**Todd Sherron, Ph.D.**

**4810 Summerset Trail**

**Austin, Texas 78749**

**(512) 921- 1630**

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**I. ACADEMIC DEGREES/EXPERIENCE**

**A. Academic Degrees**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Degree** | **Year** | **University** | **Major** | **Dissertation Topic** |
| PhD | 2000 | University of North Texas | Applied Technology, Training, Development, & Econometrics | Psychometric Development of Adaptive Leadership Competency Profile |
| MS | 1995 | Southwest Texas State University | Interdisciplinary Studies |  |
| BA | 1993 | The University of Texas | Government |  |

**B. University Experience**

|  |  |  |
| --- | --- | --- |
| **Position** | **University** | **Dates** |
| Assistant Professor of Practice | Texas State University | 2018 - present |
| Lecturer | Texas State University | 2014 - 2018 |
| Adjunct Professor | Texas State University | 2008 - 2014 |
| Evaluation Coordinator  | The University of Texas at Austin | 2008 - 2012  |
| Lecturer | Texas State University | 2007- 2008 |
| Adjunct Professor | Texas State University  | 2004 - 2007 |
| Adjunct Professor | University of North Texas | 2001- 2002 |
| Research Administrator | University of North Texas | 2000 - 2002 |
| Lab Manager/COE Analyst | University of North Texas | 1998 - 2000 |
| Research Assistant/ Center for the Study of Work Teams | University of North Texas | 1996 - 1999 |
| Graduate Research Assistant | Southwest Texas University | 1993 - 1995 |

**C. Professional Experience**

|  |  |  |
| --- | --- | --- |
| **Position** | **Company** | **Dates** |
| Program Specialist | Southwest Educational Development Laboratory (SEDL) | 2003-2005 |
| Assessment and Evaluation Consultant | Info2Knowledge, LLC | 1999 - present |

**II. TEACHING**

**A. Teaching Honors and Awards**

2022 Presidential Distinction for Excellence in Teaching

2020 Graduating Student Recognition Program: Contributing Significantly to student success

2019 Graduating Student Recognition Program: Contributing Significantly to student success

2016 Graduating Student Recognition Program: Contributing Significantly to student success

2014 Graduating Student Recognition Program: Contributing Significantly to student success

2010 Graduating Student Recognition Program: Contributing Significantly to student success

**B. Courses Taught**

OCED 4111 Prior Learning Assessment

ATTD 4070 Leadership Empowerment and Teambuilding

CATE 3313C Entrepreneurship

CATE 3320 Effective Methods of Teaching and Training

CATE 3321 Work-based learning

CATE 4304 Organization and Management of Marketing Education Programs

CATE 5301 The Technology of Teaching

CATE 5306 Instructional Materials Development Technology

CATE 5313F Human Performance Technology

CATE 5321 Work-based learning

CATE 5390 Trends and Issues in CATE/Training

CTE 3322/5322 Teaching/Training as a Profession

CTE 5323 Computer Applications

CTE 5314 Human Relations

CTE 3304 Human Relations

OCED 4350 Occupational Assessment

OCED 4360 Cooperative Occupational Education

OCED 4361 Cooperative Occupational Education Internship

OCED 5360F The Basics of Extramural Funding

OCED 5300 Interdisciplinary Research Methods

**C. Graduate Theses/Dissertations** (Exit Committees (if supervisor, please indicate))

Oral Examination Committee: Texas State University OWLS

Dissertation Committee: The University of Texas at Austin

**D. Courses Prepared and Curriculum Development**

4302 - Trends and Issues

4350 - Occupational Assessment Online

4111 - Prior Learning Assessment

3304 - Human Relations

5360F - The Principals of Extramural Funding

**E. Funded External Teaching Grants and Contracts**

Texas Workforce Commission College Credit for Heroes: Accelerate Texas State University Phase 2.0

Principal Investigator

Amount: $ 247,000 (2018)

Purpose: Developed 5 new online courses and provided PLA scholarships and stipends for 30 veterans to complete the BAAS degree

Texas Workforce Commission College Credit for Heroes: Accelerate Texas State University Phase 1.0

Principal Investigator (2017)

Amount: $ 145,495

Purpose: Developed an online PLA course and provided PLA scholarships and stipends for 20 veterans to complete the BAAS degree

**F. Submitted, but not Funded, External Teaching Grants and Contracts** N/A

**G. Funded Internal Teaching Grants and Contracts** N/A

**H. Submitted, but not Funded, Internal Teaching Grants and Contracts** N/A

**I. Other**N/A

**III. SCHOLARLY/CREATIVE**

**A. Works in Print**

*1. Books* (if not refereed, please indicate)

a. Scholarly Monographs: N/A

b. Textbooks: N/A

c. Edited Books:

N/A

d. Chapters in Books:

Sherron, T. (2018). Prior Learning Assessment. H. Merril & C. Boden-McGill (Eds.), A Guide to College Success for Post-Traditional Students. Charlotte, NC: Information Age.

Sherron, T. (2017). Prior Learning Assessment. H. Merril & C. Boden-McGill (Eds.), A Guide to College Success for Post-Traditional Students. Charlotte, NC: Information Age.

e. Creative Books: N/A

*2. Articles*

a. Refereed Journal Articles:

Boden, C., Cherrstrom, C.A., Sherron, T & Wilson, L. (In Press). A Decade of Global Prior Learning Assessment: A Systematic Literature Review The Journal of Continuing Higher Education, Vol. ahead-of-print No. ahead-of-print. DOI:

Sherron, T., & Wilson, L. (2022). College Credit for Heroes: Accelerating Degree Completion. *Journal of Veterans Studies,* 8(1), pp. 247–254. DOI: https://doi.org/10.21061/jvs. v8i1.264

Xie, L., Wilson, J. and Sherron, T. (2022), Emotion in teams: a scoping literature review, European Journal of Training and Development, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/EJTD-01-2022-0002

Gaultney, I. B., Sherron, T., & Boden, C. (2022). Political polarization, misinformation, and media literacy. Journal of Media Literacy Education, 14(1), 59-81. https://doi.org/10.23860/JMLE-2022-14-1-5

Cherrstrom, C.A., Boden, C., Sherron, T & Wilson, L. (2021) Decade of Prior Learning Assessment in the United States: A Systematic Literature Review, The Journal of Continuing Higher Education, DOI: 10.1080/07377363.2020.1867813

Sherron, T., Cherrstrom, C. A., Boden, C., & Wilson, L. (2021). Block credit prior learning assessment—Theory to practice. *Measurement: Interdisciplinary Research and Perspectives.* 19(1). 1-14.doi: 10.1080/15366367.2020.1832812

Upton, M. A., Muschett, A., Kurian, K., James, B., & Sherron, T. (2020). Determining reasonableness: identification of the non-restorable person adjudicated incompetent to stand trial. *Journal of Forensic Psychiatry & Psychology*, *31*(2), 255–272. https://doi-org.libproxy.txstate.edu/10.1080/14789949.2020.1711958

Boden, C.J., Cherrstrom, C.A., & Sherron, T. (2019). Prior learning assessment in an award-winning degree completion program. *International Journal of Adult Vocational Education and Technology, (10)*3, 1-19.

Sherron, T., Dimock, V. Foshay, R. (2007). The Impact of Graphing Calculator Use

on Algebra, I End of Course Examinations. *Multiple Linear Regression Viewpoints, 33 (2).*

Lippold, Eric M., Stafford, Marla, Sherron, T. (2003). The Impact on Advertising Mail on

Average Weekly Unit Sales. *Journal of Advertising Research.*

Sherron, T., & Allen, J. (2000). Fixed Effects vs. Random Effects: Two models commonly used

with panel data analyses. *Multiple Linear Regression Viewpoints, 26 (1).*

McFeely, D., & Sherron, T. (1998). Age Discrimination: History and Trends for a Growing Issue

in the Workforce. *The Journal for Vocational Special Needs Education*, 20(3), 22-27.

b. Non-refereed Articles:

Sherron, T., Cherrstrom, C. Boden, C. Wilson, L. (2022,Apr). Prior Learning Assessment (PLA):Earn college credit for work experience and noncollegiate training. American Educational Research Association, (AERA), San Diego, Ca. (2022)

Boden, C. J., Cherrstrom, C. A., & Sherron, T. (2022). A Decade of Prior Learning Assessment: A Systematic Review of Global Literature. Adult Education Research Conference. https://newprairiepress.org/aerc/2022/papers/14

Sherron, T., Cherrstrom, C. Boden, C. Wilson, L. (2021,Apr). Block Credit Prior Learning Assessment: A Method to Award College Credit. American Educational Research Association, Virtual Meeting

Boden, C. J., Cherrstrom, C. A., Sherron, T., 69th Annual Conference of the American Association for Adult and Continuing Education (AAACE), "Prior learning assessment (PLA) in the US: Findings and best practices from research and practice," American Association for Adult and Continuing Education (AAACE), Reno, NV. (2020).

Boden, C. J., Sherron, T., Cherrstrom, C. A., Merrill, H., Gottschall, P. M., Biggs, M. J., Council for Adult and Experiential Learning (CAEL) Conference, "Ready, set, innovate: Insider view of successful program and PLA reinvention," Council for Adult and Experiential Learning (CAEL), New Orleans, LA. (2020).

Sherron, T., Cherrstrom, C. A., Boden, C., & Wilson, L. (2019). *Innovation in prior learning assessment: Program, course, model, and best practices.* Proceedings of the 43rd Annual Adults in Higher Education Alliance Conference (AHEA), Orlando, FL.

Yalvac, B., Bewaji, O., Spier, M., Elizondo III, G., Umah, C., Sherron, T., Lightfoot, T., Cannon, C., Fuchs-Young, R. (2018). *Promoting the STEM Pipeline and Enhancing STEM Career Awareness Through Participation in Authentic Research Activities (RTP, Diversity). Paper ID #23942.*American Society for Engineering Education. Salt Lake City, UT. June 24 - 27, 2018

Sherron, T. & Fletcher, C., Barufaldi, J. (2007, Apr.) The Effects of Professional Development on Science Teaching Practices. National Association for Research in Science Teaching Education International Conference. New Orleans, Louisiana.

Sherron, T. (2003). Knowledge is the dominant form of profitability*. Business and Industry*

*Connection*, 21 (1), 57.

Sherron, T. (2003). Effective Organization Make Effective Decisions. *Business and Industry*

*Connection*, 20 (1), 73.

*3. Abstracts* N/A

*4. Reports*

K-12 Summer Institute. (2021). Texas A&M University Health Science Center. College Station, TX

K-12 Summer Institute. (2020). Texas A&M University Health Science Center. College Station, TX

College Credit for Heroes. (2020). House Bill 493 Report to the Texas Workforce Commission. San Marcos, TX

K-12 Summer Institute. (2019). Texas A&M University Health Science Center. College Station,TX

College Credit for Heroes. (2019). End of CCH Grant Report to the Texas Workforce Commission. San Marcos, TX

College Credit for Heroes. (2019). House Bill 493 Report to the Texas Workforce Commission. San Marcos, TX

USDA Forest Service. (2018). Joint Research/Field Internships in Forest and Range Ecosystems.

St. Edwards University. Austin, TX

Aggie Doctor Initiative 2.0 (2018). Texas A&M University Health Science Center. College Station, TX

K-12 Summer Institute. (2018). Texas A&M University Health Science Center. College Station, TX

College Credit for Heroes. (2018). House Bill 493 Report to the Texas Workforce Commission. San Marcos, TX

College Credit for Heroes. (2017). Report to the Texas Legislature and Governor Greg Abbott. Key Findings from Accelerate Texas State University. San Marcos, TX

K-12 Summer Institute. (2017). Texas A&M University Health Science Center. College Station, TX

USDA Forest Service. (2017). Joint Research/Field Internships in Forest and Range Ecosystems. St. Edwards University. Austin, TX

Aggie Doctor Initiative 2.0 (2017). Texas A&M University Health Science Center. College

Station, TX

USDA Forest Service. (2016). Joint Research/Field Internships in Forest and Range Ecosystems. St. Edwards University. Austin, TX

Aggie Doctor Initiative (2016). Texas A&M University Health Science Center. College Station, TX

Aggie Doctor Initiative (2015). Texas A&M University Health Science Center. College Station, TX

K-12 Summer Institute. (2015). Texas A&M University Health Science Center. College Station, TX

External Review of the BAAS degree (2014). Texas A&M Texarkana. Texarkana, TX

Robert Noyce Project Evaluation Report. (2010- 2013). St. Edwards University. Austin, TX

USDA Forest Service. (2009). Joint Research/Field Internships in Forest and Range Ecosystems. St. Edwards University. Austin, TX

USDA Forest Service. (2008). Joint Research/Field Internships in Forest and Range Ecosystems. Report of Evaluation Activities. St. Edwards University. Austin, TX

Summer Institute Evaluation Reports. (2007). The University of Texas MD Anderson Cancer

Center. Smithville, TX

Chemistry and Physics Report (2007). The University of Texas at Austin Center for Science and Mathematics Education, The Texas Regional Collaboratives. Austin, TX

Summer Institute Evaluation Reports (2007). The University of Texas MD Anderson Cancer

Center. Smithville, TX

Models of Implementation & Dissemination Across Subjects (MIDAS) formative and summative Evaluation Reports. (2006). The University of Texas MD Anderson Cancer Center. Smithville, TX

A Study of the Impact of Graphing Calculator Use on State Assessments. (2006). Southwest

Educational Development Laboratory. Austin, TX

A Study of the Impact of Graphing Calculator Use on State Assessments. (2005). Texas

Instruments/ Southwest Educational Development Laboratory. Austin, TX

Formative Report for SCIMAST. (2005). Southwest Educational Development Laboratory.

Austin, TX

Online Technology Self-Assessment Instruments. Louisiana Center for Educational Technology. (2004). Southwest Educational Development Laboratory. Austin, TX

Instrument Development Process and Psychometric Properties. (2004). National Staff

Development Council Standards Assessment Inventory/ Southwest Educational Development

Laboratory. Austin, TX

In-School Mathematics Laboratories Project. Summary Report of Evaluation Activities. (2004). Louisiana State University/ Southwest Educational Development Laboratory. Austin, TX

*5. Book Reviews* N/A

6. Other N/A

**B. Works not in Print**

Sherron, T. (*Leaders Create Leaders.)*.

*1. Papers Presented at Professional Meetings*

Sherron, T., Cherrstrom, C. Boden, C. Wilson, L. (2022,Apr). Prior Learning Assessment (PLA):Earn college credit for work experience and noncollegiate training. American Educational Research Association, (AERA), San Diego, Ca. (2022)

Boden, C. J., Cherrstrom, C. A., & Sherron, T. (2022). A Decade of Prior Learning Assessment: A Systematic Review of Global Literature. Adult Education Research Conference. https://newprairiepress.org/aerc/2022/papers/14

Sherron, T., Cherrstrom, C. Boden, C. Wilson, L. (2021,Apr). Block Credit Prior Learning Assessment: A Method to Award College Credit. American Educational Research Association, Virtual Meeting

Boden, C. J., Cherrstrom, C. A., Sherron, T., 69th Annual Conference of the American Association for Adult and Continuing Education (AAACE), "Prior learning assessment (PLA) in the US: Findings and best practices from research and practice," American Association for Adult and Continuing Education (AAACE), Reno, NV. (2020).

Boden, C. J., Sherron, T., Cherrstrom, C. A., Merrill, H., Gottschall, P. M., Biggs, M. J., Council for Adult and Experiential Learning (CAEL) Conference, "Ready, set, innovate: Insider view of successful program and PLA reinvention," Council for Adult and Experiential Learning (CAEL), New Orleans, LA. (2020).

O'Connor, H. M., James, B., Sherron, T. Stakeholders' perceptions of competency to stand trial reports in Texas. (May 2019). Poster presented at the 2019 Kerrville State Hospital Forensic Networking Conference. Kerrville, TX.

O'Connor, H. M., James, B., Sherron, T. Stakeholders' perceptions of competency to stand trial reports in Texas. (May 2019). Poster presented at the UTHSCSA 7th Annual Research and Quality Improvement Day. San Antonio, TX.

Sherron, T., Cherrstrom, C. A., Boden, C., & Wilson, L. (2019). *Leveraging prior learning assessment (PLA) for college credit: Best practices from students, instructors, assessors, and administrators*. Oral presentation for the Adults in Higher Education Alliance Conference (AHEA), Orlando, FL.

Sherron, T., Wilson, L., & Singh, J. (2018) Prior Learning Assessment (PLA) Research and Practice: Accelerating Adult Learning. American Association for Adult and Continuing (AAACE) Annual Meeting, Mrytle Beach, NC

Sherron, T., Singh, J., & Beadle, D. (2018). Texas Workforce Commission, Workforce

Forum. College Credit for Heroes' Workforce Success. Austin, TX

Singh, J., Gear, B., Yeonopolus, J., Sherron, T. Student Veterans of America National

Conference. (2018). Panel Presentation: Innovations in Military Experience-Higher Education Translation. San Antonio, TX

Sherron, T., Cherrstrom, C., Ashford, S., Wilson, L., Lopez, O., Boden, C. Biggs, M. (2017).

 Prior Learning Assessment (PLA) Research and Practice: Voices of Students, Instructors,

 Assessors, and Administrators. American Association for Adult and Continuing Education

 (AAACE) Annual Meeting, Memphis, TN

Naik, A., Hoy, P., Sherron, T. (2017) Innovations in Military-Workforce Translation

 TRACK: Strategic Workforce Stakeholders and Partnerships, National Council for Workforce

 Education (NCWE) Annual Meeting, Salt Lake, UT

Sherron, T., Boden-McGill, C.,(2016). Perspectives on Prior Learning Assessment: Historical

 Perspectives and Future Visions. Research to Practice Conference. Albuquerque, NM

Boden-Mcgill, C., Sherron, T.,(2015). Three Perspectives on Prior Learning Assessment:

 Historical Perspectives and Future Visions. Research to Practice Conference. Oklahoma City,

 OK.

Wilson, B., Sherron, T., Cavazos, N., Kakas, M., Boden-Mcgill, C. (2014). New Dogs, Old

 Tricks: Andragogical Approaches for All Generations of Self- Directed Learners

 Southwest Teaching & Learning Conference. San Antonio, TX

Sherron, T., Boden-McGill, C.J., & Springer, S. (2013). Historical review and future directions

 of prior learning assessment at Texas State University. Paper presented at the *25th Annual*

 *National Institute on the Assessment of Adult Learning*. Atlantic City, NJ.

Junk, D., Fletcher, C., Sherron, T. (2012). Texas Science and Mathematics content knowledge.

 *U.S. Department of Education, Mathematics and Science Partnerships Program*. New

Orleans, Louisiana.

Junk, D., Fletcher, C., Sherron, T. (2011). Texas Science content knowledge. *U.S. Department*

 *of Education, Mathematics and Science Partnerships Program.* San Francisco, California.

Brown, L.G. Barufaldi, J., Hobbs, M., Sherron, T. (2010). Bridging the Gap in Science for

 Latino Students. American Education Research Association Annual Meeting, Denver,

 Colorado.

Junk, D. and Sherron, T. (2010). Texas Science and Mathematics content knowledge. U.S.

 Department of Education, Mathematics and Science Partnerships Program. New Orleans,

 Louisiana.

Barufaldi, J., Fletcher, C., Hobbs, M., & Sherron, T. (2008, Jan.) An Effective Professional

 Development Model in Science Education. Association for Science Teacher Education

 Conference. St. Louis, Missouri

Proficiency in Grade 4: Establishing Valid and Reliable Measures using Mixed Methods

 Association for Science Teacher Education. Clearwater beach, FL.

Sherron, T. & Fletcher, C. (2007, Jan.) Assessment of Science Proficiency in Grade 4:

 Establishing Valid and Reliable Measures using Mixed Methods Association for Science

 Teacher Education. Clearwater beach, Fl.

Sherron, T. & Hughes, K. (2005, Apr.) Assessment of Technology Proficiency in K-12:

 Establishing Valid and Reliable Measures using Mixed Methods. American Education

 Research Association*.*  Montréal, Canada.

Dimock, V. & Sherron, T. (2004, Mar.) A study of the impact of Graphing Calculators on State

 Assessments in Texas. Texas Instruments Technology Conference. Washington, D.C.

Sherron, T. (2003, Nov) Establishing Validity and Reliability*.* National Staff Development

 Council. New Orleans, Louisiana.

Sherron, T. & R. McCamey (2001, Sept.). Online Leadership 360s, the good, the bad, and the

 ugly*.* The 12th Annual International Conference on Work Teams. Dallas, Texas.

Sherron, T., Schumacker, Randall E., Allen, J. (2000, Feb). Analyzing Panel Data: Fixed vs.

 Random Effects. American Education Research Association*.* New Orleans, Louisiana.

Sherron, T. & Withworth, C. (1999, May). New Mediums New Methods: Improvements in

 Organizational Research with the Use of Technology*.* The 7th annual Symposium on

 Individual, Team, and Organizational Effectiveness. Denton, Texas.

Withworth, C. & Sherron, T. (1999, January). New Mediums New Methods: Improvements in

 Research with the Use of Technology*.* Southwest Educational Research Association. San

 Antonio, Texas.

Godfrey, D. & Sherron, T. (1998, September). What do Dead Cats, Organizations and Electrons

 have in Common?The Ninth Annual International Conference on Work Teams. Dallas, Texas.

 *2. Invited Talks, Lectures, and Presentations*

Sherron, T. (2018) Hays and Caldwell County Needs Assessment. Greater San Marcos Partnership. San Marcos, Texas

Sherron, T. (2016) Accelerate Texas State University. Austin TECH HIRE Mayor’s Office

 Meetings. Austin, Texas

Sherron, T. (2015) Accelerate Texas State University. Austin TECH HIRE Mayor’s Office

 Meetings. Austin, Texas

Sherron, T. (2008, July). Math & Science Partner (MSP) Evaluation requirement and Results.

 The TRC Annual Meeting. Austin, Texas

Sherron, T. (2007). Math & Science Partner (MSP) Evaluation requirement and Results.

 The TRC Annual Meeting. Austin, Texas

Sherron, T. (2006, June). Items analysis for the Texas Science and Math Diagnostic system.

 Texas Education Agency. Austin, Texas

Sherron, T. (2006). Math & Science Partner (MSP) Evaluation requirement and Results.

 The TRC Annual Meeting. Austin, Texas

Sherron, T. (2005, June). Items analysis for the Texas Science and Math Diagnostic system.

 Texas Education Agency. Austin, Texas

Sherron, T. (2005, July). Know your Math & Science Partner (MSP) Evaluation requirements. The TRC Annual Meeting. Austin, Texas

Sherron, T. (2004, Feb.) Are we going to Abilene? Revisiting the Abilene Paradox*.* Southwest

 Educational Development Laboratory. Austin, Texas.

Sherron, T. (2001, Oct). Functions of a University Research Office*.* The University of North

 Texas. Denton, Texas.

Sherron, T. (1998, July). Telling the Truth! : Presenting Scholarly Research*.* Ronald E. McNair

 Scholar Program, The University of North Texas. Denton, Texas.

*3. Consultant*

West Gulf Maritime Association and San Jacinto Community College

Skill Development Team Leader

Amount: $987,620

Purpose: Upgrade 1,060 Existing Jobs; Add 570 New Jobs

Texas Regional Collaboratives at the University of Texas at Austin.

Program Evaluator

Amount: $50,000

Purpose: Develop Online Grade 4 Science Field Test with diagnostics reports.

 Tested 6000 students in Texas

Texas Regional Collaboratives the University of Texas.

Program Evaluator

Amount: $ 27,000

Purpose: Conduct Type A & B Teacher Quality Grant Evaluations

St. Edward University

Program Evaluator

Amount: $ 25,000

Purpose: Evaluate the USDA and Noyce programs.

National Staff Development Council

Program Evaluator

Amount: $ 250,000

Purpose: Develop assessment measures and evaluate school’s professional development. program adherence to NSDC standards.

*4. Workshops*

Sherron, T. (2015, Oct.) Data Analysis with JMP: Faculty Focus Workshop Series. Texas State University. San Marcos, Texas.

Schumacker, R. & Sherron, T. (2005, Apr.) Basic Statistics to Simulations Using S-PLUS. American Education Research Association*.*  Montréal, Canada.

Thompson, B., Burdenski, T., Daniel, L., Sherron, T., Snyder, P., Stevens, T. (2000, January). The 1999 report of the APA Task Force on Statistical Inference: A Discussion by Faculty and Doctoral Students. Southwest Educational Research Association*.* Dallas, Texas.

*5. Other* N/A

**C. Grants and Contracts**

*1. Funded External Grants and Contracts*

Texas Higher Education Coordinating Board: Texas Reskilling Support Fund Grant Program

Principal Investigator

**Amount: $ 1,500,000** (2021)

Purpose: Tuition and fees for 1,000 students to return to Texas State and 150K for marketing

<https://www.owls.txst.edu/txreskillinggrant.html>

Texas Workforce Commission College Credit for Heroes: Accelerate Texas State University Phase 2.0

Principal Investigator

**Amount: $ 247,000** (2018)

Purpose: Developed 5 new online courses and provided PLA scholarships and stipends for 30 veterans to complete the BAAS degree

Texas Workforce Commission College Credit for Heroes: Accelerate Texas State University Phase 1.0

Principal Investigator (2017)

**Amount: $ 145,495**

Purpose: Developed an online PLA course and provided PLA scholarships and stipends for 20 veterans to complete the BAAS degree

<https://www.owls.txst.edu/College-Credit-for-Heroes.html>

*2. Submitted, but not Funded, External Grants and Contracts*

Principal Investigator

Amount: $175,330.00 (2022)

Accelerate Texas State 3.0. Texas Workforce Commission, College Credit for Heroes.

Purpose: Develop a course database for College Credit for Heroes

Lyndon Baines Johnson Center for Leadership at Texas State University (2016)
College of Applied Arts, Department of Occupational, Workforce, and Leadership Studies
Principal Investigator - Submitted to Luci Baines Johnson
Amount: $ 1,000,000
Purpose: Lyndon Baines Johnson Center for Leadership at Texas State University

Texas Governor’s Office (2015)

Principal Investigator

Amount: $ 1.5 million

Purpose: Accelerate IT: Development of IT Career Pathways for 74 students to complete BAAS degree

Department of Education (2014)

Co-Principal Investigator

Amount: $ 3 million

Purpose: PRIMERO: Putting STEM Student Success First

Greehey Family Foundation (2014)

Principal Investigator

Amount: $ 1.9 million

Purpose: Caminos Superiores: Pathways to College Completion and Living Wages for 100 students to complete the BAAS degree

*3. Funded Internal Grants and Contracts*

Texas State Occupational Education & William P. Hobby Computer Lab (2008)

Principal Investigator

Amount: $29,832.27

Purpose: Request Student Computing Resources for Texas State Students

*4. Submitted, but not Funded, Internal Grants and Contracts* N/A

**D. Fellowships, Awards, Honors**

Adjunct Faculty Workload Release (2015 – 2016)

**IV. SERVICE**

**A. University**

2022 - present Innovation and Entrepreneurship Minor Committee

2020 – 2022 - Principle Investigator – Reskilling Grant Round 2

2018 – 2021 Office Sponsored Projects

 Research Fellow for Methodology, Measurement & Statistical Analysis

2014 – 2018 Initiative for Interdisciplinary Research Design & Analysis

 Research Fellow

2015 – present College of Applied Arts

 Leader - Qualtrics Software

**B. Department**

2017 - Prior Learning Assessment Coordinator

**C. Community**

[Texas State](http://www.txst.edu) [Hillviews Magazine](https://hillviews.txst.edu/) [Issues](https://hillviews.txst.edu/issues.html) [2022](https://hillviews.txst.edu/issues/2022.html) [Summer 2022 (current issue)](https://hillviews.txst.edu/issues/2022/summer-issue.html)

Bring Bobcats Back help Texas State students return and finish degrees

*By Julie Cooper*

The Bring Bobcats Back program was established at Texas State University in 2018 for students who had “stopped out” to return and finish their degrees. Bring Bobcats Back has expanded thanks to federal and state grant funding born out of the pandemic.

Through the U.S. Department of Education's Education Stabilization Fund Program via the Governor’s Emergency Education Relief (GEER) Fund, Texas State received $3 million in reskilling grant funds to help former students who have been affected by COVD-19 return to school and complete their degrees. Students who meet the eligibility requirement are eligible for up to $2,500 per semester.

These reskilling grants have enabled 479 students to enroll and 116 have graduated since 2020 with 37 different majors.

While these numbers don’t quite compare to the 4,400 who walked the stage in May, it is significant in that these Bobcats were once considered “stopouts” or “non-completers.” They are students who left the university with many credits, no degree, and may be still carrying student debt.

“We want to help them to get back on track, so our commitment is to reduce any barriers that prevent future success. That's the driving force behind Bring Bobcats Back — it is recognizing that there are 2.5 million students in Texas (3.9 million in the U.S.) who have started some kind of degree and haven't finished,” says Gary Ray, associate vice president, enrollment management and marketing. “We were working at that time to find funding because we recognize that the students are trying to come back and face the biggest barriers — such as finance and flexibility.”

Ray cites the No. 1 goal of the state’s 60X30TX project – that by the year 2030 at least 60% of Texans ages 25 to 34 will have a certificate or degree. This goal was recently revised by the Texas Higher Education Coordinating Board (THECB) to have a Texas workforce made up of 25- to-64-year-olds with degrees or certifications. THECB estimates that each year, more than 48,000 students stopout at Texas colleges and universities have completed 75% of the credits needed for a degree. A student needs 120 hours to complete a bachelor’s degree, and 60 hours for an associate degree.

“Many students express an interest in returning but affordability was a major concern, so we began to look at new possibilities,” Ray says.

Students who want to change majors — to  reskill  — are urged to meet with an advisor. It may mean more credits and/or time.

Finding students who fit the criteria for re-admittance can challenging. When the reskilling grants were first offered the parameters set by the state were deemed very restrictive. Students who apply do not have to be former Bobcats. Anyone looking to complete a bachelor’s degree may apply.

For fall 2021-22 the eligibility requirements are as follows:

* Be a Texas resident eligible for in-state tuition as determined by the institution.
* Have filed a Free Application for Federal Student Aid (FAFSA).
* Are eligible for federal Title IV aid.
* Have been, and will affirm to, being affected by COVID-19.
* Are enrolled in an eligible academic degree program or workforce credential program on either a full- or part-time basis.
* Have not been enrolled in an accredited post-secondary institution in the   previous academic (long) semester or previous six months.

To search for qualified students, Texas State partnered in 2020 with ReUp, a tech-enabled service whose motto is, “We help stopout students connect to complete.” Ray says the university learned about ReUp after applying for a grant through the Bill and Melinda Gates Foundation.

The focus was to contact students who were out for three consecutive long semesters (spring and fall). “ We didn’t always know why students left, and so they were going to provide us some of that feedback so that we can be proactive in addressing some of those issues on the front end. We discovered ReUp’s success at other partner colleges were having graduation rates going up by 4%,” Ray says. ReUp’s target was to reenroll 350 former Texas State students in the first year. That final number enrolled was 346.

ReUp’s success coaches work with students “all through their journey to complete college,” says Mira Fontana, director, partner success for ReUp. She says they use multichannel communication channels to reach former students. Success coaches with ReUp provide “individualized support to every student through personal communication.”

Texas State has a two-year contract with ReUp with an option for a third year. Since the partnership began, ReUp has reached almost 10,000 Bobcats and engaged with more than 1,700 who are considering a return to college or are in the process of applying.

The federal and state funding was born out of the pandemic to aid in the continuation of education of students impacted by COVID-19. In 2020, a record 1,773 students withdrew from Texas State. That was 13% higher than the 2019 figures.

“It’s about college access. It’s about increasing enrollment and the awarding of meaningful credentials,” says Dr. Gene Bourgeois, provost and vice president of Academic Affairs. “The whole notion was to use this funding to upskill and reskill those persons, including an attainment of a college credential – like a degree to make them more workforce ready and competitive for jobs.” Bourgeois says that Texas State is among the top five universities and community colleges competing for state funds.

**Dr. Todd Sherron**, assistant professor of practice, from the Department of Organization, Workforce, and Leadership Studies (OWLS), College of Applied Arts, was responsible for obtaining and overseeing the first $1.5 million reskilling grant from the THECB. OWLS primarily serves working adults, student veterans, and service members and is designed to accelerate degree completion by credentialling work-life learning and training into college credit and offering eight-week online courses. Sherron says many of the students finish their degree in two to three semesters.

Dr. Christopher Murr, assistant vice president, Financial Aid & Scholarships, garnered the second $1.5 million reskilling grant, which provided Texas State with a total of $3 million. “As a result, we are reaching out to students through social media, community newspapers, radio, and other types of media services to let folks know we can help them come back, reengage and complete their degree with Texas state,” Murr explains.

In addition to these reskilling grants, Financial Aid & Scholarships applied for and received from the state funding for a completion grant that provides eligible students up to $1,000 each to pay off outstanding charges with the university. “Such debt is often another barrier that we can now better help students overcome and return to school, Murr says, and adds that returning students are also eligible for scholarship consideration.

Texas community colleges saw enrollment drop by 86,000 since 2019. “That’s another thing that we saw — low-income students were most impacted by the pandemic and most likely to drop out. This program helps to get them back on track because it provides funding,” Ray says.

The university was able to apply for GEER funding and received the maximum amount which was targeted to help 1,000 students.  “We are now spending $1.5 million on scholarships for those students that are re-enrolling or continuing, and then also a certain portion of each of those grants can be used to market it to reach those displaced workers  or our students out there,” Ray says. “We can also take students who stopped out from other schools with the expansion of the grant or displaced workers. It really is a three-dimensional approach now that's been scaled because of the funding that we got from the state.”

The response from students and their families to the stopout recruitment and ReUp’s success coaches has been very positive. “The response we get is so wonderful. You have parents taking the phone from their daughter, saying, ‘I just lost my husband. We didn't know how we were going to do this. I can't believe you're actually calling us to give us more money to help us through the situation,’ ” Murr says.

# 2021 – Texas State University grant brings students back to finish degrees

Author: Hank Cavagnaro

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The Texas Reskilling grant is set up to give up to 1,000 students funds to come back and finish their degrees.

SAN MARCOS, Texas — There are many reasons why people drop out of college, and COVID-19 was a big one for many over the past 18 months.

This is why Texas State is hoping to help those impacted by COVID-19 and get them back to school.

It's a chance to have their own graduation day, a day that can be one of the most exciting days of your life.

"I first walked in May of 2019," said Neurri Butler. "That's when I was supposed to be done. I had the credits and everything, but supposedly it came down to a minimum GPA or the GPA for the business school in McCoy."

Even after walking, he was going to end up back in school.

"So I was just going through the re-admission process, trying to find the classes, sitting on the phone with financial aid," said Butler.

The conversations left him wondering if he was even able to finish. The way his financial aid was going to play out meant he wouldn't be able to take the courses in the order he needed to.

"It was one of those situations that I needed to come up with the rest of it, the money, and then be reimbursed by financial aid before I start the other class," he said.

He would have had to find something else. That's when he found out he qualified and was awarded a new grant.

"To go to school and whatever I needed to finish school in the midst of COVID," he explained.

"The Texas Reskilling Grant, a grant that was appropriated because of the CARES Act, it's an amazing opportunity. It really is," said **Todd Sherron**, the assistant professor who helped get the grant for the school.

The original grant was intended to help 1,000 students with up to $2,500 to get them back to school and finish their degree. Now they're allowing students to get the funding for more than just one semester.

"We're really trying to reach out to those who are almost finished, 50% or more, and say, 'Hey, we have some funds for you to come back to school,' and that's just a great opportunity," said Sherron.

"It was just a blessing, really. I didn't really ask too many more questions. It's just going to help me finish," said Butler.

It's helped more students like him reach that exciting day of graduation.

"I just appreciate it. I really do," he said.

For those who qualify, Sherron said the best thing to do is get readmitted and file the FAFSA. The financial aid office will then select the qualified students.

[**https://www.kvue.com/article/news/local/texas-state-university-grant-brings-students-back-to-finish-degrees/269-b9f969bc-8ac4-4044-9850-d633e92e06b8?fbclid=IwAR2yfpmjb5wKS7tWSxLmsRMTEJ\_7stGHliNFJSmd85tagU0apqKTJDxMfiE**](https://www.kvue.com/article/news/local/texas-state-university-grant-brings-students-back-to-finish-degrees/269-b9f969bc-8ac4-4044-9850-d633e92e06b8?fbclid=IwAR2yfpmjb5wKS7tWSxLmsRMTEJ_7stGHliNFJSmd85tagU0apqKTJDxMfiE)

**2019 –Greater San Marcos Partnership**

Friday, May 31, 2019

Texas State University’s Department of Occupational, Workforce, and Leadership Studies (OWLS), and the Greater San Marcos Partnership (GSMP) have partnered to study and identify the workforce training needs throughout Hays and Caldwell counties. The Workforce Skills Gap Study will provide direction in the development of training programs to fulfill the present and future needs of employers in industry sectors critical to the region’s continued economic growth.

“The insights and data we discover in this study will help identify the gaps between the job seeker’s skills and employer needs,” said Todd Sherron, assistant professor at Texas State University. “In the years to come, follow up studies will help track our region’s performance in closing the skills gap.”

Workforce Solutions Rural Capital Area, the Texas Workforce Commission workforce development board serving Greater San Marcos, is among the array of community partners for which the Workforce Skills Gap Study aims to provide valuable data.

“The data that the Greater San Marcos Partnership and Texas State University OWLS Department produces from the workforce needs assessment helps inform and support our regional operations,” said Workforce Solutions Rural Capital Area CEO Paul Fletcher. “This invaluable research enhances our ability to inspire, empower and connect the Hays and Caldwell county communities to customized business solutions and enriching workforce opportunities.”

As a collaborative effort, the study’s facilitators are inviting companies in key industry sectors, struggling to fill positions, to participate in the study. Manufacturing, healthcare/life sciences, hospitality/retail, and distribution/logistics are the industry sectors which will be the focus for the study. These sectors were targeted because they employ a high percentage of the region’s workforce or due to the high growth potential that they represent.

“GSMP is known for recruiting new employers to the region such as the Amazon Fulfillment Center,” said Adriana Cruz, president of the Greater San Marcos Partnership. “However, our initiatives in workforce development are equally important. We’re working with our partners to ensure that our residents have the required skills for the jobs we are trying to recruit, as well as for the jobs provided by our existing and expanding employers located here in the heart of the Texas Innovation Corridor.”

The Workforce Skills Gap Study is currently underway; the analysis is expected to be completed by July and will be shared with the public at that time. Companies in Hays and Caldwell counties that are interested in participating in the study are encouraged to contact Christian Duran, manager of Existing Business & Workforce Development at chrisd@greatersanmarcostx.com.

**2018 -Greater San Marcos Partnership Economic and Workforce Team lead for Need Assessment**

***2018 KKYX - The Roy Holly Show. College Credit for Heroes (CCH)***

***2016 Austin Tech Hire initiative Texas State University Lead***

*RELEASE: WHITE HOUSE NAMES AUSTIN A TECHHIRE COMMUNITY*

Microsoft, Google & IBM to provide paid tech internships in Austin for 200 veteran and low-income graduates from accelerated training programs at ACC, Texas State University, Zenith

In the run-up to the President’s trip to Austin to speak at SXSWi, the White House announced today that Austin had been designated a TechHire Community. The White House’s year-old TechHire Initiative is designed to develop homegrown information technology workforce.

“In my State of our City address last month, I promised to make workforce development in tech a special focus of this year. The White House designating Austin a TechHire Community reflects the real progress we are making. The TechHire Initiative will help us create the best, most-effective job training ecosystem in the country. Austin is good at creating jobs. This will make us better at getting our own people ready to take those jobs.”

Austin received this designation because Microsoft, Google Fiber, Google, and IBM are advising and working with the City of Austin to provide opportunities for up to 200 graduates from accelerated training programs for veterans and low-income residents at Austin Community College, Texas State University, and Zenith Education Group to interview for paid internships or similar offerings when they complete their programs.

Joining the Mayor at a press conference today were Drew Scheberle of the Austin Chamber of Commerce, Mark Madrid of the Hispanic Chamber of Commerce, Gerardo Interiano of Google, Sandy Dochen of IBM, Mike Midgley and Dr. Molly Beth Malcolm of ACC, **Dr. Todd Sherron** of Texas State University, Rudy Rodriguez of the International Association of Microsoft Channel Partners, Randy Steinle of Onsupport, a Microsoft Channel Partner, Eric Hungate of Exsquared, a Microsoft Channel Partner, Juanita Budd of Austin Free-Net, and officials from the City of Austin, among others.

Austin’s accelerated programmer training initiative fulfils the three requirements of the TechHire initiative: 1) using data and innovative hiring practices to expand openness to non-traditional hiring, 2) expanding accelerated tech training programs, and 3) getting local leadership to connect people to jobs with hiring on-ramp programs, such as paid internships with training components.

“We are the most economically segregated metropolitan area, and we have to do big things to address our affordability crisis,” said Mayor Adler. “Workforce development in the tech sector is a big way we can transform Austin into a great city by focusing on the flip side of affordability, and that’s helping people make more money.”

*http://kxan.com/2016/03/09/austin-named-a-techhire-community-by-the-white-house***/**

**White House names Texas State University and Austin Metro a ‘TechHire’ community -**March 2016

Texas State University, in partnership with the Greater San Marcos Partnership, Austin Community College, the City of Austin, Capital and Rural Capital Workforce Solutions joins the White House’s TechHire Initiative, designed to train and develop a home-grown information technology workforce.“Texas State is committed to closing the workforce gap" ,” says Dr. Gene Bourgeois Provost and Vice President for Academic Affairs  “We are developing new, accelerated pathways to well-paying jobs .”  Currently, there are approximately 8,000 local jobs in IT in Central Texas. “What TechHire is going to do is to help local leaders connect the job openings to the training programs to the jobs,” said President Barack Obama during at the National League of Cities TechHire Launch in 2015. “It turns out, it doesn’t matter where you learned code. It just matters how good you are in writing code.  If you can do the job, you should get the job.”

**Dr. Todd Sherron** explains “Texas State’s Accelerated Pathways are designed to give unemployed and underemployed adults’ accelerated pathways aligned with high demand occupations. The program features competency-based learning and prior learning assessment.  The accelerated pathway leverages experience, skills and knowledge to accelerate time to degree completion.”

**White House Announces Doubling of TechHire Communities**

**Wednesday, March 9, 2016**

<https://obamawhitehouse.archives.gov/the-press-office/2016/03/09/fact-sheet-white-house-announces-doubling-techhire-communities-and-new>

***2015 Fox 7 News Report***

On a February 9, 2015 news report on FOX 7, Texas State's **Todd Sherron** talks about a work force training grant for our veterans. Training veterans in IT related occupations.

[http://www.rrc.TXstate.edu/about/news.html](http://www.rrc.txstate.edu/about/news.html)

**D. Professional**

Austin Tech Hire

Austin Area SAS Users Group

Austin Area JMP Users Group

**E. Organizations**

*2. Professional*

American Educational Research Association

The Council for Adult and Experiential Learning

**F. Service Honors and Awards**

Certificate of Achievement for Leadership 1995

Outstanding Performance for the Center for the Study of Work Teams 1999

University of North Texas Soaring Eagle Award 2000

Above & Beyond Award for outstanding contributions to and support of student veterans at Texas State University, Veterans Alliance of Texas State, Student Diversity and Inclusion, Texas State University. 2020

Adult Learner Impact Award, Council for Adult and Experiential Learning (CAEL) 2020