

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, February 14, 2017

3:30 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, February 14, 2017 @ 3:30 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.”

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Approval of Minutes for Tuesday, January 17, 2017 Committee Meetings

The Minutes for the Education and Workforce Development Committee meetings of Tuesday, January 17, 2017 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, January 17, 2017 @ 2:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, January 17, 2017 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 2:35 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

Members absent: Mr. Jesse Villarreal

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Mr. Carlos Margo, Mr. Mike Carranza, Dr. Ety Bischoff, Dr. Ali Esmaeili, Dr. Kristina Wilson, Dr. Murad Odeh, Chef Ruben Lemus, Jr., Dr. Enriqueta Cortez, and Mr. Andrew Fish

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

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Graciela Farias, the Minutes for the Education and Workforce Development Committee meetings of Tuesday, December 6, 2016 were approved as written. The motion carried.

Review and Recommend Action on Request for Sabbatical Leave

Approval was 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, recommended that Mr. Pedro Perez be approved for sabbatical leave. Dr. Reed reviewed the sabbatical leave requests and recommended Board approval as follows:

Mr. Pedro Perez for the Fall 2017 Semester.

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

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the sabbatical leave request for Mr. Pedro Perez for the Fall 2017 Semester as presented. The motion carried.

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, proposed the deletion of existing Policy #3321: *Good Standing and Acceptable Academic Progress*.

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

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

The Policy outlined 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, existing Policy #3321: *Good Standing and Acceptable Academic Progress* was no longer necessary and should be deleted from the Board Policy Manual.

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

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

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Committee recommended Board approval to delete existing Policy #3321: *Good Standing and Acceptable Academic Progress*. The motion carried.

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

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

This policy was necessary due to the federal regulations that required 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 were required to 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 impacted their eligibility for federal assistance, including Pell grants, even if they had not received any financial aid for the current or previous semesters. This included dual credit students.

Policy #3322: Student Financial Aid Satisfactory Academic Progress (SAP) incorporated 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 clarified that the SAP included all periods of enrollment, whether or not the student received aid.

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

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

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

Dr. Alejo Salinas, Jr. recommended that the policy be renamed "Student Financial Aid – Satisfactory Academic Progress (SAP)" - the included hyphen clarified the title.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Committee recommended Board approval to adopt new Policy #3322: *Student Financial Aid - Satisfactory Academic Progress (SAP)* with the recommended name change, and which supersedes any previously adopted Board policy. The motion carried.

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

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

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

The program developers 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 indicated interest in providing on-going advising support to these students so that they could 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 was very similar to a degree currently offered at Austin Community College.

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

The packet contained the Program Development Summary, which included:

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 were estimated, and were provided after the Program Development Brief.

Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, and Dr. Murad Odeh, Biology Department Chair, will reviewed the proposed new program and the development process with the Committee and responded to questions.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, The Education and Workforce Development Committee recommended Board approval to offer an Associate of Science Degree in Interdisciplinary Studies as presented. The motion carried.

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 was 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 would allow graduates to be eligible for a wider range of career opportunities and higher wages.

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

The packet contained the Program Development Summary, which included:

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 were estimated, and were provided after the Program Development Brief.

Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, and Chef Ruben Lemus, Jr., Culinary Arts Department Chair, reviewed the proposed new program and the development process with the Committee and responded to questions.

The Committee asked why an AAS in Culinary Arts – Specialization in Baking and Pastry Arts was needed in addition to the existing AAS in Culinary Arts. Chef Ruben responded that among culinary arts students individuals were split, almost down the middle, between a preference for cooking versus a preference for baking. To a chef, the distinction is very meaningful, and the practices and knowledge required for each are different.

The Committee then noted that the EMSI data showed a low income for starting bakers. Dr. Wilson replied that the data provided by EMSI was not specific to bakers holding an AAS, but was to starting bakers in general. She, and Chef Ruben, explained that the numbers were more representative of an un-credentialed baker, or a newly graduated baker, but that it was common practice in culinary arts professions to start at a lower wage and to earn increases through demonstrating their value or leveraging their experience to earn new opportunities.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Development Committee recommended Board approval to offer an

Associate of Applied Science Degree in Culinary Arts - Specialization in Baking and Pastry Arts as presented. The motion carried.

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

Mr. Carlos Margo, Associate Dean for Industry Training and Economic Development, presented 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 estimated 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 were 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) 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 would see a corresponding boost of increased activity.

Successful collaboration with IIES in Reynosa and development of improved workforce training in industrial partners across the border would 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 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, continued to meet with IIES to negotiation pricing and costs, and administration recommended 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 were in the process of drafting a Memorandum of Understanding for this STC/IIES partnership. It was 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 was included in the packet for the Committee's review, along with a copy of the attorney's opinion on the proposed partnership and 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 was for the Committee's information and feedback to staff, and no action was requested.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 3:55 p.m.

I certify that the foregoing are the true and correct Minutes of the January 17, 2017 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Mrs. Graciela Farias
Presiding

Review and Action as Necessary to Offer a Deaf Support Specialist Certificate

The Education and Workforce Development Committee is asked to recommend Board approval to offer a Deaf Support Specialist Certificate.

The Deaf Support Specialist Certificate will allow graduates to advocate, educate, and promote community awareness on the issues that pertain to the Deaf, hard-of-hearing, and hearing communities. Careers in this field include assisting Deaf and hard-of-hearing populations with the development of independent-living skills and helping them coordinate with community services and understanding their rights under the Americans with Disabilities (ADA) Act. Graduates will also be able to support Deaf and hard-of-hearing individuals in finding and incorporating assistive technology.

All credits earned as part of this certificate program can be applied toward the completion of an Associates of Applied Science degree in Deaf Support Specialization, already offered at South Texas College.

Prospective employment opportunities for graduates within this program include Labor Relations Specialists, Teaching Assistants, Social and Human Services Assistants, or positions with agencies and organizations that directly support deaf and hard-of-hearing communities.

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 a Deaf Support Specialist Certificate 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: _CT1 – Deaf Support Specialist_____

Program Location: _Pecan Campus_____

Academic Year to be Implemented: _2017-2018_____

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

AAS American Sign Language – Deaf Support Specialist, AAS American Sign Language – Sign Language Interpreter, CT3 American Sign Language – Trilingual Interpreter

Documentation of Program Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need (Must meet at least 3 out of the 7 Standards listed within this section)	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		<u>Labor Relations Specialist</u> South Texas – 16.7% growth Texas – 6.4% growth National – (-1.6%) growth <u>Teacher Assistants</u> South Texas – 28.6% growth Texas – 31.3% growth National – 10% growth <u>Social and Human Service Assistants</u> South Texas – 31% growth Texas – 20.7% growth National – 15.5% growth
	EMSI data (provided by the Office of Curriculum & Student Learning) indicates			EMSI Data Unavailable

	an increase of 15% or more in the average monthly hires for the region or state within the last 3-5 years.			
	Occupational Outlook Handbook indicates graduates will have an average or above average job outlook for the next 5 to 10 years (national data).	X		<u>Labor Relations Specialist</u> 11% Faster than average <u>Teachers Assistant</u> 6% As fast as average <u>Social and Human Service Assistant</u> 11% Faster than Average
	Program is on Targeted and In-Demand Occupations lists produced by the Texas Workforce Commission .		X	
	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	
	High employer demand exists and is documented through the use of employer surveys or letters of commitment .	X		Letters of support were received from McAllen ISD, The University of Texas – Rio Grande Valley and Communication Access Ability Group (CAAG)
	Educational and/or employer publications or news articles document a growth in the industry or demand for employees.		X	
2. Student Demand	High student demand exists and is documented through the use of student surveys.	X		A survey of 46 students yielded 37 complete surveys with the following results: -80% of students requested for the survey completed the survey -Out of the 80%, 78% indicated they would be interested in a Deaf Support Specialist certificate. -Out of the 78%, 62% indicated they would enroll in a year or less, while 34% indicated they would wait a year. -Out of the 78%, 72% indicated they would be interested in pursuing the AAS in Deaf Support Specialist.
	High enrollment exists in related programs (Stackable certificates or degrees).			<u>During the Fall 2016</u> semester, there were 11 enrolled students with declared majors in the AAS Deaf Support Specialist program, 71 enrolled students with declared majors in AAS Sign Language Interpreter program, and 4 enrolled students with declared majors in CT3 Trilingual Interpreter.
	High number of graduates are produced in related programs (Stackable certificates or degrees).			During 2015-2016 academic year, there was 1 graduate in the AAS Deaf Support Specialist Program and 13 graduates in AAS Sign Language Interpreter Program. There were 0

				graduates in the CT3 Trilingual Interpreter program.
3. 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		Del Mar Community College (which is approximately 150 miles from McAllen) offers a certificate in Deaf Studies – Level II. Alamo Community College (which is approximately 245 miles from McAllen) offers an AAS in Deaf Support Specialist and two enhanced skills certificates in Educational Interpreting and Specialized Interpreting.
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 are currently not offered via the Dual Credit program.
	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	Coursework from the Workforce Education Course manual (WECM) will transfer to other community or technical colleges offering the same courses within a Deaf Support Specialist program.

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 12 declared majors in the Fall 2017 semester, with a steady increase each year leading to a total of 55 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 will graduate. During the 2020-2021 academic year, this equates to 50 students.
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.	X		<p><u>Labor Relations Specialist</u> South Texas – \$26.86 per hour Texas – \$32.91 per hour Nationally – \$27.52 per hour</p> <p><u>Teaching Assistants</u> South Texas – \$11.34 per hour Texas – \$10.69 per hour Nationally – \$12.52 per hour</p> <p><u>Social and Human Service Assistants</u> South Texas – \$13.77 per hour Texas – \$15.10 per hour Nationally – \$15.13 per hour</p> <p>In addition, the Texas Health and Human Services state agency has indicated that employment of graduates as Consumer Directed Service (CDS) Providers would pay up to \$15.37 per hour in their designated departments including</p>

			<p>long-term care providers, adult foster care, aging & disability, assisted living & residential care, and community living assistance and support services. Within the Department of Aging and Disability Services (DADS) are the following areas served: Community Living Assistance and Support Services (CLASS), Deaf Blind with Multiple Disabilities (DBMD), Home and Community Based Services (HCS), Texas Home Living (TxHML), State of Texas Access Reform (STAR) + PLUS, Medically Dependent Children Program (MDCP) and State Supported Living Centers (SSLC).</p> <p>Living wage calculation for Texas - \$10.15 per hour Source: http://livingwage.mit.edu/states/48</p>
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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 Deaf Support Specialist Certificate curriculum is composed of coursework that is currently required as part of the AAS in Deaf Support Specialist program. The proposed certificate would allow graduates to gain the skills needed to serve the deaf community in a shorter amount of time. Additionally, the program developers have indicated that this certificate would be beneficial for students who are also pursuing the AAS in Sign Language Interpreter program and would make them more marketable in the job market.

Finally, the program demand data reflects a high demand for occupations in which graduates of the certificate program may be eligible, including: Labor Relations Specialist, Teacher Assistants, and Social and Human Service Assistants.

Program Summary

Institution: South Texas College, McAllen Texas

Proposed Award: Deaf Support Specialist Certificate

CURRICULUM QUALITY

Program Objective: A Deaf Support Specialist is responsible for advocating, educating and promoting community awareness on the issues that pertain to the Deaf, hard-of-hearing and hearing communities. Their responsibilities involve assisting Deaf and hard-of-hearing consumers with independent living skills, informing them of community services, and educating them in terms of their rights as they relate to the Americans with Disabilities Act. Additionally they can assist in locating the latest rehabilitative and/or assistive technological devices. The Deaf Support Specialist Certificate program is designed to provide students with a foundation for entry level Deaf Support Specialist jobs in areas such as Labor Relations Specialist, Teaching Assistants and Social and Human Service Assistants. They may also have the opportunity to work for an agency or organization that provides an array of services for the Deaf and Hard of Hearing Community. All credits earned in the certificate can be transferred to an Associates of Applied Science degree in Deaf Support Specialization at South Texas College.

Curriculum: The Deaf Support Specialist Certificate would require students to complete 22 semester credit hours (SCH) of course work (please see attached curriculum) from the Texas Workforce Education Course Manual (WECM).

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

PROGRAM DEMAND

Occupational Need:

Labor Relations Specialist

According to Economic Modeling Specialist Occupation, Inc., Labor Relations Specialist occupations should experience a 16.7 % growth rate in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) between 2016 and 2026. A total of 7 additional job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Labor Relations Specialist occupations should experience a 6.4% growth rate in the State of Texas between 2016 and 2026. A total of 2,569 job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Labor Relations Specialist occupations should experience a (-1.6%) growth rate nationally between 2016 and 2026. No additional job openings are expected during this time period.

Teacher Assistants

According to Economic Modeling Specialist Occupation, Inc., Teacher Assistant occupations should experience a 28.6 % growth rate in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) between 2016 and 2026. A total of 1,492 additional job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Teacher Assistant occupations should experience a 31.3% growth rate in the State of Texas between 2016 and 2026. A total of 24,515 job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Teacher Assistant occupations should experience a 10% growth rate nationally between 2016 and 2026. A total of 118,698 job openings are expected during this time period.

Social and Human Services Assistant

According to Economic Modeling Specialist Occupation, Inc., Social and Human Service Assistant occupations should experience a 31 % growth rate in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) between 2016 and 2026. A total of 189 additional job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Social and Human Service Assistant occupations should experience a 20.7% growth rate in the State of Texas between 2016 and 2026. A total of 3,189 job openings are expected during this time period.

According to Economic Modeling Specialist Occupation, Inc., Social and Human Service Assistant occupations should experience a 15.5% growth rate nationally between 2016 and 2026. A total of 59,168 job openings are expected during this time period.

Student Demand: A total of 46 surveys were distributed to students from the current Associate of Applied Science in American Sign Language and Interpreting Studies: Specialization – Sign Language Interpreter program as well as the graduating class from UTRGV earning a Bachelor’s degree in Deaf Rehabilitation. A total of 37 completed surveys were received. The survey results indicated that 78% of the students surveyed would be interested in pursuing a Deaf Support Specialist certificate. Out of the 78% who expressed interest in the certificate, 62% indicated they would enroll in coursework in a year or less, while 34% indicated they would wait a year.

Existing Programs:

- Del Mar Community College (approximately 150 miles from McAllen) offers a certificate in Deaf Studies – Level II.
- Alamo Community College (approximately 245 miles from McAllen) offers an AAS in Deaf Support Specialist and two enhanced skills certificates in Educational Interpreting and Specialized Interpreting.

Program Linkage and Opportunities for Further Education: Approximately 50% of the 22 hours of coursework from the Deaf Support Certificate can be applied towards the Associate of Applied Science in American Sign Language and Interpreting Studies: Specialization – Sign Language Interpreter.

Expected Enrollment: An estimate of initial enrollment for the Deaf Support Specialist Certificate program is about 12 students in the first year and 12 students in the second year. This increases to 15 students in the third year. Growth in enrollment is expected as the program is advertised to prospective students, currently enrolled students and interested community members as well as various organizations within the fitness industry.

Enrollment by majors indicates the following potential enrollment numbers:

Years	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1 st Year	12	24	32	44	55

PROGRAM SUPPORT

Faculty: STC already offers all of the courses required for the Deaf Support Specialist Certificate. Current faculty would be able to cover any additional course sections for students enrolled in the program.

Facilities and Equipment: Current classroom facilities will be used for all courses required by this program. Office necessities such as filing cabinets and supplies are needed for the program to keep student files on all cohort members.

New Costs: Total new costs for the first five years of the program are projected to be \$147,428.70. Sources of funds to cover the costs are projected to include \$83,214.00 from tuition, and \$69,446.40 from state appropriations for total revenue of \$152,660.40. 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 and Schools (SACSCOC).

ENROLLMENT MANAGEMENT PLAN

POTENTIAL SOURCE OF STUDENTS

A range of student populations have been recognized as potential sources of students for the Certificate in Deaf Support Specialist (DSS) Program. Students participating in this program will be similar to the general current STC student body. Students are expected to be from diverse backgrounds including special populations. The applicant pool will include, but not be limited to: current students majoring in American Sign Language Concentration or Sign Language Interpreter Training Programs, high school graduates who took American Sign Language courses prior to graduation, adults with family or friends who are Deaf, as well as current employees dealing with Deaf population on a daily basis, adults completing their GED education programs, and returning adults seeking a career change.

MARKETING

The Interpreter Training Program will market to all potential groups to ensure positive growth. Target marketing areas will include traditional high school students, districts with a Regional School for the Deaf Program, and districts offering American Sign Language as a foreign language or dual enrollment credit. State agencies such as Texas Workforce Employment and Texas Workforce Commission, Texas Department of Health and Human Services and hospitals. To maintain a good amount of students in our program our campus outreach and information centers will be utilized, as well as our office of enrollment management and recruitment. Videos will be made promoting our certificate program using American Sign Language and spoken English simultaneously.

RETENTION

Faculty advising will be the main source for retaining students. Tutoring services will be offered through our Center for Learning Excellence (CLE) for academic support. Student's participation/interaction with a wide variety of programs and services on campus will be another utilized retention source.

ENROLLMENT PROJECTIONS

The projected enrollment is based on current student demand and planned recruitment efforts.

Years	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student Enrollment	12	24	32	44	55

PROJECTED NUMBER OF GRADUATES

The department projects that 90% of students enrolled in the program will complete the certificate.

Years	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Student Enrollment	12	24	32	44	55
Graduates (90% enrollment)	11	22	29	40	50

PROPOSED DEGREE PLAN

TSI Exempt	
First Year - Fall Semester	6 Hours
SLNG 1304: American Sign Language (ASL) 1	3
SLNG 1300 Fundamentals for Deaf Support Specialist/Svc Provider	3
First Year - Spring Semester	9 hours
SLNG 1305: American Sign Language (ASL) II	3
SLNG 2330 Advance Techniques for DSS/Svc Provider	3
SLNG1311: Fingerspelling and Numbers	3
Summer Session	7 hours
SLNG1344; American Sign Language (ASL) III or SGNL2301	3
SLNG1317: Introduction to the Deaf Community	3
SLNG2187: Capstone: Internship I	1

Total Hours: 22

Instructional Costs and Projected Revenue for Deaf Support Specialist Certificate

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	3	4	6	8	8	
# of Sections Taught by F/T	0	0	0	0	0	
Adjunct Salary	\$ 5,175.00	\$ 6,900.00	\$ 10,350.00	\$ 13,800.00	\$ 13,800.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	\$ 5,940.90	\$ 7,921.20	\$ 11,881.80	\$ 15,842.40	\$ 15,842.40	
F/T Faculty @ \$40,000	\$0	\$0	\$0	\$0	\$0	
Benefit Rate (F/T Salary X 31%=\$12,400.00)	\$0	\$0	\$0	\$0	\$0	
Cost for Faculty Salary/Benefits	\$ 5,940.90	\$ 7,921.20	\$ 11,881.80	\$ 15,842.40	\$ 15,842.40	\$ 57,428.70

Projected Revenue	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
State Appropriations *						
# of Sections	3	4	6	8	8	
# of Students per Section	12	12	15	15	15	
Total # of Students per Year	36	48	90	120	120	
# of Contact Hours per Student	80	80	80	80	80	
Total Contact Hours	2880	3840	7200	9600	9600	
Multiplied by State Funding Rate (2.74)	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	
State Appropriations Generated	\$ 7,891.20	\$ 10,521.60	\$ 19,728.00	\$ 26,304.00	\$ 26,304.00	
State Appropriations Received	\$ 14,208.00	\$ 7,891.20	\$ 10,521.60	\$ 10,521.60	\$ 26,304.00	\$ 69,446.40

* State Appropriations funding is based upon enrollment from previous biennium

Tuition	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
Enrollment # Projected	36	48	90	120	120	
Tuition Rate per Credit Hour	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	
Subtotal	\$ 2,412.00	\$ 3,216.00	\$ 6,030.00	\$ 8,040.00	\$ 8,040.00	\$ 27,738.00
# of Credit Hours per Course	3	3	3	3	3	
Total Tuition	\$ 7,236.00	\$ 9,648.00	\$ 18,090.00	\$ 24,120.00	\$ 24,120.00	\$ 83,214.00

Operating Costs and Revenue Projections Deaf Support Specialist Certificate

ESTIMATED COSTS BY YEAR FOR DEAF SUPPORT SPECIALIST CERTIFICATE						
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	\$5,940.90	\$7,921.20	\$11,881.80	\$15,842.40	\$15,842.40	\$57,428.70
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)	\$75,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$75,000.00
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	\$84,940.90	\$10,421.20	\$14,881.80	\$18,342.40	\$18,842.40	\$147,428.70
Total Budget Per Year	\$84,940.90	\$10,421.20	\$14,881.80	\$18,342.40	\$18,842.40	\$147,428.70

REVENUE PROJECTIONS BY YEAR FOR DEAF SUPPORT SPECIALIST CERTIFICATE						
CATEGORY	REVENUE	REVENUE	REVENUE	REVENUE	REVENUE	TOTAL
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2017-2022
State Appropriations	\$ 14,208.00	\$ 7,891.20	\$ 10,521.60	\$ 10,521.60	\$ 26,304.00	\$ 69,446.40
Tuition	\$ 7,236.00	\$ 9,648.00	\$ 18,090.00	\$ 24,120.00	\$ 24,120.00	\$ 83,214.00
TOTAL REVENUE	\$ 21,444.00	\$ 17,539.20	\$ 28,611.60	\$ 34,641.60	\$ 50,424.00	\$152,660.40

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.