

# 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 9, Number 2, Spring 2017

## Quarterly Highlight: The Student Debt Goal

### Major Policy Discussion Focuses on Predictive Analytics at April 20 Board Meeting

Predictive analytics in higher education was the topic for the major policy discussion at the [quarterly board meeting](#) of the Texas Higher Education Coordinating Board (THECB) on April 20 in Austin. Predictive analytics is a strategy identified to increase student persistence and completion in *60x30TX*. Predictive analytics involves predicting behavior and events by using technology to discover relationships and patterns within large amounts of historical data.

The agency recently conducted a survey that included, among other questions, how many colleges and universities in Texas are using predictive analytics and how they use it. Dr. Tracey Armstrong, Director of Innovation in Innovation and Policy Development at the THECB, who led and moderated the discussion, referred to several of the survey's results in her opening remarks. Bill Abasolo, Director of Strategic Planning in Strategic Planning and Funding at the THECB, who was on hand to answer questions, referred board members to recommendations by institutions from the survey on how the agency might assist them in using predictive analytics. A two-page handout showing the results of the survey is available [here](#).

The panelists for the major policy discussion were Dr. Ellen Wagner, Co-founder and Chief Research Officer for Predictive Analytics Reporting (PAR) Framework and Vice President of Research at Hobsons; Iris Palmer, Senior Policy Analyst of the Education Policy Program at New America Foundation; George González Jr., Director of Institutional Research and Effectiveness at San Jacinto College (San Jacinto); and Michelle Callaway, Lead Research Programmer Analyst of Institutional Research and Effectiveness at San Jacinto.

Panelists provided a comprehensive overview of predictive analytics, including how it benefits students, and discussed the opportunities and challenges that confront higher education institutions, including transparency issues and the ethical concerns of using student information.

Ellen Wagner, from PAR Framework and Hobsons, discussed how far predictive analytics has come in the last decade and how it will evolve even faster in the next. She emphasized the human component, however, should not be lost. In this context, predictive analytics should be not only about identifying risk, but also about "tying them to something you can do actionably," such as helping ensure student success. Iris Palmer, from New America Foundation, in her presentation about using predictive analytics ethically, built on Wagner's statements. Predictions about individual students

### **Newsletter Change**

*Academic Planning and Policy E-News* is moving to quarterly publication. Each issue will highlight one goal of the Texas higher education strategic plan, *60x30TX*, while continuing to cover important items of interest to colleges and universities in the state.

### **Next Board Meeting**

July 27, 2017  
8:30 a.m.

### **Important Dates in this Newsletter**

#### **RFA - Minority Health Research and Education Grant Program**

Notice of Intent to Apply  
May 1, 5:00 p.m. CDT

Grant Application  
June 12, 5:00 p.m. CDT

#### **60x30TX Star Award Nominations**

Nominations Deadline (including Self-Nominations)  
June 12

"are not destiny," she said. Palmer's presentation also provided information about how to avoid "baking in" biases into algorithms used by predictive analytics systems.

Many colleges and universities in Texas use predictive analytics as part of their efforts to improve student success. San Jacinto, invited to the April 20 meeting to share experiences and outcomes about their homegrown system, is currently developing predictive models that can be leveraged to increase student persistence and completion. Specifically, George González Jr. from San Jacinto said they are using predictive analytics "to predict student success and to help guide students."

San Jacinto's system was built using SAS Enterprise Miner software. Michelle Callaway from San Jacinto said they used the software to build decision-tree models for predicting fall to spring persistence for first-time-in-college students. The [panelists' presentations and handouts](#), which include information about how other Texas institutions of higher education can pursue using predictive analytics, are available on the THECB's website.

During the discussion with THECB staff and panelists, David Gardner, Deputy Commissioner for Academic Planning and Policy at the THECB, expressed his support for predictive analytics as a tool to help the state reach the goals of *60x30TX*. He added, "But we know this is not a magic bullet."

The [meeting webcast](#) will be available beginning Weds. April 26.

Ramona Reeves | Writer/Editor | Academic Planning and Policy  
Kelly Carper Polden | Assistant Director, Communications | External Relations

## THECB Posts Results from First Phase of Texas Dual Credit Study

Since 2000, Texas has experienced 650 percent growth in the number of high school students enrolling in dual credit education, which allows students to take college-level courses that simultaneously provide credit toward a high school diploma and a college degree. Last month, the Texas Higher Education Coordinating Board (THECB) released the [DC Education in Texas: Interim Report](#) for public comment on the THECB's website. This report shares results from the first phase of a two-year research study that attempts to address the knowledge gap in effective dual credit education.

The purpose of this study is to research dual credit education programs and inform policymakers and stakeholders whether those programs need to be reformed. Despite five decades of dual credit program expansion, there is still a knowledge gap about how to design, target, and implement high-quality, cost-effective dual credit programs that benefit students, particularly when such programs are broadened.

Specifically, this interim report provides Texas policymakers and stakeholders with an initial perspective on the accessibility, diversity, quality, and efficiency of dual credit education programs in Texas. It also proposes areas of dual credit education to investigate in the second phase of the study. The report should be of interest to lawmakers and policymakers in Texas, policymakers in states interested in expanding dual credit programs, and researchers interested in dual credit programs. The report should also be of interest to current practitioners in dual credit education.

Nominees Notified; Applications  
Sent to Nominees  
June 16

Applications Deadline  
July 17

### GenTX Decision Day

May 5

### 2017 P-16 Statewide Professional Development Conference

June 29

### Leadership Conference

Nov. 30-Dec. 1

## Upcoming Meetings and Conferences

### [Certification Advisory Council \(CAC\)](#)

April 25, 10 a.m.

### [ApplyTexas Advisory Committee Meeting](#)

April 26, 9 a.m.

### [Building/Construction Technology Programs of Study Subcommittee](#)

April 27, 10 a.m.

### [Financial Literacy Advisory Committee](#)

May 2, 10 a.m.

### [Design and Documentation Programs of Study Subcommittee](#)

May 5, 10 a.m.

### [Financial Aid Advisory Committee](#)

June 1

Although the Phase I research provides rich and detailed [findings](#), the authors believe they still lack information to recommend whether and how to change dual credit programs. The key recommendation from Phase I is to wait for findings from the next phase of the study to make changes to policy surrounding dual credit programs in Texas. The next phase of the research is designed to answer research questions to inform reasoned decisions affecting dual credit policy and practice.

Phase I of this research was conducted by RAND Education, a unit of RAND Corporation, in collaboration with the THECB and Gibson Consulting. The authors of this report are Trey Miller, Holly Kosiewicz, Elaine Wang, Liz Marwah, Scott Delhommer, and Lindsay Daugherty. The College for All Texans Foundation sponsored this project, with financial support from Houston Endowment, the Greater Texas Foundation, Communities Foundation of Texas, Educate Texas, and the Meadows Foundation.

Questions may be addressed to Principal Investigator Trey Miller at [tmiller@rand.org](mailto:tmiller@rand.org).

Ginger Gossman | Senior Director | Innovation and Policy Development

## Board Approves Amendments to Rules Governing the Texas Success Initiative

Staff in College Readiness and Success at the Texas Higher Education Coordinating Board (THECB) submitted a proposal for several changes to the [Texas Administrative Code, Chapter 4, subchapter C](#), related to the Texas Success Initiative (TSI). The following amendments to rules were approved at the THECB's board meeting on April 20. Rule changes, as follows, will be posted to the *Texas Register* and will become effective 20 days following the posting.

- 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 TSI Assessment college readiness benchmarks since the TSI Assessment 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 future administrative code.
- Section 4.54(a)(3)(B) aligns the format with other assessment instruments outlined in this section by specifying the minimum scores of 4000 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.

Test administrators for the TSI Assessment should note especially that the changes delete the phase-in language in current rules. Instead, the results of the TSI Assessment Validity study will inform changes, if any, to the current college readiness benchmarks. Results from the study, expected within the

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

June 28, 9:00 a.m.

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

June 28, 10:15 a.m. (or upon adjournment of CAAP meeting)

[P-16 Statewide Professional Development Conference](#)

June 29, 8 a.m.-3:30 p.m.

## 60x30TX in the News

[Business Facilities Magazine](#)

[CBS7 - Midland](#)

[Daily Eagle - Texas A&M-Texarkana](#)

[Diverse: Issues in Higher Education](#)

[eParisExtra](#)

[OA \(Odessa American\) Online](#)

[Stephenville Empire-Tribune](#)

[Texarkana College Video](#)

[Texarkana Gazette](#)

[Texas A&M-Corpus Christi website](#)

[Texas Border Business](#)

[Texas Community College Teachers Association](#)

[Texas Woman's University website](#)

[The Shorthorn - UT Arlington](#)

[TribTalk](#)

[United Way of Dallas](#)

month, will go through the approval process, which includes a 30-day public comment period. Once final approval is received, changes, if any, to the current TSI Assessment college readiness benchmarks are expected to be effective fall 2018.

Meanwhile, it is important to note that the benchmarks in place on the date a student tests are the ones that should be used to determine that student's college readiness status and that results from the TSI Assessment are valid five (5) years from date of testing. For example, a student testing today and scoring a 350 on the mathematics portion of the TSI Assessment is considered college ready in math, even if the student doesn't enroll at an institution of higher education until the following fall or later, within the five-year period.

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

## Survey Delves into Emergency Aid Programs at Texas Colleges and Universities

The Texas Higher Education Coordinating Board (THECB) sent a survey to 178 institutions of higher education in Texas as part of the first of four phases of a project supported by a grant from the Bill & Melinda Gates Foundation. The results of this survey will lead to a landscape analysis of emergency aid in Texas. The deadline for the survey was April 19.



Each institution's participation in this survey helps to secure a deeper understanding of emergency aid practices in the state. The second phase of the project, where the THECB will invite eight to 10 Texas higher education institutions with emergency aid programs to participate in the Emergency Aid Network (EA Net), will begin following this initial landscape analysis. Four to five designated representatives from these institutions will share information about approaches and best practices that have the potential to increase graduation and persistence goals. During the third phase of the project, the EA Net will host a convening and invite all institutions statewide to attend.

In the fourth and final phase of the project, the EA Net will make presentations to the THECB's [Financial Aid Advisory Committee](#) and [Financial Literacy Advisory Committee](#). The THECB also will incorporate EA Net policy recommendations as a standing item on the THECB's legislative and government relations briefings.

The THECB will release additional details as they occur in each phase of the project.

**Monique Lee | Program Coordinator - EA Net | Academic Planning and Policy**

## APP Resources

[Accountability System](#)

[Academic Quality and Workforce](#)

[College Readiness and Success](#)

[Compare College TX](#)

[Higher Education Almanac](#)

[Higher Ed Data](#)

[Higher Education Strategic Plan](#)

[Overview of 60x30TX](#)

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@theccb.state.tx.us](mailto:ramona.reeves@theccb.state.tx.us) or (512) 427-6434.

## Call for 2017 Texas Higher Education Star Award Nominations



The Texas Higher Education Coordinating Board (THECB) welcomes nominations for the 2017 Texas Higher Education Star Award for exceptional contributions toward meeting one or more of the goals of *60x30TX*. The Star Award program recognizes programs/projects/activities, groups/organizations, and partnerships for exceptional contributions toward achieving the goals of the Texas higher education plan.

To submit a nomination, please visit [www.thecb.state.tx.us/StarAwardSubmission](http://www.thecb.state.tx.us/StarAwardSubmission) and follow the steps for nomination submission via email. Please note the following important dates:

- Nominations deadline (including self-nominations): June 12
- Nominees notified; applications sent to nominees: June 16
- Applications deadline: July 17
- Finalists notified: September 20
- Winners honored: December 1 at the Texas Higher Education Leadership Conference

Information regarding the 2017 Star Awards competition is available on the THECB's website at [www.thecb.state.tx.us/StarAwards](http://www.thecb.state.tx.us/StarAwards). Detailed 2017 Star Award Guidelines are available at [www.thecb.state.tx.us/StarAwardGuidelines](http://www.thecb.state.tx.us/StarAwardGuidelines)

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

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## Request for Applications: 2017-2019 Minority Health Research and Education Grant Program

The Texas Higher Education Coordinating Board (THECB) has released a Request for Applications (RFA) under the Minority Health Research and Education Grant Program (MHGP): Academic-Clinical Partnerships. The RFA aims to support efforts to provide clinical training and practicum experiences in health professions education through sustainable academic-clinical partnerships, while also seeking to address health disparities, particularly those faced by minority populations in Texas communities.

An eligible applicant is a public or private general academic or health-related institution accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) or is a Center for Teacher Education located in Texas that independently conducts research or educational programs that address minority health issues or that forms a partnership with a minority organization, college, or university to conduct research or educational programs that address minority health issues. Two-year institutions are not eligible to submit a grant application. However, eligible applicants are encouraged to partner with one or more two-year institutions in applying to this RFA.

Eligible projects are those from health professions degree programs considered as allied health disciplines, fully accredited, and currently having

enrolled students. Proposed projects are required to execute new academic-clinical partnerships and demonstrate an increase in overall enrollment and in enrollment of underrepresented minority students, particularly African American and Hispanic students. This RFA encourages an Interprofessional Education (IPE) focus for students' clinical training; the proposed project should identify the primary health professions degree program that will lead project development and implementation. The primary degree program must meet the eligibility criteria for health professions degree programs.

The RFA document and the application forms (as Word documents) are available on the THECB's website, [www.thecb.state.tx.us/MHGPAApp](http://www.thecb.state.tx.us/MHGPAApp). The grant period for the MHGP Academic-Clinical Partnerships competition will begin on or about September 1, 2017, and end on August 31, 2019 (24 months). Awarded applicants that show success in project outcomes may be eligible to apply for a one-year grant extension.

**SUBMISSION DEADLINES:**

- Notice of Intent to Apply: May 1, 2017, 5:00 p.m. CDT
- Grant Application: June 12, 2017, 5:00 p.m. CDT

The THECB anticipates announcing grant awards by August 1, 2017. Please refer to the RFA for more detailed information, including the maximum award amount. Questions about the grant competition should be emailed to the MHGP program contact, Dr. Fu-An Lin, at [MHGP@thecb.state.tx.us](mailto:MHGP@thecb.state.tx.us).

**Fu-An Lin | Program Director | Academic Quality and Workforce**

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## **Notable College Affordability Researcher and Nationally Recognized Author Presents to Financial Literacy Advisory Committee**

[Dr. Sara Goldrick-Rab](#) spoke to the [Financial Literacy Advisory Committee](#) on the topic of basic needs security among college students during a meeting at the Texas Higher Education Coordinating Board (THECB) on March 7. She was in Austin in March as a keynote speaker at [SXSWedu](#) and also spoke at other Austin venues, including the [Program in Higher Education Leadership \(PHLEL\)](#) at The University of Texas at Austin as a Distinguished Lecturer on the topic of college affordability, financial aid, and the betrayal of the American dream.

[Goldrick-Rab](#), who is focused on improving inequities in college attainment, is a professor of higher education policy and sociology at Temple University and is founder of the Wisconsin HOPE Lab. The HOPE Lab is the nation's only translational research laboratory exploring ways to make college more affordable. She is also the recipient of the William T. Grant Foundation's Faculty Scholars Award and the American Educational Research Association's (AERA) Early Career Award. In 2016, *POLITICO* magazine named her one of the top 50 people shaping American politics. Her latest book, *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*, is an Amazon best-seller, and has been featured on The Daily Show with Trevor Noah, the *New York Review of Books*, and CPSAN's Book TV, among other venues.

Goldrick-Rab's presentation to the Financial Literacy Advisory Committee was live-streamed and, again, focused on basic needs security among college students. An in-depth discussion with THECB staff immediately followed.

From her recent book, Goldrick-Rab noted “there is a new economics of college in America. In the past, students and families who worked hard stood a real chance of attaining a college degree, a ticket to the good life.” However, she said, the world has shifted. “Today, the promise of a college degree in exchange for hard work and dedication no longer holds true. [In its place,] students encounter a price so high that it has changed what it means to attend college.”

Goldrick-Rab’s discussion of her research on what has happened, why, and the implications associated with the lack of affordability of college, provided deep insight into hidden, or often ignored barriers that impact student success and attainment. Her presentation, intended to elevate awareness about policy decisions around college affordability, established a sense of urgency and was a call to action for stakeholders to recognize that “college students are paying a hefty price,” literally and figuratively, to pursue their dreams. A video of the committee meeting is available on [YouTube](#). To watch the talk, go to 3:16:19.

**Tracey Armstrong | Director of Innovation | Innovation and Policy Development**

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## **THECB Posts Annual List of Low Producing Programs**

Texas Higher Education Coordinating Board (THECB) staff prepared the annual list of low-producing degree programs (LPP) for fiscal year 2017. The LPP list is posted online at [www.thecb.state.tx.us/LPP](http://www.thecb.state.tx.us/LPP). A report on the LPP will be submitted at the June 28 meeting of the Committee on Academic Workforce and Success (CAWS) and to the board of the THECB on July 27.

Institutions may review their LPP programs in the [List of Low Producing Programs - Fiscal Year 2017 Review](#). Programs marked “Exempt” for a specific year received an exemption from review for that year in a previous year’s review. Programs marked “New” were instated too recently for review in that year. A program is reviewed starting in the eleventh year of its existence. Programs that are low producing for three years in a row are annotated with “Yes” in the column “Low Producing Program Three Years in a Row.”

At the June CAWS meeting, THECB staff may recommend to its board members that they issue a recommendation to an institution’s governing board to consolidate or close a degree program that has been on the annual list of low-producing programs for three or more consecutive years. If the institution’s governing board does not accept the THECB’s recommendation, then the university system (or the institution, where a system does not exist) must identify the programs recommended for consolidation or closure on its next legislative appropriations request. In those situations, a system or institution also needs to develop a plan for the degree program to achieve the minimum standard for the degree awarded, or if the standard is not attainable, the institution needs to provide a rationale describing the merits of continuing the degree program.

For additional information, visit [www.thecb.state.tx.us/LPP](http://www.thecb.state.tx.us/LPP) or contact Reinold Cornelius at 512-427-6156 or [Reinold.Cornelius@thecb.state.tx.us](mailto:Reinold.Cornelius@thecb.state.tx.us).

**Reinold Cornelius | Assistant Director | Academic Quality and Workforce**

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## New Data Highlights Texas Public High School Graduates' Out-Of-State Enrollment Patterns

One target under the completion goal of the Texas higher education strategic plan, *60x30TX*, is to increase the percentage of Texas public high school graduates enrolling in college the first fall semester after graduation. In 2014, this percentage was 54.2 percent. The 2020 target is set at 58 percent, increasing to 65 percent in 2030. Data previously acquired from the National Student Clearinghouse® (NSC) on out-of-state enrollments helped to inform where to set the targets.

The Texas Higher Education Coordinating Board (THECB) has not had consistent access to college enrollment data for graduates who leave the state. However, thanks to a partnership with the University of Texas at Austin and Stanford University, the THECB has obtained NSC data on all Texas public high school graduates from 2011 through 2015. These data provide a missing link to help further understand the Texas high school-to-college pipeline. Key findings from the most recent NSC data include:

- Nine in 10 Texas public high school graduates stayed in Texas for college.
- Among the 10 percent who went out of state, the vast majority (90%) enrolled at a four-year institution.
- Economically disadvantaged and Hispanic students were less likely to leave the state for college than white and African American students.
- High school graduates who left the state for college most frequently attended college in neighboring states (i.e., Oklahoma, Arkansas, Louisiana) or those states with the largest populations (i.e., California, New York).

The full brief on out-of-state college matriculation is posted on the [Committee on Affordability, Accountability and Planning \(CAAP\) page](#) of the THECB's website, Agenda Item V-D under Presentations.

Josie Brunner | Senior Program Evaluator | Strategic Planning and Funding

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## Are You Ready? Campaign Helps Students and Institutions #ManageStudentDebt

The "Are You Ready?" campaign, launched in August 2016 by College Readiness and Success (CRS) at the Texas Higher Education Coordinating Board (THECB), motivates more students to be college ready and to guide institutions to be student ready. The campaign provides messaging, outreach, and information to students to be college ready for postsecondary education or training, without the need for remedial coursework. The campaign also provides outreach and technical assistance to institutions to be ready to serve a diverse group of students and to adapt practices and organizational structures to ensure more students succeed.

The campaign's efforts are supporting students and institutions and focus on the *60x30TX* student debt goal, interim benchmarks, and targets of *60x30TX* through several initiatives. Two efforts include [Generation Texas \(GenTX\)](#)

[Decision Day](#) (May 5) and the [2017 P-16 Statewide Professional Development Conference](#) (June 29).

As part of the first initiative, the upcoming GenTX Decision Day on May 5 is encouraging and supporting Texans to build excitement and awareness around the college selection and enrollment process. All high school students, faculty, staff, and community members are encouraged to wear college apparel, decorate doors and classrooms in college themes, post signs and pennants in their communities, decorate storefronts, and/or have college trivia contests.

To help Texas reach its GenTX goals, to have 1,000 Texas high schools join GenTX and support seniors aspiring to higher education, GenTX organizers are asking two- and four-year colleges and other higher education stakeholders to share <http://gentx.org/events/gentx-day/> with local high schools and to encourage school leadership to sign-up to take the challenge.

The second initiative, the 2017 P-16 Statewide Professional Development Conference hosted by CRS, will be June 29 in Austin. The conference will bridge secondary and postsecondary education and support the THECB's goals in *60x30TX*. High school counselors, admissions advisors from two- and four-year institutions, and other educators interested in learning more about college access and success across Texas are invited to attend.

Conference sessions and speakers will address effective policies and practices to help students be college ready, as well as how institutions can pinpoint policies and programs to enroll and support students to and through higher education, while managing student debt through timely completion. The THECB's website contains [conference and registration information](#).

**Matt Lashlee | Program Director | College Readiness and Success**

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## **THECB and Texas State University Host Training on Scaling Accelerated Development Education Initiatives**

Accelerating the scaling and enhancement of nontraditional, promising interventions for underprepared students is paramount to meeting the goals of *60x30TX*. Statewide, 32 percent of students enrolling in Texas public higher education required some form of developmental education, and that number increases to more 47 percent for community and technical college students.

The Acceleration Institute, coordinated by the Texas Higher Education Coordinating Board (THECB) and the [Texas Success Initiative Professional Development Program](#) at Texas State University and held on April 6-7, offered professional development and technical assistance on scaling various acceleration strategies for developmental education. Over 130 faculty, staff, and administrators attended the event held at Texas State University's Round Rock campus.

The event kicked off with a panel discussion on the future of developmental education. Panelists included Dr. Susan Bickerstaff, Senior Research Associate at the Community College Research Center; Robin Ozz, President of the National Association for Developmental Education; Dr. D. Patrick Saxon, Associate Professor and Director of the Developmental Education Administration Doctoral Program at Sam Houston State University; and Dr.

Jeanine Latoya Williams, Professor and Program Chair of Written Communication at the University of Maryland University College.

Institute sessions focused on mainstreaming/co-requisite courses, non-course competency based courses (NCBOs), integrated reading and writing courses (IRW), supplemental instruction, and working with students with learning disabilities. In addition, THECB staff offered training on gathering and reporting data related to accelerated development education courses and provided legislative updates.

Resources from the Acceleration Institute, including recordings of the panel and workshop sessions will be posted online soon at [www.thecb.state.tx.us/tsi](http://www.thecb.state.tx.us/tsi). Some resources are currently available on the [Texas State University website](#).

**Kathy Zarate | Program Specialist | College Readiness and Success**

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## 2017 Texas Higher Education Leadership Conference Set for Nov. 30-Dec. 1

The 2017 Texas Higher Education Leadership Conference, hosted by the Texas Higher Education Coordinating Board (THECB), will be held on Nov. 30-Dec. 1 at the Crowne Plaza Austin Hotel (6121 IH-35 North). The conference's focus will be working with industry to increase skills and reduce debt.

This annual leadership conference brings together regents, trustees, chancellors, presidents, and other higher education leaders to discuss critical higher education issues. Interaction among higher education stakeholders will be a key part of the conference. The conference agenda will include:

1. Orientation for New Governing Board Members (Nov. 30, 8 a.m.-5 p.m.)
2. Leadership Conference Sessions Day 1 (Nov. 30, 1-5 p.m.)
3. Leadership Reception (Nov. 30, 5-6:30 p.m.)
4. Conference Sessions Day 2 (Dec. 1, 8 a.m.-12 p.m.)
5. Annual State of Higher Education Luncheon/Annual Star Awards Ceremony (Dec. 1, 12-1:45 p.m.)

The orientation/conference sessions on day 1 will satisfy the training requirement for newly appointed regents and elected trustees ([Texas Education Code, Section 61.084](#)).

Additional information will be forthcoming on the THECB's website at <http://www.thecb.state.tx.us/2017LeadershipConference>. Suggestions and questions can be directed to Assistant Deputy Commissioner Dr. Mary E. Smith at 512-427-6213 or [Mary.Smith@thecb.state.tx.us](mailto:Mary.Smith@thecb.state.tx.us).

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



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