

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, May 09, 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, May 09, 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, April 11, 2017 Committee Meeting ..... 1 - 5
- II. Review and Discussion of South Texas College’s Fact Book and Key Performance Indicators  
..... 6 - 14

## **Approval of Minutes for Tuesday, April 11, 2017 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, April 11, 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, April 11, 2017 @ 2:30 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Tuesday, April 11, 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, Dr. Ali Esmaeili, Dr. Kristina Wilson, Dr. Rebecca De Los Santos, Mr. Brent Angangan, Dr. Nancy Garcia, Dr. Kevin Peek, Ms. April Castaneda, Ms. Yvette Gonzalez, and Mr. Andrew Fish

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

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 7, 2017 were approved as written. The motion carried.

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

The Education and Workforce Development Committee was 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 conducted student and employer surveys to document local demand for individuals with this certificate.

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, 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 were estimated and provided after the Program Development Brief.

Dr. Kristina Wilson, Associate Dean of Curriculum and Student Learning, and Dr. Rebecca De Los Santos, Kinesiology Program Chair, and Mr. Brent Angangan, Kinesiology Instructor, reviewed the proposed new program and the development process with the Committee and responded to questions.

With Education and Workforce Development Committee approval of the development of the proposed Personal Trainer Certificate program, an advisory committee would 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. No Board action was required at this stage of program development.

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Education and Workforce Development Committee approved and authorized the development of the proposed Personal Trainer Certificate program as presented. The motion carried.

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

Dr. Nancy Garcia, Director of Comprehensive Advising & Mentoring Services, presented *Getting There Must Begin with Intentional Advising*. Dr. Garcia's presentation was first 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 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 covered 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 was included in the packet, and Dr. Garcia reviewed the impact of intentional advising on student retention and performance and described the initiatives at South Texas College that support this student service.

Dr. Garcia also reviewed 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 was provided for the Education and Workforce Development Committee's information and feedback to staff. No action was requested.

**The following item was discussed out of the posted agenda order:**

**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 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 was Friday, April 21, 2017.

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

The following proposals were 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 was asked to provide feedback to staff. Staff would incorporate any revisions into the final proposal(s), which would be submitted to the ACCT for consideration.

The Committee members preferred to only submit a single presentation, and chose the Track 5 proposal. They would work on revisions as necessary prior to the submission deadline.

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

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

This presentation was postponed due to time constraints. The presenters were asked to consider the previous discussion regarding the ACCT proposal, and to return to a subsequent Education and Workforce Development Committee to present on baccalaureate programs at South Texas College.

## **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 3:38 p.m.

I certify that the foregoing are the true and correct Minutes of the April 11, 2017 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Graciela Farias  
Presiding

## **Review and Discussion of South Texas College's Fact Book and Key Performance Indicators**

South Texas College Fact Book is available online, and provides relevant and timely data used to guide the institution and to report on the College's performance. The STC Fact Book accessible by the public through the College's website.

The STC Fact Book includes reporting on the STC Key Performance Indicators (KPIs) which are used to evaluate student success at each stage of their pathway, from enrollment through post-graduation success.

Dr. Laura Sanchez, Associate Dean of Institutional Research and Effectiveness, will provide a guided tour of the STC Fact Book and will discuss the KPIs used to evaluate student success at South Texas College.

The Fact Book includes the following sections:

### ***Student Achievement Goals***

South Texas College evaluates student achievement through the STC Key Performance Indicators (KPIs). Key Performance Indicators have been defined across six focus areas of student achievement: Enrollment, College Readiness, Progress, Completion, Transfer, and Post-Graduation Success in order to evaluate success along the entire student pathway. The KPI's are utilized as metrics for measuring progress towards the Comprehensive Mission of South Texas College.

### ***Enrollment***

Provides information about college Traditional Enrollment and Dual Matriculation.

### ***College Readiness***

Provides information about TSI completion rates of STC Developmental students.

### ***Progress***

Provides information about Persistence, First College-Level Course Completion, Credits Earned, and Successful Course Completion.

### ***Completion***

Provides information about Graduation Rates and Degrees & Certificates Awarded.

### ***Transfer***

Provides information about STC students who are transferring to a Senior institution.

### ***Post Graduation Success***

Provides information about Licensure Exam Passing Rates and Graduate Placement Rate.

### ***Finance***

Provides several years of Finance Statistics Reports.



The Key Performance Indicators (KPIs) are:

**Traditional Enrollment** - *Growth in Traditional enrollment.*

- A. Fall to Fall*
- B. Spring to Spring*
- C. Summer to Summer*

**Dual Matriculation** - *Matriculation of Dual Enrollment Graduating Seniors to STC the Fall Semester following graduation.*

**Students who meet TSI Obligation** - *Percent of underprepared students who satisfy a TSI obligation in Math, Reading, and Writing within 1 year*

**Persistence** - *Fall to Fall Persistence Rates*

**1<sup>st</sup> College-Level Course Completion** - *Completion of First College Level Course in Math, Reading and Writing*

**Credits Earned** - *Number of students who complete 15 credit hours during the academic year*

**Credits Earned** - *Number of students who complete 30 credit hours during the academic year*

**Successful Course Completion** - *Overall successful course completion rate per semester*

**Graduation Rate** - *Full Time/Part Time 3 year Graduation Rates*

**Degrees and Certificates Awarded** - *Number of baccalaureate, associated degrees, and certificates awarded per academic year*

**Transfer** - *Percent of students transferring to a Senior institution*

**Licensure Exam Passing Rates** - *Percent of student who pass applicable licensure exams required for professional practice*

**Graduate Placement Rate** - *Placement of technical Graduates in the-fourth quarter after graduation*

A matrix of the KPIs, tying them to the College's Strategic Direction and Outcomes, is provided in the following pages.

In addition to the STC Fact Book and Key Performance Indicators, the Office of Research and Institutional Effectiveness provides the public with access to collect and understand additional data about South Texas College through its website.

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

### South Texas College Student Achievement Key Performance Indicators

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
<u>Enrollment</u>	<b>1. Clear Pathways</b>  <b>1.1-</b> Ensure ease of entry into clear pathways for students by redesigning enrollment processes and providing student centered services	<b>Traditional Enrollment Growth in Traditional enrollment.</b> <i>A. Fall to Fall</i> <i>B. Spring to Spring</i> <i>C. Summer to Summer</i>	<u>External Target:</u> 2% increase budget target per year.  <u>Internal Target:</u> 3% SAEM specific target per year	<u>Definition:</u> Unduplicated headcount enrollment-Census Date as reported on the CBM001  <u>Data Source:</u> (Institutional Data)
	<b>1. Clear Pathways</b>  <b>1.4-</b> Collaborate with K-12 institutions to provide a seamless transition from high school to college.	<b>Dual Matriculation</b> <i>Matriculation of Dual Enrollment Graduating Seniors to STC the Fall Semester following graduation.</i>	2% increase per year.	<u>Definition:</u> # and % of High School Seniors with Dual Hours matriculating to STC in the immediate fall after high school graduation (dual type students who have May-June-July high school graduation dates of the year being calculated in BANNER)-Census Date  <u>Data Source:</u> (Institutional Data,)

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
<u>College Readiness</u>	<b>3. High Success Rates</b>  <b>3.1</b> - Accelerate the success of students who are not college prepared by implementing effective college readiness programs and developmental initiatives.	<b>Students who meet TSI Obligation</b> <i>Percent of underprepared students who satisfy a TSI obligation in Math, Reading, and Writing within 1 year</i>	<u>Reach % target in 3 years (Fall 2018)</u> <ul style="list-style-type: none"> <li>• Math: 35%</li> <li>• Reading: 40%</li> <li>• Writing: 40%</li> </ul>	<u>Definition:</u> % of underprepared students (from FTIC credential seeking students) who satisfied TSI obligation within 1 year.  <u>Data Source:</u> CBM001 and CBM002 (Developmental Education Accountability Measures Data: <a href="http://www.txhighereddata.org/reports/performance/deved/">http://www.txhighereddata.org/reports/performance/deved/</a> )
<u>Progress</u>	<b>4. Collective Responsibility</b>  <b>4.4</b> – Strengthen faculty and student interaction and engagement to increase student's persistence and completion of college.	<b>Persistence</b> Fall to Fall Persistence Rates	Reach % target in 3 years (Fall 2018): <ul style="list-style-type: none"> <li>• FT-FTIC: 70%</li> <li>• All FTIC: 65%</li> <li>• All Trad.: 65%</li> </ul>	<u>Definition:</u> Persistence is defined as of students who either have graduated within one year from STC or are still enrolled at STC (Fall-To-Fall).

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
	<p><b>3. High Success Rates</b></p> <p><b>3.2</b> – Facilitate successful completion of gatekeeper courses by providing students with the necessary tools, support and interventions</p>	<p><b>1<sup>st</sup> College-Level Course Completion</b></p> <p>Completion of First College Level Course in Math, Reading and Writing</p>	<p>Reach specific numeric target in 3 years.</p> <ul style="list-style-type: none"> <li>• Math: 6,000</li> <li>• Reading: 3,300</li> <li>• Writing, 3,300</li> </ul>	<p><u>Definition:</u> Number of students who successfully complete the first college-level course in Math, Reading, or Writing during the academic year being measured.</p> <p><u>Data Source:</u> THECB Success Points</p>
	<p><b>3. High Success Rates</b></p> <p><b>3.3</b> – Ensure that students successfully navigate college processes and make continuous progress toward completion by building strong connections between students, faculty, and the college support system.</p>	<p><b>Credits Earned</b></p> <p><i>Number of students who complete 15 credit hours during the academic year</i></p>	<p>Reach 10,000 in 3 years.</p>	<p><u>Definition:</u> Number of students who successfully complete at least 15 semester credit hours during the academic year being measured.</p> <p><u>Data Source:</u> THECB Success Points</p>

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
	<b>3. High Success Rates</b>  <b>3.3</b> – Ensure that students successfully navigate college processes and make continuous progress toward completion by building strong connections between students, faculty, and the college support system.	<b>Credits Earned</b> <i>Number of students who complete 30 credit hours during the academic year</i>	Reach 5,900 in 3 years.	<u>Definition:</u> Number of students who successfully complete at least 30 semester credit hours during the academic year being measured.  <u>Data Source:</u> THECB Success Points
	<b>5. Collaboration</b>  <b>5.1</b> – Make student learning the role and responsibility of all stakeholders: students, faculty, and staff at every level of institution.	<b>Successful Course Completion</b> <i>Overall successful course completion rate per semester</i>	Maintain a minimum course pass rate of 80%	<u>Definition:</u> Completion with a grade of A, B, C, or P Ending SCH (State Funded) divided by Beginning SCH (State Funded)  <u>Data Source:</u> Institutional Data

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
<u>Completion</u>	<p><b>Clear Pathways</b></p> <p><b>1.3</b> - Increase the number of degrees and certificates in high demand, high growth professions through accelerated entry into coherent programs of study and effective career planning and advising.</p>	<p><b>Graduation Rate</b> <i>Full Time/Part Time 3 year Graduation Rates</i></p>	<p>Full-time: Reach 20% in 3 years and sustain (FY 2018)</p> <p>Part-time: Reach 10% in 3 years and sustain (FY 2018)</p>	<p><u>Definition</u>: First-time, full-time and part-time entering, credential-seeking, undergraduates who have graduated in 3 years.</p> <p><u>Data Source</u>: THECB Accountability System only has full-time graduation rate (Success Key Measure 11). Almanac has both. Almanac is published a little later than Accountability System update.</p>
	<p><b>Clear Pathways</b></p> <p><b>1.3</b> - Increase the number of degrees and certificates in high demand, high growth professions through accelerated entry into coherent programs of study and effective career planning and advising.</p>	<p><b>Degrees and Certificates Awarded</b> <i>Number of baccalaureate, associated degrees, and certificates awarded per academic year</i></p>	<p>Increase # of awards per year.</p> <ul style="list-style-type: none"> <li>• Bachelor: 50</li> <li>• Associate: 300</li> <li>• Certificate: 150</li> </ul>	<p><u>Definition</u>: Certified Graduates, number of degrees and Certificates awarded as reported on the CBM009</p> <p><u>Data Source</u>: THECB Success Key Measure 12. Number of awards, certificates by type.</p>

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
<u>Transfer</u>	<b>Clear Pathways</b>  <b>1.6</b> - Ensure smooth transfer and transfer success for students by working collaboratively with educational partners to align academic expectations and remove barriers in the transfer process.	<b>Transfer</b> <i>Percent of students transferring to a Senior institution</i>	Reach 30% in 3 years (FY 2018)	<u>Definition:</u> Percent of student enrolled in a Texas senior institution. Students entering college for the first time at a two-year institution, who are not currently enrolled at a four-year institution are, tracked until they transfer to a four-year institution for the first time, or until they complete an award at the two-year.  <u>Data Source:</u> THECB Accountability System Success – Key Measure 13. Transfer to a senior institution
<u>Post Graduation Success</u>	<b>Clear Pathways</b>  <b>1.7</b> - Prepare certificate and degree seeking students for the workplace by creating a career-centered college culture that provides seamless career readiness, preparation, and placement services.	<b>Licensure Exam Passing Rates</b> <i>Percent of student who pass applicable licensure exams required for professional practice</i>	90% pass rate for each program requiring licensure for employment, or within 5% of the State Average.	<u>Definition:</u> Percent passing licensure exams for applicable programs  <u>Data Source:</u> THECB Accountability System, Excellence – Key Measure 26. Pass rate for excellent programs whose graduates are required to pass a licensure exam to practice in the field

<u>Focus Area</u>	<u>Strategic Direction/Outcome</u>	<u>KPI</u>	<u>Target/ Measure</u>	<u>Data Source/Definition</u>
	<p><b>Clear Pathways</b></p> <p><b>1.7</b> - Prepare certificate and degree seeking students for the workplace by creating a career-centered college culture that provides seamless career readiness, preparation, and placement services.</p>	<p><b>Graduate Placement Rate</b>  <i>Placement of technical Graduates in the-fourth quarter after graduation</i></p>	<p><u>Option 1</u>: Minimum 88% Placement Rate overall for all technical programs</p>	<p><u>Definition</u>: Percent of graduates employed or placed in military service in the fourth quarter of the calendar year in which the program (fiscal) year ends and/or enrolled in a Texas senior institution in the following fall after the school year in which the program year ends.</p> <p>Data Source: Accountability site (<a href="http://www.txhighereddata.org/Interactive/Accountability/">http://www.txhighereddata.org/Interactive/Accountability/</a>) (Also Success – Contextual Measure 20)</p>