendations about contact-hour parameters. Faculty workgroups recommended contact-hour increases for MATH 1332, 1350, and 1351 and contact-hour decreases for ARCH 1303, ARCH 1304, COSC 1301, and COSC 1315.

The proposed revisions were posted for a 30-day, public comment period in fall 2015. The faculty workgroups considered the additional information and input from stakeholders collected during the comment period and made changes, as deemed appropriate. The final proposed revisions then were presented to the [ACGM Advisory Committee](#). The committee met November 13, 2015, and considered and approved the 2015 Learning Outcomes Project proposed revisions of course descriptions and the new student learning outcomes. The changes take effect fall 2016. A list of revised courses and courses scheduled for deletion is available in [the introductory pages of the ACGM](#).

New on [the ACGM web page](#) are forms to submit when appealing the deletion, or scheduled deletion, of a course. The appeals process provides an opportunity for institutions to clarify and substantiate information about the transferability and applicability of courses, which may not be apparent in reported data from institutions.

The 2016 ACGM Learning Outcomes Project will get underway soon. Courses in the disciplines of music (MUSI) and dance (DANC) will be the focus of this year's project. THECB staff have solicited nominations for qualified faculty for the workgroups from public universities and colleges, and workgroup members will be selected soon.

Rebecca Leslie, Program Director, Academic Quality and Workforce Division

Focus on 60x30TX

Each APP newsletter includes a Q&A about *60x30TX* with a staff member at the Coordinating Board. This month's Q&A is with Rex Peebles, Assistant

Commissioner for Academic Quality and Workforce. We are focusing on the following [paragraph](#) (p. 3):

Aligning higher education in Texas with the workforce is important, in addition to teaching students in broad ways that allow for flexibility in career choices. Texas students need both skills and broader learning to succeed in the workplace.

How can institutions of higher education in the state teach students in broad ways, and what populations of students might be included?

The idea is to provide students with fundamental skills that are adaptable to any number of jobs, and those skills include things like critical thinking, communications, and teamwork. That's one meaning. But teaching in a broad way also has to do with the core of general education, which is to expose students to a wide range of knowledge so that they can make connections among ideas and areas in the workplace. In a marketing career, for example, it could be helpful to know a foreign language and have exposure to different cultures or international studies in order to market a product or service effectively and appropriately. Broad learning is applicable to all students. Also, this idea ties to the notion that people will have multiple careers over a lifetime, and with broad knowledge, they should be able to transfer skills from one job to another, e.g., the ability to problem solve is transferrable and applicable to most careers.

What are some ways to align higher education and the workforce?

Higher education has a role to play in students' lives beyond their work life, so alignment may not be the only thing we want to do, but higher education needs to be aware of the knowledge and skills that business and industry need. When the Undergraduate Education Advisory Committee (UEAC) revised the core curriculum last year, we looked at higher education and business/industry alignment. We examined lists of academic outcomes and business/industry needs, and the lists were similar. Higher education can address broad skills overall, and majors or programs of study can address specific skills. Putting together an advisory committee and getting feedback is one way to accomplish better alignment. Knowing what skills are needed, as well as what skills are dated or not applicable, for a particular career is also valuable information. Of course, no program can teach everything. That's where broad-based learning is important and where we need to ask if we are equipping students to grasp different processes – even within the same industry – and to learn them quickly.

New Staff in Academic Planning and Policy

Jennifer Nailos (Program Director, Academic Quality and Workforce) - Jen has higher education and student affairs experience at several universities, including Texas State University, The University of Texas at Austin, The Ohio State University, and Indiana University. Her research includes engagement, alumni development, demographic changes, and professional development. She has held a graduate assistantship with the National Survey of Student Engagement at Indiana University's Center for Post-Secondary Research, and last summer, served as a research intern at the THECB. She received a B.A. in English and a B.A. in History from the University of Massachusetts-Amherst, an M.A. in Higher Education & Student Affairs from The Ohio State University, and is completing her Ed.D. in Higher Education with a minor in Organizational Behavior & Human Resource Management at Indiana University.

Nick Fette (Data Analyst, Strategic Planning and Funding) - Before joining the THECB, Nick worked as a Transportation Researcher at the Texas Transportation Institute in College Station, Texas. Nick attended Texas A&M University and graduated with a bachelor's degree in political science and philosophy. After finishing his degree, he continued his education at the Bush School of Government where he received a Master's in Public Administration.