

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, April 11, 2017

2:30 p.m.

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



*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, April 11, 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, March 7, 2017 Committee Meeting..... 1 - 3
- II. Review and Action as Necessary on Proposed Personal Trainer Certificate Program ..4 - 23
- III. Presentation on Intentional Advising for First Time in College Students.....24 - 37
- IV. Presentation on Competency Based Approach to Bachelor of Applied Science in Organizational Leadership .....38
- V. Review and Discussion of Association of Community College Trustees Call for Presentations for the 2017 Leadership Congress in Las Vegas, Nevada.....39 - 41

## **Approval of Minutes for Tuesday, March 7, 2017 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 7, 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, March 7, 2017 @ 3:00 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Tuesday, March 7, 2017 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., Mr. Jesse Villarreal, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Mr. Matthew Hebbard, Dr. Kevin Peek, Ms. Yvette Gonzalez, and Mr. Andrew Fish

**Approval of Minutes for Tuesday, February 14, 2017 Committee Meetings**

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Minutes for the Education and Workforce Development Committee meetings of Tuesday, February 14, 2017 were approved as written. The motion carried.

**Presentation on South Texas College Baccalaureate Programs**

Dr. Shirley Reed, College President, and Dr. Kevin Peek, Chair of the Bachelor of Applied Science – Organizational Leadership Program, provided an overview of the baccalaureate programs at South Texas College.

The College developed these programs after receiving legislative authority in 2004, to begin offering bachelor degrees in applied science and applied technology. At that time, South Texas College was one of three Texas community colleges, along with Brazosport College and Midland College, allowed to develop baccalaureate programs.

Of the five baccalaureate programs that Texas state law currently allows South Texas College to offer, four had been fully developed and were available to qualified students. Further, the College had identified additional programs for consideration, and each

legislative session sought authorization to increase the limit so that valuable programs can be developed and offered to students in the Rio Grande Valley.

South Texas College currently offered the following four baccalaureate programs:

- Bachelor of Applied Technology (B.A.T.) in Technology Management
- Bachelor of Applied Technology (B.A.T.) in Computer & Information Technologies
- Bachelor of Applied Technology (B.A.T.) in Medical & Health Services Management
- Bachelor of Applied Science (B.A.S.) in Organizational Leadership

Dr. Peek provided an overview of the existing programs, including enrollment and graduation data.

#### Competency-Based Baccalaureate

South Texas College partnered with Texas A&M University – Commerce, with support from the College for All Texans Grant, to develop the B.A.S. in Organizational Leadership program. The purpose of the grant was to develop a competency-based degree program that measures student progress through the demonstration of program competencies, rather than the traditional accumulation of credit hours.

Program students at South Texas College pay a flat rate of \$750 per seven week academic term, and during that term they may complete as many program competencies as they are able. Credit was given for training and/or military experience as well, which allowed students with professional experience in related areas to quickly demonstrate their proficiency and progress through the program.

Dr. Peek presented on the structure of the Competency-Based B.A.S. in Organizational Leadership, including course structure, student support, enrollment and graduation results.

This presentation as for the Education and Workforce Development Committee's information and feedback to staff. 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 4:04 p.m.

I certify that the foregoing are the true and correct Minutes of the March 7, 2017 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Graciela Farias  
Presiding

## **Review and Action as Necessary on Proposed Personal Trainer Certificate Program**

The Education and Workforce Development Committee is asked to approve the development of the proposed Personal Trainer Certificate program.

The Personal Trainer Certificate would allow students to gain the knowledge and skills necessary to seek certification in the personal trainer/fitness field. EMSI data indicates a strong demand for Fitness Trainers in the local region (27.4% projected growth over the next 10 years).

The program developers have conducted student and employer surveys to document local demand for individuals with this certificate.

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, Enrollment Projections, and Graduation Projections;
4. Sample Courses
5. Instructional and Operating Cost Projections; and
6. Supplemental Materials – Surveys of potential students and of potential employers
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, Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, and Dr. Rebecca De Los Santos, Kinesiology Program Chair, will review the proposed new program and the development process with the Committee and will respond to questions.

If the Education and Workforce Development Committee approves the development of the proposed Personal Trainer Certificate program, an advisory committee will be developed and the curriculum will be finalized. Any developed program would be presented for the Education and Workforce Development Committee's review and recommendation for Board approval prior to be marketed or offered to students.

The Education and Workforce Development Committee is asked to approve and authorize the development of the proposed Personal Trainer Certificate program 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 – Personal Trainer

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.)

AA – Kinesiology

#### Documentation of Program Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
<b>1. Occupational Need</b> (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 <b>South Texas, the state, and/or nationally.</b>	X		<u>Fitness Trainers &amp; Aerobics Instructors</u> South Texas – 27.4% growth Texas – 12.3% growth National – 10% growth  <u>Athletic Trainers</u> South Texas – 6.4% growth Texas – 15.5% growth National – 13.9% growth  <u>Recreation Workers</u> South Texas – 21.2% growth Texas – 15.7% growth National – 9.5% growth  <u>Amusement &amp; Recreation Attendants</u> South Texas – 18.2% growth Texas – 15% growth National – 10% growth

				<u>General and Operations Managers</u> South Texas – 14.5% growth Texas – 14.7% growth National – 9.1% growth
	<b>Occupational Outlook Handbook</b> indicates graduates will have an average or above average job outlook for the next 5 to 10 years ( <b>national data</b> ).	X		According to the U.S. Department of Labor, Occupational Outlook Handbook, employment of Fitness Trainers and Instructors are expected to grow by 8% over the 2014-2024 decade; Athletic Trainers are expected to grow by 21% (much faster than average) and Recreation Workers are expected to grow by 10% (faster than average).
	Program is on Targeted and In-Demand Occupations lists produced by the <b>Texas Workforce Commission</b> .		X	
	Program is an emerging and/or evolving occupation for the region or state in the <b>Texas Workforce Commission's Labor Market and Career Information</b> .		X	
	High employer demand exists and is documented through the use of <b>employer surveys</b> or <b>letters of commitment</b> .	X		A survey of local employers was conducted in February 2016. 7 out of the 7 employers surveyed indicated that they would prefer to hire an employee with a college-affiliated personal trainer certificate. All 7 agreed that personal trainers would earn between \$17-19 per hour or more. All 7 agreed that the fitness industry is growing and all 7 indicated that they believe that there is a need for personal trainers/fitness instructors in our community.
	<b>Educational and/or employer publications</b> or news articles document a growth in the industry or demand for employees.		X	
<b>2. Student Demand</b>	High student demand exists and is documented through the use of student surveys.	X		A survey of 128 students from two populations groups (classroom students and Wellness Center guests) yielded 128 complete surveys with the following results: -89% of students surveyed indicated they would be interested, or would likely be interested, in a Personal Trainer Certificate -Of the students surveyed, 83% indicated they currently are working/volunteering at a fitness facility or are considering a career in Commercial Fitness.
	<b>High enrollment</b> exists in related programs (Stackable certificates or degrees).	X		<u>During the Fall 2016</u> semester, there were <b>695</b> enrolled students with a declared major of AA-Kinesiology. This reflects a <b>67% increase</b> in the



				number of declared majors as compared to Fall 2012.
	High number of <b>graduates</b> are produced in related programs (Stackable certificates or degrees).	X		During the 2015-2016 academic year, there were <b>38 graduates</b> in the AA-Kinesiology program. The number of graduates has increased steadily over the past nine years.
<b>3. Existing Programs</b>	Similar programs <b>do not exist</b> within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).		X	Alamo Community College District (which is approximately 252 miles from McAllen) offers a Personal Fitness Trainer Certificate. Austin Community College (which is approximately 312 miles from McAllen) offers a Personal Fitness Trainer Certificate.  UTRGV offers an 8-week Personal Trainer Certification Program through its Continuing Education services in partnership with World Instructor Training Schools.
<b>4. Program Linkage &amp; Opportunities for Further Education</b>	Courses are currently offered or can be offered within <b>local high schools via the Dual Enrollment Program.</b> (Please provide a list of schools and/or districts)		X	The courses in the program will not be offered via the Dual Credit program, as the curriculum is not recommended for students under the age of 18 years old.
	<b>Program-specific articulation</b> 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 Personal Trainer program.

### Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
<b>1. Program Enrollment &amp; Declared Majors</b>	Program projects a steady increase in the <b>number of declared majors</b> 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 slight increase to 15 declared majors in subsequent years.
<b>2. Number of Graduates</b>	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or <b>25 graduates during</b> the most recent 5 year period.	X		The program projects that 70% of students enrolled will graduate. During the 2017-2018 academic year, this equates to 8 students. This number will increase to 10 students a year by 2021-2022.
<b>3. Graduate Earnings</b>	EMSI data (provided by the Office of Curriculum & Student Learning) projects that program graduates will earn a <b>median hourly earnings</b> wage that is above the "living wage" for South Texas, the state, and/or nationally.	X		<u>Fitness Trainers &amp; Aerobics Instructors</u> South Texas – \$19.07 per hour Texas – \$20.45 per hour Nationally – \$18.46 per hour  <u>Athletic Trainers</u> South Texas – \$24.55 per hour Texas – \$24.39 per hour Nationally – \$21.79 per hour

				<u>Recreation Workers</u> South Texas – \$9.68 per hour Texas – \$11.24 per hour Nationally – \$11.67 per hour  <u>Amusement &amp; Recreation Attendants</u> South Texas – \$9.54 per hour Texas – \$9.64 per hour Nationally – \$9.82 per hour  <u>General &amp; Operations Managers</u> South Texas – \$37.23 per hour Texas – \$51.77 per hour Nationally – \$48.27 per hour  Living wage calculation for Texas - \$10.15 per hour Source: <a href="http://livingwage.mit.edu/states/48">http://livingwage.mit.edu/states/48</a>
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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 seeking approval to develop this program. As this program is a new workforce education program within a new CIP code area, the program is required to undergo the extended, two-phase program approval process. The first phase of the process is to seek approval to develop the new program.

The Personal Trainer Certificate would allow students to gain the knowledge and skills necessary to seek certification in the personal trainer/fitness field. EMSI data indicates a strong demand for Fitness Trainers in the local region (27.4% projected growth over the next 10 years). The program developers have also conducted student and employer surveys to document local demand for individuals with this certificate. It is important to note, though, that UTRGV currently offers an 8-week Personal Trainer Certification Program through its Continuing Education services in partnership with World Instructor Training Schools. This may create competition for this proposed program.

It is recommended that the program be reviewed by Academic Council as part of securing approval for development. Subsequently, the program will need to be reviewed by the Planning & Development Council (PDC) and the Education & Workforce Development (EWD) Board Committee. Upon approval of these committees, the program will begin the second phase of development: Approval of the new program.

## Program Summary

**Institution:** South Texas College, McAllen Texas

**Proposed Award:** Personal Trainer Certificate

### CURRICULUM QUALITY

**Program Objective:** The objective of the Personal Trainer Certificate program is to provide students with the knowledge and skills necessary for employment in the public sector and not-for-profit programs such as youth programs or community sponsored sports programs. The program will enable students to seek gainful employment in an area that is becoming increasingly popular and much needed considering the increase in chronic and often debilitating health conditions. The students will be able to provide community members fitness information and strategies for healthier living. This information is important in light of the high incidence of negative health related conditions prevalent in our society. Students will understand methodologies of exercise, healthy best practices, and be able to apply appropriate strategies to meet the needs of various members of the community. Students will also be able to assist community members meet their individual fitness and health goals.

**Curriculum:** The curriculum for the proposed program will be developed upon receiving approval to develop the program by South Texas College's Board of Trustees and the formation of the Advisory Committee.

**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:

##### Fitness Trainers and Aerobics Instructor

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Fitness Trainers and Aerobics Instructor occupations are expected to experience a 27.4% growth from 2017 to 2026 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) with 51 additional job openings expected during this time period; a 12.3% growth between 2017 and 2026 in State of Texas with 1,681 additional job openings expected during this time period; and a 10% growth between 2017 and 2026 nationally with a total of 25,417 job openings expected during this time period. Sample reported job titles include Personal Trainer, Yoga Instructor, Fitness Consultant and Fitness Technician.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Fitness Trainers and Aerobics Instructor occupations is \$19.07/hr. for Cameron, Hidalgo, Jim Hogg, Starr, Willacy and Zapata Counties; \$20.45/hr. for the State of Texas; and \$18.46/hr. as a national average.

##### Athletic Trainers

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Athletic Trainer occupations are expected to experience a 6.4% growth from 2017 to 2026 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) with 7 additional job openings expected during this time period; a 15.5% growth between 2017 and 2026 in State of Texas with 370 additional job openings expected during this time period; and a 13.9% growth between 2017 and 2026 nationally with a total of 3,412 job openings expected during this time

period. Sample reported job titles include Athletic Trainer, Resident Athletic Trainer, Certified Athletic Trainer and Assistant Athletic Trainer.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Athletic Trainer occupations is \$24.55/hr. for Cameron, Hidalgo, Jim Hogg, Starr, Willacy and Zapata Counties; \$24.39/hr. for the State of Texas; and \$21.79/hr. as a national average.

### **Recreation Workers**

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Recreation Workers occupations are expected to experience a 21.2% growth from 2017 to 2026 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) with 148 additional job openings expected during this time period; a 15.7% growth between 2017 and 2026 in State of Texas with 2,721 additional job openings expected during this time period; and a 9.5% growth between 2017 and 2026 nationally with a total of 33,772 job openings expected during this time period. Sample reported job titles include Activity Assistant, Recreation Assistant, Recreational Aide, Activities Coordinator and Recreation Coordinator.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Recreation Workers occupations is \$9.68/hr. for Cameron, Hidalgo, Jim Hogg, Starr, Willacy and Zapata Counties; \$11.24/hr. for the State of Texas; and \$11.67/hr. as a national average.

### **Amusement and Recreation Attendants**

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Amusement and Recreation Attendants occupations are expected to experience a 18.2% growth from 2017 to 2026 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) with 81 additional job openings expected during this time period; a 15% growth between 2017 and 2026 in State of Texas with 3,062 additional job openings expected during this time period; and a 10% growth between 2017 and 2026 nationally with a total of 29,326 job openings expected during this time period. Sample reported job titles include Recreation Aide, Recreation Attendant, Sports Complex Attendant, and Recreation Leader.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Amusement and Recreation Attendants occupations is \$9.54/hr. for Cameron, Hidalgo, Jim Hogg, Starr, Willacy and Zapata Counties; \$9.64/hr. for the State of Texas; and \$9.82/hr. as a national average.

### **General and Operations Managers**

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, General and Operations Manager occupations are expected to experience a 14.5% growth from 2017 to 2026 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Jim Hogg, Starr, Willacy, and Zapata counties) with 582 additional job openings expected during this time period; a 14.7% growth between 2017 and 2026 in State of Texas with 26,239 additional job openings expected during this time period; and a 9.1% growth between 2017 and 2026 nationally with a total of 202,309 job openings expected during this time period. Sample reported job titles include Facilities Manager, Operations Director and Facility Manager.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for General and Operations Manager occupations is \$37.23/hr. for Cameron, Hidalgo, Jim Hogg, Starr, Willacy and Zapata Counties; \$51.77/hr. for the State of Texas; and \$48.27/hr. as a national average.

**EMSI Data Summary:**

Occupation	Geographic Area	Expected Growth Rate	Additional Job Openings	Median Hourly Wage Earnings
Fitness Trainers & Aerobics Instructors	Regional	27.4%	51	\$19.07
	State	12.3%	1,681	\$20.45
	National	10%	25,417	\$18.46
Athletic Trainers	Regional	6.4%	7	\$24.55
	State	15.5%	370	\$24.39
	National	13.9%	3,412	\$21.79
Recreation Workers	Regional	21.2%	148	\$9.68
	State	15.7%	2,721	\$11.24
	National	9.5%	33,772	\$11.67
Amusement & Recreation Attendants	Regional	18.2%	81	\$9.54
	State	15%	3,062	\$9.64
	National	10%	29,326	\$9.82
General & Operations Managers	Regional	14.5%	582	\$37.23
	State	14.7%	26,239	\$51.77
	National	9.1%	202,309	\$48.27

According to the U.S. Department of Labor, Occupational Outlook Handbook, employment of Fitness Trainers and Instructors are expected to grow by 8% over the 2014-2024 decade; Athletic Trainers are expected to grow by 21% (much faster than average) and Recreation Workers are expected to grow by 10% (faster than average).

According to the U. S. Department of Labor, Occupational Outlook Handbook, in 2015 the Median annual earnings for Fitness Trainers and Instructors was \$36,160 nationally; for Athletic Trainers it was \$44,670 and for Recreation Workers it was \$23,320.

**Student Demand:**

A survey of 128 students from two populations groups (classroom students and wellness center) yielded 128 complete surveys with the following results:

- 89% of students surveyed indicated they would be interested, or would likely be interested, in a Personal Trainer Certificate.
- Of the students surveyed, 83% indicated they currently are working/volunteering at a fitness facility or are considering it as a career option.

A survey of local employers was conducted in February 2016. 7 out of the 7 employers surveyed indicated that they would prefer to hire an employee with a college-affiliated personal trainer certificate. All 7 agreed that personal trainers would earn between \$17-19 per hour or more. All 7 agreed that the fitness industry is growing and all 7 indicated that they believe that there is a need for personal trainers/fitness instructors in our community.

**Existing Programs:**

Alamo Community College District (approximately 252 miles from McAllen) offers a Personal Fitness Trainer Certificate and an AAS in Personal Fitness Trainer degree.

Austin Community College (approximately 312 miles from McAllen) offers a Personal Fitness Trainer Certificate, a Fitness Specialist Certificate and an AAS in Physical Fitness Trainer.

Houston Community College offers a Health and Fitness Instructor Certificate. San Jacinto College in Houston, Texas offers a Personal Trainer Certificate. (Both campuses are approximately 346 miles from McAllen)

Tyler Junior College (approximately 540 miles from McAllen) offers a Wellness and Exercise Specialist Certificate and an AAS in Wellness and Exercise Specialist

The University of Texas Rio Grande Valley (approximately 13 miles from McAllen) offers an 8-week Personal Trainer Certification Program through its Continuing Education services in partnership with World Instructor Training Schools.

**Program Linkage and Opportunities for Further Education:** Coursework from the Workforce Education Course manual (WECM) should transfer to other community or technical colleges offering the same courses within a Personal Trainer program.

**Expected Enrollment:** An estimate of initial enrollment for the Personal Trainer 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.

Current enrollment trends indicate the following projected enrollment numbers:

Years	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
1 <sup>st</sup> Year	12	12	15	15	15

## PROGRAM SUPPORT

**Faculty:** Current faculty members within the Kinesiology Department will teach the sections created for the program. Adjunct instructors will be utilized as needed based upon enrollment.

**Facilities and Equipment:** STC classrooms and fitness facilities at the Pecan Campus and the Mid-Valley Campus will be utilized. If program continues to grow it would become necessary to rent or lease a facility. This necessity stems from a lack of college facilities to accommodate a growing population and program. The approximate cost would be \$3,000-\$4,000 for facility fees contingent upon interest and growth. Equipment needs include computer hardware, data projector, smart boards, printers as well as fitness equipment, body fat analyzers, dynamometers, skin fold calipers, heart rate monitors and flexometers. Costs for equipment will be \$50,000 for the first year and \$20,000 every other year for maintenance and repair of machines and other equipment.

**New Costs:** Total costs for this program are projected to be \$232,337.70. The funding to defray the costs of this program will come from state appropriations: \$134,548.80 and tuition: \$176,679. The total projected 5 year revenue is \$311,227.80. 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 Personal Trainer Certificate 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 Personal Trainer Certificate program. 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: young adults graduating from high schools, adults completing GED education programs, and returning adults seeking career changes.

### **MARKETING**

This program is being developed for those entering, currently working, or interested in the Fitness Trainers and Aerobics Instructors industry. The marketing strategy for this program will be to target students and community members with an interest in commercial fitness, in addition to those who currently work in any of the following:

- a. Commercial Fitness facilities
- b. Paraprofessionals in public schools
- c. Individuals wishing to start their own fitness business
- d. Community service organizations such as the Boys/Girls Clubs
- e. City parks and recreation personnel
- f. Individuals working in adult care facilities

### **RETENTION**

Participation in the program for most students will be tied to employment at the aforementioned organizations or businesses. STC will work closely with the Program Advisory Committee to develop retention strategies that align with the needs of these institutions. An advising strategy will be employed to ensure completion of program. Faculty will mentor and advise students throughout their progress.

### **ENROLLMENT PROJECTIONS**

Current enrollment trends indicate the following projected enrollment numbers:

<b>Years</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>1<sup>st</sup> Year</b>	12	12	15	15	15

### **PROJECTED NUMBER OF GRADUATES**

The goal is to award at least 35-40 certificates to individuals in the program over a five year period. Class size will be evaluated each year and increased according to availability of faculty, and appropriate facility space.



**2017 – 2022 Personal Trainer Certificate Student Enrollment and Graduate Forecast**

<b>Years</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>1<sup>st</sup> Year</b>	12	12	15	15	15
<b>Graduates</b> (70% of 1 <sup>st</sup> Year Enrollment)	8	8	10	10	10

## Personal Trainer Certificate Curriculum

The curriculum for the proposed program will be developed upon receiving approval to develop the program by South Texas College's Board of Trustees and the formation of the Advisory Committee.

Below is a list of possible courses which will be considered for inclusion in the degree plan. All courses can be found in the Workforce Education Course Manual (WECM).

### Fitness and Exercise Testing

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
31.0501	FITT	1301	Fitness and Exercise Testing	Active	3	64	128
31.0501	FITT	1401	Fitness and Exercise Testing	Active	4	64	128

**Course Level:** Introductory

**Course Description:** Techniques for conducting physical fitness assessments including tests of cardiorespiratory fitness, muscular strength and endurance, joint flexibility, body composition, and pulmonary capacity. Includes fitness equipment use and maintenance. Emphasis on safety guidelines and precautions.

**End-of-Course Outcomes:** Interpret case studies to determine contraindications of exercise testing; demonstrate calibration, utilization, maintenance, and minor repairs on exercise testing equipment; communicate effectively with the test subject; conduct tests of cardiorespiratory fitness, muscular strength and endurance, joint flexibility, body composition, and pulmonary capacity; explain the fitness test results; and demonstrate appropriate emergency procedures.

**CIP Code Description:** 31.0501 (Health and Physical Education/Fitness, General)

**Effective Date:** September 1, 2006

### Personal Training

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
31.0504	FITT	1037	Personal Training	Active	0	16	32
31.0504	FITT	1237	Personal Training	Active	2	32	32

**Course Level:** Introductory

**Course Description:** A study of the aspects of one-on-one training including marketing, program development, legal aspects, documentation, training methodologies, and business considerations. Emphasis on the development of safe and enjoyable individualized training sessions.

**End-of-Course Outcomes:** Describe individualized one-on-one exercise programs; discuss the business aspects of personal training; and explain client activity documentation.

**CIP Code Description:** 31.0504 (Sport and Fitness Administration/Management)

**Effective Date:** September 1, 2006

### Fitness Event Planning and Promotion

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
31.0501	FITT	1303	Fitness Event Planning and Promotion	Active	3	48	48

**Course Level:** Introductory

**Course Description:** Practical aspects of developing and scheduling group exercise fitness classes. Includes recreational activities, competitive events, and promotion of exercise and non-exercise activities. Emphasis on the design of safe, enjoyable activities.

**End-of-Course Outcomes:** Develop and analyze marketing techniques; organize and develop non-exercise and exercise activities; and demonstrate methods of communication media.

**CIP Code Description:** 31.0501 (Health and Physical Education/Fitness, General)

**Effective Date:** September 1, 2006

### Sport Facility Management

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
31.0504	FITT	2305	Sport Facility Management	Active	3	48	48

**Course Level:** Intermediate

**Course Description:** A study of the process of managing sport facilities. Includes planning, directing, and coordinating programs, and supervising employees and participants.

**End-of-Course Outcomes:** Demonstrate knowledge of sport facility management issues in the following areas: budgets, human resources, marketing, maintenance, risk management, and client services.

**CIP Code Description:** 31.0504 (Sport and Fitness Administration/Management)

**Effective Date:** September 1, 2006

### Theory of Exercise Program Design and Instruction

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
31.0501	FITT	2309	Theory of Exercise Program Design and Instruction	Active	3	80	128
31.0501	FITT	2409	Theory of Exercise Program Design and Instruction	Active	4	80	144

**Course Level:** Intermediate

**Course Description:** The study of health related components of physical fitness including cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition. Topics include the theoretical basis underlying physical fitness; instructional techniques for fitness development; and methods for leading an exercise session, including design, instruction, and evaluation.

**End-of-Course Outcomes:** Describe the exercise intensity, frequency, duration, and progression required to elicit a training effect; apply instructional techniques to physical fitness activities as appropriate to the exercise setting; plan, organize, and conduct physical fitness training sessions, both one-on-one and group; and modify exercise programs to meet individual needs.

**CIP Code Description:** 31.0501 (Health and Physical Education/Fitness, General)

**Effective Date:** September 1, 2016

### Prevention and Care of Exercise Injury

CIP	Rubric	Number	Course Title	Status	Semester Credit Hrs	Min Cont Hrs	Max Cont Hrs
51.0913	FITT	2311	Prevention and Care of Exercise Injury	Active	3	48	96

**Suggested Prerequisite:** BIOL 2401: Anatomy and Physiology I

**Course Level:** Intermediate

**Course Description:** Overview of design methods for exercise settings and programs for injury prevention. Includes the use of safe physical conditioning techniques, current exercise fads and myths that promote injury, methods for injury recognition and evaluation, on-site care of exercise injuries, and emergency procedures.

**End-of-Course Outcomes:** Identify exercises and activities that promote injury; design exercise settings to prevent injuries; identify techniques for modifying exercises for special populations; demonstrate appropriate immediate care for common exercise injuries; and demonstrate appropriate emergency procedures for serious injuries.

**CIP Code Description:** 51.0913 (Athletic Training/Trainer)

**Effective Date:** September 1, 2016

## Instructional Costs and Projected Revenue for Personal Trainer 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	7	10	14	14	14	
# of Sections Taught by F/T	0	0	0	0	0	
Adjunct Salary	\$ 12,075.00	\$ 17,250.00	\$ 24,150.00	\$ 24,150.00	\$ 24,150.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	\$ 13,862.10	\$ 19,803.00	\$ 27,724.20	\$ 27,724.20	\$ 27,724.20	
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	
<b>Cost for Faculty Salary/Benefits</b>	<b>\$ 13,862.10</b>	<b>\$ 19,803.00</b>	<b>\$ 27,724.20</b>	<b>\$ 27,724.20</b>	<b>\$ 27,724.20</b>	<b>\$ 116,837.70</b>

Projected Revenue	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
State Appropriations *						
# of Sections	7	10	14	15	16	
# of Students per Section	12	12	15	15	15	
Total # of Students per Year	84	120	210	225	240	
# of Contact Hours per Student	80	80	80	80	80	
Total Contact Hours	6720	9600	16800	18000	19200	
Multiplied by State Funding Rate (2.74)	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	
State Appropriations Generated	\$ 18,412.80	\$ 26,304.00	\$ 46,032.00	\$ 49,320.00	\$ 52,608.00	
<b>State Appropriations Received</b>	<b>\$ 14,208.00</b>	<b>\$ 18,412.80</b>	<b>\$ 26,304.00</b>	<b>\$ 26,304.00</b>	<b>\$ 49,320.00</b>	<b>\$ 134,548.80</b>

\* State Appropriations funding is based upon enrollment from previous biennium

Tuition	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Totals
Enrollment # Projected	84	120	210	225	240	
Tuition Rate per Credit Hour	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	\$ 67.00	
Subtotal	\$ 5,628.00	\$ 8,040.00	\$ 14,070.00	\$ 15,075.00	\$ 16,080.00	<b>\$ 58,893.00</b>
# of Credit Hours per Course	3	3	3	3	3	
<b>Total Tuition</b>	<b>\$ 16,884.00</b>	<b>\$ 24,120.00</b>	<b>\$ 42,210.00</b>	<b>\$ 45,225.00</b>	<b>\$ 48,240.00</b>	<b>\$ 176,679.00</b>

## Operating Costs and Revenue Projections Personal Trainer Certificate

ESTIMATED COSTS BY YEAR FOR PERSONAL TRAINER 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	\$13,862.10	\$19,803.00	\$27,724.20	\$27,724.20	\$27,724.20	\$116,837.70
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)	\$50,000.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	\$90,000.00
Facilities (Furniture) (Operating)	\$1,000.00	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$11,500.00
Faculty Professional Development/(Travel)	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$5,000.00
<b>Subtotal - Instructional &amp; Operating Budget</b>	\$67,862.10	\$22,303.00	\$53,724.20	\$33,724.20	\$54,724.20	\$232,337.70
<b>Total Budget Per Year</b>	<b>\$67,862.10</b>	<b>\$22,303.00</b>	<b>\$53,724.20</b>	<b>\$33,724.20</b>	<b>\$54,724.20</b>	<b>\$232,337.70</b>

REVENUE PROJECTIONS BY YEAR FOR PERSONAL TRAINER 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	\$ 18,412.80	\$ 26,304.00	\$ 26,304.00	\$ 49,320.00	\$134,548.80
Tuition	\$ 16,884.00	\$ 24,120.00	\$ 42,210.00	\$ 45,225.00	\$ 48,240.00	\$176,679.00
<b>TOTAL REVENUE</b>	<b>\$ 31,092.00</b>	<b>\$ 42,532.80</b>	<b>\$ 68,514.00</b>	<b>\$ 71,529.00</b>	<b>\$ 97,560.00</b>	<b>\$311,227.80</b>

South Texas College  
Department of Kinesiology, Health & Wellness  
Personal Trainer Certificate Program

Would you be interested in Personal Trainer Certificate program at South Texas College?

85 Yes  
14 No  
29 Maybe

Do you currently work at a fitness facility or a fitness school?

18 Yes, I worked or volunteer currently at a gym/school  
44 No, but I am definitely interested in a career in Commerical Fitness School  
44 No, but might consider a career in Commerical Fitness/School  
22 No and I do not consider a career in Commerical Fitness/School

Are you interested in pursuing a degree or certificate in Commerical Fitness/School?

47 Very interested  
63 Somewhat interested  
18 Not interested

Are you a current member of a fitness facility

55 Yes  
72 No

Would you like to join

78 Yes  
27 No

If not interested in a Commerical Fitness career, what is your current interest?

73	Coaching
28	Sport Medicine
34	Physical Therapy
6	Community Organization such as Park and Recreation Department or Boys and Girls Club
18	Other (disabled, strength & conditioning, medical assistant, automotive, dietician, 4-nursing, engineering, biology, personal trainer 50+, education)
5	Not interested



South Texas College  
Department of Kinesiology, Health & Wellness  
Personal Trainer Certificate Program

What is your title?	Which national certification would you consider for employment? * NASM * ACE * NSC * ACSM * IFA * OTHER	Would you prefer to hire an employee with a college-affiliated personal trainer certificate?	State indicators list a personal trainer who has a college certificate may earn between \$17.00 and \$19.00 an hour. Would you agree with this standard?	Which skills sets do you consider important when selecting an individual for employment who has a college certificate as a personal trainer? *Program Design & Safety *Ethics & Professional Practices *Client Evaluation *Marketing & Network *Passion	Do you believe the fitness industry is growing?	How so?	Do you believe there is a need for personal trainers/fitness instructors in our community?
Owner, Thomas Gomez <b>Dynamic Fitness</b>	Other - Bachelors	Yes	Yes	Program Design and safety	Yes	Obesity epidemic in our area	Yes
CEO, Alex Domingues <b>Fit Body Bootcamp</b>	NCC, SIMA, NASM, ACE	Yes	Yes	Ethics and professional practices, Marketing and Networking	Yes	More common to see people working out. Its becoming a trend.	Yes
Owner, Martha Alanis, <b>Iron Beauty</b>	NASM, ISSA	Yes	Yes	Passion	Yes	Area is growing and expanding	Yes
Program Director, Josh Stapleton <b>Gracie Barra Academy</b>	Other	Yes	Yes	All of the above	Yes	Programs are expanding in area	Yes
Owner, Mark Harris, <b>Strong Point</b>	NASM, Other	Yes	No - Actually more around \$40 to \$50 an hour	Ethics and professional practices, Passion	Yes	Market is moving towards group personal training	Yes
Owner, Tatyanna Asia, <b>Nurthymz</b>	AFFA	Yes	Yes	Passion	Yes	More older individuals are wanting a career in fitness	Yes
Fitness Director, PT manager, PT Abel Salinas <b>Gold's Gym</b>	NASM, ACE, Other: NCCPT, AFFA	Yes	Yes NASM package-\$27	All of the above	Yes	It's more socially acceptable, more than a selfish act, it's not cosmetic. In our area, being 1st or 2nd highest obesity. There is money here. \$40-\$50 client pays. \$75-\$80 or \$150 a session.	Yes



## **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 Intentional Advising for First Time in College Students**

Dr. Nancy Garcia, Director of Comprehensive Advising & Mentoring Services, will present *Getting There Must Begin with Intentional Advising*.

Dr. Garcia's presentation was delivered to school district partners and higher education peers at the 12<sup>th</sup> annual South Texas College Summit on College and Career Readiness on April 3, 2017. The College is focused on providing clear and successful pathways for students, and intentional advising supports students in identifying and pursuing their academic and workforce objectives on the pathway to successful completion.

The presentation covers the following key elements of intentional advising:

- Mandatory Advising for First Time in College (FTIC) Students
- Academic Advising Model
- Case Management Services for FTIC Students
- Technology Mediated Advising
- Advising Training Programs for K-12 teachers, counselors, & administrators

The presentation is included in the packet, and Dr. Garcia will review the impact of intentional advising on student retention and performance, and will describe the initiatives at South Texas College that support this student service.

Dr. Garcia will also review the Summer Leadership Institute and the College Advising Training Program, both of which enlist and engage school district partners to help begin the advising process with k-12 students just beginning to consider their college opportunities.

This presentation is provided for the Education and Workforce Development Committee's information and feedback to staff. No action is requested.



# Getting There Must Begin with Intentional Advising

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DR. NANCY GARCIA

DIRECTOR OF COMPREHENSIVE ADVISING & MENTORING SERVICES



## Overview of Presentation

- Mandatory Advising for First Time in College (FTIC) students
- Academic Advising Model
- Case Management Services for FTIC Students
- Technology Mediated Advising
- Advising Training Programs for K-12 teachers, counselors & administrators



## Mandatory Advising for First Time in College (FTIC) Students

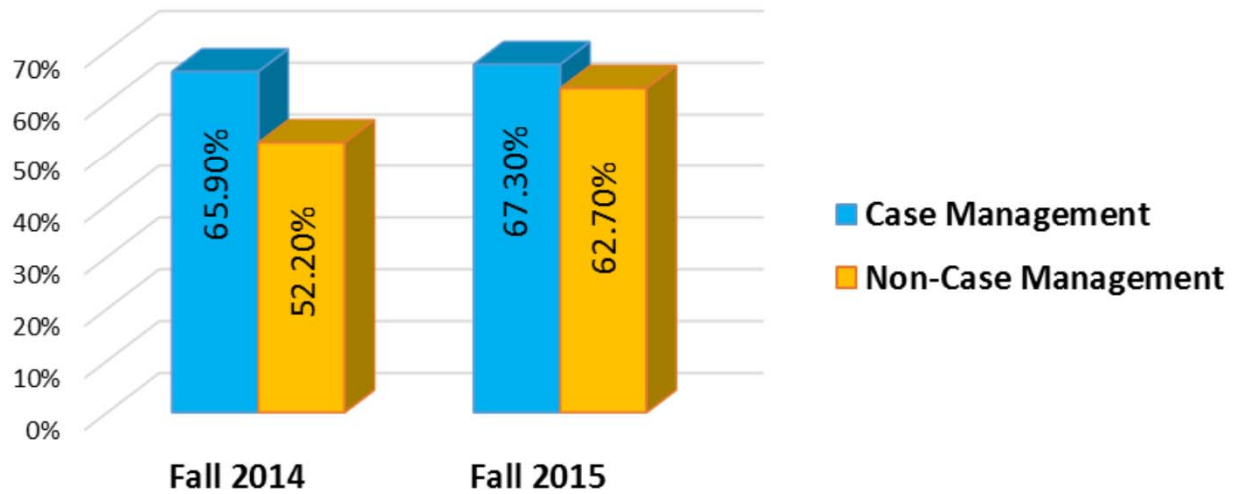
### Mandatory Advising for FTIC Students



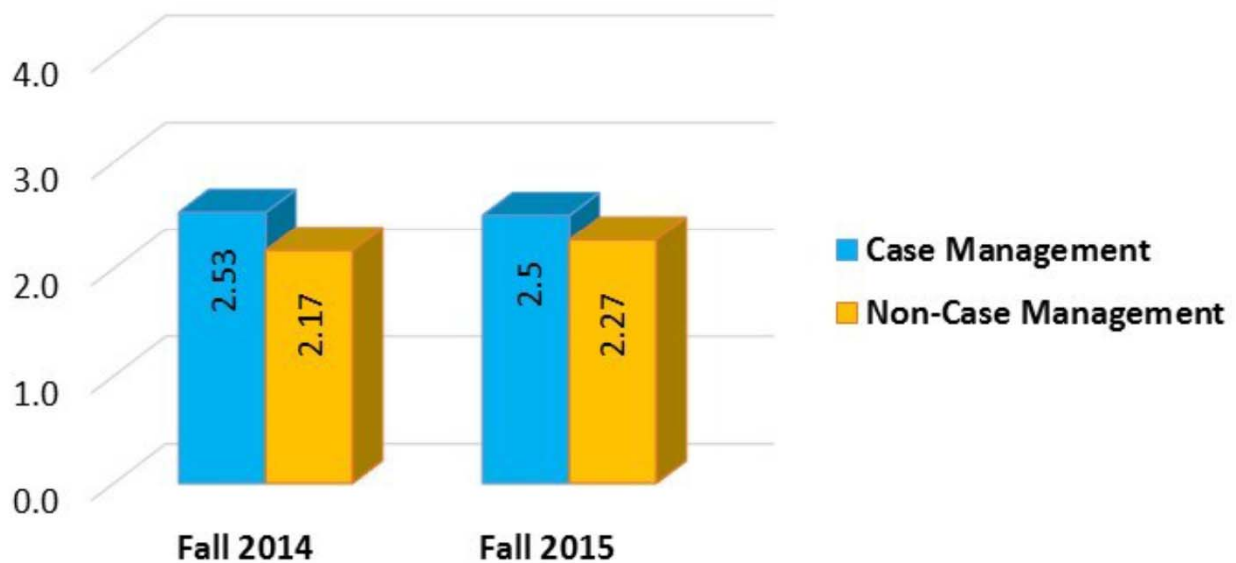
- Contributes to state & national completion agenda
- Supports a holistic comprehensive advising-as-teaching approach that promotes long-term, teaching relationships
  - Disseminates information and fosters students' critical thinking skills necessary to navigate higher education
  - Helps students become active recipients
  - Guides students through interactive sessions that explore and evaluate pathways that solidify students' career goals

APPLEBY, 2008; HABLEY, BLOOM, & ROBBINS, 2012; KARP, KALAMKARIAN, KLEMPKIN & FLETCHER, 2016; NATIONAL ACADEMIC ADVISING ASSOCIATION, 2006

## Fall-to-Fall Retention Rates for FTIC Students



## Average GPA for FTIC Students



## Mandatory Advising for FTIC Students



- **Registration Hold for Advisement** placed on students' account
- **Students will not be able to register** until they **meet with an advisor**
- **Academic Advisor will clear student's hold** so that students can register for the recommended courses **after educational planning session**

## Mandatory Advising for FTIC Students



- Verify information is correct – refer students to complete changes as needed
  - Personal Information
  - Academic Information
- Review Financial Aid Information – refer students to Financial Aid Office as needed
- Stackable Credentials
- Core Curriculum
- Program Information
- Build Student Educational Plan \*mark critical courses
- Refer to support services/resources as needed

## Mandatory Advising for FTIC Students:

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- Long-term educational planning
- Conduct degree audits and develop educational plans
- Track and monitor students' progress
- Make appropriate referrals
- Help students understand their **abilities and limitations** so that student can follow a career pathway

## Career Interests, Abilities, & Limitations

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- Student Interests
- Student Abilities
- Student Limitations

**When students are undecided about a career:**

- Career Interest Inventories (i.e. Career Cruising, Career Coach)



# Academic Advising Model

## Academic Advising Model

Based on NACADA Core Values of Academic Advising



South Texas College uses the National Academic Advising Association's (NACADA) standards, core values and training videos as a pillar for the training. For more information on NACADA, please visit <http://www.nacada.ksu.edu/>



# Academic Advising Model



## Shared/Split Organizational Model – Advising as Teaching

- Professional Academic Advisors (FTIC Students)
- Student Success Specialists (Continuing Students)
- Faculty Advisors (Continuing Students)



## Case Management for FTIC Students

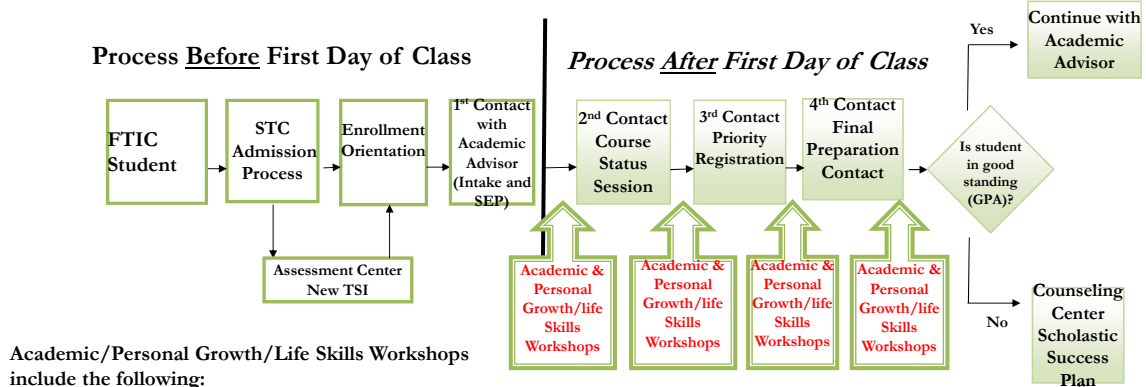
# Case Management for FTIC Students



## Four Mandatory Contacts per semester:

1. Initial interview session to develop & define educational goal
2. Focuses on class attendance, services, and reinforcing the successful student profile
3. Consists of an academic follow up and advising for priority registration
4. Reminds students about the importance of preparing for finals and the resources available to help them

## Case Management for FTIC Students



Academic & Personal Counseling, Career Counseling, Time Management, Study Skills, Student Activities, Transfer Services, Tutoring

All advising sessions reinforce attendance and student success profile.



# Technology Mediated Advising

## Degree Works



- Provides real-time advice and counsel
- Streamlines the graduation process
- Speeds time to graduation
- Allows direct access to multiple related information/services and advice within and through hyperlinks to catalog information, class schedules, and FAQs



# Starfish Early Alert System



**Intentionally engages faculty to:**

- Recognize students when they are doing great work
- Notify students of their progress twice during a semester
- Alerts students who are in trouble of failing



## Advising Training Programs

## Advising Training Programs



- Provides holistic support and a solid foundation of the enrollment process
- Includes assessment, placement, federal/state aid regulations, student support services that promote students' success, achievement and completion
- Trains staff to navigate technology mediated advising to help student's monitor their own progress towards completion

## Advising Training Programs



### ➤ **NACADA Training Videos**

### ➤ **Campus Tours:**

- Nursing & Allied Health, Technology, and Mid Valley Campuses

### ➤ **Department Presentations:**

- Advising
- Financial Services
- College Connections, Admissions, and Dual Enrollment
- Centers for Learning Excellence
- Academic Excellence (Valley Scholars & Phi Theta Kappa) & Academic Programs
- Library Services
- Veteran Services
- BAT Programs
- Counseling & ADA Services
- Conflict Resolution

## Advising Training Programs



- Summer Leadership Institute
  - 3 weeks
  - Once every summer
  - \$2,000 stipend
- College Advising Training Program
  - 5 days
  - During school year
  - Twice each semester

**Q & A**

**Getting There Must Begin  
with Intentional Advising**





For More Information, Contact  
Dr. Nancy Garcia at [nancyhg@southtexascollege.edu](mailto:nancyhg@southtexascollege.edu)  
or (956) 872-1689



## **Presentation on Competency-Based Approach to Bachelor of Applied Science in Organizational Leadership**

Dr. Ali Esmaeili, Dean for Math, Science, and Bachelor Programs, and Dr. Kevin Peek, Projects Coordinator for Bachelor Degrees, will present on the competency-based approach to the BAS in Organizational Leadership.

On March 7, 2017, Dr. Peek presented on the South Texas College Baccalaureate Programs, and during that presentation he gave a brief introduction to the competency-based approach to the BAS – Organizational Leadership. The innovative “competency-based” approach was developed in partnership with Texas A&M University-Commerce, supported by the College for All Texans Grant. The purpose of the grant was to develop a competency-based degree program that measures student progress through the demonstration of program competencies, rather than the traditional accumulation of credit hours.

Dr. Esmaeili and Dr. Peek will provide an overview of the concept of competency-based pedagogy, highlighting how this innovative approach supports students in quickly identifying their existing strengths, earned through prior educational or workforce experience, and focuses students on the areas of study in which they could benefit from further instruction. This model can be especially beneficial to students coming to the College after service in the military or a workforce career who have already developed a practical skills and knowledge upon which to build their college credential.

To illustrate the competency-based model, the team will review the degree plan for the BAS – Organizational Leadership, and will illustrate how students are given the opportunity to quickly demonstrate competencies at the beginning of each 7-week academic term, allowing faculty to focus student efforts on learning outcomes that require additional instruction before completion of each cycle.

Under this program, students at South Texas College pay a flat rate of \$750 per seven week academic term, and during that term they may complete as many program competencies as they are able.

The competency-based model includes innovations in course structure, student support, and enrollment.

Dr. Esmaeili and Dr. Peek will respond to questions from the Committee.

This presentation is provided for the Education and Workforce Development Committee’s information and feedback to staff. No action is requested.



## **Review and Discussion of Association of Community College Trustees Call for Presentations for the 2017 Leadership Congress in Las Vegas, Nevada**

The Association of Community College Trustees has issued their call for presentations for the 2017 Leadership Congress, to be held in late September 2017 in Las Vegas, Nevada. The deadline to submit a proposal is Friday, April 21, 2017.

The ACCT has expressed particular interest in hearing from baccalaureate degree offering community colleges, and toward that end staff has developed two proposals for review by and feedback from the Education and Workforce Development Committee.

The following proposals are attached for the Committee's review:

### **Track 2: New Pathways to Student Success**

*Competency-Based Baccalaureate – New Instructional Model for Student Success*

### **Track 5: Expanding the Mission**

*Developing Your Workforce – Community Colleges and Applied Baccalaureate Degrees*

The Education and Workforce Development Committee is asked to provide feedback to staff. Staff will incorporate any revisions into the final proposal(s), which will be submitted to the ACCT for consideration.

This review is provided for the Education and Workforce Development Committee's information and feedback to staff. No action is requested.

# ACCT Presentation Proposal – September 2017

## Track 2: New Pathways to Student Success

### Competency-Based Baccalaureate – New Instructional Model for Student Success

Learn more about the development and implementation of a competency-based baccalaureate of applied science degree by South Texas College. This competency-based program was developed in partnership with Texas A&M University-Commerce and with the support of the College for All Texans Grant, which supports development of the competency-based instructional model

This innovative approach supports students by quickly identifying their existing strengths, earned through prior educational or workforce experience, and focuses resources on the areas of study in which they could benefit from further instruction. This model can be especially beneficial to students coming to the College after service in the military or a workforce career who have already developed a practical skills and knowledge upon which to build their college credential.

**Session Type:** Concurrent Session

#### Anticipated Outcomes:

Participants will:

- Learn about the development of a competency-based baccalaureate program, which awards credit based upon demonstration of core competencies instead of traditional semester credits.
- Learn how offering a competency-based degree can accelerate and streamline students' successful completion of a college credential by building on existing skills and knowledge.
- Hear about the lessons learned while developing the curriculum, student support services, and enrollment protocols to make a competency-based program practical for students and community college administration.

#### Principal Contact Person:

Andrew Fish, Administrative Specialist for Board Relations  
South Texas College  
3201 W. Pecan Blvd.  
McAllen, TX 78501  
(P) 956 – 872 – 3555  
(F) 956 – 872 – 8368  
(E) [atfish@southtexascollege.edu](mailto:atfish@southtexascollege.edu)

**Audiovisual Aids:** PowerPoint, microphone

#### Panel Participants:

Mrs. Graciela Farias, Board Vice Chair, South Texas College  
Ms. Rose Benavidez, Trustee, South Texas College  
Mr. Roy de León, Trustee, South Texas College  
Dr. Shirley A. Reed, President, South Texas College

# ACCT Presentation Proposal – September 2017

## Track 5: Expanding the Mission

### Developing Your Workforce – Community Colleges and Applied Baccalaureate Degrees

Learn more about the development of applied baccalaureate programs by South Texas College to meet employers' workforce needs, provide pathways for graduates from Associate of Applied Science programs, and provide cost effective options for students pursuing a baccalaureate credential.

Community college baccalaureate programs have proven to be innovative and successful new methods for increasing educational attainment levels in our community, and the recently implemented competency-based model has truly opened pathways for the credentialing of experienced professionals to pursue a baccalaureate degree.

**Session Type:** Concurrent Session

#### Anticipated Outcomes:

Participants will:

- Learn how offering the Bachelor of Applied Science and Bachelor of Applied Technology degrees can be an effective model for responding to workforce needs in your community.
- Learn how the applied degree addresses the challenges Career and Technology students with applied science associate degrees face when attempting to transfer.
- Learn about the development of a competency-based baccalaureate program, which awards credit based upon demonstration of core competencies instead of traditional semester credits.
- Hear about the challenges facing community colleges offering baccalaureate degrees, and developing new baccalaureate programs to address workforce needs.

#### Principal Contact Person:

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South Texas College  
3201 W. Pecan Blvd.  
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(P) 956 – 872 – 3555  
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(E) atfish@southtexascollege.edu

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