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Committee Meeting: 5/8/2024

Board Meeting: 5/9/2024
Austin, Texas

Jodie Lee Jiles, Chairman
Christina Melton Crain
Robert P. Gauntt
Janiece Longoria
Nolan Perez
Stuart W. Stedman

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Convene	<i>2:00 p.m.</i> <i>Chairman Jiles</i>		
1. U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration	Discussion	Action	85
2. U. T. Rio Grande Valley: Approval to establish a Doctor of Optometry degree program	Action <i>President Bailey</i>	Action	86
3. U. T. System: Update on K-12 Pipeline and Transition Support Programs at U. T. System Academic Institutions	Report/Discussion <i>Dr. Holmes</i>	Not on Agenda	90
Adjourn	<i>2:30 p.m.</i>		

1. **U. T. System Board of Regents: Discussion and appropriate action regarding Consent Agenda items, if any, assigned for Committee consideration**

RECOMMENDATION

The Board will be asked to approve the Consent Agenda beginning on [Page 150](#).

2. **U. T. Rio Grande Valley: Approval to establish a Doctor of Optometry degree program**

RECOMMENDATION

The Chancellor concurs in the recommendation of the Executive Vice Chancellor for Academic Affairs and the institutional president that authorization, pursuant to Regents' *Rules and Regulations*, Rule 40307, related to academic program approval standards, be granted to

- a. establish a Doctor of Optometry degree program at U. T. Rio Grande Valley; and
- b. submit the proposal to the Texas Higher Education Coordinating Board for review and appropriate action.

BACKGROUND INFORMATION

Program Description

The proposed Doctor of Optometry (OD) program is designed to prepare graduates to be eligible for national board examinations, state licensure, and entry into the practice of optometry. The program will provide professional doctoral-level education and training in diagnosing, monitoring, and treating conditions affecting the eye and ocular adnexa.

The degree program is structured as a four-year, full-time doctoral curriculum based on a medical education model. The curriculum will integrate classroom and practical clinical experience, providing students with the opportunity to work directly with patients in a supervised clinical setting. Basic science instruction will provide a foundation of knowledge in physical, biomedical, and behavioral sciences, while clinical instruction and practice will include didactic, laboratory, and supervised clinical experience in the examination, diagnosis, treatment, and management of patients.

The program will require 189 semester credit hours (SCH). In addition to the required coursework, students will have the option of completing electives in Spanish medical terminology and practice. All students will be required to successfully complete the same minimum number of hours for graduation. The degree program was intentionally modeled after the five optometry programs in the U.S. with the highest national board examination pass rates.

The curriculum will include problem-based learning, evidence-based medicine, anatomy, physics, neuroanatomy, physiology, pharmacology, and pathology, among other subjects. Students will participate in patient care rotations, experiencing approximately 1,500 patient encounters as they rotate through family practice, glaucoma, pediatrics, low vision, cornea and contact lens, medical eye rotations, and externships. Students will have the opportunity to experience specialty services such as pre- and post-operative surgical care, diabetes, dry eye, myopia control, vision therapy, neuro-optometric care, and work with special populations.

Need and Student Demand

According to the Health Professions Resource Center, there were 4,318 actively licensed optometrists providing care in Texas in 2022. While the optometrist workforce has grown by 11.4% since 2017, Texas still has fewer optometrists than the national average and areas of provider growth are uneven. Non-metropolitan areas and border areas lag significantly behind metropolitan and non-border areas, with metropolitan and non-border areas having at least twice the number of licensed optometrists per capita. By 2030, approximately 25% of the licensed optometrists in Texas will be at or past retirement age. Eleven percent of active licensed optometrists in Texas are currently over the age of 65.

Nationally, employment of optometrists is projected to grow 10% from 2021-2031, faster than average for all occupations. Long-term projections (2020-2030) for optometrists in Texas show a projected growth rate of 19%. Data show approximately 170 positions open annually in Texas and 1,700 open annually throughout the United States. Texas has a recognized statistical shortage of optometrists relative to the United States. According to the Bureau of Labor Statistics, the location quotient (a statistic used to measure a region's specialization relative to a larger geographic unit, in this case the state) for Texas is .76, and the location quotient for the Rio Grande Valley ranges from undefined (counties with no optometrists) to .44 for Cameron County to .76 for Hidalgo County.

Nationally, there are 23 accredited Doctor of Optometry programs at colleges/schools of optometry in the U.S. and Puerto Rico, with two schools located in Texas. Five-year graduation data for the two Texas programs show that they admit approximately 184 students per year and graduate between 154 and 168 students per year. The number of applicants exceeds the number of students admitted per year, with Association of Schools and Colleges of Optometry data showing that approximately 50% of in-state applicants are admitted to the two Texas programs, and approximately 42-45 Texas residents per year are leaving the state for OD education. Based on these data, U. T. Rio Grande Valley (UTRGV) expects to enroll approximately 40 students per year, increasing access for Texas students and alleviating the need for students to leave the state. Healthy enrollment in UTRGV undergraduate programs that prepare students for the OD program and an active UTRGV Pre-Optometry Society further indicate sufficient student demand for the UTRGV OD program.

Program Quality

The program will hire approximately fifteen (15) full-time equivalent faculty based on benchmarking and accreditation requirements. Recruitment and hiring will be targeted to achieve a student-to-faculty ratio that optimizes didactic and clinical learning opportunities. The hiring of the dean will begin in summer 2024. The dean will then hire the associate dean for academic affairs. These two positions are needed prior to beginning the self-study required for the Accreditation Council on Optometric Education accreditation process. The dean and associate dean for academic affairs will complete the self-study and hire a complement of faculty and administrators to join the program. Prior to program implementation, all faculty required for the first and second years of the curriculum will be identified. It is anticipated that all full-time faculty will be core faculty, with a mix of basic science and clinical faculty participating in the program. The program currently has in place one full-time, highly qualified clinical faculty member who participated in the development of the curriculum and identification of resources needed to launch a successful program. The program will also include part-time, clinical faculty as support faculty, primarily for the clinical components of the program. All clinical faculty are

expected to hold Doctor of Optometry degrees and to hold or be eligible for licensure in Texas at the time of hire. All basic science faculty are expected to hold a doctoral degree and be research active.

In addition to offering a high-quality Doctor of Optometry program modeled on the most successful optometry programs in the U.S. in terms of national board examination pass-rates, the program incorporates didactic and clinical curricula designed to meet the needs of the Rio Grande Valley and Texas by addressing issues of concern to the region and state such as diabetes and obesity. The program will collaborate with UTRGV's School of Medicine and South Texas Diabetes and Obesity Institute to conduct research and clinical activities to address these issues and improve the quality of life. Students and faculty will have the opportunity to be active participants in research and clinical activities, providing care, patient education, and outreach to the communities of the Rio Grande Valley. The curriculum includes optional electives designed to develop fluency in medical Spanish terminology and practice, providing graduates training to provide professional optometric services to patients in Spanish as well as in English. UTRGV's clinical practices across the region provide opportunities for students to work with a wide variety of patients, ensuring broad experience in optometric practice.

Revenue and Expenses

Expenses	5-Year Total
<i>Faculty</i>	
Salaries	\$13,582,228
Benefits	\$509,314
<i>Staff & Administration</i>	
Administrative Staff Salaries	\$4,113,485
Staff Benefits	\$493,619
<i>Other Expenses</i>	
Professional Associations/Accreditation	\$650,000
Equipment	\$2,767,361
Maintenance and Operations	\$2,810,339
Software Acquisition and Maintenance	\$1,000,000
Faculty Recruitment, Travel, Marketing	\$334,000
Total Expenses	\$26,260,346

Revenue	5-Year Total
<i>From Student Enrollment</i>	
Formula Funding	\$3,742,589
Tuition and Fees	\$5,817,454
<i>From Institutional Funds</i>	
Institutional Funds	\$14,970,303
<i>From Other Revenue Sources</i>	
Net Patient Care Collections	\$2,000,000
Total Revenue	\$26,530,346

Coordinating Board Criteria

The proposed program meets all applicable Coordinating Board criteria for new doctoral degree programs.

3. **U. T. System: Update on K-12 Pipeline and Transition Support Programs at U. T. System Academic Institutions**

Executive Vice Chancellor Holmes will provide an overview of the efforts of U. T. System academic institutions in creating K-12 Pipeline and Transition Support Programs, using the PowerPoint presentation set forth on the following pages.

U. T. System K-12 Pipeline and Transition Support Programs

Dr. Archie Holmes, Executive Vice Chancellor for Academic Affairs

U. T. System Board of Regents Meeting
Academic Affairs Committee
May 2024



The University of
Texas System

U. T. System Student Success Continuum Model

Access to our Institutions
(Pre-matriculation & Matriculation)

The Educational Experience
(Persistence & Completion)

**Preparing Students for Post-
Graduation (Career & Personal)**



Approaches to Increasing Access to Our Institutions (Pre-matriculation & Matriculation)



Texas Academic Performance Report

	2018	2019	2022	2023	
SAT/ACT - % at/above criterion	38%	36%	32%	N/A	↓
Grade 8 Math - % at/above grade level	51%	57%	40%	46%	↓
Grade 8 Reading - % at/above grade level	49%	55%	58%	58%	↑
Grade 5 Math - % at/above grade level	58%	58%	48%	51%	↓
Grade 5 Reading - % at/above grade level	54%	54%	58%	57%	↑

Examples Across the System (more information in the Appendix)



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Spotlight: Harlingen Collegiate/UTRGV

The collegiate high school model takes the best aspects of a Texas Education Agency (TEA) designated early college high school without the ECHS designation and focuses on providing students the opportunity to begin a baccalaureate pathway.

Benefits include a smaller learning community, greater interaction with university faculty, and a focus on earning dual credit that can influence time-to-degree completion.

The development of this program and the creation of the campus was a direct result of the university responding to a need in the community and has served as a model for the creation of two other collegiate high school campuses.



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The University of Texas
Rio Grande Valley™

Spotlight: UTEP's ECHS Academic Success Center

The ECHS Academic Success Center supports ECHS students in their transition to UTEP, assists ECHS students from before admission to after graduation, and serves as a resource for ECHS counselors, faculty, and administration. Goals include improving the quality of the university experience for ECHS students, increasing the number of ECHS students attending UTEP, and preparing ECHS students for successful transition to postbaccalaureate studies or career engagement.

ECHS Pathways

- Accelerated: Graduates with an associate's degree prior to high school (HS) graduation, attends UTEP senior year of HS as an "accelerated student" (FAFSA is not yet available, but scholarships are).
- Traditional: Plans on attending UTEP after graduation with associate's degree and HS diploma.



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THE UNIVERSITY OF TEXAS AT EL PASO

Spotlight: OnRamps at U. T. Austin

OnRamps offers dual enrollment courses designed by The University of Texas at Austin faculty for high school students to engage in authentic college experiences and for their teachers to deepen their content knowledge and impact in the classroom.

Its mission is to increase the number of students who access and engage in learning experiences aligned with the expectations of leading research universities.

OnRamps partners with over 400 high schools at over 200 districts across Texas to deliver a variety of advanced academics and select CTE courses, with a goal to advance student success while lowering barriers to access and opportunity.



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TEXAS

The University of Texas at Austin

Appendix



The University of
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Spotlight: UTA TRIO Programs

- UTA operates federally funded TRIO programs, including Education Talent Search, Upward Bound, Student Support Services, and more aimed at supporting low-income individuals, first-generation college students, and those with disabilities as they transition to postsecondary education.
- UTA TRIO staff begin supporting students during middle and high school and provide layered supports to students as they transition to UTA.



Spotlight: Advise TX at U. T. Austin

Advise TX places recent college graduates as full-time college advisers in Title One high schools in five regions of Texas. Funded by the Texas Higher Education Coordinating Board, the College Advising Corps, and the school districts served, Advise TX:

- is a near-peer model;
- works in partnership with colleges and universities across the state;
- employs advisers who serve the whole school, rather than a cohort of particular students, to foster a school-wide college-going culture;
- serves as a partner program within the College Advising Corps which includes national external evaluation; and
- focuses on best-fit colleges, encouraging students to attend best-fit schools.



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TEXAS

The University of Texas at Austin

Spotlight: UTD STEM Pipeline Programs

- Computer Science focused summer camps, weekend workshops, online clubs, programming contests and campus tours for K-12 students.
- Women In Physics Camp for rising 7th-9th graders, offering topics such as mechanics, rockets, and engineering.
- Academic Bridge Program, geared toward supporting high-performing, first-generation students who didn't receive a university-track curriculum.



**THE UNIVERSITY
OF TEXAS AT DALLAS**



The University of
Texas System

Spotlight: UTPB's Investment in Building a Local K-Career Pipeline

- UTPB collaborates with industry partners to identify local economic needs and opportunities and takes an active role in partnering with K-12 schools so that students are better prepared to enter college and the workforce in those areas.
- UTPB operates STEM programs like Engineering Unite summer camp to prepare K-12 students to enter UTPB in STEM majors.
- UTPB operates a Students' Thoughtful Response to Educational Attainment and Mentorship (STREAM) program aimed at recruiting education majors who will in turn, strengthen local schools.



Spotlight: UTSA's Mobile Go Center

- UTSA has launched a mobile computer lab that travels around the city in the spring to local high schools.
- UTSA added a second Mobile Go Center in 2022 (grant from Texas Pioneer Foundation).
- The Mobile Go Center staff help students complete college admissions and financial aid applications.



Spotlight: UTT Outreach Programs

- UTT College of Engineering hosts the Ratliff Relays for high school teams to compete in Cardboard Canoe and Robotics competitions.
- The National Public Health Week Health Fair provides opportunities and supports for high school students wanting to enter health professions.
- The East Texas High School Idea Challenge invites high school students to enter their innovative ideas into a competition.
- STEM-based camps at UTT Discovery Science Place for K-5, and Patriot Academic Camps from Arts and Music to Science and E-Sports.



Spotlight: SFA Summer Bridge & Transition Programs

- The Aspire Summer Bridge Program connects incoming students to social and academic resources before the start of their freshman year.
- The GenJacks program supports students who will be the first in their family to graduate from college with a bachelor's degree. The program includes a summer leadership academy, special courses, learning and social communities with fellow GenJacks students, and ongoing mentorship.



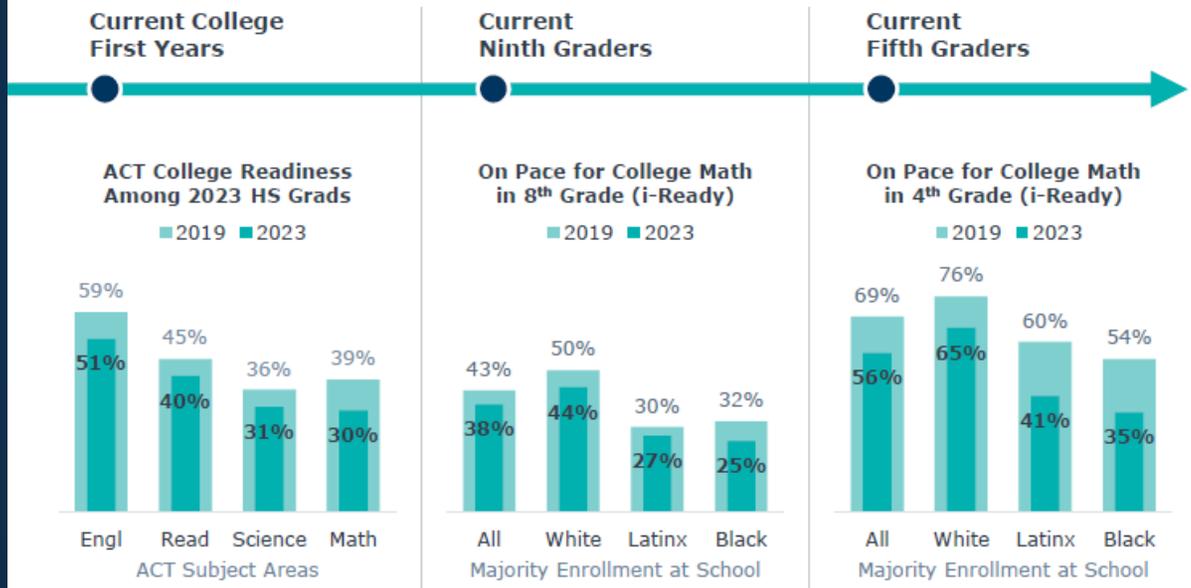
Long-Term Threat: Readiness Will Continue to Decline as Youngest of COVID Generation Arrive on Campus

It Will Get Worse Before it Gets Better

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Gaps from Unfinished K-12 Learning Will Be Felt for Years to Come

Pre- and Post-COVID Math Readiness by Age Cohort



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Source: EAB analysis of data from Curriculum Associates' [State of Student Learning in 2023](#); ACT U.S. High School Class of 2023 Graduating Class Data; NAEP Scores 'Flashing Red' After a Lost Generation of Learning for 13-Year-Olds



The University of Texas System

Texas Academic Performance Report

	2018	2019	2021	2022	
College Ready	50.0%	53.0%	52.7%	52.9%	↑
Texas Success Initiative English Language Arts	58.2%	60.7%	56.1%	57.1%	↓
Texas Success Initiative Math	46.0%	48.6%	45.7%	48.2%	↑
Texas Success Initiative Both	42.1%	44.2%	40.4%	42.2%	=
Advanced Placement/ International Baccalaureate Any Subject	20.4%	21.1%	21.3%	20.5%	=
Associate Degree	1.4%	1.9%	2.6%	2.4%	↑
Dual Course Credits	20.7%	23.1%	25.9%	24.0%	↑
Onramps Course Credits	1.0%	2.3%	4.4%	4.4%	↑

