

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, January 17, 2017

2:30 p.m.

Ann Richards Administration
Building, Board Room
Pecan Campus
McAllen, Texas



SOUTH TEXAS
COLLEGE

In the Making!

Online Copy

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, January 17, 2017 @ 2:30 p.m.

AGENDA

“At anytime during the course of this meeting, the Board of Trustees may retire to Executive Session under Texas Government Code 551.071(2) to confer with its legal counsel on any subject matter on this agenda in which the duty of the attorney to the Board of Trustees under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with Chapter 551 of the Texas Government Code. Further, at anytime during the course of this meeting, the Board of Trustees may retire to Executive Session to deliberate on any subject slated for discussion at this meeting, as may be permitted under one or more of the exceptions to the Open Meetings Act set forth in Title 5, Subtitle A, Chapter 551, Subchapter D of the Texas Government Code.”

- I. Approval of Minutes for Tuesday, December 6, 2016 Committee Meeting 1 - 6
- II. Review and Recommend Action on Request for Sabbatical Leave 7 - 14
- III. Review and Recommend Action on Proposed Deletion of Policy #3321: *Good Standing and Acceptable Academic Progress* 15 - 16
- IV. Review and Recommend Action on Proposed New Policy #3322: *Student Financial Aid Satisfactory Academic Progress (SAP)*..... 17 - 21
- V. Review and Action as Necessary to Offer an Associate of Science Degree in Interdisciplinary Studies 22 - 37
- VI. Review and Action as Necessary to Offer an Associate of Applied Science Degree in Culinary Arts - Specialization in Baking and Pastry Arts 38 – 52
- VII. Presentation on Proposed International Workforce Training Opportunities for Industry Partners in Reynosa 53 - 69

Approval of Minutes for Tuesday, December 6, 2016 Committee Meetings

The Minutes for the Education and Workforce Development Committee meetings of Tuesday, December 6, 2016 are presented for Committee approval.

**South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, December 6, 2016 @ 3:00 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, December 6, 2016 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:02 p.m. with Mrs. Graciela Farias presiding.

Members present: Mrs. Graciela Farias, Dr. Alejo Salinas, Jr., and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez and Ms. Rose Benavidez

Members absent: Mr. Jesse Villarreal

Also present: Dr. Shirley A. Reed, Mr. Matthew Hebbard, Mr. Mike Carranza, Mr. Nick Gonzalez, and Mr. Andrew Fish

Approval of Minutes for Tuesday, November 8, 2016 Committee Meetings

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meetings of Tuesday, November 8, 2016 were approved as written. The motion carried.

Report on Veteran Student Services at South Texas College

Mr. Mike Carranza, Interim Dean of Enrollment Services, presented on South Texas College Veterans Affairs.

The College is proud of its designation as a Military Friendly School. This designation was earned in recognition of the programs that South Texas College developed to serve veterans pursuing higher education and workforce training at South Texas College.

The College employed and trained staff members to specifically assist veteran students with College services and also to coordinate with benefits offered through the federal Veteran's Affairs program. These staff were dedicated to helping veterans take advantage of every resource available to them in their transition to higher education and civilian workforce training.

Mr. Carranza reviewed the services offered specifically for veterans, including specialized services with:

- financial aid,
- VA benefits,
- student support services,
- peer-to-peer support groups,
- tutoring services,
- career services,
- counseling services, and
- academic advising.

Mr. Carranza discussed the impact that these services has had in helping veterans transition into successful student careers at South Texas College.

Mr. Carranza also reviewed ongoing efforts to fund further opportunities to support the veterans even further, including a recent grant award by Home Depot, and engagement of the community at large, at each campus, in helping our veterans become Jaguars.

Additionally, the department hired a number of veteran students under a federal V.A.-funded work study program. These work studies helped provide support and guidance to fellow veteran students on the resources available to them. Furthermore, the College supported a student group comprised entirely of veterans who applied for and won a \$10,000 grant award from The Home Depot, and used the fund to further expand resources for students.

A final approach implemented by administration was to provide a veterans' study and tutoring room adjacent to the Center for Learning Excellence at the Pecan Campus. At this location, veteran students could study privately or solicit tutoring services from the tutors who serve the entire school population. Administration had noted that this was having a positive impact in helping veteran student integrate into the general student population.

The Committee encouraged further efforts to continue to serve the veteran student population. Administration informed them that planning was underway to expand the services offered at Pecan Campus to Mid Valley Campus and Starr County Campus veteran students in the near future, and for the further expansion to the Technology Campus and Nursing & Allied Health Campus as a second phase.

This report was for the Committee's information and feedback to staff, and no action was taken.

Review and Recommend Action on Revised Policy #3320: *Scholastic Academic Progress Standards*

Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, reviewed the proposed revised Policy #3320: *Scholastic Academic Progress Standards*.

The proposed revision was necessary to rename the policy *Academic Progress Standards* and to replace references to “scholastic progress standards” with ‘academic progress standards’ throughout the policy.

The purpose of the policy was to define semester and cumulative GPA calculation and the Academic Progress Standards based on a student’s semester and cumulative GPA.

A revision was proposed to the Education and Workforce Development Committee on September 13, 2016, and the Committee expressed some concerns over the designations related to academic probation, and the fact that academic probation only serves to give a student corrective feedback once grades for a semester are posted, rather than during the semester when constructive feedback could help a student complete the course successfully. Administration indicated that these academic progress standards call for intervention and there are student support services in place to help provide such real-time feedback.

Additionally, the Committee noted that the calculation of a cumulative GPA specifically included developmental education courses, and asked whether this was appropriate.

Administration researched the concern and confirmed the cumulative GPA calculation was simply a mathematical calculation of courses attempted and completed, with points awarded for each grade. This calculation was consistent with standards required by federal requirements for Pell Grant awards and other reporting requirements that included all attempted hours, including developmental education courses, in GPA calculations.

Administration considered the Committee’s feedback, and rewrote Policy #3320: *Scholastic Academic Progress Standards*.

Because the proposed revisions were quite substantial, the proposed new version was provided for the Committee’s review as a clean copy, and the current policy to be deleted was also presented for reference.

Prior to the Education and Workforce Development Committee meeting, administration recommended an additional change to clarify that the Policy applied to all students, including dual credit students. This change was presented to the Committee for review and consideration.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Development Committee recommended Board approval of the revision of Policy #3320: *Scholastic Progress Standards*, including renaming the policy *Academic Progress Standards*, as proposed and which supersedes any previously adopted Board policy. The motion carried.

Review and Recommend Action on Proposed Revisions to Policy #3232: *Dual Credit Student Eligibility Requirements*

Dr. Shirley Reed, President, and Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, reviewed the proposed revisions to Policy #3232: *Dual*

Credit Student Eligibility Requirements. They were joined by Mr. Nicholas Gonzalez, Administrator for High School Programs and Services.

The proposed revisions were necessary to further improve the requirements for student access to dual credit courses, with the goal of promoting successful student performance in dual credit programs.

This policy was brought to the Committee and the Board in June 2016, and again in July 2016. Changes at that time were necessary to tighten controls on student eligibility for dual credit programs. Administration noted at that time that the College would work more closely with school districts to promote student success, and to prevent under-performing students from accumulating significant numbers of credit hours on their transcripts.

Even though South Texas College waived some tuition and fees for students completing dual credit coursework through partnering school districts, the students' performance in these courses impacted their financial aid eligibility, and was recorded on their transcripts at South Texas College. A combination of policy revisions and tuition and fee schedule revisions were implemented to help the partnering districts and the College guide students toward successful completion of their courses and programs, and to help prevent students from accumulating a poor performance record that would negatively impact their higher education opportunities.

Administration reviewed the policy as implemented in July 2016, and recommended further revisions to the dual credit student eligibility requirements that would:

- Limit students to enrollment in courses within their declared major and degree plan
- Limit students to up to 68 attempted credit hours, with the exception of dual credit students pursuing an Associate of Science in Engineering
- Apply Academic Progress Standards
- Apply Financial Aid Satisfactory Academic Progress Standards

The proposed revision were provided in the packet, with the additional language highlighted in yellow and italicized.

These changes were presented to the Committee for review and consideration.

The Committee noted that the Policy included a reference as its final paragraph that stated that the "dual credit program was subject to all rules and regulations of the Texas Higher Education Coordinating Board, other state and federal regulations, and College policies and procedures as applicable."

The Committee asked how students or others reading that policy could learn more about the referenced rules, since they were not identified within the Policy.

Administration informed the Committee that there were orientation sessions provided for dual credit students and their parents, and staff and administrators with partnering school districts were given extensive professional development and other communication on the referenced rules.

Administration also noted that these rules might change through external agencies, such as the Texas Higher Education Coordinating Board, and it advised that it would not be practical to individually list them in the Policy.

The references are listed in the *Dual Credit Programs – Instructional and Quality Standards Manual for College and School District Personnel*, which is updated for each academic year, and which is provided to the public through the South Texas College High School Programs and Services Department website. Administration agreed that the policy could direct students, parents, or others to that online manual so that they could learn more about the applicable external requirements not included within the policy itself.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Development Committee recommended Board approval of the revision of Policy #3232: *Dual Credit Student Eligibility Requirements*, with the additional reference links to the state and federal website links where additional rules and regulations can be found, and which supersedes any previously adopted Board policy. The motion carried.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:10 p.m.

I certify that the foregoing are the true and correct Minutes of the December 6, 2016 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Mrs. Graciela Farias
Presiding

Review and Recommend Action on Request for Sabbatical Leave

Approval is requested to authorize sabbatical leave for Mr. Pedro Perez, Instructor of Art.

As per the Professional Development Plan, sabbatical leave may be granted to administrators, full-time faculty members, and professional-technical staff by the South Texas College Board of Trustees upon the recommendation of the President. Sabbatical leave may be granted for the purpose of self-improvement through study, through acquisition of new skills to stay abreast with new technologies and through research or community service.

Eligibility is based on service to the institution for six consecutive full-time years and an agreement in writing to serve South Texas College for a period of two times the length of the leave following the completion of the sabbatical.

The number of sabbatical leaves granted to full-time faculty is restricted to no more than two full-time faculty members for each year.

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs, has recommended that Mr. Pedro Perez be approved for sabbatical leave. Dr. Reed has reviewed the sabbatical leave requests and recommends Board approval as follows:

Mr. Pedro Perez for the Fall 2017 Semester.

- Mr. Perez has been an Art Instructor at South Texas College for 8 years and is eligible for sabbatical leave under the Professional Development Plan guidelines.
- Mr. Perez will conduct research in cultural centers in Italy, Spain, and France, where he will study works of art in person, including uncatalogued piece, and plans to produce visual support materials that will benefit his Art Appreciation, Digital Art, and Design courses.

The Education and Workforce Development Committee is asked to recommend Board approval of the sabbatical leave request for Mr. Pedro Perez for the Fall 2017 Semester as presented.



**SOUTH TEXAS
COLLEGE**

Dr. Margaretha E. Bischoff
Dean
Division of Liberal Arts and Social Sciences
Office: (956) 872-8310 ♦ Cell: (956) 212-8530
Fax (956) 872-8329

3201 W. Pecan Blvd
McAllen, Texas 78501

MEMORANDUM

DATE: November 29, 2016
TO: Dr. Anahid Petrosian, Interim Vice President for Academic Affairs
FROM: **Dr. Margaretha E. Bischoff, Dean for Liberal Arts & Social Sciences**
SUBJECT: **Sabbatical for Pedro Perez**

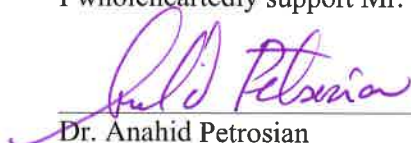
I respectfully support the Sabbatical request by Mr. Pedro Perez, Art Instructor. I know Mr. Perez to be an accomplished artist and an engaging Art instructor. His request is for one semester during which he intends to visit cultural centers in Italy, Spain, and France. There he hopes to further develop his skills with regards to ancient European painting technique, historical European Art movements, and architecture of different time periods. He intends to produce visual support materials for his Art Appreciation, Digital Art, and Design classes, therewith helping his students understand the materials for these classes better and exposing them to artworks that are not presently available in publications.

In reading the purposes for which sabbatical leave may be granted in the Sabbatical Leave Guidelines, I believe all three apply to Mr. Perez' intentions:


- take on a relevant activity which relates to his professional growth;
- research objects in his field/discipline and;
- increase his proficiency in his area of responsibility.

The wealth of experiences he will share with his colleagues and students upon return will enhance their lives, emphasize the importance of global explorations, and support the South Texas College mission of being a world-class, premier learning institution.

I wholeheartedly support Mr. Perez' request and look forward to your approval in this matter.



Dr. Anahid Petrosian
Interim VP for Academic Affairs



Approved

Not Approved



**SOUTH TEXAS
COLLEGE**

Charles Neumann, Art Department
Interim Department Chair & Accounting Manager
Division of Liberal Arts and Social Sciences
Office: (956) 872-2188 ♦ Cell: (806) 441-0244 ♦ Fax (956) 872-2505

3201 W. Pecan Blvd
McAllen, Texas 78501

MEMORANDUM

DATE: 11/18/16

TO: Dr. Margaretha E. Bischoff, Dean
For the Division of Liberal Arts and Social Sciences
Dr. Anahid Petrosian
Vice President Academic Affairs

FROM: Charles Neumann, Interim Department Chair & Account Manager
For the Art Department

SUBJECT: Sabbatical Leave Request for Pedro Perez

Pedro Perez has requested a sabbatical leave for the semester of fall 2017. His proposal to travel to Italy, France, and Spain in order to gain in depth knowledge of art history and culture will directly increase Mr. Perez's ability to teach ARTS 1301, ARTS 1311, and ARTS 1316. This would then in turn, help students in their understanding of the course content. In addition to the research, Mr. Perez intends to video and document artworks that are not in current textbooks, or other printed media. The addition of these artworks, and videos will allow for students to virtually experience some of the architecture that can't be represented in its full glory in a flat printed or displayed image, and also exposed the students to even more artworks that are integral in the evolution of historical art movements.

Mr. Perez has also presented this proposal to the Art Department. Faculty had a chance to ask questions about the proposal, and were also in agreement that the sabbatical activities would benefit the whole department through the shared use of the video footage.

I have reviewed the past 7 years of faculty evaluations for Mr. Perez's, and all have been rated as acceptable.

In the absence of Mr. Perez, all course sections can still be staffed effectively for the fall of 2017.

10-18-2016**SABBATICAL LEAVE APPLICATION-South Texas College****RECEIVED**
OCT 18 2016Date Application Received
(For Human Resources use only)

Sabbatical Leave application must be completed and submitted to the Director of Human Resources for verification on or before the Sabbatical Leave deadline.

Please review and provide appropriate documentation as listed on Sabbatical Leave guidelines.

Contact the Office of Human Resources (872-5057) regarding questions about this application or the sabbatical procedures. **NOTE: Only complete applications will be considered.**

Name: Pedro Perez Date: 10-18-2016
 Employee A#: 00303083 Title: Instructor
 Phone: 956-607-9858 Email: pjperez@southtexascollege.edu

Division/Program/Department: LASS

Hire Date of Staffing Plan Employment: Fall 2008

Length of requested Sabbatical Leave: (Check one) F-2017
 One Semester
 One academic year

Requested Period of Leave: From: August 2017 To: December 2017

ABSTRACT

Please give a summary description of the project and its significance in language that can be readily understood by persons in areas of expertise other than your own. **PLEASE DO NOT EXCEED SPACE PROVIDED BELOW.**



Art Department
3201 W. Pecan Blvd. ♦ McAllen, TX 78501

RECEIVED
OCT 14 2016

BY: _____

P.O. Box 9701
McAllen, TX 78502-9701

(956) 872-2536
Fax (956) 872-2535

Wednesday, October 12, 2016

Karina Garza

Dear Karina:

The purpose of this letter is to formally request the opportunity to take a one semester sabbatical leave. The proposed leave period is the fall semester of 2017.

I have been an art instructor at South Texas College for 8 years. In that time, I have strived to provide my students with the best education possible. In order to continue being the best instructor I can be, I am requesting this sabbatical to conduct research which will broaden my knowledge of specific artist techniques and themes found in Renaissance art which I can then impart to my students. The research will enable me to teach about this period with a deeper understanding of the evolution of Italian, French and Spanish art. This will be particularly beneficial to my ARTS 1301, Art Appreciation which covers this important art period. Moreover, my ARTS 1316 and 1317, Drawing I and II courses will profit because I will better be able to teach my students the techniques of the Renaissance masters including Di Vinci and Michelangelo. Finally, I can add value to my ARTS 1311, Design class by incorporating what I learn about the innovations in composition of that period.

Additionally, I plan to learn more about the evolution of the Italian Renaissance, Baroque and Mannerism art, and its influence on Spanish art. Being Hispanic myself and educating students within a predominantly Hispanic community this has particular interest for our local culture.

My preliminary research on this topic began in the early 2000's; however, to fully connect the content, iconology, and history to my courses I need to explore the representative cultural artifacts in-person. There are several reasons for this. First, photographic replications of works of art (especially of paintings) are unable to reveal idiosyncratic elements of an artist's technique like brush stroke, application density, etc. Second, photographic replications are unable to provide a proper sense of a work's true scale. Third, often individual pieces of art are intended as part of a larger work of art for example a church or public square. As such they comprise just a single piece of a larger aesthetic context and cannot be fully appreciated outside of their entire context. Lastly, many of the works I plan to study are not catalogued in the extent literature.

Because many of these works are not catalogued, I intend to create a photographic and video catalogue of exemplary pieces for use in my classes. The idea behind the video catalogue is to overcome some of the aforementioned limitations that photographic replications have in terms of accurately portraying context and scale. I will also make my catalogues available for use by my colleagues so that additional students and other faculty can benefit from my endeavors in this project.

My last objective for this sabbatical is to use it as a professional development opportunity. Specifically, in addition to that which is stated above, I plan to document relevant stylistic elements from this period to later incorporate

into my own digital art, and create mixed media pieces which reinterpret the forms of this period. I would then hold an exhibition of this art on the STC campus for the entire community.

In order to meet these objectives, I will travel to Italy, France and Spain. The places I intend to visit include: the Casa Buonarroti and Ospedale degli innocenti, in Florence; Castello Sforzesco, in Milan; the Louvre and Medici Gardens in France and El Palacio Real and el Prado in Madrid.

Thank you for taking the time to consider this proposal. It is my firm belief that my plan will allow me to grow professionally and this, in turn, will benefit the entire STC community, particularly our students. If more details are needed I would be happy to provide them.

Sincerely,

A handwritten signature in black ink, appearing to read "Pedro Pérez". The signature is written in a cursive style with a large initial "P" and a stylized "Pérez".

Pedro Pérez

Department of Art
South Texas College

If sabbatical leave request is approved, I agree to abide by the Sabbatical Leave Policies and Guidelines and the Faculty/Staff Handbook and further agree to the following:

- 1) I agree to serve South Texas College for a period of two academic years after sabbatical leave is taken. This obligation shall be cancelled if death, serious accident, permanent disability, or other extenuating circumstances prevent me from fulfilling the terms of the written leave contract upon the recommendation of the respective Vice-President and approval of the College President.
- 2) I agree to submit a written Sabbatical Leave report of my experience to my supervisor, respective Vice-President and to the Office of Human Resources within 30 days of returning to work and understand this report is subject to posting/publication on STC newsletter and/or STC websites.
- 3) If this agreement is not fulfilled, I agree to abide by the attached signed promissory note agreeing to repayment of salary received during leave period including 3% interest compounded annually.

Signature of Applicant *Pedro J. Perez*

Date 10-18-2016

Office of Human Resources		
Service Date: <u>08/14/2008</u>	Classification: <u>FACULTY</u>	FLSA Status: <u>EXEMPT</u>
Current Job Title: <u>ART INSTRUCTOR</u>		
Date of Last Sabbatical: <u>NIA</u>		
<input checked="" type="radio"/> Eligible	<input type="radio"/> Not Eligible	Applicable attachments: <input type="radio"/> Fellowship/Grant <input checked="" type="radio"/> Promissory Note
Signature: <u><i>[Signature]</i></u> <small>Director of Human Resources</small>	Date: <u>10/28/2016</u>	

Signature and justification of the designated divisions/offices indicates that this proposal is endorsed by the signer and recommended for a sabbatical leave for the applicant.

Recommendation Signatures	
Dean/Director/Supervisor: <u><i>[Signature]</i></u>	Date: <u>11/1/16</u>
<input checked="" type="radio"/> Recommended <input type="radio"/> NOT Recommended	
Justification: _____	

Vice President: <u><i>[Signature]</i></u>	Dr. Anahid Petrosian, Interim VPAA	Date: <u>DEC 02 2016</u>
<input type="radio"/> Recommended <input type="radio"/> NOT Recommended		
Justification: _____		

Approval Signatures	
Board of Trustees: _____	Board Meeting Date: _____
<input type="radio"/> Approved <input type="radio"/> NOT Approved	
Comments: _____	

*If approved, respective Vice-President will notify applicant and forward approval notice to Office of Human Resources and to Office of the President

South Texas College
Promissory Note-SABBATICAL LEAVE

RECEIVED
OCT 18 2016
BY: _____

As a condition of receipt of sabbatical leave benefits for approved employees,

I, Pedro Perez from the department of _____
(Name of Employee requesting leave)

Fine Arts (LASS) agree to the following conditions on repayment.
(Department/Division)

- 1.) I, Pedro Perez, as maker of this note, agree to pay to the SOUTH TEXAS COLLEGE the sum of total salary provided for me while on sabbatical leave plus 3% interest compounded annually, if sabbatical leave agreement is not fulfilled;

and

- 2.) Should I remain continuously employed at South Texas College for two academic years after return from sabbatical leave, this note shall be considered paid in full and any obligations arising from this note shall be voided after said date.

Patricia H. Ballinger

WITNESS SIGNATURE

Pedro B'

EMPLOYEE SIGNATURE

PATRICIA H. BALLINGER

PRINTED NAME of WITNESS

00303083 , 8930

EMPLOYEE A# and last 4 digits of SSN

10/18/2016

DATE

10-18-2016

DATE

Original must be attached to Sabbatical Leave application prior to submission to the Office of Human Resources.

PROMISSORY NOTE FOR:

Semester

or

Academic Year

Review and Recommend Action on Proposed Deletion of Policy #3321: *Good Standing and Acceptable Academic Progress*

Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, will review the proposed deletion of existing Policy #3321: *Good Standing and Acceptable Academic Progress*.

This policy is no longer needed because the College's previous standards regarding "good standing and acceptable academic progress" are now superseded by Policy #3320: *Academic Progress Standards*.

On December 13, 2016, the Board of Trustees revised Policy #3320: *Academic Progress Standards*, which establishes the criteria for calculating semester and cumulative GPA, and for using these as a standards for Academic Status.

The Policy outlines this academic status as the basis for academic standing, including guidelines for Academic Probation, Continued Academic Probation, Academic Suspension, and Readmission after a Period of Suspension.

With the adopted revisions to Policy #3320, current Policy #3321: *Good Standing and Acceptable Academic Progress* is no longer necessary and should be deleted from the Board Policy Manual.

Policy #3321: *Good Standing and Acceptable Academic Progress* is included in the packet for the Committee's information.

The President's cabinet and administrative staff recommend approval to delete this policy as presented.

The Education and Workforce Committee is asked to recommend Board approval to delete existing Policy #3321: *Good Standing and Acceptable Academic Progress*.

MANUAL OF POLICY

Title	Good Standing and Acceptable Academic Progress	3321
Legal Authority	By Approval of the Board of Trustees	
Date Approved by Board	Board Minute Order dated November 9, 1995 As Amended by Board Minute Order dated January 16, 2003	

Good Standing

A student is in good standing if the student maintains both a semester and cumulative grade point average (GPA) on all coursework attempted at South Texas College of 2.00 or better on the 4.0 scale used at South Texas College. A 2.00 GPA is the same as "C" average.

Acceptable Academic Progress

A student maintains minimum acceptable academic progress if both the student's semester and cumulative GPA on all coursework attempted at South Texas College is equal to or greater than a 2.00.

Deleted

Review and Recommend Action on Proposed New Policy #3322: *Student Financial Aid Satisfactory Academic Progress (SAP)*

Mr. Mike Carranza, Interim Dean of Enrollment Services, will review the proposed adoption of new Policy #3322: *Student Financial Aid Satisfactory Academic Progress (SAP)*.

This policy is necessary due to the federal regulations that require the College to monitor satisfactory academic progress of all students in higher education, including dual credit students. All students receiving federal assistance under Title IV programs must maintain satisfactory academic progress in their course of study, regardless of whether or not financial aid is awarded each semester.

An individual student's academic performance, as provided for under Policy #3320: *Academic Progress Standards*, directly impacts their eligibility for federal assistance, including Pell grants, even if they have not received any financial aid for the current or previous semesters. This includes dual credit students.

Policy #3322: Student Financial Aid Satisfactory Academic Progress (SAP) incorporates the federal requirements that students:

- Maintain a 67% course completion rate;
- Maintain at least a 2.0 cumulative GPA; and
- Complete a degree or certificate within 150% of normal time frame.

The Policy clarifies that the SAP includes all periods of enrollment, whether or not the student received aid.

Policy #3322: *Student Financial Aid Satisfactory Academic Progress (SAP)* is included in the packet for the Committee's information.

The proposed new policy also provides a web address link to the College's Satisfactory Academic Progress document, which is included in this packet following the proposed new policy.

The President's cabinet and administrative staff recommend approval to adopt this proposed new policy as presented.

The Education and Workforce Committee is asked to recommend Board approval to adopt new Policy #3322: *Student Financial Aid Satisfactory Academic Progress (SAP)* as proposed and which supersedes any previously adopted Board policy.

MANUAL OF POLICY

Title	Student Financial Aid Satisfactory Academic Progress (SAP)	3322
Legal Authority	Approval of the Board of Trustees	Page 1 of 1
Date Approved by Board	<i>Board Minute Order Dated January 31, 2017</i>	

Federal regulations require the College monitor Satisfactory Academic Progress (SAP) of all students in order to determine financial aid eligibility. These regulations require the evaluation of both quantitative (67% course completion rate) and qualitative (maintaining at least a 2.0 cumulative GPA), as well as completion of a degree or certificate within 150% of normal time frame. SAP standards are the same for all students, including dual credit students. All periods of enrollment, whether the student did or did not receive aid will be included in the measurement of SAP

In order to be eligible for either Federal or State financial aid, all students, including dual credit students, are required to maintain Satisfactory Academic Progress (SAP).

The full Financial Aid Satisfactory Academic Policy and Procedures can be found at this link: http://studentservices.southtexascollege.edu/finaid/pdf/satisfactory_academic_progress.pdf

New Policy

Federal regulations mandate that a student receiving Financial Assistance under Title IV programs must maintain satisfactory academic progress in his/her course of study regardless of whether or not financial aid is awarded each semester. South Texas College's Financial Aid Satisfactory Academic Progress Policy is applied consistently to all Financial Aid recipients. **Students pursuing a Certificate, Associate, or Bachelor degree are responsible for understanding and adhering to the financial aid satisfactory academic progress policy.**

Mandated by Federal and State Regulations, Financial Aid (FA) Satisfactory Academic Progress is measured with the following standards:

- Qualitative Standard (Cumulative Grade Point Average),
- Quantitative Standard (Pace of Progress)
 - Cumulative Pace of Progression
 - Maximum Time Frame

QUALITATIVE STANDARD

Students will be expected to maintain the minimum academic standards as outlined in the Scholastic Progress Standards Section of the South Texas College (STC) Catalog. STC uses a 4-point scale for grade point average (GPA), and requires students to have a 2.0 average after each semester.

QUANTITATIVE STANDARD (Cumulative Pace of Progress)

The quantitative standard is used to accurately measure a student's progress in a program. There are two components of the quantitative standard:

1. **Cumulative Pace of Progression:** Students must complete 67% of the total Attempted hours at the end of each semester to meet the required pace of progress at STC. You calculate the pace at which a student is progressing by dividing the total number of hours successfully completed or earned at the end of each semester by the total number of hours attempted at the end of each semester; if the result is greater than or equal to 67%, the student is meeting the requirement of pace of progression by semester. The chart below shows credit hour totals and the number of credits that must be completed to meet this requirement. Developmental remedial course work will be counted in the 67% calculation after each semester.

67% Cumulative Progression	
Samples of Attempted credit hours and the Earned/Completed credit hours required to meet 67% progression by semester	Total Earned/Completed Semester Hours
60 Credit Hours	40 credit hours
36 Credit Hours	24 credit hours
24 Credit Hours	16 credit hours
12 Credit Hours	8 credit hours

2. **Quantitative: Maximum Time Frame (MTF):** is the pace at which students must progress through their program of study to ensure that they will graduate within a maximum timeframe; students must complete their program of study within a period no longer than 150% of the published length of the program. This is measured by dividing the number of credit hours that the student has attempted by the number of credit hours that are required to complete the student's program of study. If the student reaches 150 percent or if the result of the division is ≥ 1.50 , then the student has reached Maximum Time Frame. The following table contains three examples:

Maximum Time Frame Rule = Total Attempted Hours / Program of Study Required Hours Completion			
Total Attempted Hours	Completion Requirement Hours	Maximum Time Frame Percentage	Has student reached Maximum Time Frame?
182 Credit Hours	120 Credit Hours	1.52	Yes
179 Credit Hours	120 Credit Hours	1.49	No
62 Credit Hours	42 Credit Hours	1.48	No

In the first example, the program of study requires 120 credit hours to graduate. The student has attempted 182 credit hours ($182 / 120 = 1.52$) and in this case the student is going over 150 percent, so student has reached the Maximum Time Frame. In the second example, the program of study requires 120 credit hours to graduate but the student has attempted 179 credit hours ($179 / 120 = 1.49$); in this case student has not yet reached Maximum Time Frame. In the third example, the program of study requires 42 credit hours to graduate and the student has attempted 62 credit hours, ($62 / 42 = 1.48$); in this case, student has not reached Maximum Time Frame.

How are my grades evaluated under the FA Standards of Academic Progress?

- The student's cumulative Grade Point Average (GPA) must be a 2.0 or higher to satisfy the requirements of the FA Satisfactory Progress Policy.
- Grades of "A", "B", "C", "D" and "P" will be considered credit hours attempted and earned.
- Grades of "F", "W", "WP", "WF", "DF", "IP", or "I" will be considered as credit hours attempted for the semester for the 67% Pace of Progress Rule and for the Maximum Time Frame (MTF) Rule.
- Students who withdraw from the college must still maintain FA Satisfactory Academic Progress to meet the 67% Pace of Progress and MTF Rules.

What happens if I fail to meet FA Standards of Academic Progress?

- Following the first semester in which the student does not meet the FA Standards of Satisfactory Academic Progress Policy (except in cases where the student exceeds the MTF limit for the declared program of study), the student will be placed on FA warning for the next semester of enrollment. The student may be allowed to receive financial aid funds while on FA warning as long as they are otherwise eligible.
- Students who are on FA warning and who improve their academic performance as defined by the qualitative and quantitative standards will be placed back in good standing and may be eligible to continue to receive financial aid for following semesters.
- Students who are on FA warning who fail to meet the FA Satisfactory Academic Progress Policy will be placed on FA Suspension and denied further funding until they meet the qualitative and/or quantitative standards again.
- Students who exhaust the Maximum Time Frame allowed for a program of study will be placed on financial aid suspension.
- A student who successfully appeals a GPA suspension status is placed on FA probation and eligible to receive Title IV aid as long as the student continues to complete 100% of the courses enrolled each semester and earns a term-GPA of 2.0 or higher.
 - The student's record is reviewed after the first semester of FA probation. If the student has brought his cumulative GPA back up to a 2.0 and has also successfully completed 67% of the total number of cumulative credits attempted for the FA probation semester, he will be placed on FA warning.
 - If, after the probation period/semester:
 - the student fails to complete 100% of the total number of credits, he will be placed on FA suspension;
 - the student completes 100% of the courses attempted and his cumulative GPA is less than a 2.0 but the term GPA is a 2.0 or better, the student will be eligible for one additional semester of FA probation.
 - This review of FA probation to students is done manually by a FA Representative. Students who are on FA probation are notified by email and regular mail of their status. Students are also required to provide a complete Financial Aid Academic Plan outlining the expectations after a FA appeal has been approved.
 - A student who successfully appeals a 67% suspension status, is placed on FA probation and eligible to receive Title IV aid for as long as the student continues to complete 100% of the courses enrolled each semester and earns a 2.0 GPA or higher.
 - The student's record is reviewed after the first semester of FA probation. If the student has successfully completed 67% of the total number of credits attempted (cumulatively) and his cumulative GPA is a 2.0 or higher, he will be placed on FA warning.
 - If, after the probation period/semester:
 - the student fails to maintain a cumulative GPA of 2.0 or higher, he will be placed on FA suspension;
 - the student successfully completes 100% of the total number of credits attempted for the semester but his cumulative GPA is less than a 2.0, the student will be placed on FA suspension;
 - the student's cumulative GPA is a 2.0 or higher but he does not complete 100% of the total number of credits attempted for the semester; he will be placed on FA suspension;
 - the student successfully completes 100% of the total number of credits attempted for the semester and his cumulative GPA is a 2.0 or higher, he will be eligible for one additional semester on FA probation.
 - This review of FA probation to students is done manually by a FA Representative. Students who are on FA probation are notified by email and regular mail of their status. Students are also required to provide a complete Financial Aid Academic Plan outlining the expectations after a FA appeal has been approved.

ADDITIONAL INFORMATION

The effect of Incomplete grades

Courses where the student receives an incomplete (I) at the end of the semester or term, will count as attempted credit hours and as a non-passing grade when assessing if the student will meet 67% Pace of Progress Rule and/or if the student will be within the Maximum Time Frame Rule limit.

Complete withdrawals and the Financial Aid Satisfactory Academic Progress Policy

Students who withdraw from the college must still maintain FA Satisfactory Academic Progress. A complete withdrawal will always have a negative effect on a student's standing under this policy. If a student withdraws from school during the semester, his grades for the semester will be all "W"s. These grades are not passing; therefore the student will not meet the 67% Pace of Progress Rule and will be placed either on FA Warning or FA Suspension depending on what the student's status was before the semester began.

The effect of repeating courses

There is no specific limitation on the number of times a student may attempt a course under the FA Satisfactory Academic Progress Policy. All course attempts, even repeated courses, will count when assessing if student will meet the 67% Pace of Progress Rule and/or the Maximum Time Frame limit. Please see the Maximum Time Frame section on this document. In addition please see section Repeated Coursework within Financial Aid section of the catalog or the Financial Aid Website, for more information.

Transfer hours and the 67% Pace of Progress Rule

Transfer hours which have an STC equivalent are counted in the assessment of the 67% Pace of Progress Rule.

Transfer hours and Maximum Time Frame

Transfer hours which have an STC equivalent are counted in the Maximum Time Frame calculation. Students may request an additional review of transferred courses if these courses count toward graduation at STC in their chosen major by providing a degree plan from the Office of Counseling and Advising. The degree plan will be reviewed by a Financial Aid Officer to determine exactly which transferred credit hours apply to a student's current program of study. Transferred hours that appear on a student's record but do not count toward graduation from the student's current program of study will be eliminated from the total.

Summer Sessions Attempted hours

Hours attempted in any Summer Session will be included in the assessment of the 67% Pace of Progress Rule and the Maximum Time Frame limit. STC offers three summer sessions. All three summer sessions are considered one entire semester when calculating the 67% Pace of Progress Rule and the Maximum Time Frame Rule.

Academic Probation and Suspension

Successfully approved Academic appeals for Academic Probation or Academic Suspension (G.P.A. less than a 2.0), have no effect on students' standing with the FA Satisfactory Academic Progress Policy; those students will still be on FA Suspension and would have to appeal their FA Suspension to our STC Student Financial Services Department. Please reference the Financial Aid Appeals Process section on this document for more information.

Notification of FA Satisfactory Academic Progress status

Students placed on FA Warning or FA Suspension will be notified via email and regular mail, of their status after grades post on STC's computer system.

The effect of Developmental coursework on the 67% Rule

Developmental (or remedial) coursework will be included when calculating the 67% Pace of Progress Rule.

The effect of Developmental coursework on the MTF calculation

30 credit hours of developmental coursework can be eliminated from the Maximum Time Frame calculation. After the student attempts more than 30 credit hours of developmental coursework, any additional developmental credit hours attempted will count in the Maximum Time Frame calculation.

The effect of dropping a course

Students, who reduce their course load by dropping a course after the semester has begun, risk non-compliance with 67% Pace of Progress Rule.

The effect of FA Suspension on Financial Aid Awards

Title IV aid consists of grants and work-study; therefore, all grants and work-study awards will be cancelled (or discontinued in the case of work study) if a student is on FA Suspension.

Consortium agreements and the FA Satisfactory Academic Progress Policy

When South Texas College has a consortium agreement with a participating institution, the student must meet the FA Satisfactory Academic Progress Policy of the institution that is awarding aid.

Maximum Time Frame Adjustment for Change of Major

Students who change their major may have credits attempted and grades earned excluded from the Maximum Time Frame calculation if those credit hours do not count toward the new major. Exclusion of credit hours from the Maximum Time Frame Calculation will be allowed once, for change of major. All developmental courses and academic courses where the student earned grades of "F", "W" or "I" will be excluded from the Maximum Time Frame calculation when those courses are between the first major and the second major change; these grades cannot be excluded after the second major. Note that Undeclared Degree seeking major is not a valid major but credit hours taken while under this major, will be counted as attempted and earned (or not earned, depending on the grade).

Students who graduate and return to STC for a Second degree

If a student graduates from STC and re-enrolls at STC to pursue another educational program, all developmental courses and academic courses where the student earned grades of "F", "W" or "I" will be excluded from the Maximum Time Frame calculation. Students may request a review by providing a degree plan furnished by the Office of Counseling and Advising and submitting it to the Student Financial Services Office for review. The degree plan will be reviewed by a Financial Aid Officer to determine exactly which credit hours from the graduated program apply to the student's new program of study. Classes from the program the student graduated from, which do not count toward graduation for the new program, will be eliminated from the total. The review for a new degree after graduation is limited to one degree plan review per graduation.

Exceeding Maximum Time Frame – Appeal Process

Students who are placed on Financial Aid Suspension because they reached their maximum time frame have the option to appeal, as long as they meet the following requirements:

- Be meeting the cumulative 2.0 GPA;
- Be meeting the 67% cumulative completion rate;
- Graduate within the semester where Maximum Time Frame Appeal was submitted;
- Provide degree plan signed by South Texas College Student Success Specialist;
- Submit a FA Appeal, including the FA Academic Plan to the South Texas College Student Financial Services Office.

Appeals will be approved/disapproved by the Student Financial Services Director. If an FA Appeal is approved, the student will be placed on financial aid probation and will be expected to follow the FA Academic Plan. Students can check the status or decision of their financial aid appeal two weeks after submitting it, by login in to their JagNet account and checking the financial aid active messages section of it.

67% and/or GPA - Appeal Process

Students who fail to meet the STC FA Satisfactory Academic Progress Policy because of unusual circumstances, such as (illness, death in the family, accidents, etc.) have the right to appeal. During the appeal process the student must be prepared to pay his/her own expenses, such as tuition, fees, books, supplies, etc. Please follow the procedure below to appeal a FA suspension.

- A Financial Aid Appeal, including the FA Academic Plan, must be obtained from and submitted to the STC Student Financial Services Office.
- Documentation supporting the extenuating circumstances must be available for review.
- Appeals will be approved /disapproved by the Financial Aid Committee. If a FA Appeal is approved, the student will be placed on FA probation and expected to follow the FA Academic Plan.
- All decisions made by the Financial Aid Committee are final.
- Student can check the status or decision of his financial aid completed appeal two weeks after submitting the appeal, by login in to his JagNet account and checking the financial aid active messages section of it.

For the most updated Financial Aid Information, please refer to our Financial Aid Website at <http://studentservices.southtexascollege.edu/financial/>

Revised 4-08-2015 FAS

Review and Action as Necessary to Offer an Associate of Science Degree in Interdisciplinary Studies

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Science Degree in Interdisciplinary Studies.

The Associate of Science Degree in Interdisciplinary Studies will allow students who are interested in pursuing math or science based fields to enroll in coursework that is aligned to the requirements of four-year institutions.

The program developers have identified several recommended tracks for students interested in the following careers:

- Environmental Science,
- Biomedical Science,
- Dietetics,
- Science Education, and
- Public Health.

The Math & Science division has indicated interest in providing on-going advising support to these students so that they select the appropriate track within this degree. Additionally, research was conducted on similar degrees at other institutions, and the proposed Associate of Science in General Science degree is very similar to a degree currently offered at Austin Community College.

Finally, this degree has been developed in cooperation with the leadership of the Liberal Arts & Social Sciences division to ensure that it meets the needs of Interdisciplinary Studies students who are interested in science or math fields.

The following pages contain the Program Development Summary, which includes:

1. Program Development Checklist;
2. Program Summary and Demand;
3. Enrollment Management Plan, including Marketing and Retention Strategies;
4. Enrollment and Graduation Projections;
5. Proposed Curriculum;
6. Instructional and Operating Cost Projections; and
7. South Texas College Program Evaluation Plan.

The program operating and instructional costs have been estimated, and are provided after the Program Development Brief.

Dr. Anahid Petrosian, Vice President for Academic Affairs and Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, will review the proposed new program and the development process with the Committee and will respond to questions.

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Science Degree in Interdisciplinary Studies as presented.



SOUTH TEXAS
COLLEGE

**Program Development Checklist
Academic Programs**

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process.

Submit completed checklist and related documentation to the Office of Curriculum & Student Learning.

General Questions about Proposed Award:

Program Title: Associate of Science – Interdisciplinary Studies

Program Location: Pecan, MidValley, Starr County Campuses

Academic Year to be implemented: 2017-2018

Please list any related programs currently offered by South Texas College, if applicable:

AA-Interdisciplinary Studies, AS – Biology, AS-Chemistry, AS – Math, AS-Pre-Pharmacy, AS-Engineering, AS-Physics

Documentation of Academic Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Academic Need	The Institution has identified at least 2 specific baccalaureate degree programs that the degree would lead into	X		<p>The flexibility of the Interdisciplinary Science degree allows for curriculum paths to be developed that align with a variety Bachelor’s degrees. A partial list is given below.</p> <p><u>UTRGV</u> -Environmental Science -Biomedical Science -Dietetics</p> <p><u>TAMUK</u> -Science Education -Biomedical Science</p> <p><u>TAMU-HSC</u> -BA Public Health</p>
	Data exists from four-year schools showing demand for the program and/or information exists demonstrating the emergence of a new discipline to support	X		<p>TAMU-Kingsville factbook lists Interdisciplinary Studies and Biomedical Sciences as two of their top 10 majors.</p> <p>The table below lists the declared</p>

	the transfer of programs		<p>Interdisciplinary Studies and Biomedical Science majors for the last 4 years at TAMUK. The Interdisciplinary Studies number includes those seeking Teaching and Bilingual Educational degrees in all disciplines.</p> <p><u>Table: Texas A&M Kingsville Declared Majors</u></p> <table border="1"> <thead> <tr> <th>Fall</th> <th>Interdisciplinary Studies</th> <th>Biomedical Sciences</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>357</td> <td>354</td> </tr> <tr> <td>2013</td> <td>340</td> <td>337</td> </tr> <tr> <td>2014</td> <td>322</td> <td>327</td> </tr> <tr> <td>2015</td> <td>359</td> <td>340</td> </tr> </tbody> </table> <p><u>Table: UTRGV Declared Majors</u></p> <table border="1"> <thead> <tr> <th></th> <th>Clinical Laboratory Studies</th> <th>Dietetics</th> </tr> </thead> <tbody> <tr> <td>2010</td> <td>95</td> <td>149</td> </tr> <tr> <td>2011</td> <td>117</td> <td>176</td> </tr> <tr> <td>2012</td> <td>123</td> <td>187</td> </tr> <tr> <td>2013</td> <td>134</td> <td>212</td> </tr> <tr> <td>2014</td> <td>147</td> <td>199</td> </tr> </tbody> </table> <p>TAMU-Health Science Center (Mcallen) BA-Public health is new this year and currently only has 1 student in the program.</p> <p>This AS degree would help prepare students transferring into their program.</p>	Fall	Interdisciplinary Studies	Biomedical Sciences	2012	357	354	2013	340	337	2014	322	327	2015	359	340		Clinical Laboratory Studies	Dietetics	2010	95	149	2011	117	176	2012	123	187	2013	134	212	2014	147	199
Fall	Interdisciplinary Studies	Biomedical Sciences																																		
2012	357	354																																		
2013	340	337																																		
2014	322	327																																		
2015	359	340																																		
	Clinical Laboratory Studies	Dietetics																																		
2010	95	149																																		
2011	117	176																																		
2012	123	187																																		
2013	134	212																																		
2014	147	199																																		
	EMSI data (provided by the Office of Curriculum & Student Learning) projects a positive occupational growth rate in South Texas, the state, and/or nationally.	X	<p><u>Clinical Laboratory Science</u> South Texas – 22.5% growth Texas – 22.2% growth Nationally – 14.5% growth</p> <p><u>Dietitians and Nutritionists</u> South Texas – 25.5% Texas – 22.9% Nationally – 16.1%</p> <p><u>Environmental Science</u> South Texas – 24.4% growth Texas – 18.9% growth Nationally – 14.4% growth</p> <p><u>Science Teachers, Secondary Level</u> South Texas – 23.5% growth Texas – 24.6% growth Nationally – 9.4% growth</p>																																	
	EMSI data (provided by the Office of Curriculum & Student Learning) indicates a positive growth rate in the average monthly hires for the region or state within the last 3-5 years.	X	Data not available on EMSI																																	

2. Student Demand	Related programs at South Texas College have increased enrollments in recent semesters/years	X	<p>During the fall 2015 semester, there were 6,430 students with declared majors in AA – Interdisciplinary Studies, which is a 70% increase from the previous fall semester.</p> <p>There were 1,984 students with declared majors in AS – Biology, which is a 25% increase from the previous fall semester.</p> <p>There were 158 students with declared majors in AS – Chemistry, which is a 1% increase from the previous fall semester.</p> <p>There were 259 students with declared majors in AS – Math, which is a 25% increase from the previous fall semester.</p>															
	Related programs at South Texas College have an increased number of graduates in recent semesters/years	X	<p>During academic year 2014-2015, there were 779 graduates in the AA – Interdisciplinary Studies Program, which is a 29% increase from the previous year.</p> <p>There were 174 graduates in the AS – Biology Program, which is consistent with the number of graduates from previous years.</p> <p>There were 20 graduates in the AS – Chemistry Program, which is a 33% increase from the previous year.</p> <p>There were 30 graduates in the AS – Math Program, which is a 43% increase from the previous year.</p>															
	High enrollment exists in similar programs at other institutions	X	<p>Austin Community College states that in Fall 2014 the AA General Studies in Liberal Arts had 3200 declared majors while the AS General Studies in Science had 3500 declared majors. http://www.austincc.edu/genstudy/</p> <p>The table below shows the number of graduates for each Associates degree as listed on the ACC factbook.</p> <table border="1"> <thead> <tr> <th>Grads</th> <th>AS General Studies— Science</th> <th>AA General Studies</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>16</td> <td>72</td> </tr> <tr> <td>2013</td> <td>16</td> <td>67</td> </tr> <tr> <td>2014</td> <td>53</td> <td>147</td> </tr> <tr> <td>2015</td> <td>65</td> <td>138</td> </tr> </tbody> </table>	Grads	AS General Studies— Science	AA General Studies	2012	16	72	2013	16	67	2014	53	147	2015	65	138
	Grads	AS General Studies— Science	AA General Studies															
	2012	16	72															
2013	16	67																
2014	53	147																
2015	65	138																
High student demand is documented through the use of student surveys	X	<p>An analysis of coursework generated by the RAS department using 630 graduates from the AA-INDS program in May 2015 indicated a high volume of MATH, BIOL and COSC courses in the field of study. Total hours was 12, 877 with the average being 20.4 hours per graduate.</p>																
An enrollment management plan exists for the program	X	(see attached)																

	Enrollment projections reflect adequate student demand to ensure the financial self-sufficiency of the program	X		
3. Curriculum Quality & Articulations	The institution has or will initiate a process to establish transfer of credit articulation agreements for the program with senior-level institutions (Please include list of institutions)	X		Articulation agreements already exist with TAMU-HSC and will continue once the new degree is implemented. 2+2 roadmaps are attached to demonstrate transferability and articulation agreement development will begin once the degree is implemented.
4. Existing Programs	Similar programs do not exist within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs)		X	Currently South Texas College offers the AA in Interdisciplinary Studies; however, an AS in General Sciences will guide the student to explore pathways in the math and science areas towards 4-year degrees in areas such as Pre-Med, Pre-Dental, Clinical Sciences, etc.
5. Program Linkage	Courses are currently offered or can be offered within local high schools via the Dual Enrollment Program. (Please provide a list of schools and/or districts)	X		Most of the courses are currently offered through dual enrollment as most of the classes are part of the core curriculum.

Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the number of declared majors in the program over the course of five years.	X		The program projects a total of 150 declared majors in the Fall 2017 semester, with a steady increase each year leading to a total of 325 declared majors in Fall 2021.
2. Number of Graduates	Program Review Standard: The program will achieve a minimum of 5 graduates per year or 25 graduates during the most recent 5 year period.	X		The program projects that 90% of students enrolled in year two of the curriculum will graduate. During the 2018-2019 academic year, this equates to 150 students.
3. Transfers	Program Review Standard: The program will experience an increased transfer rate for its majors.	X		It is expected that the transfer rate will increase at 2% per academic year. Articulation agreements with local and regional institutions will be pursued to minimize loss of hours upon transfer. Students will be encouraged to transfer into institutions for which articulation agreements have been established.

4. Graduate Earnings	EMSI data (provided by the Office of Curriculum & Student Learning) projects that program graduates will earn a median hourly earnings wage that is above the “living wage” for South Texas, the state, and/or nationally.	X	<p><u>Clinical Laboratory Science</u> South Texas – \$25.17 per hour Texas – \$27.25 per hour Nationally – \$29.11 per hour</p> <p><u>Dietitians and Nutritionists</u> South Texas – \$26.49 per hour Texas – \$27.57 per hour Nationally – \$27.29 per hour</p> <p><u>Environmental Science</u> South Texas – \$22.78 per hour Texas – \$29.87 per hour Nationally – \$29.70 per hour</p> <p><u>Science Teachers, Secondary Level</u> South Texas – \$24.03 per hour Texas – \$24.79 per hour Nationally – \$27.68 per hour</p> <p>Living wage calculation for Texas - \$10.15 per hour Source: http://livingwage.mit.edu/states/48</p>
-----------------------------	---	---	--

To be completed by the Office of Curriculum & Student Learning:

PROGRAM RATING:

- Proceed with Program Development
 Proceed with Program Development WITH REVISIONS (comments included below)
 DO NOT pursue Program Development at this time (comments included below)

Comments/Recommendations:

The Office of Curriculum & Student Learning recommends that South Texas College proceed with the development of this program. The Associate of Science – Interdisciplinary Studies degree will allow students who are interested in pursuing math or science based fields to enroll in coursework that is aligned to the requirements of four-year institutions. The program developers have identified several recommended tracks for students interested in the following careers: Environmental Science, Biomedical Science, Dietetics, Science Education, and Public Health. The Math & Science division has indicated interest in providing on-going advising support to these students so that they select the appropriate track within this degree. Additionally, research was conducted on similar degrees at other institutions, and the proposed Associate of Science – Interdisciplinary Studies degree is very similar to a degree currently offered at Austin Community College. Finally, this degree has been developed in cooperation with the leadership of the Liberal Arts & Social Sciences division to ensure that it meets the needs of Interdisciplinary Studies students who are interested in science or math fields.

Program Summary

Institution: South Texas College, McAllen Texas

Proposed Award: Associate of Science in Interdisciplinary Studies

CURRICULUM QUALITY

Program Objective: In an effort to facilitate student and advisor communication and to provide more guided pathways for students, the Math, Science, & Bachelors Program Division in collaboration with the Liberal Arts & Social Science Division, are requesting South Texas College offer an Associate of Science in Interdisciplinary Studies in addition to the Associates of Arts in Interdisciplinary Studies. Students interested in careers that concentrate in Liberal Arts and Social Sciences will be encouraged to pursue an Associates of Arts in Interdisciplinary Studies while students interested in science, computer science, and mathematics will be encouraged to declare Interdisciplinary Studies as a major. The decision to offer both of these associate degrees is based on the idea that a student's general interest Interdisciplinary Studies will be more clearly identified at an earlier stage of their college experience enabling general advisors to better advise these students in the first semester. The students may also be directed to student success specialists and program chairs who can better guide them in designing a curriculum to meet their needs. It is expected that students will be afforded the opportunity to explore field of study coursework within the declared general interest before needing to focus on a career path. The early connection between student and advisor, student success specialist, and/or program chair and the guided exploration should minimize loss of credit hours and increase the probability of students graduating with an associates and a bachelor's degree in a timely manner.

Curriculum: The Associate of Science in Interdisciplinary Studies would require students to complete 60 semester credit hours (SCH) of course work (please see attached curriculum) from the Academic Course Guide Manual.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

ACADEMIC NEED & PROGRAM DEMAND

Academic Need:

Potential Articulation Agreements: The flexibility of the Associate of Science in Interdisciplinary Studies degree allows for curriculum paths to be developed that align with a variety of Bachelor's degrees to transfer schools which include the following:

- University of Texas Rio Grande Valley
 - Environmental Science
 - Biomedical Science
 - Dietetics
- Texas A&M University - Kingsville
 - Science Education
 - Biomedical Science
- Texas A&M University – Health Science Center
 - Public Health

Occupational Need:

Clinical Laboratory Science

According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, occupations in Clinical Laboratory Science should experience a 22.5% growth between 2016 and 2026 in the South Texas Region (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties). A total of 101 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., occupations in Clinical Laboratory Science should experience a 22.2% growth between 2016 and 2026 in the State of Texas. A total of 2,913 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., occupations in Clinical Laboratory Science should experience a 14.5% growth between 2016 and 2026 nationally. A total of 27,745 additional job openings are expected during this time period.

Dietitians and Nutritionists

According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, Dietitians and Nutritionist occupations should experience a 25.5% growth between 2016 and 2026 in the South Texas Region (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties). A total of 69 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., Dietitians and Nutritionist occupations should experience a 22.9% growth between 2016 and 2026 in the State of Texas. A total of 1,497 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., Dietitians and Nutritionist occupations should experience a 16.1% growth between 2016 and 2026 nationally. A total of 15,073 additional job openings are expected during this time period.

Environmental Science

According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, occupations in Environmental Science should experience a 24.4% growth between 2016 and 2026 in the South Texas Region (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties). A total of 17 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., occupations in Environmental Science should experience an 18.9% growth between 2016 and 2026 in the State of Texas. A total of 816 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., occupations in Environmental Science should experience a 14.4% growth between 2016 and 2026 nationally. A total of 6,795 additional job openings are expected during this time period.

Science Teachers, Secondary Level

According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, Science Teachers (Secondary Level) should experience a 23.5% growth between 2016 and 2026 in the South Texas Region (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties). A total of 1,572 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., Science Teachers (Secondary Level) should experience a 24.6% growth between 2016 and 2026 in the State of Texas. A total of 26,363 additional job openings are expected during this time period.

According to Economic Modeling Specialists, Inc., Science Teachers (Secondary Level) should experience a 9.4% growth between 2016 and 2026 nationally. A total of 89,174 additional job openings are expected during this time period.

Student Demand: During the fall 2015 semester, there were 6,430 students with declared majors in Associate of Arts – Interdisciplinary Studies, which is a 70% increase from the previous fall semester. An analysis of coursework generated by South Texas College’s Research and Analytical Services department using 630 graduates from the Associate of Arts – Interdisciplinary Studies program in May 2015 indicated a high volume of Math, Biology and Computer Science courses in the field of study. The total hours was 12,877 with the average being 20.4 hours per graduate.

Existing Programs: Currently South Texas College offers the Associate of Arts in Interdisciplinary Studies; however, an Associate of Science in Interdisciplinary Studies will guide the student to explore pathways in the math and science areas towards 4-year degrees in areas such as Pre-Med, Pre-Dental, Clinical Sciences, Dietetics, etc.

Program Linkage and Opportunities for Further Education: The 60 hours of coursework from the Academic Course Guide Manual are transferable to other Texas public institutions. Most of the courses are currently offered through dual enrollment as most of the classes are part of the Core Curriculum.

Expected Enrollment: This field of study is likely to be of interest to STC students, regardless of what major they choose because it can help meet the requirements for many programs. The projected enrollment for the first year is based on current student demand with subsequent years calculated at a 5% increase. The projected enrollment also takes into consideration the additional number of students that may currently be in the Associate of Arts in Interdisciplinary Studies degree due to the appeal of an Associate of Science (instead of an Associate of Arts) and thus would allow the student to continue with their studies in the Associate of Science in Interdisciplinary Studies, with the potential to transfer to a Bachelor of Science degree.

Enrollment by majors indicates the following potential enrollment numbers:

Years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Freshman	150	158	166	174	183
Sophomore	0	167	159	151	142
Total	150	325	325	325	325

PROGRAM SUPPORT

Faculty: STC already offers all of the courses required for the Associate of Science in Interdisciplinary Studies. The Division of Math and Science plans to create a single separate section of each science course for this cohort. Current faculty would be able to cover the extra sections for the freshman class during the first year, but an additional full-time faculty member equivalent, based on discipline need, would likely be required beginning the second year to cover the additional sections of freshman and

sophomore science courses. An advisor/retention specialist is needed in the second year to assist students in registration, University application, selection of non-curriculum prerequisites, and other issues which will aid student retention in a very academically intense curriculum. These costs will likely be absorbed by the respective department with the need.

Facilities and Equipment: Current classroom and lab facilities will be used for all courses required by this program. A faculty office may be required the second year of the program for the additional full-time faculty member. These costs will be absorbed by the respective department with the need. Additional classroom and lab supplies will be needed for the additional course sections. When the full-time faculty member is added in the second year, computer equipment and furniture will be required. Office necessities such as filing cabinets and supplies are needed for the program to keep student files on all cohort members.

New Costs: Total costs for this program are projected to be \$93,873.80. The funding to defray the costs of this program will come from state appropriations: \$66,393.60 and tuition: \$179,828.00. The total projected 5 year revenue is \$246,221.60. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The Associate of Science in Interdisciplinary Studies is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

ENROLLMENT MANAGEMENT PLAN

POTENTIAL SOURCES OF STUDENTS

A variety of student populations have been identified as potential sources of students for the Associate of Science in Interdisciplinary Studies. Students participating in this program will be similar to the general current STC student body. Students are expected to be from varied backgrounds including special populations. The applicant pool will include, but not be limited to: dual enrollment students, young adults graduating from high schools, adults completing GED education programs and returning adults seeking career changes.

MARKETING

Prospective students will be recruited from the population of students who have undeclared and Interdisciplinary majors as well as students who have demonstrated an interest in science. Likewise, recruitment will include a marketing campaign not only through on-campus advertising, but also will utilize advertising through the mass media to attract students. The mass media campaign will consist of one or more guest newspaper columns/stories, local radio guest spots, and a direct mail campaign to all students enrolled in the Math and Science division courses during the first semester of the program. The college should also reach out to prospective students while those individuals are still in high school. An active recruitment in favor of the Associate of Science in Interdisciplinary Studies should be promoted while the student is participating in a dual-enrollment program. Additionally, the majority of the degree may be completed online to reach student populations who may not be able to attend 100% face to face classes.

RETENTION

Several strategies will be implemented to retain students in the program. Program instructors will be encouraged to establish a peer mentor system and make students aware of available student services such as tutoring and counseling. Program instructors will be encouraged to establish and actively promote a Science college clubs (Biology, Chemistry, Engineering and Pre-Pharmacy clubs) to allow an opportunity for student expression and practical application of skills developed in the program. A Faculty Advisor will provide transfer requirements and opportunities to students. Speakers will be invited to increase interest in and awareness of program's objectives. One of the program objectives for this degree is to instill a sense of purpose and importance in students through volunteerism and civic responsibility to their community.

Liaisons will be created between the program manager and key college institutions, including financial aid, admissions, and counseling to ensure adequate advising with regards to course sequence, career opportunities, and barriers to academic performance. The program chair and Success Specialist will advise on course sequence and degree requirements to meet the Bachelor of Science prerequisites and will be adjusted to meet the students' needs depending on what Bachelor of Science program they plan to attend. Finally, the degree may be obtained in two years.

ENROLLMENT PROJECTIONS

The projected enrollment for the first year is based on current student demand with subsequent years calculated at a 5% increase. The projected enrollment also takes into consideration the additional number of students that may currently be in the Associate of Arts in Interdisciplinary Studies degree due to the appeal of an Associate of Science (instead of an Associate of Arts) and thus would allow the student to continue with their studies in the Associate of Science in Interdisciplinary Studies, with the potential to transfer to a Bachelor of Science degree.

Years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Freshman	150	158	166	174	183
Sophomore	0	167	159	151	142
Total	150	325	325	325	325

PROJECTED NUMBER OF GRADUATES

The goal is to have at least 90% of students enrolled in the program to complete the Associate of Science in Interdisciplinary Studies (at the end of the second year). During the Fall 2015 semester, there were 6,430 students with declared majors in the Associate of Arts in Interdisciplinary Studies degree.

2017 – 2022 Associate of Science -Interdisciplinary Studies Student Enrollment and Graduate Forecast

Years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Freshman	150	158	166	174	183
Sophomore	0	167	159	151	142
Graduates (90% of 2 nd Year Enrollment)	0	150	143	135	127

**ASSOCIATE OF SCIENCE-INTERDISCIPLINARY STUDIES
RECOMMENDED COURSE SEQUENCE**

FIRST SEMESTER			Credit Hours
ENGL	1301	Composition	3
MATH	1414	College Algebra or MATH1442 or MATH 2412 or MATH 2413	4
		Life & Physical Sciences Elective	4
		Social & Behavioral Science Elective – Core Curriculum	3
 SECOND SEMESTER			
		Life & Physical Sciences Elective	4
ENGL	1302	Composition II – Rhetoric	3
		Creative Arts – Core Curriculum	3
		Elective—Field of Study (Math, Science or Computer Course)	4
 SUMMER – 1st Year			
		*Core Component Area Option	1-4
		Elective—Field of Study (Math, Science or Computer Course)	4
 THIRD SEMESTER			
HIST	1301	United States History I or HIST 2327	3
		Elective—Field of Study (Math, Science or Computer Course)	4
GOVT	2305	Federal Government	3
		Elective—Field of Study (Math, Science or Computer Course)	4
 FOURTH SEMESTER			
HIST	1302	United States History II or HIST 2328	3
		Elective—Field of Study (Math, Science or Computer Course)	4
GOVT	2306	Texas Government	3
		Language, Philosophy & Culture Elective – Core Curriculum	3

*1 hour recommend if one of the FS courses is in the Core Comp area.

**Instructional Costs and Projected Revenue
for
Associate of Science - Interdisciplinary Studies**

Faculty Salary & Benefits	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
LHE Rate	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	\$ 650.00	
# of LHE's per Course	3	3	3	3	3	
Subtotal	\$ 1,950.00	\$ 1,950.00	\$ 1,950.00	\$ 1,950.00	\$ 1,950.00	
# of Sections Taught by Adjunct	4	6	7	8	8	
# of Sections Taught by F/T	0	0	0	0	0	
Adjunct Salary	\$ 7,800.00	\$ 11,700.00	\$ 13,650.00	\$ 15,600.00	\$ 15,600.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	\$ 8,954.40	\$ 13,431.60	\$ 15,670.20	\$ 17,908.80	\$ 17,908.80	
F/T Faculty @ \$44,000	\$0	\$0	\$0	\$0	\$0	
Benefit Rate (F/T Salary X 31%=\$13,640)	\$0	\$0	\$0	\$0	\$0	
Cost for Faculty Salary/Benefits	\$ 8,954.40	\$ 13,431.60	\$ 15,670.20	\$ 17,908.80	\$ 17,908.80	\$ 73,873.80

Projected Revenue	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
State Appropriations *						
# of Sections	4	6	7	8	8	
# of Students per Section	15	17	19	22	25	
Total # of Students per Year	60	102	133	176	200	
# of Contact Hours per Student	48	48	48	48	48	
Total Contact Hours	2880	4896	6384	8448	9600	
Multiplied by State Funding Rate (2.74)	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	
State Appropriations Generated	\$ 7,891.20	\$ 13,415.04	\$ 17,492.16	\$ 23,147.52	\$ 26,304.00	
State Appropriations Received	\$ 8,524.80	\$ 7,891.20	\$ 13,415.04	\$ 13,415.04	\$ 23,147.52	\$ 66,393.60

* State Appropriations funding is based upon enrollment from previous biennium

Tuition	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
Enrollment # Projected	60	102	133	176	200	
Tuition Rate per Credit Hour	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	
Subtotal	\$ 4,020.00	\$ 6,834.00	\$ 8,911.00	\$ 11,792.00	\$ 13,400.00	\$ 44,957.00
# of Credit Hours per Course	4	4	4	4	4	
Total Tuition	\$ 16,080.00	\$ 27,336.00	\$ 35,644.00	\$ 47,168.00	\$ 53,600.00	\$ 179,828.00

**Operating Costs and Revenue Projections
Associate of Science - Interdisciplinary Studies**

ESTIMATED COSTS BY YEAR FOR NEW ASSOCIATE OF SCIENCE - INTERDISCIPLINARY STUDIES PROGRAM						
CATEGORY	INITIAL COST	BUDGET 2ND YEAR	BUDGET 3RD YEAR	BUDGET 4TH YEAR	BUDGET 5TH YEAR	TOTAL BUDGET
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2022
Faculty Salaries and Benefits	\$8,954.40	\$13,431.60	\$15,670.20	\$17,908.80	\$17,908.80	\$73,873.80
Supplies and Materials (Operating)	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$7,500.00
Library Resources	\$500.00	\$0.00	\$500.00	\$0.00	\$500.00	\$1,500.00
Equipment and Software (Capital)	\$5,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,000.00
Facilities (Furniture) (Operating)	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Faculty Professional Development/(Travel)	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal - Instructional & Operating Budget	\$17,954.40	\$15,931.60	\$18,670.20	\$20,408.80	\$20,908.80	\$93,873.80
Total Budget Per Year	\$17,954.40	\$15,931.60	\$18,670.20	\$20,408.80	\$20,908.80	\$93,873.80

REVENUE PROJECTIONS BY YEAR FOR ASSOCIATE OF SCIENCE - INTERDISCIPLINARY STUDIES DEGREE						
CATEGORY	REVENUE	REVENUE	REVENUE	REVENUE	REVENUE	TOTAL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2022
State Appropriations	\$ 8,524.80	\$ 7,891.20	\$ 13,415.04	\$ 13,415.04	\$ 23,147.52	\$ 66,393.60
Tuition	\$ 16,080.00	\$ 27,336.00	\$ 35,644.00	\$ 47,168.00	\$ 53,600.00	\$179,828.00
TOTAL REVENUE	\$ 24,604.80	\$ 35,227.20	\$ 49,059.04	\$ 60,583.04	\$ 76,747.52	\$246,221.60

South Texas College Program Evaluation Plan

South Texas Colleges monitors and evaluates the quality of instructional degree and certificate programs through the Institutional Effectiveness & Program Review Process, the assessment of Program Learning Outcomes for each degree, and assessment of *Core Objectives* for the General Education Core Curriculum.

Institutional Effectiveness & Program Review

South Texas College identifies expected outcomes for every instructional program and administrative and educational support service, assesses whether or not these outcomes are achieved, and makes continuous improvements based on assessment data. The College commits to continuous improvement in achieving expected outcomes through its strategic planning process, including *2-year Institutional Effectiveness (IE) Plans* for every instructional, administrative or educational support unit in the College. An *Institutional Effectiveness (IE) Plan* serves as a means to establish and assess expected outcomes for each program.

Instructional programs are also subject to a program review process which is embedded within the 2-year IE assessment cycle. Program Review assessment evaluates program viability, effectiveness, and student achievement through a variety of outcomes including the *number of graduates, transfer rates, licensure/certification pass rates, graduate placement, and program specific accreditations*. Program leaders and faculty review the assessment data and develop action plans for outcomes that did not meet the desired targets.

Program Learning Outcomes Assessment

A separate set of competency-based program learning outcomes had been developed for each instructional program at STC, in addition to the traditional historical student success measures in the IE Plans, such as course completion, graduation rate, and student retention. The program learning outcomes are assessed and data are collected and reported on a yearly basis. The Associate Dean of Curriculum and Student Learning along with the Academic Council lead the systematic process across all programs allowing for significant critical amounts of dialogue among faculty members in order to develop a consistent structure for collecting and assessing data while allowing for the academic freedom of faculty members. Instructional programs utilize a variety of assessment methods, including embedded assessment, exit exams, exit interviews and portfolios to assess the program learning outcomes.

General Education Outcomes Assessment

South Texas College also assesses general education competencies in the General Education program known as the STC Core Curriculum. The general education competencies for the Core Curriculum are called the *Core Objectives* and were defined by the Texas Higher Education Coordinating Board. Measures to determine the extent to which *Core Objectives* are being achieved are assessed every semester. Data are collected and compiled by each department to evaluate the extent to which the *Core Objectives* are being met. Results from the assessments and changes recommended based upon the results by the department are submitted to the Associate Dean of Curriculum and Student Learning.

Review and Action as Necessary to Offer an Associate of Applied Science Degree in Culinary Arts - Specialization in Baking and Pastry Arts

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Applied Science Degree in Culinary Arts - Specialization in Baking and Pastry Arts.

The AAS in Culinary Arts with Specialization in Baking & Pastry Arts degree would build on existing certificates and will allow graduates to be eligible for a wider range of career opportunities and higher wages.

The curriculum of the AAS degree builds on the curriculum of the Commercial Baking Certificate by adding four additional technical courses and 15 hours of general education requirements. Additionally, EMSI data indicates a strong demand for bakers in the local region.

The following pages contain the Program Development Summary, which includes:

1. Program Development Checklist;
2. Program Summary and Demand;
3. Enrollment Management Plan, including Marketing and Retention Strategies;
4. Enrollment and Graduation Projections;
5. Proposed Curriculum;
8. Instructional and Operating Cost Projections; and
9. South Texas College Program Evaluation Plan.

The program operating and instructional costs have been estimated, and are provided after the Program Development Brief.

Dr. Anahid Petrosian, Vice President for Academic Affairs and Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, will review the proposed new program and the development process with the Committee and will respond to questions.

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Applied Science Degree in Culinary Arts - Specialization in Baking and Pastry Arts as presented.



**Program Development Checklist
Career & Technical Education/Workforce Programs**

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process. **Submit completed checklist and related documentation to the Office of Curriculum & Student Learning.**

General Questions about Proposed Award:

Program Title: AAS in Culinary Arts with Specialization in Baking & Pastry Arts

Program Location: Pecan Campus

Academic Year to be Implemented: Fall 2017

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)

CT1-Commercial Baking (2 semesters), CT1 – Commercial Cooking (2 semesters),
AAS – Culinary Arts (4 semesters)

Documentation of Program Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need <i>(Must meet at least 3 out of the 7 Standards listed within this section)</i>	EMSI data (provided by the Office of Curriculum & Student Learning) projects at least a 15% occupational growth rate in South Texas, the state, and/or nationally.	X		South Texas – 32.3% growth Texas – 26.1% growth Nationally – 16.4% growth
	EMSI data (provided by the Office of Curriculum & Student Learning) indicates an increase of 15% or more in the average monthly hires for the region or state within the last 3-5 years.	X		South Texas – 11% increase Texas – 35% increase
	Occupational Outlook Handbook indicates graduates will have an average or above average job	X		Employment of Bakers is projected to grow 7 percent from 2014 to 2024, about as fast as the average for all occupations.

	outlook for the next 5 to 10 years (national data).			
	Program is on Targeted and In-Demand Occupations lists produced by the Texas Workforce Commission .		X	Baking was not listed on the Targeted and In-Demand Occupations List.
	Program is an emerging and/or evolving occupation for the region or state in the Texas Workforce Commission's Labor Market and Career Information .		X	Baking was not listed on the New & Emerging List. Baking was not listed on 2016 Target Industry List for Lower Rio.
	High employer demand exists and is documented through the use of employer surveys or letters of commitment . Educational and/or employer publications or news articles document a growth in the industry or demand for employees.			Article links: http://www.foodprocessingbazaar.com/articles/99-bakery-industry-present-and-future-prospects.html http://www.americanbakers.org/industry-data/
2. Student Demand	High student demand exists and is documented through the use of student surveys.			75 student surveys were distributed and 62 were received. 90% of respondents indicated that they would be interested in pursuing the AAS – Culinary Arts with a Specialization in Baking and Pastry Arts. 82% of interested students indicated that they would like to enroll in the program during the 2016-2017 academic year, and the remaining students would like to enroll in the following year or later.
	High enrollment exists in related programs (Stackable certificates or degrees).	X		<u>During the fall 2015</u> semester, there were 51 enrolled students with declared majors in CT1-Commercial Baking and 40 enrolled students with declared majors in CT1-Commercial Cooking and 230 enrolled students with declared majors in AAS-Culinary Arts. Enrollment in the CT1-Commercial Baking Program has increased by 76% since Fall 2014.
	High number of graduates are produced in related programs (Stackable certificates or degrees).		X	During academic year 2014-2015: There were 17 graduates in the Commercial Baking Certificate program. There were 19 graduates in the Commercial Cooking Certificate program. There were 23 graduates in the AAS Culinary Arts Program.
3. Existing Programs	Similar programs do not exist	X		Del Mar College (which is

	within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).			<p>approximately 155 miles from McAllen) offers an Associate of Applied Science Degree – Culinary arts with Baking and Pastry Specialization.</p> <p>The Culinary Institute of America (which is approximately 240 miles from McAllen) offers an Associate of Baking and Pastry Arts.</p> <p>St Philips College (which is approximately 237 miles from McAllen) offers an Associate in Applied Science Degree – Baking and Pastry Arts.</p>
4. Program Linkage & Opportunities for Further Education	Courses are currently offered or can be offered within local high schools via the Dual Enrollment Program. (Please provide a list of schools and/or districts)	X		Courses within the proposed degree are currently offered at Donna High School and Donna North High School.
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)	X		Potential alignment with STC's Bachelor of Applied Technology & Bachelor of Applied Science Programs. Coursework from the AAS-Culinary Arts Program is currently accepted by STC's BAT in Technology Management as part of the 33 required semester credit hours in technical specialty coursework.

Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the number of declared majors in the program over the course of five years.	X		The Program projects that there will be 52 declared majors during the program's first year (2017-2018), and 131 declared majors during the programs 5 th year (2021-2022).
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or 25 graduates during the most recent 5 year period.	X		The Program projects that there will be 15 graduates during the program's first year (2017-2018) and 46 graduates during the program's 5th year (2021-2022).
3. Graduate Earnings	EMSI data (provided by the Office of Curriculum & Student Learning) projects that program graduates will earn a median hourly earnings wage that is above the "living wage" for South Texas, the state, and/or nationally.			<p>South Texas –\$8.86 per hour Texas –\$10.37 per hour Nationally –\$11.34 per hour</p> <p>Living wage calculation for Texas - \$10.03 per hour Source: http://livingwage.mit.edu/states/48</p>

To be completed by the Office of Curriculum & Student Learning:

PROGRAM RATING:

- Proceed with Program Development
 Proceed with Program Development WITH REVISIONS (comments included below)
 DO NOT pursue Program Development at this time (comments included below)

Comments/Recommendations:

The Office of Curriculum & Student Learning recommends that South Texas College proceed with the development of this program. The AAS in Culinary Arts with Specialization in Baking & Pastry Arts degree would build on existing certificates and will allow graduates to be eligible for a wider range of career opportunities and higher wages. The curriculum of the AAS degree builds on the curriculum of the Commercial Baking Certificate by adding four additional technical courses and 15 hours of general education requirements. Additionally, EMSI data indicates a strong demand for bakers in the local region. I recommend that we proceed with program review and approval process.

Program Summary

Institution: South Texas College, McAllen Texas

Proposed Award: Associate of Applied Science - Culinary Arts with Specialization in Baking and Pastry Arts

CURRICULUM QUALITY

Program Objective: The objective of the Associate of Applied Science - Culinary Arts with Specialization in Baking and Pastry Arts is to prepare students with the knowledge and skill set needed for careers in the baking and pastry segment of the food service/hospitality industry. Graduates of the Culinary Arts AAS degree with Specialization in Baking and Pastry Arts can anticipate career opportunities in restaurants, catering, hotels/resorts, bakeries, pastry shops, cake shops, and other commercial food services. Graduates can begin work as a baker assistant, assistant pastry chef, cake decorating assistant, or bakery supervisor.

Curriculum: The Associate of Applied Science – Culinary Arts with Specialization in Baking and Pastry Arts would require students to complete 60 semester credit hours (SCH) of course work (please see attached curriculum) from the Texas Workforce Education Course Manual (WECM) and the Academic Course Guide Manual (ACGM). The technical courses include Advanced Pastry Shop, Plated Desserts, Cake Decorating I & II, and Chocolates & Confectioners. A capstone course (PSTR 2264 Capstone: Practicum) will be used to satisfy the Capstone requirement. South Texas College currently offers a Commercial Baking Certificate, a Commercial Cooking Certificate, and an AAS degree in Culinary Arts. The coursework within the existing Commercial Baking Certificate is included within the proposed curriculum for the Associate of Applied Science – Culinary Arts with Specialization in Baking and Pastry Arts. The curriculum also includes 15 hours of general education courses, as required by SACSCOC.

PROGRAM DEMAND

Occupational Need:

According to the *Economic Modeling Specialists, Inc.*, which utilizes data from the Texas Workforce Commission, Baking Occupations should experience a 32.3% growth rate in the South Texas Region between 2016 and 2026. A total additional 314 job openings are expected during this time period.

According to the *Economic Modeling Specialists, Inc.*, which utilizes data from the Texas Workforce Commission, Baking Occupations should experience a 26.1% growth rate in the State of Texas between 2016 and 2026. A total additional 4,371 job openings are expected during this time period.

According to the *Economic Modeling Specialists, Inc.*, Baking Occupations should experience an 16.4% growth rate nationally between 2016 and 2026. A total additional 35,327 job openings are expected during this time period.

According to the *Economic Modeling Specialist Occupation, Inc.* Indicates that the most recent median hourly earnings for Baking Occupations is \$ 8.86 in the South Texas Region.

According to the *Economic Modeling Specialist Occupation, Inc.* Indicates that the most recent median hourly earnings for Baking Occupations is \$ 10.37 in the State.

According to the *Economic Modeling Specialist Occupation, Inc.* Indicates that the most recent median hourly earnings for Baking Occupations is \$ 11.34 in the Nation.

EMSI Data Summary:

Geographic Area	Expected Growth Rate	Additional Job Openings	Median Hourly Wage Earnings	Avg. Monthly Hires
Regional	32.3%	314	\$8.86	31
State	26.1%	4,371	\$10.37	968
National	16.4%	35,327	\$11.34	N/A

Student Demand: Based upon current student demand, Culinary Arts anticipates an average of 90 students enrolled per year during the first five years of program existence. Admissions requirements for the Associate of Applied Science in Culinary Arts with a Specialization in Baking and Pastry Arts will follow the general admissions requirements of the college. Taking into consideration the fact that there is no other institution that offers this program within 150 miles, demand is expected to be moderate to high.

Other identified sources of potential students for the AAS with a Specialization in Baking and Pastry Arts will be the students currently enrolled in the Commercial Baking Certificate who wish to pursue further education. During the Fall 2015 semester there were 51 enrolled students with declared majors in the Commercial Baking Certificate. A survey was conducted with students currently enrolled in Culinary Arts programs at South Texas College during the Fall 2016 semester. 75 student surveys were distributed and 62 were received. 90% of respondents indicated that they would be interested in pursuing the AAS – Culinary Arts with a Specialization in Baking and Pastry Arts. 82% of interested students indicated that they would like to enroll in the program during the 2016-2017 academic year, and the remaining students would like to enroll in the following year or later.

Students are expected to be from varied backgrounds including special populations. The applicant pool may include: young adults graduating from high school, dual enrollment students, GED completers, and those individuals already employed seeking to upgrade their knowledge and skills to improve career opportunities.

Existing Programs: Del Mar College (which is approximately 155 miles from McAllen) offers an Associate of Applied Science Degree – Culinary Arts with a Baking and Pastry Specialization. The Culinary Institute of America (which is approximately 240 miles from McAllen) offers an Associate of Baking and Pastry Arts. St. Philips College (which is approximately 237 miles from McAllen) offers an Associate in Applied Science Degree – Baking and Pastry Arts.

Program Linkage and Opportunities for Further Education: The 45 hours of technical coursework from the Workforce Education Course manual should transfer to other community or

technical colleges offering the same courses within a Culinary Arts program. Donna ISD is currently partnered with STC to offer Culinary Arts coursework via dual enrollment. Graduates of the AAS in Culinary Arts with a Specialization in Baking and Pastry Arts will have the opportunity to continue their education by pursuing a Bachelors of Applied Technology in Technology Management or a Bachelors of Applied Science in Organizational Leadership at South Texas College. The technical specialty coursework for the Associate of Applied Science in Culinary Arts is currently accepted as technical support coursework for South Texas College’s Bachelor of Applied Technology in Technology Management.

Expected Enrollment: A moderate estimate of initial enrollment for the AAS in Culinary Arts with a Specialization in Baking and Pastry Arts is 35 additional students enrolled in first year coursework, with an additional 17 students enrolling in second year coursework, for a total of 52 students enrolled during the 2017 – 2018 academic year. Graduates of STC’s existing Commercial Baking Certificate will be able to begin the program by enrolling in the second year of the AAS in Culinary Arts with a Specialization in Baking and Pastry Arts coursework, as they would have completed the first year coursework as part of the certificate program. An approximate average of 107-131 students will be enrolled during the program’s fourth and fifth year. Continual growth in enrollment is expected as this degree is advertised to prospective students and currently enrolled Baking Certificate students.

Years	2017 -2018	2018 - 2019	2019 - 2020	2020 – 2021	2021 - 2022
1 st Year curriculum Enrollment	35	45	52	65	80
2 nd Year curriculum Enrollment	17	30	38	42	51
Total	52	75	90	107	131

PROGRAM SUPPORT

Faculty: An additional full-time faculty member will be needed during the first year of the program implementation. Qualified adjunct faculty members would need to be hired for the second year of the program implementation.

Facilities and Equipment: The addition of a Culinary Café would be needed to enhance the student experience. The Culinary Café would be a lunch option for faculty and staff at the Pecan Campus two to three times per week. STC employees will have the opportunity to purchase food products made by Culinary Arts students. The Culinary Café will allow the department to have students complete their Capstone coursework at South Texas College, under the direction of the Culinary Arts Department faculty. The department will be able to sell some of the products made by the students, which will help supplement costs. The Culinary Café would be run by the students under the supervision of the Culinary Arts faculty.

The Culinary Café has been implemented on a very small scale with current capstone students. There are several students that have taken part in limited trial runs of the Culinary Café. Students have the ability to go through the entire foodservice process, starting with

planning the menu options and choosing recipes. Once the recipes have been chosen and approved by the faculty, students begin to test the recipe and figure out the cost per serving. The next step is to create a printed menu with prices and a shopping list. Students check in the food order and store the items. Lastly, students prepare for lunch service and execute the products to order.

The Culinary Café is currently being held about once a month in Building H, Room 101 at the Pecan Campus. Alterations to facilities will be needed in H101 in order to host the Culinary Café two to three times a week. The room will require plumbing installation for a hand washing sink and a three-compartment dish washing sink. Also needed would be an outlet for 220 volts and larger circuit breakers for the 110 outlets.

New Costs: Total new costs for the first five years of the program are projected to be \$409,106.00. Sources of funds to cover for the first five years of the program are projected to be \$229,140.00 from tuition, and \$205,788.80 from state appropriations for a total revenue of \$434,928.80. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The program is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges (SACSCOC).

ENROLLMENT MANAGEMENT PLAN

POTENTIAL SOURCES OF STUDENTS

A variety of student populations have been identified as potential sources of students for the Associate of Applied Science – Culinary Arts with Specialization in Baking and Pastry Arts. Students participating in this program will be similar to the general current STC student body. Student are expected to be from varied backgrounds including special populations. The applicant pool may include: young adults graduating from high school, dual enrollment students, GED completers, returning adults seeking career changes, graduates of STC’s Commercial Baking and Commercial Cooking Certificate Programs, and those individual already employed in the culinary arts and baking field who wish to formalize or update their knowledge and skills to improve career opportunities.

MARKETING

The AAS – Culinary Arts with Specialization in Baking and Pastry Arts will be marketed towards current and new Commercial Baking Certificate students. It will also target past Commercial Baking graduates who will now have the opportunity to receive an Associate degree in their field. Target areas of marketing will be in the high schools and the general public. Food fairs, food festivals, career fairs, and college fairs are just a few activities that will be used to increase exposure to the degrees offered and to recruit new students.

RETENTION

Several strategies will be implemented to retain students in the program. Faculty advising is one approach for the identification and clarification of student’s goals and directions. Academic assistance is another support strategy for academic performance and retention. Student participation/interaction with a wide variety of programs and services on the campus is another technique we can implement for retention purposes. Additionally, tutoring support service will be available at the Center for Learning Excellence (CLE) for students talking general education coursework.

ENROLLMENT PROJECTIONS

A moderate estimate of initial enrollment for the AAS - Culinary Arts Specialization in Baking and Pastry Arts is 35 additional students enrolled in first year coursework, with an additional 17 students enrolling in second year coursework, for a total of 52 students enrolled during the 2017 – 2018 academic year. Graduates of STC’s existing Commercial Baking Certificate will be able to begin the program by enrolling in the second year of the AAS with Specialization in Baking and Pastry Arts coursework, as they would have completed the first year coursework as part of the certificate program. An approximate average of 107-130 students will be enrolled during the

program's fourth and fifth years. Continual growth in enrollment is expected as this degree is advertised to prospective students and currently Commercial Baking Certificate students.

Years	2017 -2018	2018 - 2019	2019 - 2020	2020 – 2021	2021 - 2022
1 st Year Curriculum Enrollment	35	45	52	65	80
2 nd Year Curriculum Enrollment	17	30	38	42	51
TOTAL	52	75	90	107	131

PROJECTED NUMBER OF GRADUATES

The goal is to have at least 90% of students enrolled in the program to complete the AAS - Culinary Arts Specialization in Baking and Pastry Arts degree on time (at the end of the second year). During academic year 2014-2015, there were 17 graduates in the Commercial Baking Certificate program.

Class size will be evaluated each year and increased according to the availability of faculty, and the graduate placement rate. New student will be advised by culinary faculty to prepare their degree plans and to ensure a successful graduation rate.

Years	2017 -2018	2018 - 2019	2019 - 2020	2020 – 2021	2021 - 2022
1 st Year Curriculum Enrollment	35	45	52	65	80
2 nd Year Curriculum Enrollment	17	30	38	42	51
Graduates (90% of 2 nd Year Curriculum Enrollment)	15	27	34	38	46

2017-2018

Culinary Arts Specialization in Baking and Pastry Arts			
Associate of Applied Science			
			SCH
First Year - Fall Semester			
CHEF	1301	Basic Food Preparation	3
CHEF	1305	Sanitation and Safety	3
PSTR	1301	Fundamentals of Baking	3
ENGL	1301	Composition I	3
TECM	1303	Technical Calculations or MATH 1332	3
First Year - Spring Semester			
PSTR	1310	Pies, Tarts, Teacakes & Cookies	3
PSTR	1306	Cake Decorating I	3
RSTO	2301	Principles of Food & Beverage Cost Controls	3
PSTR	1305	Breads & Rolls	3
SPCH	1311	Intro. To Speech Communication or SPCH 1321	3
Second Year - Fall Semester			
PSTR	2331	Advanced Pastry Shop	3
PSTR	2301	Chocolate & Confections	3
BIOL	1322	Nutrition and Diet Therapy	3
SOCI	1301	Introduction to Sociology	3
ACNT	1303	Introduction to Accounting I or MRKG 1311	3
Second Year - Spring Semester			
PSTR	2407	Cake Decorating II	4
PSTR	1340	Plated Desserts	3
BUSG	2309	Small Business Management / Entrepreneurship	3
		Humanities Elective	3
PSTR	2264	CAPSTONE: Practicum	2

Total Credit Hours	60
--------------------	----

Instructional Costs and Projected Revenue for

Associate of Applied Science - Culinary Arts with Specialization in Baking and Pastry Arts

Faculty Salary & Benefits	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
LHE Rate	\$ 575.00	\$ 575.00	\$ 575.00	\$ 575.00	\$ 575.00	
# of LHE's per Course	3	3	3	3	3	
Subtotal	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	
# of Sections Taught by Adjunct	0	4	4	6	6	
# of Sections Taught by F/T	8	8	8	8	8	
Adjunct Salary	\$ -	\$ 6,900.00	\$ 6,900.00	\$ 10,350.00	\$ 10,350.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	\$ -	\$ 7,921.20	\$ 7,921.20	\$ 11,881.80	\$ 11,881.80	
F/T Faculty @ \$40,000	\$40,000	\$40,000	\$40,000	\$40,000	\$40,000	
Benefit Rate (F/T Salary X 31%=\$12,400.00)	\$12,400	\$12,400	\$12,400	\$12,400	\$12,400	
Cost for Faculty Salary/Benefits	\$ 52,400.00	\$ 60,321.20	\$ 60,321.20	\$ 64,281.80	\$ 64,281.80	\$ 301,606.00

Projected Revenue	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
State Appropriations *						
# of Sections	8	12	12	14	14	
# of Students per Section	19	19	19	19	19	
Total # of Students per Year	152	228	228	266	266	
# of Contact Hours per Student	80	80	80	80	80	
Total Contact Hours	12160	18240	18240	21280	21280	
Multiplied by State Funding Rate (2.74)	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	
State Appropriations Generated	\$ 33,318.40	\$ 49,977.60	\$ 49,977.60	\$ 58,307.20	\$ 58,307.20	
State Appropriations Received	\$ 14,208.00	\$ 33,318.40	\$ 49,977.60	\$ 49,977.60	\$ 58,307.20	\$ 205,788.80

* State Appropriations funding is based upon enrollment from previous biennium

Tuition	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
Enrollment # Projected	152	228	228	266	266	
Tuition Rate per Credit Hour	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	
Subtotal	\$ 10,184.00	\$ 15,276.00	\$ 15,276.00	\$ 17,822.00	\$ 17,822.00	\$ 76,380.00
# of Credit Hours per Course	3	3	3	3	3	
Total Tuition	\$ 30,552.00	\$ 45,828.00	\$ 45,828.00	\$ 53,466.00	\$ 53,466.00	\$ 229,140.00

Operating Costs and Revenue Projections

Associate of Applied Science - Culinary Arts with Specialization in Baking and Pastry Arts

ESTIMATED COSTS BY YEAR						
CATEGORY	INITIAL COST	BUDGET 2ND YEAR	BUDGET 3RD YEAR	BUDGET 4TH YEAR	BUDGET 5TH YEAR	TOTAL BUDGET
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2022
Faculty Salaries and Benefits	\$52,400.00	\$60,321.20	\$60,321.20	\$64,281.80	\$64,281.80	\$301,606.00
Supplies and Materials (Operating)	\$5,000.00	\$10,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$49,000.00
Library Resources	\$500.00	\$0.00	\$500.00	\$0.00	\$500.00	\$1,500.00
Equipment and Software (Capital)	\$50,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$50,000.00
Facilities (Furniture) (Operating)	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
Faculty Professional Development/(Travel)	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
Subtotal - Instructional & Operating Budget	\$110,900.00	\$71,321.20	\$71,821.20	\$77,281.80	\$77,781.80	\$409,106.00
Total Budget Per Year	\$110,900.00	\$71,321.20	\$71,821.20	\$77,281.80	\$77,781.80	\$409,106.00

REVENUE PROJECTIONS BY YEAR						
CATEGORY	REVENUE	REVENUE	REVENUE	REVENUE	REVENUE	TOTAL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2022
State Appropriations	\$ 14,208.00	\$ 33,318.40	\$ 49,977.60	\$ 49,977.60	\$ 58,307.20	\$205,788.80
Tuition	\$ 30,552.00	\$ 45,828.00	\$ 45,828.00	\$ 53,466.00	\$ 53,466.00	\$229,140.00
TOTAL REVENUE	\$ 44,760.00	\$ 79,146.40	\$ 95,805.60	\$103,443.60	\$111,773.20	\$434,928.80

South Texas College Program Evaluation Plan

South Texas Colleges monitors and evaluates the quality of instructional degree and certificate programs through the Institutional Effectiveness & Program Review Process, the assessment of Program Learning Outcomes for each degree, and assessment of *Core Objectives* for the General Education Core Curriculum.

Institutional Effectiveness & Program Review

South Texas College identifies expected outcomes for every instructional program and administrative and educational support service, assesses whether or not these outcomes are achieved, and makes continuous improvements based on assessment data. The College commits to continuous improvement in achieving expected outcomes through its strategic planning process, including *2-year Institutional Effectiveness (IE) Plans* for every instructional, administrative or educational support unit in the College. An *Institutional Effectiveness (IE) Plan* serves as a means to establish and assess expected outcomes for each program.

Instructional programs are also subject to a program review process which is embedded within the 2-year IE assessment cycle. Program Review assessment evaluates program viability, effectiveness, and student achievement through a variety of outcomes including the *number of graduates, transfer rates, licensure/certification pass rates, graduate placement, and program specific accreditations*. Program leaders and faculty review the assessment data and develop action plans for outcomes that did not meet the desired targets.

Program Learning Outcomes Assessment

A separate set of competency-based program learning outcomes had been developed for each instructional program at STC, in addition to the traditional historical student success measures in the IE Plans, such as course completion, graduation rate, and student retention. The program learning outcomes are assessed and data are collected and reported on a yearly basis. The Associate Dean of Curriculum and Student Learning along with the Academic Council lead the systematic process across all programs allowing for significant critical amounts of dialogue among faculty members in order to develop a consistent structure for collecting and assessing data while allowing for the academic freedom of faculty members. Instructional programs utilize a variety of assessment methods, including embedded assessment, exit exams, exit interviews and portfolios to assess the program learning outcomes.

General Education Outcomes Assessment

South Texas College also assesses general education competencies in the General Education program known as the STC Core Curriculum. The general education competencies for the Core Curriculum are called the *Core Objectives* and were defined by the Texas Higher Education Coordinating Board. Measures to determine the extent to which *Core Objectives* are being achieved are assessed every semester. Data are collected and compiled by each department to evaluate the extent to which the *Core Objectives* are being met. Results from the assessments and changes recommended based upon the results by the department are submitted to the Associate Dean of Curriculum and Student Learning.

Presentation on Proposed International Workforce Training Opportunities for Industry Partners in Reynosa

Mr. Carlos Margo, Associate Dean for Industry Training and Economic Development, will present on workforce training opportunities for industry partners in Reynosa, through a proposed partnership with Instituto Internacional de Estudios Superiores (IIES).

The Federal Reserve Bank of Dallas estimates that a 10 percent increase in maquiladora output leads to a 6.6 percent increase in total employment in McAllen. Reports published by the Federal Reserve Bank of Dallas are supported by data gathered by the South Texas College Institute for Advanced Manufacturing (IAM), the McAllen Economic Development Corporation, as well as INDEX Reynosa.

The South Texas College Institute for Advanced Manufacturing (IAM) has researched the feasibility and propriety of providing workforce training to industrial partners across the border, specifically the employees at maquiladoras in Reynosa, Mexico, as an opportunity to improve regional prosperity in the South Texas College service area in Hidalgo and Starr counties. Through offering workforce development training to industrial partners across the border, the local economy will see increased activity.

Successful collaboration with IIES in Reynosa and development of improved workforce training in industrial partners across the border will also contribute to a greater profile for the Rio Grande Valley in attracting global businesses to invest in the area, increasing the demand for high skilled workers and providing a boon to the local economy.

Administration has received a favorable opinion from legal counsel, supporting the establishment of such a program provided that the College does not report international contact hours through this partnership for formula funding.

South Texas College, through the IAM, continues to meet with IIES to negotiation pricing and costs, and administration recommends raising a minimum of \$50,000 in contributions to serve as seed money to launch this program.

The short-term strategy would be to pilot the initial training to 2 or 3 committed maquiladoras. With demonstrated success and upon becoming self-funding, the program could potentially be expanded to additional industry partners.

Legal counsel and administration are in the process of drafting a Memorandum of Understanding for this STC/IIES partnership. It is anticipated that training could begin as soon as April 2017 with appropriate support and approvals from the Board of Trustees.

A brief Power Point presentation is included in the packet for the Committee's review. Following the presentation is a copy of the attorney's opinion on the proposed partnership, as well as a set of questions to and responses from the attorney seeking clarification on the opinion and the scope of the proposed partnership and training program.

This item is for the Committee's information and feedback to staff, and no action is requested.

Workforce Training Opportunities for Industry Partners in Reynosa

1

Presented by

Carlos Margo, Associate Dean for Industry Training and Economic Development

Workforce Training Opportunities for Industry Partners in Reynosa

2

Concept

- To provide workforce training to industry partners with manufacturing operations in Reynosa, Mexico in partnership with Instituto Internacional de Estudios Superiores (IIES).
- Training will be provided by the South Texas College Institute for Advanced Manufacturing (IAM).

Workforce Training Opportunities for Industry Partners in Reynosa

3

Educational Partner

Instituto Internacional de Estudios Superiores (IIES)

- The only institution in Reynosa with whom STC has an articulation agreement
- Offers AAS, bachelor and master degrees
- Located near Villa Florida Industrial Park and near Anzalduas International Bridge

Workforce Training Opportunities for Industry Partners in Reynosa

4

Purpose

- To help our communities continue to prosper by meeting the rapidly increasing demand for a skilled workforce.
- To increase the economic global competitiveness of our region.

Workforce Training Opportunities for Industry Partners in Reynosa

5

Purpose (continued)

- To provide business growth and market expansion.
- To help South Texas College expand its market reach into a new segment of industry.

Workforce Training Opportunities for Industry Partners in Reynosa

6

Approach

South Texas College shall

- Establish a partnership whereby South Texas College will serve as a training partner with IIES in Reynosa.
- Contract directly with IIES as a training provider and IIES shall plan, promote, coordinate and organize all training activities with the maquilas.

Workforce Training Opportunities for Industry Partners in Reynosa

7

Approach (continued)

- IIES now has an education center in Mission, TX. STC will contract with this U.S. based business for the Reynosa initiative.

Workforce Training Opportunities for Industry Partners in Reynosa

8

Benefits to South Texas College

- Increase economic prosperity in The Valley and the region
- Promote South Texas College as a progressive and innovative, industry-focused institution of higher education.
- Increase workforce training enrollment

Workforce Training Opportunities for Industry Partners in Reynosa

9

Benefits to South Texas College (continued)

- Increase revenue
- Build training capacity
- Advance business relations with global manufacturers

Workforce Training Opportunities for Industry Partners in Reynosa

10

Maquiladoras Impact on McAllen

According to the Federal Reserve Bank of Dallas,

- McAllen's economy and Reynosa maquiladora employment are closely related.
- Reynosa maquiladoras continue to grow.
- A 10 percent increase in maquiladora output leads to a 6.6 percent increase in total employment in McAllen

Workforce Training Opportunities for Industry Partners in Reynosa

11

Maquiladoras Impact on McAllen (continued)

According to the Federal Reserve Bank of Dallas,

- The bulk of the impact is on the service industry of the local economy.
- Proposed initiative is supported by McAllen Economic Development Corporation and INDEX Reynosa.

Workforce Training Opportunities for Industry Partners in Reynosa

12

Recent updates

- STC has sought external legal counsel for an opinion on the matter.
- Latest draft of STC/IIES partnership agreement has been reviewed by STC legal counsel. Feedback has been provided and will be incorporated into draft.
- STC staff continues to meet with IIES to negotiate pricing and costs.

Workforce Training Opportunities for Industry Partners in Reynosa

13

Recent updates (continued)

- STC would like to raise a minimum of \$50,000 in contributions as seed money to launch the program.
- The short term strategy will be to limit initial training to 2-3 committed maquilas such as Steelcase and Alcom (ALPS Automotive).

Workforce Training Opportunities for Industry Partners in Reynosa

14

Tentative 2017 Timeline of Activities

January

- Finalize STC/IIES agreement. Present final agreement to STC legal counsel for review
- Identify sources of seed funding. Meet with appropriate representatives
- Develop project management plan

Workforce Training Opportunities for Industry Partners in Reynosa

15

Tentative 2017 Timeline of Activities

January (continued)

- Finalize initial project budget
- Finalize insurance coverage plan
- Meet with Alcom and Steelcase executive teams

Workforce Training Opportunities for Industry Partners in Reynosa

16

Tentative 2017 Timeline of Activities

February

- Present project and partnership agreement to STC Board of Trustees for review and approval.
- Secure seed funding

Workforce Training Opportunities for Industry Partners in Reynosa

17

Tentative 2017 Timeline of Activities

February (continued)

- Secure insurance coverage.
- Continue developing project management plan.

Workforce Training Opportunities for Industry Partners in Reynosa

18

Tentative 2017 Timeline of Activities

March

- Conduct announcement ceremony
- Finalize project management plan

April

- Commence training activities

INTERNATIONAL INSTITUTE OF HIGHER EDUCATION

EDUCATION WITH INTEGRITY

We are the highest academic educational institution in Reynosa, which has enjoyed great prestige for more than 35 years and offers you an excellent student environment as well as professional training of excellence. Studying at IIES, you will graduate mastering the English language, applying the technological systems of information and communication.

To ensure its academic quality, IIES has implemented a quality management system under the ISO 9001: 2008 standard applied to education, which allows us to respond to the requirements necessary to fully train our students.



PREPARATORY

MISSION

Develop and train citizens who will be agents of change in society applying academic and technological excellence, based on solid values representative of the institution.

VISION

To be the educational, innovation and development reference of the region, distinguishing itself by certified academic quality, social responsibility, technological development.



COLLEGE

CONFIDENTIAL
ATTORNEY-CLIENT PRIVILEGE

September 29, 2016

Dr. Shirley Reed
President
South Texas College
P.O. Box 9701
McAllen, Texas 78502-9701

Re: Opinion on Proposed South Texas College Partnership with Instituto Internacional de Estudios Superiores

Dear Dr. Reed:

You have asked whether South Texas College (“STC”) is authorized to use local property tax revenues in carrying out a proposed workforce training agreement with Instituto Internacional de Estudios Superiores (“IIES”), a private higher education institution located in Reynosa, Tamaulipas, Mexico.

We are not aware of any authorities that speak directly to this type of arrangement. We believe that under the circumstances described below reasonable arguments can be made in support of STC’s authority to enter into the proposed agreement. However, we cannot predict how a court would decide the issue.

Proposed Arrangement

Under the proposed arrangement, IIES would contract with maquiladora businesses in the Reynosa area to provide fee-based workforce training to maquiladora employees. IIES would in turn contract with STC for STC staff to provide the required training at IIES’s campus, for a fee to be paid by IIES. For the most part, the training course content would be developed by STC faculty to meet IIES’s requirements and would be designed to meet the needs of the maquila employers, although less complex training materials may be developed by IIES. The workforce participants in the training program would not be enrolled as students at STC, nor receive STC credit hours or certification, and would not pay any tuition or fee to STC.

Background

Generally, a “maquiladora” or “maquila” is a manufacturing operation in Mexico that imports certain material and equipment on a duty-free and tariff-free basis for assembly, processing, or manufacturing in Mexico, and then exports the assembled, processed, and or manufactured products back to Texas and the U.S. for further assembly, processing, manufacturing or distribution. Maquilas typically require trained, highly-skilled workers. We understand that

maquiladora operations and the availability of a skilled maquila workforce have a local impact in the U.S. border region and in the state of Texas as a whole.

You indicate that the number of skilled maquila workers along the border has declined dramatically because many Reynosa maquila workers are being recruited and have migrated to work in maquilas located in the interior of Mexico. You indicate that a skilled maquila workforce in the Reynosa area is needed in order that maquila assembly, processing, and/or manufacturing operations may be maintained at appropriate levels in order to meet the requirements for product quantity and quality of U.S. border and Texas business that purchase the maquila products for further assembly, processing, manufacturing, and/or distribution.

Additionally, you indicate that the decline in the number of trained maquila workers in the Reynosa area has a direct economic impact on businesses in McAllen, Texas, and along the U.S. border in the vicinity of the maquilas, because such workers are more highly-compensated and contribute significantly to the local and statewide economy by making many of their purchases in McAllen and other areas along the U.S. border.

You have provided scholarly research materials that show that the increased availability of maquila workers has a positive and statistically significant impact in neighboring U.S. border cities. In general, the studies indicate that a 10 percent increase in maquila export production has a 0.5 to 0.9 percent increase in employment in U.S. border cities. In the case of McAllen, Texas, the impact is most dramatic--a 10 percent increase in export production in Reynosa leads to a nearly 7 percent increase in non-farm employment in McAllen, according to the study. Additionally, the materials provided indicate that a 10 percent increase in maquila employment translates to a 7 percent increase in retail sales in McAllen, and that one third of the total retail sales in McAllen can be attributed to Mexican shoppers.

We also understand that the proposed workforce training program is intended to meet the local and statewide need to rebuild and maintain the number of skilled maquila workers in order that businesses in the local area and statewide can have access to the assembled, processed, or manufactured goods that they require for their business operations, as well as to meet the economic needs of local and statewide businesses by maintaining the positive economic impacts that are derived from retaining skilled maquila workers in the Reynosa area.

Analysis

We are not aware of any geographic restriction on the use of local property tax revenues that would prohibit use of such revenues to provide the contemplated workforce training in Mexico. Rather, under the Texas Tax Code such taxes can be used for any authorized purpose of the taxing entity. Such funds would consist of taxes imposed for maintenance and operations (M&O). The M&O component of the tax rate is the rate that would impose the taxes needed to fund M&O expenditures for the next year. Texas Tax Code § 26.04(a)(2). The phrase "Maintenance and operations" is defined to be for "any lawful purpose other than debt service for which a taxing unit may spend property tax revenues." Texas Tax Code § 26.013(16). So under the Tax Code, expenditures

under the proposed Mexico workforce training program constitute permissible M&O expenditures if they are for a lawfully authorized STC purpose.

Additionally, junior colleges have broad reserved powers: “All authority not vested by this chapter or by other laws of the state in the coordinating board or in the Central Education Agency is reserved and retained locally in each of the respective public junior college districts...” Texas Education Code § 130.002.

In addition, Texas Education Code § 130.084(a) provides that junior college boards are subject to certain laws governing school districts. A junior college district is “governed in the establishment, management, and control of a public junior college in the district by the general law governing the establishment, management, and control of independent school districts as the general law is applicable.” In this respect, the law applicable to authorized expenditures of a school district provides that local school funds from district taxes (and state funds not designated for a specific purpose) may be used for certain specified items including: teacher and superintendent salaries; purchasing appliances and supplies, insurance premiums; and “**for other purposes necessary in the conduct of the public schools determined by the board of trustees.**” Texas Education Code § 45.105(c).

On its face, the language of § 130.084 appears to relate to the processes that a junior college district board must follow in conducting its authorized business, and is not a limitation of authority (such as § 45.105(c)) that would restrict a junior college board’s broad retained authority under § 130.002. However, we have found no authority that has recognized or analyzed this specific procedural-versus-scope-of-authority-distinction. **In light of this, we advise that the STC Board make a formal determination that the proposed workforce training program is necessary and relevant to support local and statewide workforce and economic needs and any other College missions you can identify.**

We are not aware of any statutory provision (including §§ 130.0011 and 130.003, discussed below) that vests authority with the Higher Education Coordinating Board or the Texas Education Agency over the type of agreement contemplated by STC, or that expressly restricts the scope of STC’s role and mission in such a way as to exclude authority to enter into the type of agreement contemplated.

Section 130.0011, in describing the role and mission of junior colleges provides that junior colleges shall be “...two year institutions **primarily** serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees.”(Emphasis added). Since this statute specifically describes the primary role and mission of a junior college, and does not use language to make such activities the exclusive role and mission, it seems that § 130.0011 does not restrict STC’s broad reserved authority under § 130.002, provided that the STC board makes the requisite determination that the program furthers the mission and role of the College.

Nor does it appear that the provisions of § 130.003 restrict STC's broad reserved authority under § 130.002. Section 130.003(e) provides that "[t]he purpose of each public community college shall be to provide: **...(7) work force development programs designed to meet local and statewide needs.**"

Moreover, § 130.003 is entitled "State Appropriation for Public Junior Colleges" and sets forth requirements for receiving state funding, including the collection of matriculation and other session fees from enrolled students. Thus, the scope of § 130.003 is limited to state-funded courses. Under the proposed program, the students would not be enrolled in, or pay tuition or fees, to STC, nor would such training program be eligible for state funding.

However, even if § 130.003(e)(7) were deemed applicable to STC's proposed partnership irrespective of the fact that no students are enrolled or fees paid, the proposed training program arguably provides "workforce development programs designed to meet local and statewide needs." As indicated above, the proposed workforce training program is intended to meet the local and statewide need to rebuild and maintain the number of skilled maquila workers in the Reynosa area in order to (1) assure that businesses in the McAllen area and along the border can have continued access to the assembled, processed, or manufactured products they need for their business, and (2) meet the economic needs of local McAllen and statewide businesses by maintaining the positive economic impacts that are derived from retaining highly-paid, skilled maquila workers in the Reynosa area.

Finally, although not specifically addressing the type of noncredit instruction contemplated by the proposed agreement, the rules adopted by the Texas Higher Education Coordinating Board contemplate that junior colleges may provide instruction at locations outside of the country.

Coordinating Board Rule 4.273(a)(4) provides that Subchapter Q (relating to approval of off-campus and Self-supporting Courses and Programs for Public Institutions) applies to academic credit courses and programs offered by any public institution of higher education outside of Texas, including "out of state and out-of-country courses." 19 T.A.C. § 4.273. "Out-of-State/Out-of-Country Courses and Programs" are defined in Rule 4.272(21) as academic credit courses and programs "delivered outside Texas/United States to individuals or groups who are not regularly enrolled on-campus students," and do not receive formula funding. 19 T.A.C. § 4.272(21).

Additionally, while workforce continuing education courses offered for continuing education units and supported by state funding are subject to the approval provisions of Subchapter Q, such approval requirements do not apply to continuing education instruction provided by a public two-year college, if it is not formula-funded workforce continuing education. 19 T.A.C. §§ 4.273(b)(2) and 4.272(32).

Conclusion

Your question as to whether STC may use local property tax revenues to carry out a non-state funded workforce training program in Mexico appears to be a matter of first impression on which

the courts have not yet ruled. We cannot predict how a court would rule on the matter. We believe, however, that a reasonable interpretation of existing law as discussed above supports STC's authority to use local property tax revenues for such purpose under the circumstances set forth above, provided the requisite determination of the necessity of such program is made by the College's Board of Trustees, and provided that no state appropriations are sought for the contact hours with the students in Mexico.

This opinion is limited to the specific facts set out in the question presented. If the facts are different or if different issues are posed, it is possible that a different result would be reached. This opinion is prepared for use of South Texas College and is not to be relied upon by third parties.

Respectfully submitted,

Cobby A. Caputo

Clarification of Attorney's Opinion Regarding Proposed International Partnership

STC Question: Enrollment at South Texas College Students

We would like to enroll students from Reynosa, Mexico as South Texas College Continuing Education students in order to provide Continuing Education credit and training leading to industry-recognized credentials.

Attorney Response:

"It is certainly possible to enroll them as students in your CE program. The only proviso, as you note below would be that you cannot attempt to claim contact hours for state funding purposes. A related issue would be to determine what the tuition should be, but that matter is within the discretion of your Board, provided no state funding is being sought."

STC Question: Training Certificates

While students could receive South Texas College Continuing Education Credits, there will also be a need to offer trainees certifications for which South Texas College is accredited to provide (e.g. National Institute for Metalworking Skills (NIMS) and FESTO Certified Production Technician). These certifications offer great value to US-based and international manufacturing plants in Reynosa.

Attorney Response:

"We see no problem with this, and it makes total sense that the purpose of the training is to give the students a meaningful certification."

STC Question: Site for Training

While 75% of the training will take place at the IIES Campus, the balance of the training will likely be done onsite at the maquiladora plants. Would this be permissible?

Attorney Response:

"Again, we see no problem with the training taking place at any particular location on the Mexico side of the border. Be aware that there might be a Clery geography issue that would need to be addressed in your annual report. Any location where you have arranged for your students to take classes is possibly within your Clery Act reporting requirements, depending on things like frequency of use and the degree of control the College has over the area. However, the Act does not really address international programs directly. I am attaching a NACUA Note discussing the issue of overseas or study abroad students, which you may want to pass on to your Clery Act coordinator or compliance officer."

Attorney's Opinion Unchanged with Clarifications:

"Generally, the limitations we discussed in the opinion letter were based on our understanding of the proposed program. With the additional clarification and questions you present... our basic opinion is not changed."