

TEXAS STATE UNIVERSITY
REVIEW PROCESS FOR
MINOR AND CERTIFICATE PROGRAMS

Effective Date: April 28,2028

I. PURPOSE AND SCOPE

These guidelines outline the review process for all undergraduate and graduate minor and certificate programs at Texas State University, in accordance with [SB 37, SEC 51.989](#). The review ensures that minors and certificates uphold academic quality, demonstrate workforce relevance, meet enrollment and graduation standards, and align with the university's strategic priorities and resource allocation.

Subject to Review

This review process applies to:

- Undergraduate minors (freestanding and embedded)
- Graduate minors
- Undergraduate certificates (transcripted)
- Graduate certificates (transcripted)

II. REVIEW CYCLE

Regular Review Schedule

All minor and certificate programs shall undergo a comprehensive review every five (5) years in accordance with SB 37 SEC 51.989, following a rotating schedule established by the Office of the Provost and Executive Vice President of Academic Affairs (PEVPAA).

Initial Exemption Period

In accordance with SB 37 SEC 51.989, a minor degree or certificate program that has operated less than five (5) years at the time the President and Provost conduct the review is exempt from that review.

However, during this exemption period, programs must submit annual enrollment reports to the office of the Senior Vice Provost (SVP) and the Vice Provost for Academic Innovation (VPAI).

Review Schedule Coordination

The Office of Program Accreditation and Assessment (OPAA) will establish and maintain a master review schedule that:

- Distributes reviews evenly across the five-year cycle
- Groups related programs when appropriate
- Minimizes administrative burden on academic units
- Publishes the schedule at least eighteen (14-18) months in advance

III. ENROLLMENT STANDARDS AND THRESHOLDS AND WORKFORCE DEMAND

Texas State University applies SB 37 SEC 51.989 thresholds for determining programs to be considered for consolidation or elimination, and workforce demand.

SB 37 SEC 51.989 Thresholds for Avoiding Consolidation or Elimination Consideration

Programs meeting the following thresholds will NOT be considered for consolidation or elimination:

Undergraduate Minor Degree and Certificate Programs

An undergraduate program avoids consideration for consolidation or elimination if it meets either of the following criteria:

Option 1	At least 10 students have completed the program in the two years preceding the date the review process is conducted
Option 2	At least 5 students are enrolled in the program at the time the review process is conducted and at least 5 students have completed the program in the two years preceding the date the review process is conducted

Graduate Minor Degree and Certificate Programs

A graduate program avoids consideration for consolidation or elimination if it meets the following criteria:

At least 3 students are enrolled in the program at the time the review process is conducted, and at least 3 students have completed the program in the 2 years preceding that date.

Workforce Demand Requirement (SB 37 SEC 51.989)

In addition to meeting enrollment thresholds, programs must have specific industry data to substantiate workforce demand to avoid consideration for consolidation or elimination.

Programs that fail to meet both the enrollment thresholds and workforce demand requirements will be considered for consolidation or elimination as specified in Section IV.

Data Source and Verification

- Enrollment and completion data shall be derived from official university records maintained by the Office of the Registrar and the Office of Data, Analytics, and Institutional Research (DAIR).
- Data shall be verified by the DAIR prior to use in the review process
- The five-year rolling window shall use the most recent five complete academic years at the time of review

IV. REVIEW CRITERIA

Programs under review must provide evidence and analysis addressing the following criteria:

ENROLLMENT AND COMPLETION DATA (Required)

- Current enrollment at time of review
- Number of completers in the two years preceding review (for SB 37 SEC 51.989 assessment)
- Total number of students enrolled in the program over the past five years
- Total number of program completions over the past five years
- Enrollment trends and patterns
- Student demographics (where applicable)
- Comparison to the low enrollment thresholds defined in Section III

WORKFORCE DEMAND DATA (Required)

Academic Department must provide substantial evidence of workforce demand for minors and certificates through at least three of the following sources:

A. Labor Market Analysis

- Regional, state, and/or national employment projections from credible sources (e.g., Bureau of Labor Statistics, Texas Workforce Commission, O*NET)
- Lightcast reports via the Office of Curriculum and Academic Programs (OCAP)
- Job growth rates in related occupations
- Median wages and salary ranges for relevant positions
- Number of job postings requiring the credential or related skills

B. Employer Input

- Letters of support from employers in relevant fields
- Results from employer surveys or focus groups
- Documentation of industry partnerships or advisory board recommendations
- Evidence of employer-sponsored student participation

C. Professional Association Data

- Industry reports demonstrating workforce needs
- Certification or licensure requirements in the field
- Professional association recommendations or standards

D. Graduate Outcomes

- Employment rates of program completers
- Career placement in relevant fields
- Graduate/employer satisfaction surveys
- Alumni career progression data

E. Continuation Data

- Evidence and documentation that the credential facilitates transfer to other programs or serves as a pathway to advanced degrees
- Success rates of students continuing to related programs

MINOR OR CERTIFICATE QUALITY AND EFFECTIVENESS

- Assessment of student learning outcomes and achievement
- Alignment with university mission and strategic priorities
- Currency of curriculum and pedagogical approaches
- Faculty qualifications and expertise
- Availability of appropriate resources (facilities, technology, library)
- Student satisfaction data
- Quality of advising and student support services

MINOR OR CERTIFICATE DISTINCTIVENESS AND STRATEGIC VALUE

- Unique characteristics that distinguish the program from competitors
- Alignment with regional needs and university service area
- Contribution to diversity, equity, and inclusion initiatives
- Interdisciplinary connections and collaborations
- Community engagement and service learning opportunities
- Role in student recruitment and retention

RESOURCE EFFICIENCY

- Cost-effectiveness of program delivery
- Overlap with existing courses and programs
- Use of shared resources across programs
- Sustainability of current resource allocation
- Opportunities for efficiency improvements

V. REVIEW PROCESS AND TIMELINE

The review process follows a structured timeline to ensure thorough preparation, evaluation, and implementation:

Timeline	Activity
14-18 months prior	<p>Notification OPAA notifies departments and colleges of upcoming reviews and provides review guidelines and templates.</p>
12 months prior	<p>Self-Study Preparation</p> <ul style="list-style-type: none"> • Departments collect and analyze required data • Programs prepare comprehensive self-study documents • Department chairs review and approve self-study submissions
6 months prior	<p>Self-Study Submission</p> <ul style="list-style-type: none"> • Complete self-study documents submitted to college dean • Dean provides preliminary review and recommendations • Materials forwarded to the OPAA
Review year - Semester 1	<p>Provost Office & Advisory Committee Review</p> <ul style="list-style-type: none"> • Institutional Research verifies enrollment and completion data • OCAP staff reviews workforce demand evidence • Review Committee examines materials • Committee formulates preliminary recommendations
Review year - Semester 2	<p>Department/College Response</p> <ul style="list-style-type: none"> • Programs receive preliminary findings • Opportunity to provide additional evidence or clarification • Response to identified concerns or recommendations
End of Review Year	<p>Final Recommendations to Board of Regents</p> <ul style="list-style-type: none"> • Committee finalizes recommendations and forwards to OPAA.

Timeline	Activity
	<ul style="list-style-type: none"> • OPAA forwards recommendations to the Vice Provost for Academic Innovation (VPAAI) • VPAAI reviews and forwards recommendations to the PEVPAIA • PEVPAIA reviews and forwards its final recommendations to President • President presents recommendations to Board of Regents • Board of Regents makes final determination on continuation, consolidation, or removal
<p>Following year</p>	<p>Implementation and Monitoring</p> <ul style="list-style-type: none"> • Programs implement Board of Regents-approved actions • Progress reports submitted as required • Monitoring of improvement plans

VI. REVIEW OUTCOMES AND BOARD OF REGENTS ACTIONS

The Minor and Certificate Program Review Committee will formulate recommendations based on a comprehensive review and make recommendations to the Provost. In accordance with Senate Bill 37, the Board of Regents shall approve or deny any decision made by the President or Provost to consolidate or eliminate a minor degree or certificate program as a result of the review conducted.

Recommendation to the Board of Regents for Approval of Minor or Certificate Continuation Without Conditions

Minors and certificates that meet SB 37 SEC 51.989 thresholds and workforce demand will be recommended for approval without modification. The next regular review occurs in five years.

Recommendation to the Board of Regents for Approval of Minor or Certificates Continuation with Conditions

The President or the Provost, at their discretion, may request approval with conditions for continuation from the Board of Regents for minors and certificates that meet the criteria partially.

This request will be accompanied by a formal improvement and implementation plan developed by the academic department that must include:

- Detailed action plan with specific goals and timelines
- Strategies to address identified deficiencies, particularly in enrollment or workforce demand documentation
- Resource needs and budget implications
- Assessment methods to measure progress
- Annual progress reports for three years
- Interim review at the end of year three

If the Board of Regents does not approve continuation with conditions, the program will be recommended for elimination.

Recommendation to the Board of Regents for Minors and Certificates Elimination

Minors and certificates that does not meet the following SB 37 SEC 51.989 requirements will be recommended for elimination to the Board of Regents by the Provost or the President:

- Enrollment thresholds
- Specific industry data substantiating workforce demand

Recommendation to the Board of Regents for Minor and Certificates Consolidation

The President or the Provost, at their discretion, may request approval from the Board of Regents for minor or certificate consolidation that does not meet the SB 37 SEC 51.989 thresholds and workforce demand. Some of the recommendations will be aligned as follows:

- To merge related minors or certificates into a single, more comprehensive offering
- Eliminate redundancy and improve resource efficiency
- Create a stronger minor or certificate with enhanced enrollment potential
- Better align with market demand and student needs

Consolidation Requirements:

- Development of consolidated program structure and curriculum
- Teach-out plan for students currently enrolled in programs being consolidated
- Timeline for implementation (typically 1-2 years)
- Communication plan for affected students, faculty, and stakeholders

Board of Regents Final Authority

The Board of Regents has final authority to approve or deny all recommendations regarding program continuation, consolidation, or elimination as required by SB 37 SEC 51.989.

VII. ROLES AND RESPONSIBILITIES

Board of Regents

- Reviews recommendations from President or Provost regarding continuation, consolidation, or removal
- Makes final determinations on all program review outcomes
- Approves or denies recommendations
- Ensures alignment with university strategic priorities and fiduciary responsibilities
- Authorizes resource allocation for program improvements or transitions

President and Provost

- Reviews recommendations from the Minor and Certificates Academic Program Review Committee
- Provides analysis and recommendations to Board of Regents
- Presents program review outcomes and recommendations to the Board of Regents
- Ensures stakeholder input is considered in recommendations
- Oversee implementation of Board-approved actions

Provost Offices

- Establishes and maintains review schedule
- Provides review guidelines and templates
- Coordinates review process
- Reviews recommendations from the Minor and Certificate Program Review Committee
- Forwards recommendations with analysis to the Provost
- Monitors implementation of Board-approved actions

Institutional Research

- Provides enrollment and completion data
- Verifies accuracy of program-submitted data
- Assists with data analysis and interpretation
- Supports assessment of workforce demand data

Minors and Certificate Program Review Committee

- Reviews self-study documents
- Evaluates compliance with review criteria
- Formulates recommendations for program continuation, consolidation, or removal
- May conduct site visits or interviews
- Submits formal recommendations to the Provost

Committee Composition

OPAA will contact the academic college and department in which the minor or certificate program will be reviewed and request a list of five to ten full time faculty members to serve as review committee members. OPAA will then contact the recommended individuals to form a three-member internal review committee. Committee members must be full-time faculty members. Internal review committee members cannot be from the academic department where the minor or certificate is housed and no more than two can be from another department in the same college. The other committee member should be from another college. OPAA will remain in primary contact with the selected review committee members for the duration of the review period on behalf of the academic department where the minor or certificate is under review.

College Deans

- Oversee departmental review preparation
- Provide preliminary assessment of programs
- Support development of improvement plans
- Monitor implementation of Board-approved actions
- Allocate resources to support program improvements

Department Chairs

- Coordinate self-study preparation
- Ensure data accuracy and completeness
- Facilitate faculty participation in review
- Implement Board-approved actions
- Submit required progress reports

Program Coordinators

- Lead self-study development
- Collect and analyze required data
- Gather evidence of workforce demand
- Coordinate with advisory boards and stakeholders
- Develop and implement improvement plans

VIII. APPEALS PROCESS

Grounds for Appeal

Programs may appeal recommendations before they are presented to the Board of Regents on the following grounds:

- Procedural irregularities in the review process
- Material errors in data or analysis
- Consideration of new evidence not available during review
- Extraordinary circumstances affecting program performance

Appeal Procedures

- Written appeal submitted to the Vice Provost for Academic Innovation who will review and forward to the Provost via the 30 days of receiving preliminary recommendations
- Appeal must clearly state grounds and provide supporting evidence
- Provost may request additional information
- Appeal reviewed by the Provost
- Appeal results incorporated into final recommendations to Board of Regents

Limitations

- Appeals must be filed before recommendations are presented to Board of Regents
- Board of Regents decisions are final and not subject to appeal
- Only one appeal permitted per review cycle
- Appeals do not stay implementation of data collection or reporting requirements

IX. SPECIAL CONSIDERATIONS

Interdisciplinary Minors and Certificates

Minors and certificates involving multiple departments or colleges require coordination among all participating units. The primary academic administrative unit is responsible for leading the review.

Programs with Low Enrollment but Strategic Value

Minors and Certificates that fall below enrollment thresholds may be continued if they demonstrate:

- Provide strong, specific industry data substantiating workforce demand (SB 37 SEC 51.989 requirement)
- Critical contribution to university mission
- Unique regional or state need
- Essential support for other programs
- Unavoidable low enrollment due to field characteristics
- Strong workforce demand despite low enrollment
- Potential for growth with appropriate interventions

Such minors and certificates must provide compelling rationale and may require annual rather than biennial reporting. Final determination remains with the Board of Regents.

Hybrid and Online Modalities

Minors and Certificates delivered in hybrid or fully online modalities must also demonstrate:

- Compliance with state authorization requirements
- Adequate technical infrastructure and support
- Appropriate faculty training and support
- Quality standards for online instruction

Workforce and Professional Certificates

Certificates designed for workforce development or professional advancement should emphasize:

- Industry partnerships and employer engagement
- Alignment with industry certifications or credentials
- Continuing education and professional development value
- Revenue generation and cost recovery

X. DATA REPORTING REQUIREMENTS

Annual Enrollment Report

All academic departments with approved minors and certificates must submit annual enrollment reports to the office of the SVP and the office of the VPAI by October 1st, including:

- Current enrollment numbers
- Number of completers in previous academic year
- Changes in curriculum or program structure
- Updates on workforce demand indicators
- Significant achievements or challenges

Assessment Data

Programs must maintain current assessment plans and submit assessment results according to university assessment schedule, demonstrating:

- Student learning outcomes
- Methods of assessment
- Results and analysis
- Use of results for program improvement

Data Retention

Programs should maintain comprehensive records for at least seven (7) years, including:

- Enrollment and completion data
- Assessment results
- Workforce demand documentation
- Curriculum materials
- Advisory board minutes
- Student work samples

XI. CONTINUOUS IMPROVEMENT

Review Process Evaluation

This review process shall be evaluated every five (5) years and modified as necessary to ensure effectiveness and alignment with best practices and in accordance with state law.

Training and Support

OAI via its offices (e.g., OPAA, OCAP) will provide:

- Training sessions for department chairs and program coordinators (OPAA)
- Templates and examples of successful self-studies, if available (OPAA)
- Access to data resources and analysis tools (OPAA, OCAP)
- Consultation (OPAA, OCAP)

Best Practices Sharing

Academic programs that demonstrate excellence in meeting the review criteria for minors and certificates will be recognized and encouraged to share best practices with other programs.