

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

Volume 7, Number 10, December 2015

Lone Star College-University Park Wins Higher Education Star Award



Pictured (from left): Raymund Paredes, Commissioner of Higher Education; Christina Delgado, Student Representative, Coordinating Board; Mike Mathews, project contributor, Lone Star-University Park; Shah Ardalan, President, Lone Star-University Park; Christina Robinson, Chief Strategist for Innovation, Lone Star-University Park; Jeannie Hale, Director of Innovation and Project Management, Lone Star-University Park; Art Murillo, Trustee, Lone Star College System; Bobby Jenkins, Chair, Coordinating Board; Dora Alcalá, Member, Coordinating Board.

Lone Star College-University Park received the Texas Higher Education Star Award from the Coordinating Board on Nov. 20 at the annual State of Higher Education Luncheon and Star Awards Ceremony for its [Education and Career Positioning System \(ECPS\)](#) – Linking Student Pathways to Careers. The 2015 Star Award winner's exemplary program is a suite of web and mobile applications that work with the U.S. Department of Education's "MyData" site. Similar to the Global Positioning System, or GPS, the ECPS is designed to help students and parents track achievement, degree pathways, and possible careers, in addition to charting a course for a job and career. It takes into consideration the student's values, abilities, and personality traits, as well as perceived skillsets, and then guides the student to a degree program and career path based on the outcomes of the assessment.

"There were many excellent Texas programs to choose from among this year's seven Star Award finalists, but Lone Star-University Park's innovation surpassed the Star Award judges' criteria and expectations. This ECPS innovation is an outstanding example of how Texas institutions creatively

Calendar

Next Board Meeting

January 21, 2016
8:30 a.m.

Education Research Center Advisory Board Meeting

December 15, 1 p.m.

Committee on Affordability, Accountability and Planning (CAAP)

December 16, 9 a.m.

Committee on Academic and Workforce Success (CAWS)

December 16, 10:45 a.m.

RAND Corporation Study on Graduate Education in Texas

December 18, 9 a.m.

Graduate Education Advisory Committee

December 18, 11 a.m.

help to close the education gaps that challenge our state,” said Commissioner of Higher Education Raymund Paredes. “The Coordinating Board is proud to recognize Lone Star-University Park and the people who developed and implemented this state-of-the-art program that benefits Texas students.”

In addition to Lone Star College-University Park, this year’s Star Award finalists were:

- Alamo Colleges – Alamo Integrated Basic Education and Skills Training (Alamo I-BEST)
- Amarillo College – No Excuses Poverty Initiative: Creating a Systemic Approach to Overcoming Poverty Barriers in Higher Education
- Houston Community College – V.A.S.T. Academy (Vocational Advancement/Skills Training)
- Lone Star College-Montgomery – THE (Teaching Highlighting Engagement) Initiatives
- North Central Texas College – Project Xtreme Academic Makeover
- The University of Texas at Arlington – Pathways to College Access and Career Readiness

The Star Award was established in 2001 to recognize exceptional contributions toward one or more of the goals of *Closing the Gaps by 2015*, the state’s previous higher education plan from 2000 to 2015. Winners are selected by a review committee consisting of Coordinating Board members, out-of-state higher education experts, and Texas community leaders. 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. Information about these programs is available at www.thecb.state.tx.us/starawards.

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

Julie Eklund Appointed Assistant Commissioner of Strategic Planning and Funding at Coordinating Board

Dr. Julie Eklund was appointed Assistant Commissioner for Strategic Planning and Funding, effective December 1, 2015. Eklund joined the staff of the Coordinating Board as a Student Policy Fellow in 2005. Since then, she has served in the Strategic Planning and Funding Division as a Program Director; Director of Planning; Deputy Assistant Commissioner; and most recently, as Interim Assistant Commissioner. In all her roles, Eklund has worked closely in the areas where higher education data and policy intersect. She has been responsible for maintaining and updating the Texas Higher Education Accountability System and its affiliated publications, overseeing the agency’s Education Data Center, and supervising the division’s Finance and Resource Planning Department. Eklund also has participated in several strategic planning efforts, including as a member of the core team that assisted in the development of the new strategic plan for higher education in Texas, *60x30TX*.

Prior to joining the Coordinating Board staff, Eklund served as Assistant Dean in the Amherst College Office of Admission and as Associate Program Specialist in the Department of Government Services at Rutgers University. She also served as a consultant in the Texas Education Agency’s Student

News Related to 60x30TX

[*Houston Chronicle*](#)

[*Midland Reporter-Telegram*](#)

[*The Chronicle of Higher Education*](#)

[*The Dallas Morning News*](#)

[*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.

Assessment Division where she coordinated the work of the Texas Assessment of Knowledge and Skills (TAKS) Higher Education Readiness Component task force. Eklund holds a bachelor's from Amherst College, a master's from the Harvard Graduate School of Education, and a doctorate in Educational Administration from The University of Texas at Austin.

Coordinating Board Staff | Academic Planning and Policy

Formula Advisory Committee Recommends New Formula to Increase Completions

The [General Academic Institutions Formula Advisory Committee \(GAIFAC\)](#) recently approved a recommendation to allocate approximately \$200 million through a new Graduation Bonus formula for advising, tutoring, and the other interventions many students need to earn a degree. For Texas to reach the completion goal of 550,000 degrees and awards in 2030, more low-income students and more students who aren't college ready at entry will need to graduate. These students require more services, but the formulas don't account for these additional costs.

The Graduation Bonus is a simple model with only two metrics: bachelor's degrees awarded to students who are not at risk and bachelor's degrees awarded to at-risk students. The \$200 million request would fund universities \$600 for each graduate who is not at risk and \$1,200 for each graduate who is at risk. For the purpose of this model, an at-risk student is someone who is eligible to receive a Pell grant or whose SAT/ACT score was below the national average for the year taken.

The GAIFAC will present this and other recommendations to the Commissioner of Higher Education in January 2016. The commissioner then will make recommendations to the Committee on Affordability, Accountability and Planning (CAAP) in March 2016, and the CAAP will make recommendations to board members of the THECB in April 2016. The Board's recommendations are due to the governor and the Legislative Budget Board on June 1, 2016.

David Young | Senior Director | Strategic Planning and Funding

2015 Leadership Conference Features Strategies for Implementing Next Texas Higher Education Plan

The Coordinating Board's 2015 Texas Higher Education Leadership Conference, *60x30TX: The Next Long-Range Strategic Plan for Texas Higher Education*, brought leading experts together from higher education and the workforce to discuss the goals, targets, and strategies of the [next long-range plan](#) adopted by the Coordinating Board in July 2015. Held annually, the leadership conference also brings together regents, trustees, chancellors, presidents, and other higher education leaders to discuss critical higher education issues.

The 2015 conference began on Nov. 19 with orientation sessions for new governing board members and other interested education leaders. A reception and dinner followed and featured keynote speaker Dr. Peter Stokes, who spoke about how colleges and universities can collaborate with

one another and with businesses to serve the education and professional interests of students. His recent book, *Higher Education and Employability: New Models for Integrating Study and Work*, was published by Harvard Education Press in August 2015.

Conference sessions on Nov. 20 included presentations and discussions of challenges and strategies for implementing *60x30TX*. The conference concluded with the Annual State of Higher Education Luncheon and Star Awards Ceremony. The luncheon featured the Coordinating Board's 2015 Star Award finalists and a keynote address by Dr. Raymund Paredes, Commissioner of Higher Education.

A 2015 conference summary, with audio presentations and handouts, will be forthcoming at <http://www.thecb.state.tx.us/2015LeadershipConference>.

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

UTEP Male Empowerment Network Cracking the Code for Student Success

Three months after a newly launched effort, The University of Texas at El Paso Male Empowerment Network (UTEP M.E.N.) is helping students to crack the code of student success. One of five Minority Male Initiative grant programs funded by the THECB, UTEP M.E.N. has rallied the University's Academic Advising Center, Department of Residence Life, Office of Admissions and Recruitment, Office of the Provost, and University Career Center to reach out to Hispanic and African American males through peer-led mentoring; building students' knowledge; and use of campus resources, academic support systems, and connection to the university.

UTEP M.E.N. connects to local high schools to identify students who could benefit from involvement in the peer mentoring network and starts with summer bridge programming to focus on educational leadership, connection to role models, and exploring strategies for greater postsecondary success. The program was recently highlighted by the UTEP Public Information Office at <http://news.utep.edu/?p=31594> in an expanded effort to increase the participation and success of Hispanic and African American males at the university.

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 to meet the goals of *60x30TX*. Additional program information is available at <http://www.thecb.state.tx.us/mmi>.

Matt Lashlee | Program Director | College Readiness and Success

College Readiness and Success Staff Hosts Webinars

The Coordinating Board's Division of College Readiness and Success (CRS) is hosting a webinar series to address topics relating to the transition of students from secondary to postsecondary education. The intent of the webinar series is to assist in bringing high school and college admission counselors together to discuss promising practices regarding college access

and success.

Beginning in December and continuing through May, the webinar series will provide one-hour recorded sessions of best practices from practitioners across the state on topics including pre-college activities, financial literacy, streamlining P-16 pathways, reducing time to degree, and advising.

The sessions will be provided for high school counselors, admissions advisors from two-year and four-year institutions, and other participants interested in learning more about college access and success. Recordings of the webinar sessions will be posted and accessible for viewing on the agency's website and will lead to a larger pre-conference event in May at the National Institute for Staff and Organizational Development (NISOD) in Austin. To receive notifications regarding the webinar series, subscribe to the Coordinating Board CRS listserv at <http://lists.state.tx.us/mailman/listinfo/theqb-crsa>. For more information, contact Claudette.Jenks@theqb.state.tx.us.

Claudette Jenks | Assistant Director | College Readiness and Success

Modules Encourage Stronger Ethics Among Students

The [Texas Holocaust and Genocide Commission \(THGC\)](#), in collaboration with The University of Texas at El Paso (UT-El Paso) and the Coordinating Board, developed professional development modules to help meet the goals of the new core curriculum and address issues of ethics in higher education.

The project began two years ago after THGC members noted a need to strengthen ethics among Texas students, given an increase in problems ranging from plagiarism to sexual assault. The THGC determined there was a need for stronger ethical awareness, decision-making, and action, and they sought to help faculty integrate these concepts and skills into the core curriculum. Two of the six required Student Learning Objectives from the curriculum are focused on social and personal responsibility.

As faculty across the state were developing new courses and adapting old ones to meet these two objectives, the THGC decided to provide free assistance by developing a set of online modules to help teachers with lesson plans, discussion topics, resources, and inspiration to get college students thinking about their local and global responsibilities.

THGC staff established the project's direction and involved UT-El Paso's Academic Technologies' Creative Studios, which won a competitive bid to design, create, and implement the project. The modules, entitled "Integrating Ethics: From Thought to Action" draw on the expertise of leaders, academics, and genocide survivors from across the state, and consist of academic content, multimedia, digital interactions, a blog, and additional resources of support for teaching and learning about ethics.

"Integrating Ethics: from Thought to Action" is open-sourced and free to the public to use, and the modules are available at the Coordinating Board-sponsored website www.txprofdev.org.

Allen Michie | Program Director | Academic Quality and Workforce

Community, State, and Technical College Liaisons Meet

The Coordinating Board hosted a one-day meeting for the [Community, State and Technical College Liaisons \(CSTC Liaisons\)](#) at the Coordinating Board's offices in Austin on Nov. 2 from 9:30 a.m.-4 p.m. The purpose of the meeting was to continue to expand communication between the agency and the community, state, and technical colleges and provide updates of current Coordinating Board initiatives.

Four years ago, each community, state, and technical college was asked to name a representative from their college to serve as a liaison between the college and the Coordinating Board. CSTC Liaisons receive a courtesy copy of important communications from Coordinating Board staff and are encouraged to share the information with others at their college, as appropriate.

Discussion topics at the meeting included updates stemming from the 84th Legislative Session, the newly adopted *60x30TX* higher education strategic plan, preliminary conversations about the 85th Legislative Session, and other ongoing Coordinating Board projects. The meeting atmosphere was informal to provide ample opportunity for the CSTC Liaisons to ask questions and to provide feedback about issues relevant to the field.

The resources presented during the meeting by Coordinating Board staff are accessible on the CSTC Liaison website:
<http://www.thecb.state.tx.us/CSTCLiaisons>.

Garry Tomerlin | Deputy Assistant Commissioner, Workforce
| Academic Quality and Workforce

Focus on 60x30TX

Each APP newsletter will include a *60x30TX* Q&A with a staff member at the Coordinating Board. This month we are speaking with **David Gardner, Deputy Commissioner for Academic Planning and Policy/Chief Academic Officer**, and focusing on this paragraph, which introduces the four goals of *60x30TX*:

The goals contain broad language to provide latitude in achieving them. Although measurable, each goal's design allows institutions to respond according to the role they have in achieving that goal within the state's higher education system. The result of many meetings and discussions, this plan's goals rest on a careful assessment of the possible.

Can you talk about this paragraph, which opens the section that introduces the four goals?

DG: With *Closing the Gaps*, we made much progress, but we needed to take into account the whole population of Texas. Woody Hunt [Chair of the *60x30TX* Strategic Planning Committee] has said, "We know our population will be diverse, but will they be educated?" We need to be looking forward, as we move forward. We must not only graduate students but also help them to succeed after graduation. This effort will involve P-16 councils, institutions of higher education, community organizations, and many others to achieve the goals of the plan. Institutions [of higher education in Texas] need to work locally within their communities and need to understand the makeup of their student population. Institutions need to ask how they can help those

students graduate and take only the hours needed for a degree, leading to a reduction in students' debt.

What role can Texas institutions of higher education play at this stage of the plan?

DG: Be sure they fully recognize who their students are now and use all resources to help them. Identify skills for students when they enter college. A number of institutions of higher education have begun this process, and we want to convene with them and learn from them. Institutions need to review processes and ask questions, such as, "How do students know when they can graduate?" and "How do students know how much debt they have?" Some schools will have unique ways of addressing these issues in the context of the marketable skills and student debt goals. As with *Closing the Gaps*, local creativity will make this plan work.



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