

Academic Planning and Policy E-News

Academic Quality and Workforce | College Readiness
and Success | Strategic Planning and Funding



Texas Higher
Education
Coordinating Board

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

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Negotiated Rules Proposed for ApplyTX

In the 2014-15 academic year, the [Apply Texas \(ApplyTX\) System](#) processed more than 1.4 million forms for individuals applying to 140 participating institutions. In addition, almost 1,300 high school counselors accessed the system to check their students' progress. ApplyTX provides public access to common admissions applications accepted by all public institutions of higher education, a portal for completing application forms, help desks to provide users assistance, and a portal for Texas high school counselors to determine their students' progress in applying for admission and financial aid.

The Coordinating Board's Sunset Bill (Senate Bill 215) in 2013 called for the Coordinating Board to engage in a negotiated rulemaking process when adopting a policy, procedure,



or rule relating to certain matters, including admission policy pertaining to the common admission application under Section 51.762. In May, the Coordinating Board invited college and university presidents, chancellors, and representatives from other stakeholder groups to nominate potential committee members for the Negotiated Rulemaking Committee on ApplyTX (NRM on ApplyTX).

As outlined in the procedures of the Negotiated Rulemaking Act, the roster for the NRM on ApplyTX was set by early July. Coordinating Board staff invited members of the NRM on ApplyTX to meet on July 31 to review and establish rules for the Apply Texas Advisory Committee, which provides recommendations to the Coordinating Board on the ApplyTX System. After nearly a full day of deliberations, the NRM on ApplyTX successfully reached consensus on the contents of the proposed rules, which have been prepared and forwarded to the *Texas Register* for posting and a 30-day comment period. After comments are addressed, the proposed rules will go to the board members of the Coordinating Board for final adoption.

Jane Caldwell | Director of Student Support | College Readiness and Success

2015 Guidelines for Instructional Programs in Workforce Education Available

The Coordinating Board recently approved and posted the new edition of [Guidelines for Instructional Programs in Workforce Education](#), GIPWE 2015. Staff from Academic Quality and Workforce developed GIPWE 2015 with strong input from the state's career and technical education faculty and

Calendar

Next Board Meeting

October 22, 2015
8:30 a.m.

Next Meeting of the Committee on Affordability, Accountability and Planning (CAAP)

September 23, 2015
9 a.m.

Next Meeting of the Committee on Academic and Workforce Success (CAWS)

September 23, 2015
following CAAP Meeting

APP Links



[Higher Ed Strategic Plan](#)

[Higher Education Almanac](#)

administrators, including a review by the Workforce Education Course Manual (WECM) Leadership Committee and an extensive public comment period.

GIPWE 2015 provides comprehensive directions for the design, development, operation, and evaluation of credit and noncredit workforce education programs in Texas. GIPWE 2015 also contains updates about statutes and rules implemented since 2013 and features a newly streamlined format rich in links to relevant resources. The intention of the new format is to increase usability and reduce the need for interim updates.

**Although most revisions
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Although most revisions to GIPWE 2015 involve formatting and presentation style, readers should note two substantive changes. The first change addresses the 60-semester-credit-hour (SCH) limit for associate degrees enacted by the 83rd Texas Legislature. Prior to this legislative session, GIPWE permitted a college to increase or decrease an applied associate degree by six SCH without Coordinating Board approval. In keeping with the 83rd Legislature's statute, however, GIPWE 2015 does not allow these types of changes. A college seeking to increase or decrease an applied associate must seek Coordinating Board approval.

The second substantial change included in GIPWE 2015 involves Level I and II certificates. The new GIPWE clarifies that Level I certificates are, without exception, TSI exempt by statute. Level II certificates have a new lower limit of 30 SCH and an upper limit of 51 SCH (reduced from 59 SCH). The lower limit allows colleges to include academic courses in Level II certificate curricula that contain as few as 30 SCH. To enroll in those academic courses, a student must meet TSI requirements.

For more information, contact Duane Hiller at (512) 427-6440 or Duane.Hiller@THECB.state.tx.us.

**Duane Hiller | Program Director | Academic Quality and Workforce
Garry Tomerlin | Deputy Assistant Commissioner | Academic Quality and Workforce**

Method Changes for Identifying High Schools with Lowest Higher Ed Enrollment

In 2013, House Bill (HB) 2550, 83rd Texas Legislature, transferred some enrollment assistance responsibilities from the Texas Higher Education Coordinating Board (THECB) to institutions of higher education. Specifically, HB 2550 directs two- and four-year institutions to provide information and assistance to their geographically closest high schools that have low college-going rates. The bill emphasizes increasing African American male and overall Hispanic enrollment in higher education.

The statute tasks the THECB with identifying target high schools for institutions and with reporting college outcomes for graduates of those identified schools in its annual higher education strategic plan progress

[Higher Ed Data](#)

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[Compare College TX](#)

The APP E-Newsletter 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@thech.state.tx.us or (512) 427-6434.

report. For the last two years, THECB staff developed the list of high schools using the HB 400 methodology (77th Texas Legislature), which selected high schools if they were in the lowest 10 percent across the state in college enrollment rates.

The bill [HB 2550] emphasizes increasing African American male and overall Hispanic enrollment in higher education.

Since the HB 400 methodology was developed in 2001, however, the landscape of public secondary education in Texas has changed. In 2014-15, the target list for institutions consisted of 138 high schools, with only one traditional high school among them; the remaining 137 high schools were alternative and charter schools.

In response to feedback from institutions, THECB staff examined several selection scenarios and developed a new methodology that identifies high schools in the lowest 20 percent of college enrollment rates by higher education region. The new methodology adds eligibility requirements based on the type of instruction (traditional or alternative/charter) and location (urban or rural). The new approach identified 194 high schools, with 169 traditional instruction schools and 25 alternative and charter schools.

THECB staff sent the new methodology and the affiliated list of high schools to institutions for comment in spring 2015, and the methodology was approved at the THECB's July board meeting. The list of targeted high schools is effective for the 2015-16 academic year.

Alyssa Reinhart | Program Director | Strategic Planning and Funding

THECB Invests to Scale Minority Male Initiatives

The Minority Male Initiatives Grant Program (MMI) is a part of the Coordinating Board's ongoing commitment to scale institutional efforts to help more Texas students persist and complete postsecondary credentials. In an effort to meet the participation and success goals of *Closing the Gaps by 2015* and the 60x30 and completion goals of *60x30TX*, the Coordinating Board recently announced five institutions of higher education that will receive funding to support evidence-based, peer-to-peer programs that serve minority male students:

- San Jacinto College
- Texas State University
- The University of Texas at El Paso
- University of Houston
- University of Houston-Downtown

Almost \$500,000 of funding will support these two-year projects to serve more than 1,500 students directly and build sustainable structures to ensure future student success. Additional program information is available at <http://www.thecb.state.tx.us/mmi>.

Matt Lashlee | Program Director, Success Initiatives | College Readiness and Success

Summit Aims at Creating Culture of Student Success

The University of Houston cohosted the 2015 Student Success Summit, the fourth of its kind, on July 14-15 at the Hyatt Regency Lost Pines Resort and Spa, just east of Austin. Sponsored by the Texas Higher Education Coordinating Board, the summit convened approximately 200 higher education faculty, staff, and administrators from across the state.

Dr. Vasti Torres, Dean of the College of Education at the University of South Florida, served as the keynote and plenary speaker. Torres shared her experiences as an Achieving the Dream Coach and researcher and leader in the areas of minority student engagement and attainment. Her experiences provided summit participants with the opportunity to consider barriers to student success and to rethink institutional mindsets and support strategies. Session discussions and focus groups included implementation practices, policy development, and a preview of *60x30TX*, the 2015-2030 higher education strategic plan for Texas.

Sixteen breakout sessions also demonstrated institutional programs and evidence-based strategies in action. Dr. Brent Wallace of North Central Texas College, Dr. Russell Lowery-Hart of Amarillo College, and Dr. Dana Hoyt of Sam Houston State University joined a culminating presidents' panel discussion and shared their perspectives as campus leaders who strive to create a culture of student success.

Summit presentations and additional information are available at <http://www.txccrn.uh.edu/events/sss-2015/index.php>.

Matt Lashlee | Program Director, Success Initiatives | College Readiness and Success



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