

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, August 14, 2018

3:00 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, August 14, 2018 @ 3:00 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, July 10, 2018 Committee Meeting 1 - 7
- II. Review and Recommend Action on Proposed FY 2017 - 2018 Committee Meeting Schedule 8 - 9
- III. Report on Enrollment Events: 10 - 15
 - 1. Dual Credit Programs Information Session at Starr County Campus, July 27, 2018
 - 2. Open House at the Higher Education Center at La Joya, August 7, 2018
- IV. Review and Discussion of Dual Credit Programs 16 - 29
- V. Update and Discussion on Public Relations and Marketing Strategies and Effectiveness 30 - 57

Approval of Minutes for Tuesday, July 10, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, July 10, 2018 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, July 10, 2018 @ 2:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, July 10, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 2:37 p.m. with Mrs. Graciela Farias presiding.

Members present: Dr. Alejo Salinas, Jr., Mrs. Victoria Cantú, Mr. Gary Gurwitz, and Mr. Rene Guajardo

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Dr. Ali Esmaeili, Mr. Nicholas Gonzalez, Mr. Serkan Celtek, Ms. Cynthia Blanco, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

Announcement of New Committee Roster

Dr. Salinas announced that Board Chairman Paul R. Rodriguez had revised the Education and Workforce Development Committee roster effective June 20, 2018 as follows:

Committee Chair:	Dr. Alejo Salinas, Jr.
Committee Members:	Mrs. Victoria Cantú, Mr. Gary Gurwitz, and Mr. Rene Guajardo

Approval of Minutes for Tuesday, May 8, 2018 Committee Meeting

Upon a motion by Mrs. Victoria Cantú and a second by Mr. Rene Guajardo, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, May 8, 2018 were approved as written. The motion carried.

The Education and Workforce Development Committee considered the following items outside of the posted agenda order:

Review and Recommend Board Approval to Revise Academic Calendar for Academic Year 2018 – 2019

Approval of the proposed revisions to the 2018 - 2019 Academic Calendar would be requested at the July 24, 2018 Board meeting.

The 2018 - 2019 Academic Calendar was presented to the Board for approval on July 25, 2017. The Academic Calendar Steering Committee proposed a revision to the calendar, as follows:

- Changes to the December 2018 graduation date from December 15 (Saturday) to December 1 (Saturday).

The change was required due to a scheduling conflict at the State Farm Arena.

The revised 2018 - 2019 Academic Calendar was provided in the packet, with the proposed changes highlighted in yellow.

Upon a motion by Mr. Gary Gurwitz and a second by Mr. Rene Guajardo, the Committee recommended Board approval of the proposed revisions to the 2018 - 2019 Academic Calendar as presented. The motion carried.

Review and Recommend Board Approval of Proposed Academic Calendar for Academic Year 2019 – 2020

Approval of the 2019-2020 Academic Calendar would be requested at the July 24, 2018 Board meeting.

The Academic Calendar Steering Committee, which includes membership from each area of the College, has developed the FY 2019 – 2020 Academic Calendar. The calendar was developed to be compatible with local area school district calendars and other higher education institutions in Texas. The calendar was presented to South Texas College faculty and staff for review, feedback, and input during the months of March and April. Input received from staff and faculty was incorporated into the proposed calendar.

The proposed calendar was unanimously approved by the Academic Calendar Steering Committee and was reviewed and approved by the President's Cabinet, Administrative Staff, and Planning and Development Council.

The proposed calendar was provided in the packet for the Committee's review and consideration.

Upon a motion by Mr. Gary Gurwitz and a second by Mr. Rene Guajardo, the Committee recommended Board approval of the 2019 - 2020 Academic Calendar as presented. The motion carried.

The Education and Workforce Development Committee returned to the discussion of the following items included earlier in posted agenda:

Review and Discussion of Survey of Western Hidalgo County Employers

Mr. Serkan Celtek, Director of Research and Analytical Services, provided a review and lead a discussion on the recent South Texas College survey of Western Hidalgo County Employers, conducted in an effort to determine opportunities and strategies for South Texas College to partner with local businesses in workforce development programs for the communities served directly by the South Texas College Higher Education Center at La Joya.

Mr. Celtek also briefly reviewed a previous survey of businesses in La Joya, which led to the more recent and comprehensive survey.

Past Survey of La Joya Business Owners

Summer 2016 – Survey to La Joya Business Owners

- Provided to La Joya area employers while attending a luncheon.
- Purpose was to ask employers questions about job positions they needed to fill, and skills needed by applicants for those positions.
- 57 responses were received.

Latest Survey to Business Owners

The survey was conducted among randomly selected businesses operating within Hidalgo County communities west of Mission:

- A variety of businesses were contacted, with considerations taken to include small and large businesses, and to contact them at times during the weekday likely to accommodate the business owners' and operators' willingness to participate.
- The selection process resulted in 107 responses, which surpassed the minimum goal of at least 100 survey responses for analysis.
- A list of registered businesses in that area, available from the Texas Comptroller's Office, indicates that roughly 1-in-5 of the active businesses in that area participated in the survey.

Mr. Celtek reviewed the survey methodology and data, which was summarized in the packet, and led a discussion of the analysis of this data and its practical applications to improve South Texas College's service to those communities through its Higher Education Center in La Joya.

Mr. Paul R. Rodriguez noted that the survey was conducted by a third party, and asked that future presentations of surveys should be provided by the actual person or firm that conducted the survey, so that they could respond to questions from the Committee.

This information was presented for the Committee's information and review, and no action was requested.

Update and Discussion on South Texas College Higher Education Center at La Joya

Dr. Petrosian, Vice President for Academic Affairs, provided an update and led a discussion on the South Texas College Higher Education Center at La Joya, and the services offered to students at that location.

Dr. Petrosian provided an overview of the development of the South Texas College Higher Education Center and its establishment to serve the residents of Western Hidalgo County. This overview included historical enrollment and new initiatives to increase community awareness and interest in taking advantage of the program offerings at the Center.

Background of the South Texas College Higher Education Center at La Joya

Initially opened in 2010 at the Jimmy Carter Early College High School, South Texas College expanded the resources and course offerings at its La Joya Teaching Center in 2012, upon approval by the College's accrediting authority, the Southern Association of Colleges and Schools, Commission on Colleges (SACS,COC).

While dual credit participation stayed over 200 students, traditional students were not utilizing the Center as widely as anticipated. For the Fall of 2016, the College redeveloped the site as the South Texas College Higher Education Center at La Joya, to clearly communicate with the surrounding community that this was a higher education resource to serve their academic and workforce needs.

Since that rebranding, and several new initiatives, there was an initial surge of traditional enrollment, but it has once again begun to decline. Dr. Rene Zúñiga serves as the Center Coordinator. Along with a part-time support staff, Dr. Zúñiga works with the school district and the community at large to respond to questions and to develop strategies to encourage enrollment and utilization of the Center.

The facility was renovated in a partnership between La Joya ISD and South Texas College, supported by the 2013 Bond Construction Program, to install state-of-the art

science labs and computer labs, a welding lab, and library resources to fully support the excellent quality of higher education offered to the community.

Advisory Committee Membership

Dr. Petrosian discussed the Advisory Committee that was formed in Spring 2016, and meets twice a semester to review promotional activities and recommend strategies to increase enrollment. Currently, this committee is comprised of key stakeholders at South Texas College and at La Joya ISD. In the future, administration will engage employers, current and past students, and other community members to further develop a broad-based Advisory Committee that is responsive to the needs of the residents of Western Hidalgo County.

Marketing and Outreach

In Fall 2016, the College worked with La Joya ISD to identify the parents of 1st, 3rd, 5th, and 7th grade students district-wide. These grade levels were selected to reach many younger parents who might be seeking higher education opportunities for academic and workforce advancement.

This survey included questions about the educational needs of the household, particularly adults who would potentially be interest in program and course offerings that could be developed at the South Texas College Higher Education Center at La Joya.

This effort was not focused on preparing the young students for college, nor directly toward opportunities for dual credit students or recent high school graduates. While the College has many programs and partnerships serving those students, this survey was developed specifically to target the demographic of working adults, several years out of high school, that might be ready for new opportunities.

Dr. Petrosian outlined the marking plan and outreach strategies being implemented to recruit additional traditional students to take advantage of the South Texas College Higher Education Center at La Joya.

Dr. Petrosian also reviewed the course offerings proposed for the Fall 2018 semester, which includes over 40 traditional courses within a variety of programs of study selected for that Center.

Mrs. Victoria Cantú noted that she represents and works in the communities served by the South Texas College Higher Education Center at La Joya. She shared that she has received comments from several people that the location is hard to locate, and suggested that we speak with La Joya ISD about putting clear signage on the Jimmy Carter Early College High School building, which houses the Higher Education Center.

Mrs. Cantú also noted that she has also heard from people in the community that they have gone to the Center for information, and have not been able to find staff to answer

questions. Dr. Petrosian shared that a part time staff member has been hired to work high-traffic hours, and there was not yet sufficient enrollment at that location to hire a full time staff member however, she suggested that perhaps the School District would be willing to cross-train their own staff to help address questions and direct the public to further assistance as needed when the College's staff is not available.

Mrs. Cantú noted that new marketing strategies might be implemented to effectively support Dr. Zúñiga's ongoing efforts to connect with the community and attract students interested in attending courses at that Center.

Included Documents

The Committee packet included the following additional documents for review and comment by the Education and Workforce Development Committee:

- Fall 2018 Course Offerings
- General Flier for South Texas College Higher Education Center – La Joya
- South Texas College Higher Education Center – La Joya Education Program Flyer
- *STC La Joya Teaching Center to host Open House on May 17* (Press Release, South Texas College, May 4, 2016)
- *Opening doors for in-demand courses at La Joya Teaching Center* (Staying Connected, South Texas College, Summer 2016)

This information was presented for the Committee's information and review, 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 3:53 p.m.

I certify that the foregoing are the true and correct Minutes of the July 10, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Committee Chair

Review and Recommend Action on Proposed FY 2018 - 2019 Committee Meeting Schedule

The Education and Workforce Development Committee is asked to review the following proposed schedule and recommend amendment or approval as appropriate. The Board will be asked to review and take action on a calendar of Committee and Board Meetings for FY 2018 - 2019 at the August 28, 2018 Regular Board Meeting.

The proposed meeting schedule for the Education and Workforce Innovation Committee is as follows:

<u>Weekday</u>	<u>Date</u>	<u>Meeting Time</u>
Tuesday	September 11, 2018	3:30 p.m.
Tuesday	October 9, 2018	3:30 p.m.
Tuesday	November 6, 2018	3:30 p.m.
Tuesday	December 4, 2018	3:30 p.m.
Tuesday	January 15, 2019	3:30 p.m.
Tuesday	February 12, 2019	3:30 p.m.
Tuesday	March 5, 2019	3:30 p.m.
Tuesday	April 9, 2019	3:30 p.m.
Tuesday	May 14, 2019	3:30 p.m.
Tuesday	June 11, 2019	3:30 p.m.
Tuesday	July 9, 2019	3:30 p.m.
Tuesday	August 13, 2019	3:30 p.m.
Tuesday	September 10, 2019	3:30 p.m.

Education and Workforce Development Committee Meetings are generally scheduled for the second Tuesday of each month, and are proposed for a new starting time of 3:30 p.m. There may be some deviation based upon scheduling conflicts, and any adjustments will be communicated with as much early notification as practical.

A full calendar view of the proposed Committee and Board meeting schedule follows in the packet for the Committee's information.

The Education and Workforce Development Committee is asked to recommend Board action as necessary regarding the proposed Committee meeting schedule so that all Board members may enter the dates on their planning calendars.



Board Meeting Committee Meeting Calendar

FY 2018 - 2019

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September 2019						
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	Regular Board Meeting
	Graduation Ceremonies
	Holiday/Professional Dev. Day, College Closed

	Committee Meetings -
	• Education & Workforce Development
	• Facilities
	• Finance, Audit, & Human Resources

- * Education & Workforce Development Committee: 2nd Tuesday of the month, 3:30 p.m.
- * Facilities Committee: 2nd Tuesday of the month, 4:30 p.m.
- * Finance, Audit, & Human Resources Committee: 2nd Tuesday of the month, 5:30 p.m.
- * Board Meetings: 4th Tuesday of the month, 5:30 p.m.

Report on Enrollment Events

Dr. Rebecca De Leon, Interim Dean for Dual Credit Programs & School District Partnerships, and Dr. Rene Zuniga, Center Coordinator, will provide a review of enrollment events that took place recently at the Starr County Campus on July 27th and at the Higher Education Center at La Joya on August 7th.

1. Dual Credit Programs Information Session at Starr County Campus

Dr. De Leon will provide a review of the outreach efforts leading up to the July 27, 2018 Dual Credit Programs Information Session event at Starr County Campus, which drew in over 300 parents and high school students.

Dr. De Leon will then review the results of this outreach, including a total of 150 high school students signing up for their college readiness exam (TSI Testing) and 60 students completing their admission application.

Due to the outstanding success, a second event was held on Friday, August 3, 2018. Dr. De Leon will review the results of that event.

2. Open House at the Higher Education Center at La Joya

Dr. Zuniga will review the August 7, 2018 Open House which was coordinated to support ongoing outreach activities to provide the residents of Western Hidalgo County with information about the higher education opportunities available to them at the Higher Education Center at La Joya. Staff were on hand to provide attendees with information and the opportunity to apply for admission and financial aid, and to sign up for college readiness exam (TSI Testing).

Despite the distribution of posters and flyers throughout the population centers of La Joya, Palmview, and Penitas, and a social media campaign on STC's social platforms and an email distribution targeting 3,000 students residing in Western Hidalgo County, the response was light.

Dr. Zuniga will discuss the results of the Open House, and strategies for future outreach.

This report is provided for the Committee's information and feedback to staff. No action is requested.

Division: Academic Affairs Division

Department: Dual Credit Programs

Highlight: Dual Credit Programs **Information Session** at Starr County Campus

On **Friday, July 27, 2018**, the Dual Credit Programs Department hosted the Dual Credit Programs Information Session at the Starr County Campus from 5:30 pm to 8:30 pm. South Texas College President and the Board Vice Chair and representative of Starr County, gave a brief welcome to the parents, and Interim Dean of Dual Credit Programs and School District Partnerships presented on the information.

The event provided parents and their high school student with information regarding South Texas College's dual credit program options, free student services available to them (tutoring, library, etc), college clubs, and information tables showcasing the academic programs that can be completed at the Starr County Campus. Moreover, the high school students had the opportunity to sign up for TSI testing, free of charge, and were assisted with the admission process on Apply Texas.

Information Tables:

1. Dual Credit Academies Programs
2. Early College High School
3. Dual 2 Degree
4. NAH Division
5. Computer Science Department
6. AMT Program
7. Valley Scholars Programs
8. Psychology Club
9. Biology Club
10. Student Ambassadors Club
11. Student Activities
12. Library and Open Labs
13. Centers for Learning Excellence



Outreach Efforts: a total of 25 posters and 500 flyers were distributed around the Starr County area. In addition, 3,800 letters were mailed out to the parents of high school students attending Rio Grande City, La Grulla, and Roma high schools.

This event brought in over 300 parents and high school students; where, a total of 150 high school students signed up for the TSI testing, and 60 high school students completed their admission application. Additionally, because of the success of this event, a second event has been set up for Friday, August 3, 2018 at the Starr County Campus for those parents and high school students that missed the original event.

Your high school student can earn an Associate Degree for FREE!

Our Dual Credit Program has saved families **\$200 million in tuition**

DUAL CREDIT INFO SESSION FOR PARENTS AND HIGH SCHOOL STUDENTS

Your high school student can earn college credit or even an Associate Degree by the time they graduate high school, **ABSOLUTELY FREE!**

Join South Texas College at the **Dual Credit Information Session** to learn more about this incredible opportunity.

Friday, July 27 • 5:30-8:30 PM

South Texas College - Starr County Campus
Building E - Auditorium
142 FM 3167 • Rio Grande City, TX 78582

FREE food, live music and door prizes!

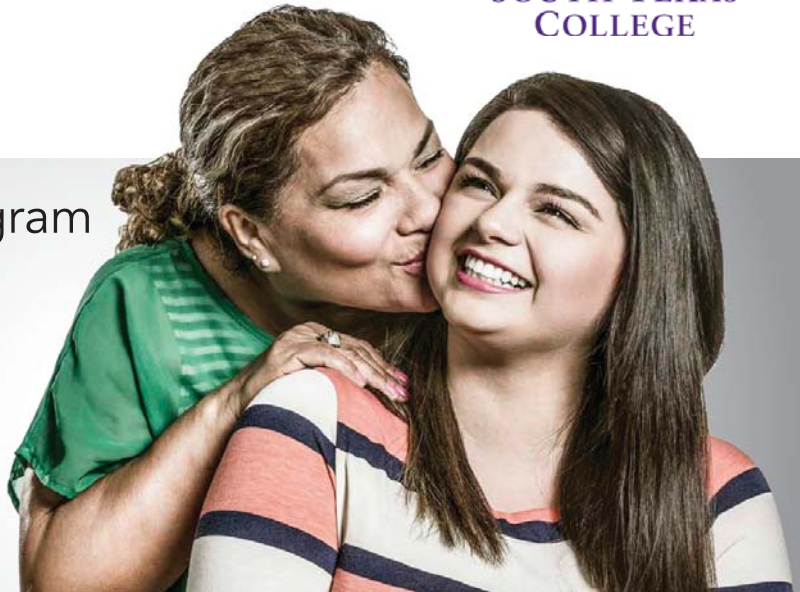


**Your high school student can
earn an **Associate Degree**
for **FREE!****



Our Dual Credit Program
has saved families

**\$200 million
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FREE food, live music and door prizes!

FOR MORE INFORMATION CALL 956-872-2619

Division: Academic Affairs Division
Department: Higher Education Center at La Joya
Highlight: **Open House** at the Higher Education Center at La Joya

On **Tuesday, August 7, 2018**, the Higher Education Center at La Joya hosted an **Open House** from 4:00 pm to 7:00 pm. During the event, several academic programs and student support services were present and provided the attendees with information regarding career pathways and course selection. In addition, attendees had the opportunity to apply for admission, financial aid, and sign up for TSI testing. A total of seven attendees were present during the Open House.

Information Tables:

1. Bachelor Programs
 - a. Technology Management
 - b. Computer Information Technologies
 - c. Medical Health & Services Management
 - d. Organizational Leadership
2. Virtual Campus: Distance Education
3. Welding Program
4. Business Administration Department
5. Education Department
6. Child Care Program
7. Criminal Justice
8. Continuing Education



Student Services:

1. College Connections: Admissions
2. Advising
3. Financial Aid



Outreach Efforts: a total of 25 posters and 500 flyers were distributed around the La Joya, Palmview, and Penitas area. In addition, social media posts were created by the College's Public Relations Department and shared on STC's social platforms. In addition, the event was promoted through the STC's calendar of events webpage. Furthermore, approximately 3,000 emails were sent to current STC students that reside in the Western Hidalgo area inviting them to take advantage of the Open House and resources available to them.





SOUTH TEXAS
COLLEGE

Higher Education
Center at La Joya

OPEN HOUSE

Showcasing Fall 2018 Programs and Courses

**TUESDAY
AUGUST**

7

**4:00 to
7:00 p.m.**

Higher Education Center at La Joya

(inside Jimmy Carter Early College High School)

Learn about career paths in
Criminal Justice,
Education, Welding,
and more!

Win Door Prizes!



FOR MORE INFORMATION CALL 956-872-6717

Review and Discussion of Dual Credit Programs

Dr. Rebecca De Leon, Interim Dean for Dual Credit Programs & School District Partnerships, will present on South Texas College's Dual Credit Programs. This presentation will cover:

Dual Credit Programs Overview

Starting in 1997 and serving only 8 students, South Texas College now provides dual credit courses to over 12,000 students annually, with 23 partnering school districts at 78 high school sites. With the Board's continued support, the College waives tuition for students in dual credit programs with partnered school districts.

Over 98,000 dual credit students have attended South Texas College while concurrently enrolled as high school students.

Enrollment & Graduates

In Fall 2017, 37% of South Texas College's enrollment was comprised of dual credit students. While the College waives tuition for dual credit participants, when registered through a partnering school district, the College does receive contact hour reimbursement from the state to help offset costs.

311 dual credit students earned a workforce certificate and 1,364 high school students earned an associate degree during the 2017 – 2018 academic year.

Dual Credit Program Options

The South Texas College Dual Credit Programs collectively serve 12,000 students:

- Dual Credit Courses
 - Earn college credit hours towards STC core curriculum
 - Start as early as 10th or 11th grade
 - Over 200 unique courses offered
- Career and Technical Education (CTE) Programs
 - Earn a Certificate in high demand technical careers
 - Start as early as 9th grade (spring semester)
 - Over 30 STC workforce programs, aligned with High School Endorsements
 - Can form the pathway toward an Associate of Applied Science
- Early College High Schools
 - Earn college credit hours up to an Associate Degree
 - Start as early as 9th grade (spring semester)
 - 29 designated campuses in Hidalgo and Starr Counties
- Academy Programs
 - Earn an Associate Degree in the STEM, Business, or Criminal Justice fields
 - Start in the 11th grade, for a two year Associate Degree program
 - 1,000 graduates since 2005, with 100% transferring to universities.

Program Quality, Monitoring, and Assessment

One of South Texas College's Strategic Directions is to increase the college-going and college-completing rates in the region. Aligned with this focus on access and success, the Dual Credit Program maintains specific quality standards, and monitors and assesses the success of students against these standards. South Texas College focuses on providing area high school students with a clear pathway to quality higher education.

Faculty Credentials - The Dual Credit Program is responsible and accountable for the credentials of all faculty teaching South Texas College dual credit courses, whether employed by the College or by partnering districts.

Curriculum – Dual Credit courses follow STC curriculum and requirements.

Registration – Dual Credit students must meet the STC registration requirements.

Textbooks – Dual Credit courses use college-level textbooks

Performance – South Texas College conducts research and evaluations on dual credit performance and program integrity.

South Texas College continues to monitor and improve dual credit program offerings and support for its students and partnering districts, and developed Dual Program Success Metrics and Targets to specifically monitor student performance. The data is provided through an annual status report for each school district to assist them in monitoring the performance of their students in college-level courses. Workshops are also provided for district partner to assist in their analysis of reports and in the development of intervention strategies to improve student performance in dual credit programs.


In November 2016, the College's accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducted their 5th Year Visit as part of the institutional accreditation process. This visit focused on six dual credit, off-campus instructional sites. The report submitted by the site visitors resulted in a SACSCOC Commendation, as follows:

"South Texas College has achieved creating a college-going culture and has successfully integrated high school students into the college's programs."

Dual Credit Programs – Impact on Students and Families

Dual Credit Programs have a significant impact on students and their families. Students become college-ready early, receive tuition/fee waivers for college courses offered at their high school sites, become acclimated to the rigor of college classes, and get to experience the college-going culture.

This information is presented for the Committee's information and review, and no action is requested.





SOUTH TEXAS
COLLEGE

Dual Credit Programs

Presentation For Education &
Workforce Development Committee
Tuesday, August 14, 2018

Presenter:
Dr. Rebecca De Leon
Interim Dean Dual Credit Programs & School District Partnerships



Outline

Dual Credit Programs

- Overview
- Enrollment & Graduates
- Dual Credit Program Options
- Quality, Monitoring, and Assessment



Dual Credit Programs Overview



Overview

- Dual Credit Programs were established in 1997
- In 2000, STC Board of Trustees enacted Policy #3230 which waived tuition for dual credit courses
- STC has the largest Dual Credit Program in the State of Texas
- Partnering with 23 school districts and 78 high school sites
- Serving over 12,000 students per year

Since 2000, the college has served over 98,000 dual credit students tuition free.

Dual Credit Program's Mission and Goals

■ Mission

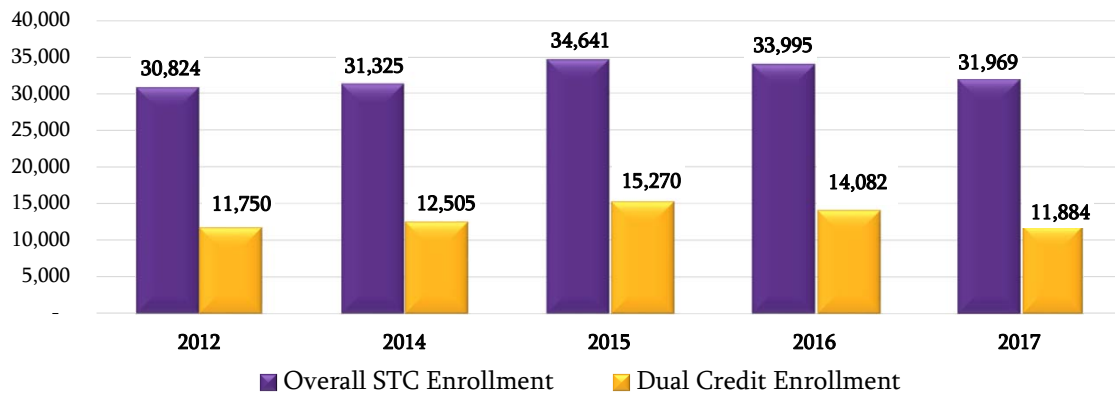
South Texas College provides a **clear pathway** to a **better quality of life** for high school students in our community through **higher education**.

■ Goals

- Goal 1:** Facilitate completion of a credential or degree
- Goal 2:** Establish clear educational pathways for student success
- Goal 3:** Improve preparedness of high school students to be successful in college courses
- Goal 4:** Collaborate with school districts to provide a college-level learning environment
- Goal 5:** Expand college-level support structure and services for student success
- Goal 6:** Foster strong partnerships with school district partners

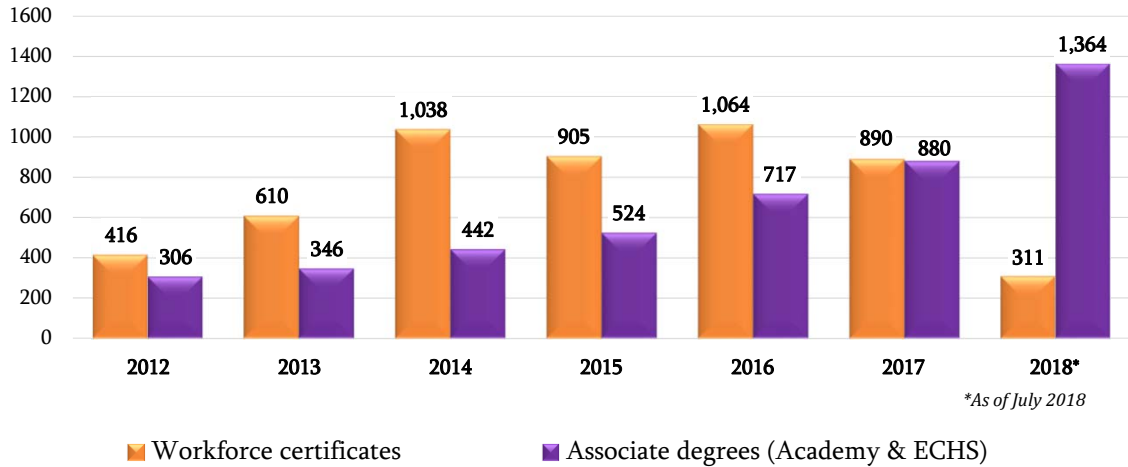
Enrollment

Fall 2012- Fall 2017



Graduates: Associate and Certificate

2012–2018

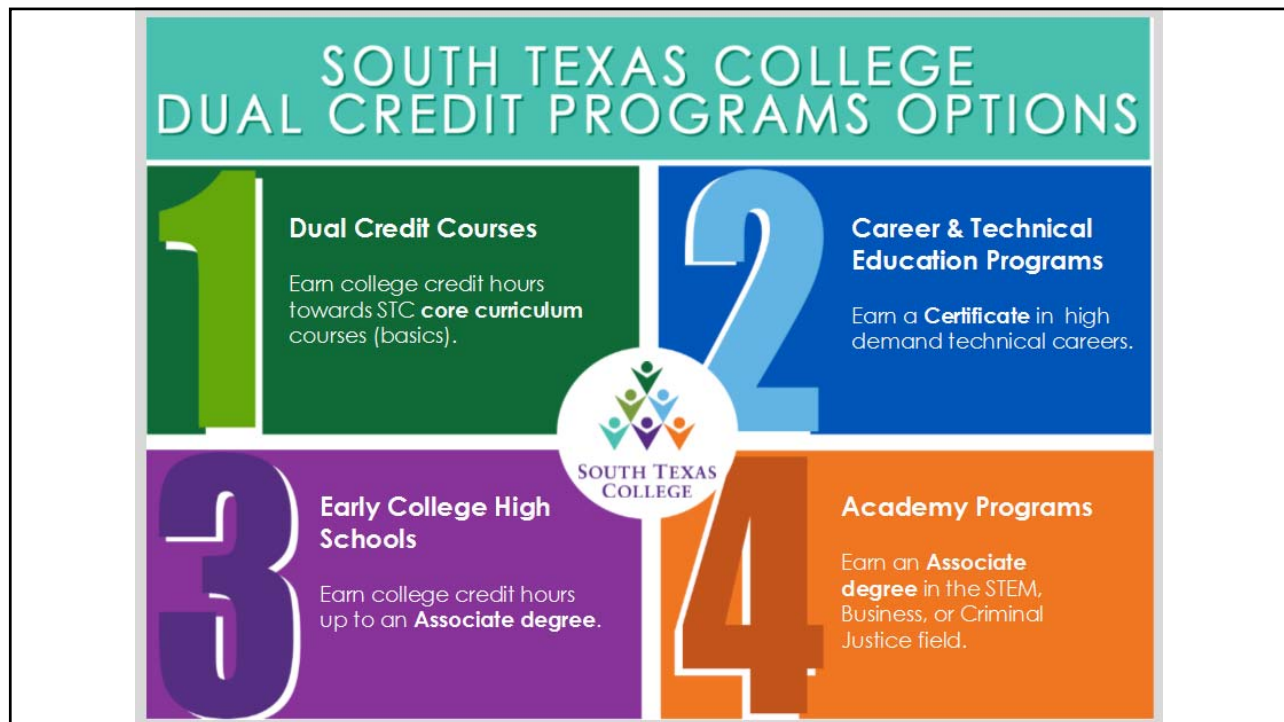


Approximately 50% of ECHS Participants graduate with an Associate degree.



Dual Credit Program Options





Dual Credit Courses

- Start as early as 10th or 11th grade
- **Over 200 unique courses** offered
- Students can earn college credit hours toward **STC Core courses** and up to an **Associate degree**



English
Math
Science
Art
History
and more



Career & Technical Education

- Start as early as 9th grade (spring semester)
- Over **30 STC** workforce programs aligned with High School Endorsements
- Students can earn college credit hours toward a **Certificate or an Associate of Applied Science**
- Fall 2017, over 350 CTE sections were offered



Early College High Schools

- Start as early as 9th grade (spring semester)
- STC partners with **29** Early College High Schools
- Students can earn college credit hours up to an **Associate degree**

ECHS Pathway to Success

High School
Diploma

High School
Diploma
+
12 College
Hours

High School
Diploma
+
30 College
Hours

High School
Diploma
+
45 College
Hours
Core Complete

High School
Diploma
+
60 College
Hours
Associate degree



Dual Credit Academy Programs

- Established in 2005
- Start in the 11th grade
- 2 year Associate degree programs
- Students can earn an Associate degree in
 - Biology
 - Business Administration
 - Computer Science
 - Criminal Justice fields
 - Engineering

Dual Credit Academy Programs

Since 2005

- 1,490 Participants & over 1,000 Graduates
- 100% Transfer to Universities

Scholarships

- Since 2006, Academy students have been offered over **\$17.6 million** in scholarships
- **Ten (10)** students have been awarded the Bill and Melinda Gates Millennium Scholarship

Awards

2012 - Texas Higher Education Star Awards Recipient
 2013 & 2014 - Bellwether Award Finalist
 2013 - Success Student Award Finalist
 2014 - Excelencia in Education finalist





Program Quality, Monitoring, and Assessment



Program Quality

- Faculty Credentials aligned with STC Policies
- Courses follow STC Curriculum and Teaching Requirements
- Students must meet the same Registration Requirements
- Courses use College-level Textbooks
- End of the Course Evaluations by Students
- Classroom Observation of Faculty by STC Department Chairs
- STC Policies and Procedures Guide the Program
- Memorandum of Understanding with Partnering ISDs
- STC Dual Credit Taskforce – Monitors Program Activities
- STC Conducts Research on Student Performance



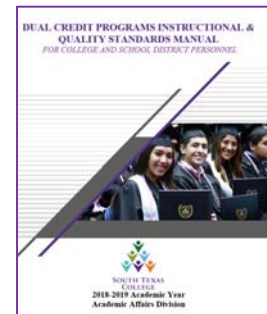
Management & Administration

Agreements

- Memorandum of Understanding (Superintendents)
- Principal Agreement

Instructional & Quality Standards Manual

- Roles
- Responsibilities
- Expectations
- Procedures and guidelines
- Credentialing of Dual Credit Faculty
- Selection, review, and approval procedures
- Course monitoring and evaluation



17

Dual Credit Program Taskforce

Taskforce: Focus on continuous quality enhancement of the Dual Credit Programs

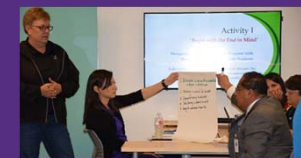
Sub-committees address issues related to:

- Procedures and Process
- Professional Development
- Admission and Registration
- Instructional Technology
- Textbooks and Instructional Resources
- Program Quality and Student Success



Student Performance Status Report

- In 2017, STC developed Dual Program **Success Metrics and Targets** to monitor dual credit program student performance.
- **Annual Status Report:** The report assists each school district to monitoring dual credit student performance in college-level courses.
- **Success Metrics Workshops:** The workshops assist school districts to analyze the reports and develop interventions to improve dual credit student performance in college-level courses.



Dual Credit Programs Success Metrics

South Texas College developed success metrics to monitor the progress of dual credit students from partnering school districts.

1.	Academic Probation and Suspension
2.	Number of Withdrawals
3.	Unsatisfactory Academic Progress (Financial Aid Status)
4.	Average Earned/Attempted Hours Ratio
5.	Average GPA
6.	Matriculation of Dual Credit Graduated Seniors to Higher Education
7.	Core Completion at South Texas College
8.	Persistence Data



Recognitions

In **November 2016**, the Southern Association of Colleges and Schools Commission on Colleges (**SACSCOC**) conducted their 5th Year Visit which focused on **visiting six dual-credit off campus instructional sites**. The report submitted by the site visitors included the following:

Sites Visited

- La Joya Teaching Center
- McAllen High School
- Palmview High School
- Pharr Teaching Center
- PSJA T-Stem (Thomas Jefferson) ECHS
- Robert Vela High School

SACSCOC Commendation

- South Texas College has achieved creating a college-going culture and has successfully integrated high school students into the college's programs.

Impact of Dual Credit Programs

Dual Credit Students

- Become **college-ready early**
- Receive **waived tuition and fees** for college courses offered at their high school site
- Become acclimated to the **rigor of college classes**
- Experience the **college-going culture**





Thank you

Update and Discussion on Public Relations and Marketing Strategies and Effectiveness

Mr. Daniel Ramirez, Director of Public Relations and Marketing, will provide a presentation on the South Texas College Office of Public Relations & Marketing. Mr. Ramirez will discuss the College's marketing goals and communications strategies, and then will review the technologies employed by the College in effective marketing, as well as in the assessment of these marketing programs.

The Office of Public Relations and Marketing is charged with several facets of serving the College's needs:

- Marketing
- Creative Services
- Community Relations
- Communications
- Digital Services
- Videography

Marketing Campaigns

Mr. Ramirez will focus on the Marketing strategies, including a review of the 2017 – 2018 Marketing and Media Buying Plan, which is provided in this packet after the presentation.

The College's approach to Marketing includes focused campaigns with goals to support enrollment efforts and improve the College's brand in our region. Using a variety of media, PR & Marketing directs their resources very intentionally, targeting audiences likely to be interested in the College, including potential students and their families.

Targeted Marketing

Working with social media and other resource, advertising can be targeted based on various factors, including targeting anyone in defined geographic areas. Marketing can then be reinforced through retargeting that individual through social media and website advertisements on their smart phones or other devices connected to their social media profiles.

Campaign Performance

Mr. Ramirez will review the campaign performance highlights, which help the College evaluate the effectiveness of its marketing strategies. This will include a tour of the "Reporting Dashboard" available through the College's website, and which shows updated data on visits and usage of online resources.

2018 – 2019 Campaign

On July 24, 2018, the Board approved a contract with a new creative agency, Interact Communications. Mr. Ramirez will review the current project highlights for the upcoming fiscal year

This information is presented for the Committee's information and review, and no action is requested.



SOUTH TEXAS COLLEGE

THE OFFICE OF PUBLIC RELATIONS & MARKETING

AUGUST 14, 2018

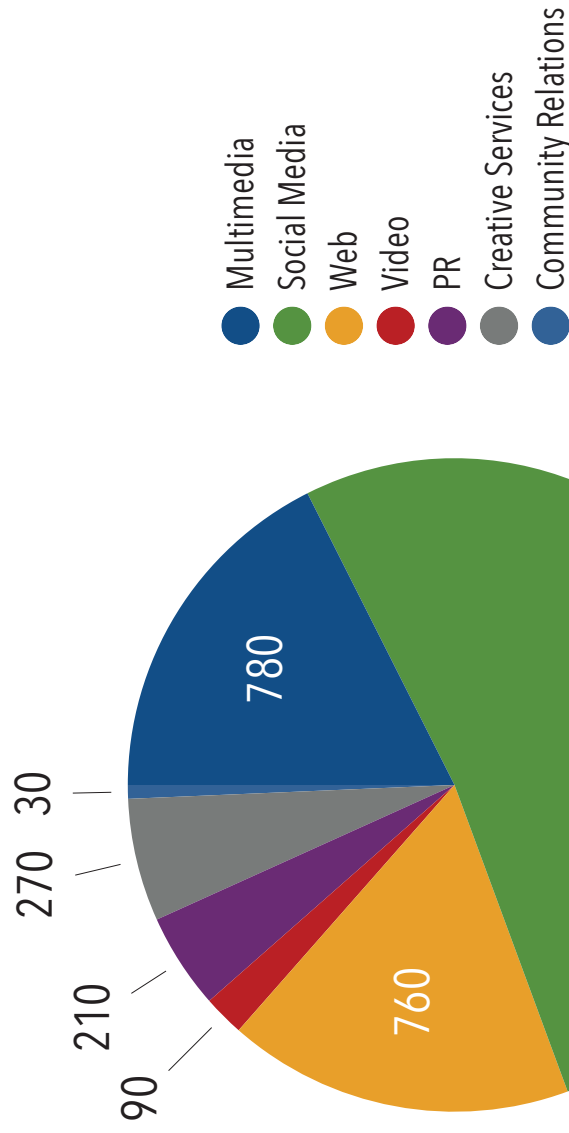
Marketing Goals

- Build positive **regional perceptions**
- Reinforce **community pride** in the institution
- Support **student enrollment** efforts

Department at a Glance

- Marketing
- Communications (*public and media relations*)
- Creative Services (*graphic design, copywriting, photography*)
- Digital Services (*web design, multimedia design, social media*)
- Community Relations
- Videography

Our Work At A Glance



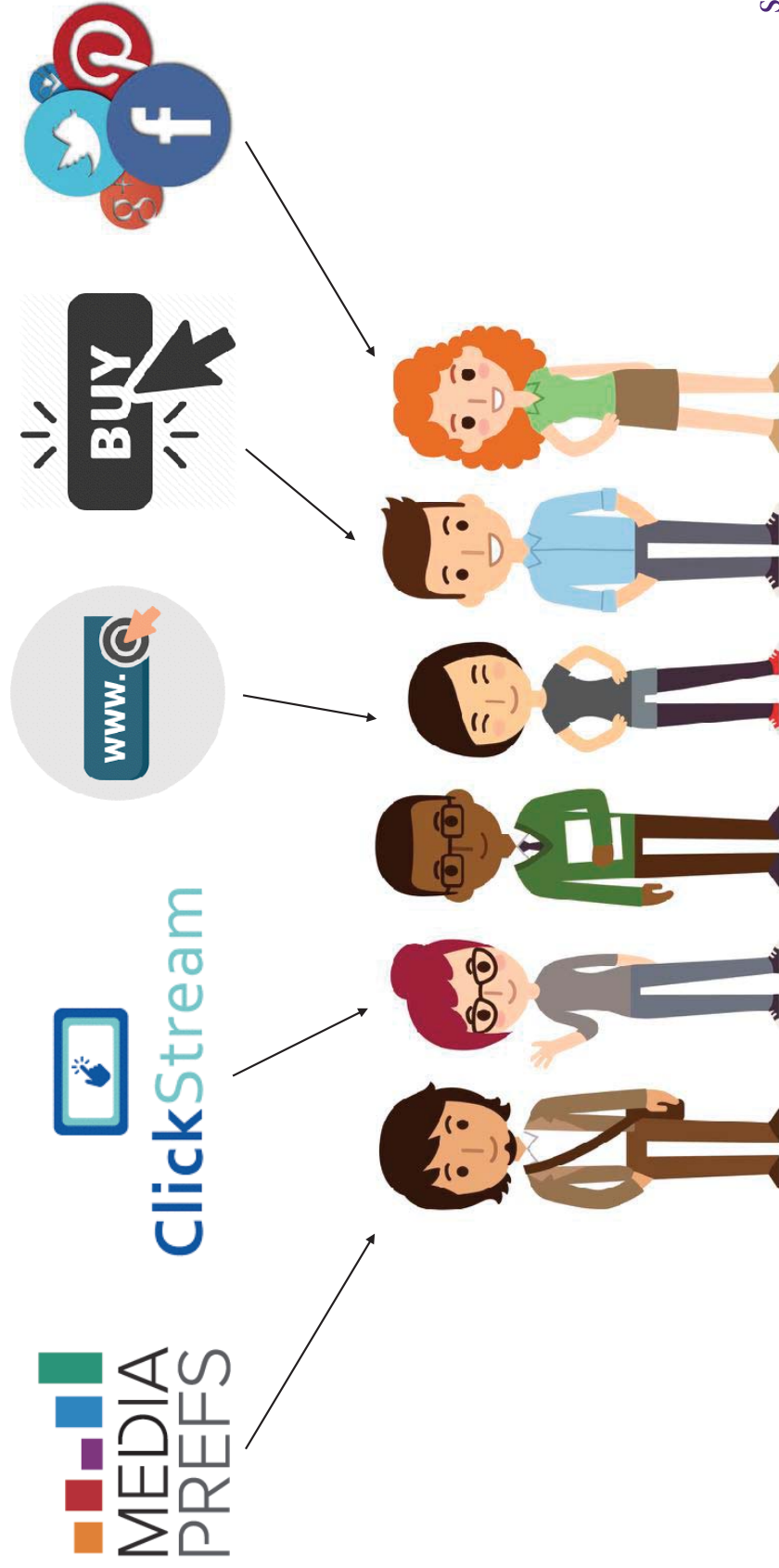
4,440+ requests for services

Since August 2017

2017-2018 MARKETING AND MEDIA BUYING PLAN

THE OFFICE OF PUBLIC RELATIONS & MARKETING

Targeted Audiences



2017-2018 Media Allocations

Traditional Transfer Students

- 17-21 yrs
- In or completed high school

Workforce

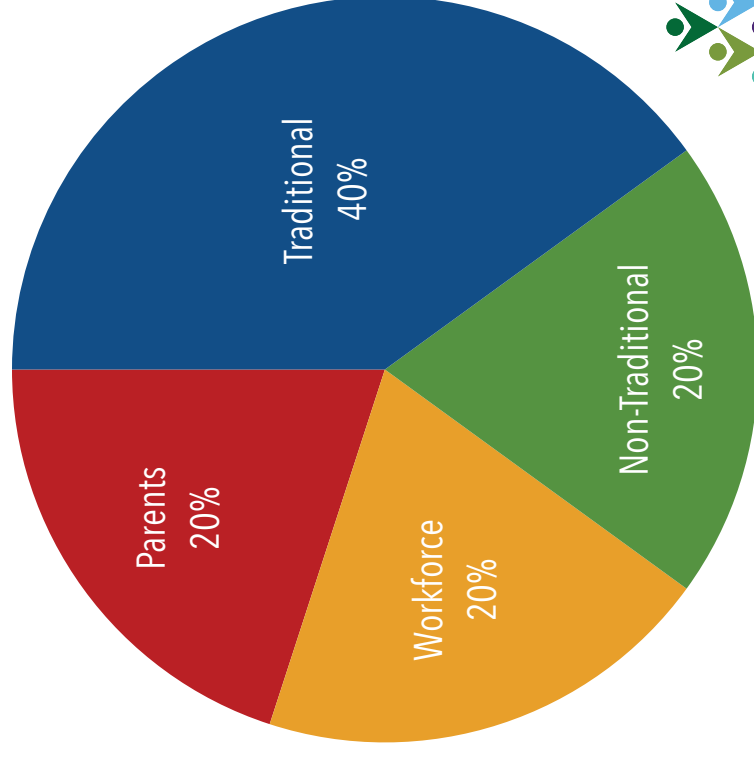
- 17-35 yrs
- Household Income below \$35K
- No higher ed. degree
- English / Spanish

Non-Traditional

- 22-45 yrs
- Some college, no degree - “life happened”

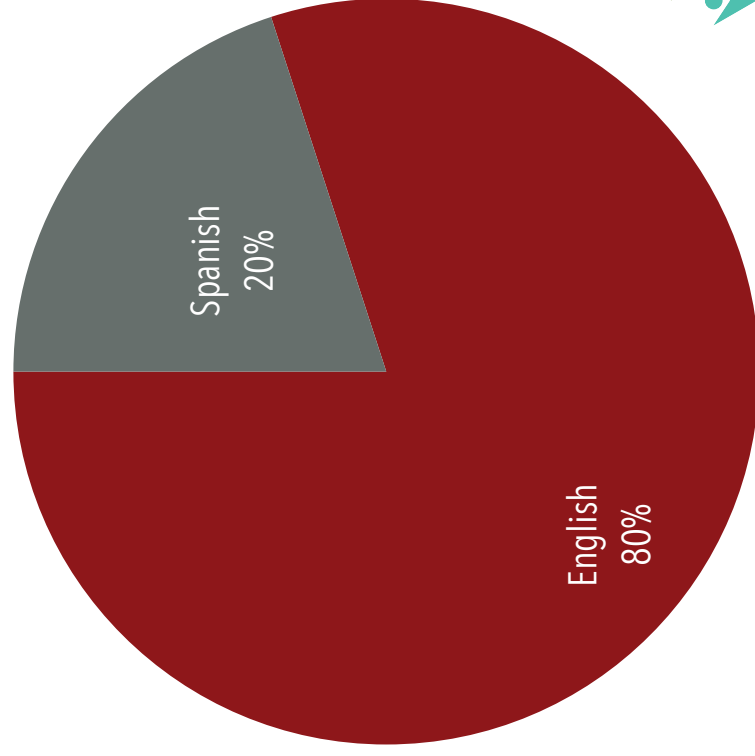
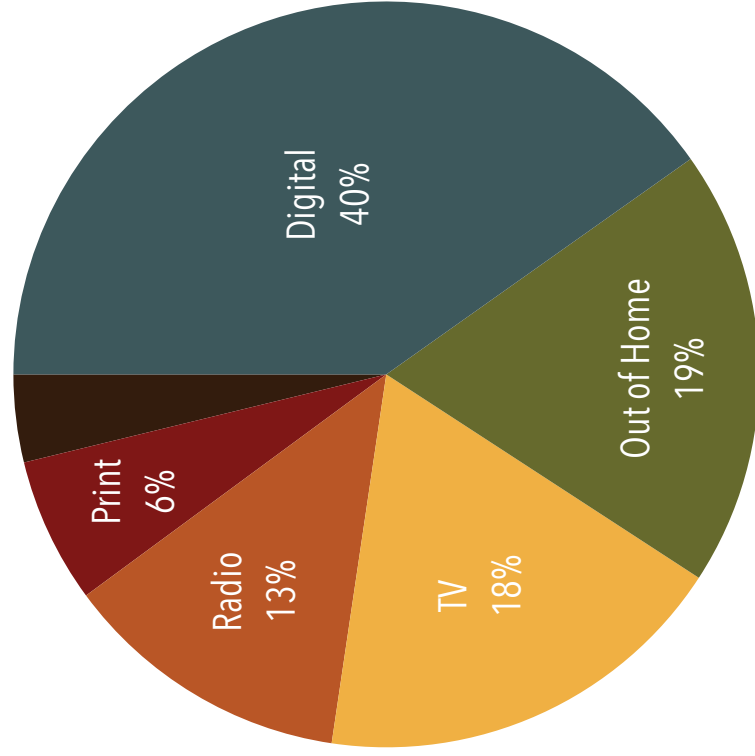
Parents of Children 16-21 years

- 35+
- Children in the household
- English / Spanish



2017-2018 Campaign Media Spend & Language Breakdown

Sponsorship
4%



2017-2018 Campaign Highlights

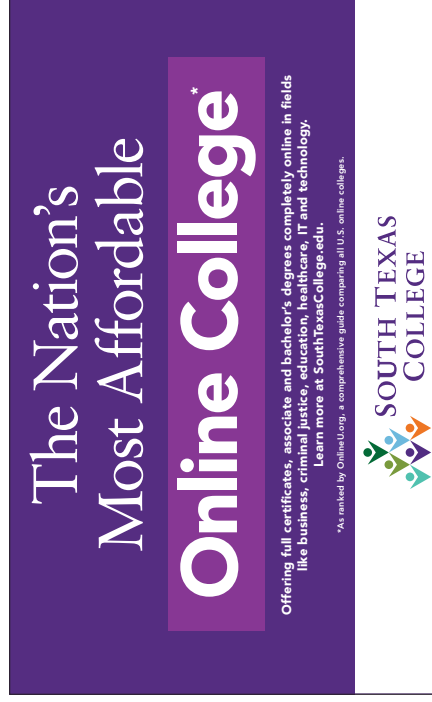
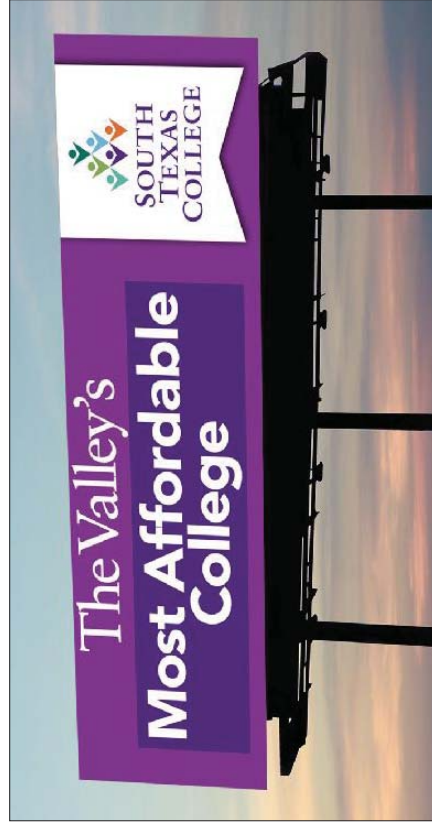
Campaign Theme

The Smart Choice

Goals

1. Support student enrollment efforts (*driving inquiries into enrollment funnel*)
2. Strengthen strategic messaging
3. Strengthen the South Texas College brand

The Smart Choice: Media & Creative



SOUTH TEXAS
COLLEGE

Print - Ads

We're Filling The Valley's In-Demand Jobs


South Texas College offers certificate programs as short as one year, two-year associate degrees and four-year bachelor's degrees to educate students in fields like nursing, welding and fire science. In doing so, they're prepared to take on some of the most important roles in our community.

Learn more at
SouthTexasCollege.edu.



Jon Garza
Fire Science
Student

**SOUTH TEXAS
COLLEGE**



Graduate with Zero Debt

Most of our students receive financial aid and pay the lowest tuition in the region.
Classes start January 16, 2018

**SouthTexasCollege.edu
1-855-GoToSTC**

**SOUTH TEXAS
COLLEGE**



Print - Features

EDUCATION

Bachelor Degrees at STC

Opening Doors for Graduates and Other Colleges

by Jay Gomez

Dr. Mariela Gonzalez-Silva, a former graduate at South Texas College, can remember a time in her career when competing for jobs against those with college degrees was a challenge. "I remember years ago, when I was applying for a job, I was competing with people who had college degrees. That experience initially pushed me to go back to school, to education, for better or worse," she said.

Marselle said her motivation to work and get a job began at an early age. Her father dropped out of school after junior high and her mother dropped out after ninth grade. "I remember when I was in high school, I was the only one in my class who was going to college. That experience pushed me to go back to school, to education, for better or worse," she said.

EDUCATION

STC Highlight: Simulation Hospital

Expansion Increases State-of-the-art Hands-on Training for Future Healthcare Professionals

by Amy Casabier

"Although I changed my career path to higher education, I am confident that had I not completed my bachelor's degree at STC,

EDUCATION

● The human body can be unpredictable — especially for nursing students. Students and their instructors can't exactly schedule medical situations to study in a hospital setting. That's why the simulation hospital, a state-of-the-art facility with laboratory settings in which students are able to explore and interact with everything from births to physical trauma, providing valuable experience to their education.

At South Texas College, Dr. Ramona R. Cason, Nursing and Allied Health building expansion, which opened to students for the current Spring semester. The \$2.4 million, 90,000-square-foot facility in McAllen is part of the result of 2013's \$19 million bond election.

"We're not replacing hospital clinical at all but we are using simulation to enhance it," she said. "We are now allowed to use up to 50 percent of our clinic time for simulation. That's a huge benefit for our students because of the bond, so we're very grateful to the community for investing in us with this amount of money not just here at NAH but all over STC," said Christie Candellana, chair for the associate degree nursing program at STC.

The new facility boasts four stories that bristle with the latest technological advancements, giving students the latest technological opportunities to learn.

"The new facility holds technology-enabled educational and clinical spaces, and a simulated hospital," Jason T. Valero, dean of the Nursing and

EDUCATION

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TV & Radio

TV

- Daytime and Prime dayparts
- Targeted to 35+ (parents) and 18-34 audience (workforce/non-traditional)
- 8+ stations with mix of English and Spanish programming

Radio

- Prime dayparts (morning drive, midday, and afternoon drive)
- 8+ stations with mix of English and Spanish programming
- Total Traffic & Weather Network
- Pandora

Mobile Conquesting

Drop pins and use geo-location to create custom target audiences:

Area high school

College fairs and competitor open houses

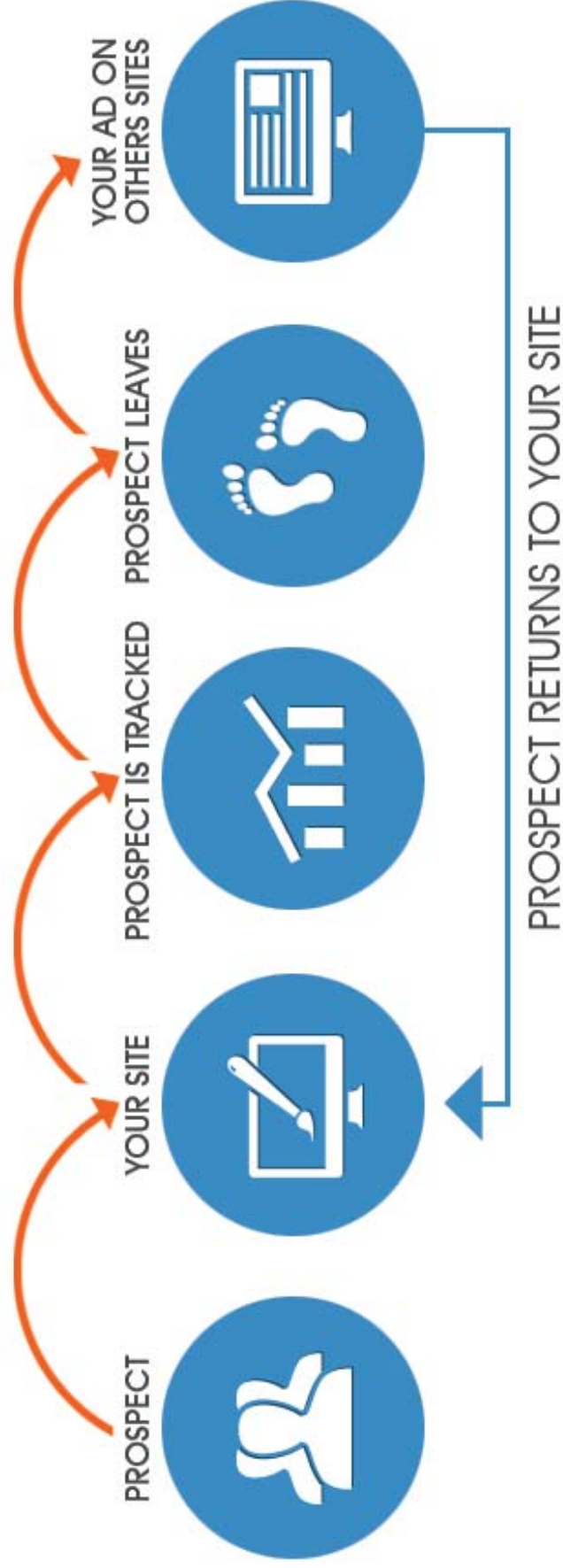
Target audience-specific locations



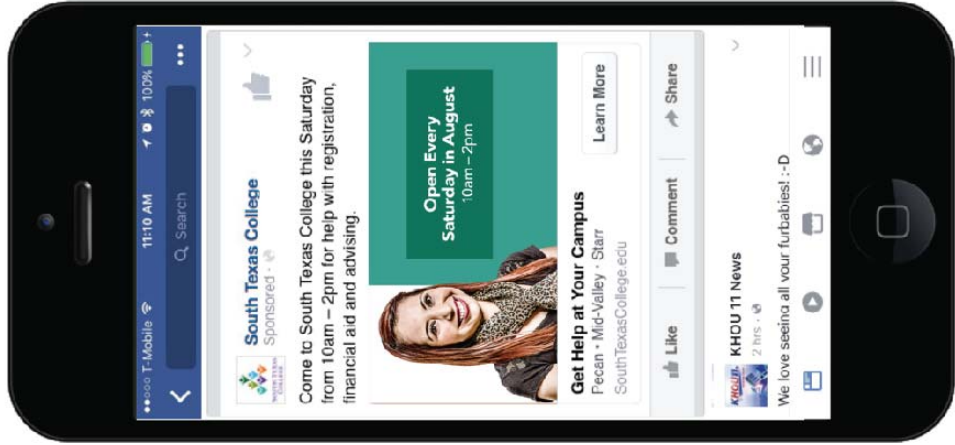
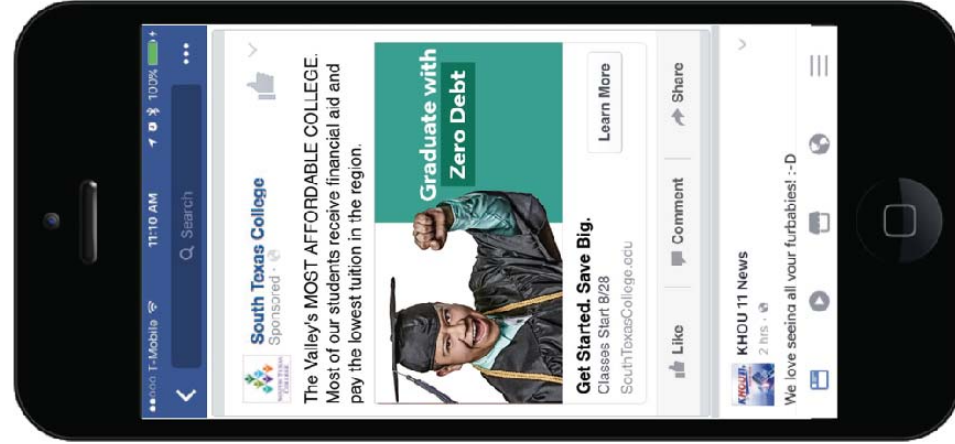
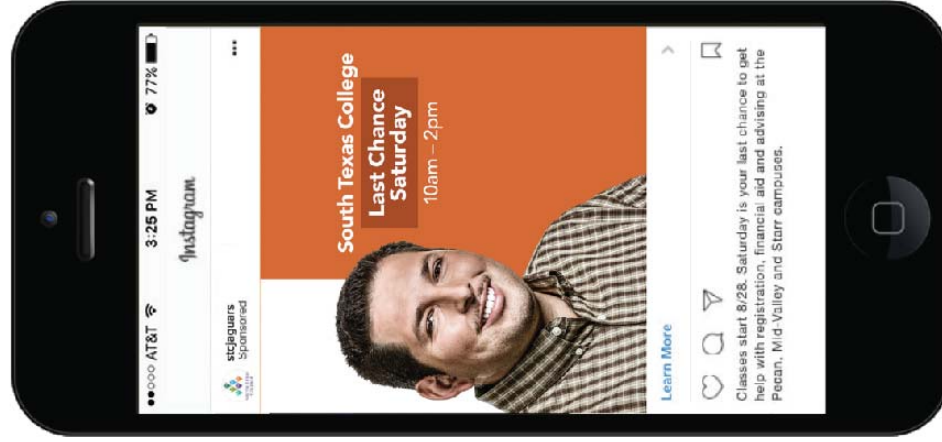
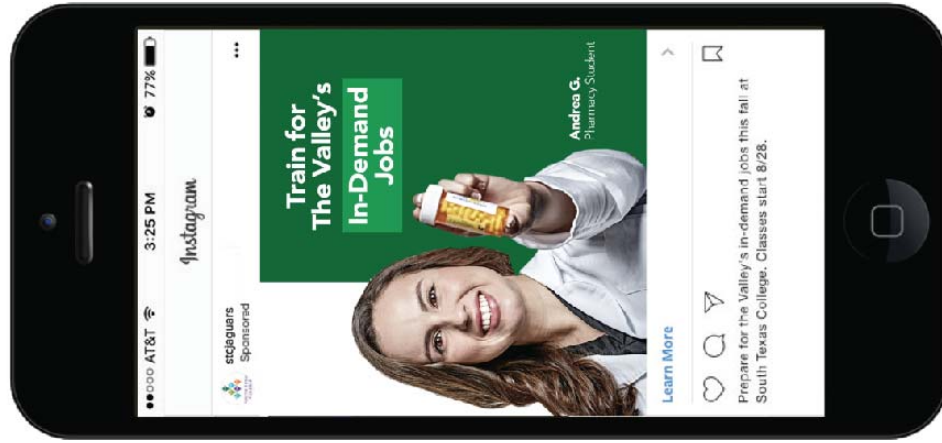
Device data stored and ads are served at a later time

Retarget devices to reach students and parents at home to send follow up messaging

Retargeting

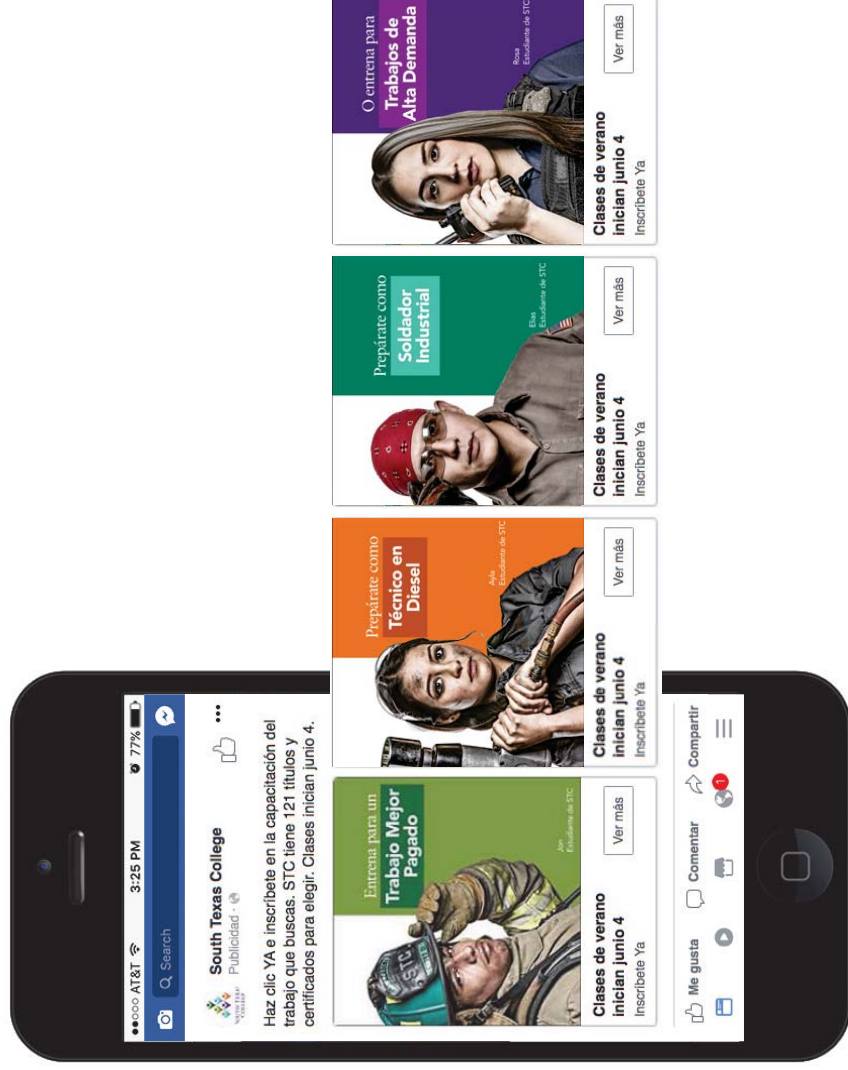


Social Networks: Facebook & Instagram



Social Networks: Facebook & Instagram

SPANISH FB CAROUSEL – HIGHER-PAYING JOB



Campaign Performance Highlights

Fall 2017

- 18MM+ impressions with 97K+ clicks
- Click Through Rate (CTR): 0.55%
- Conversion Rate: 0.18%
- Online Leads: 1,060

Spring 2018

- 12MM+ impressions with 61K+ clicks
- Click Through Rate (CTR): 0.48%
- Conversion Rate: 0.15%
- Online Leads: 1,645

Industry benchmarks for CTR and Conversion Rates are 0.10%

A conversion is recorded through the Ad Network when someone is served an ad and visits a page we have tagged on the STC website within 30 days

Campaign Performance Highlights

Digital Ads

- Parents audiences had highest CTR and conversion rate

Mobile Conquesting

- Low Socioeconomic placement had highest CTR with **0.73%**
- High School placement had highest conversion rate with **0.17%**
- Conversion Rate: **0.15%**

Facebook

- Highest engagements through Parents and Non-traditional ads
- Videos averaged **0.79%** CTR and saw highest CTR

Instagram

- Padres messages edged out Trabajos ads for highest CTRs (**0.97 %** vs. **1.05 %**)
- Non-traditional ads had greatest engagement

Campaign Performance Highlights

Google

- Strong CTR at 21.84%
- 577 Mobile Clicks to Call

YouTube

- Trabajos videos had highest completed view rates
- Rene Acosta (Non-traditional) spot producing most clicks
- Completed view rate finished at 24.42%; benchmark is 15%

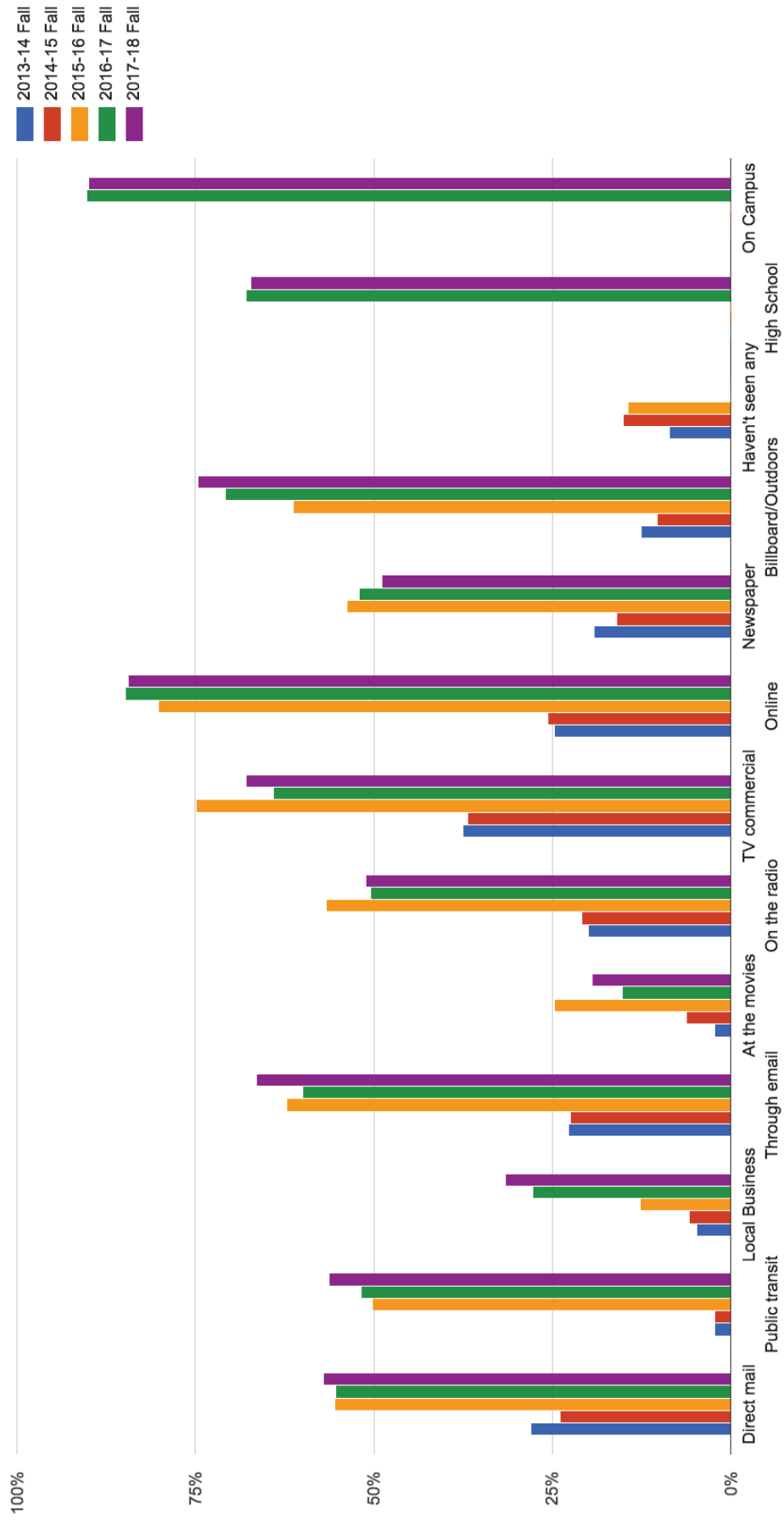
Pandora

- Strongest CTR and conversion rate from Padres ads
- Starr County performed better based on percentages for all audiences

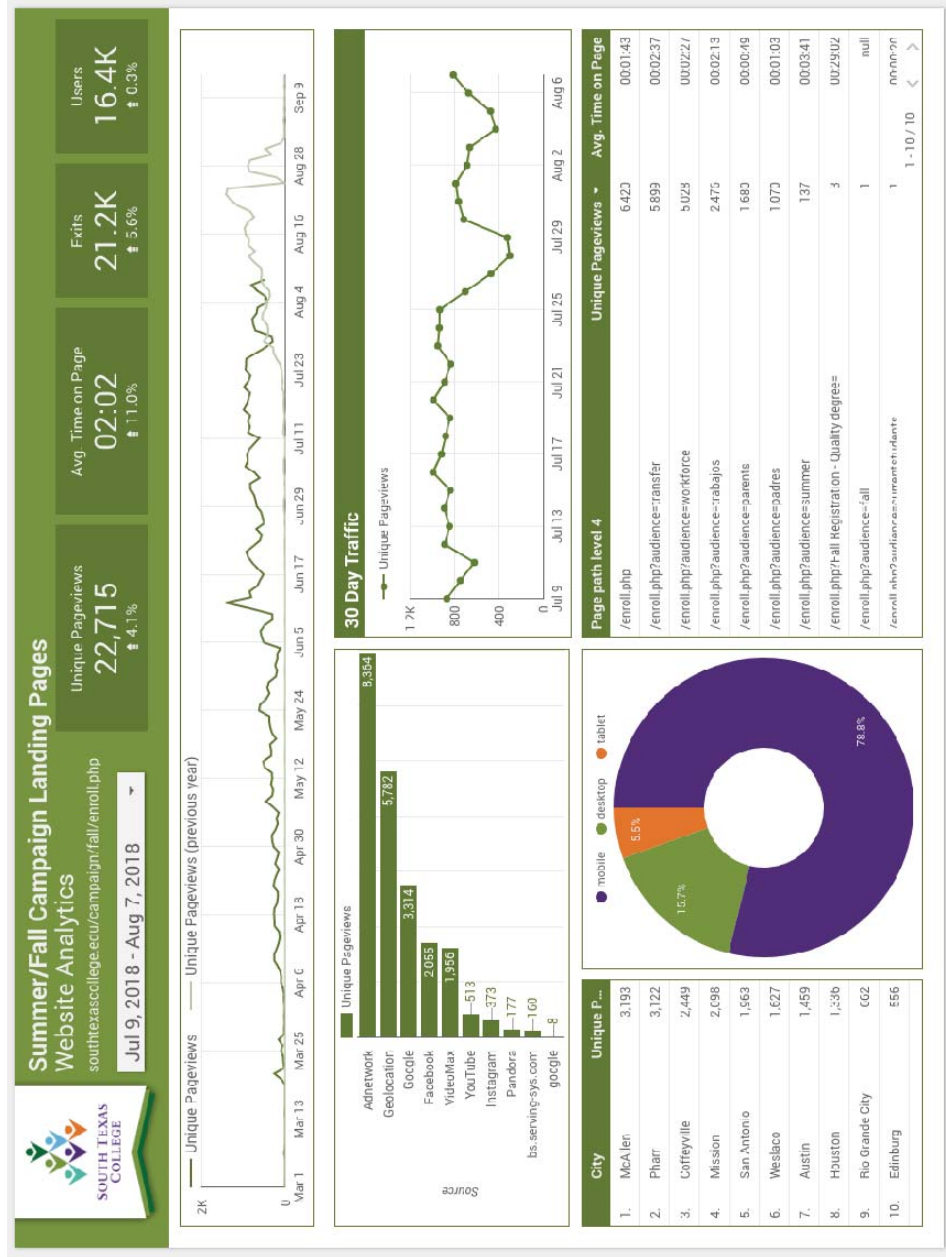
** Spring 2018 Data*

Ad Recall

Image and Recruitment - Where have you recently seen/heard an ad for your college?



Reporting Dashboard Live Demo



2018 - 2019

THE OFFICE OF PUBLIC RELATIONS & MARKETING

Project Highlights

- Marketing and media buying plans developed
- Monthly topic primer developed
- Online Qualitative Survey Begins
- Communication Audit
- Student Satisfaction Survey Begins
- Media Preference Survey Begins
- Focus Groups (10) scheduled for the week of the 10th

Project Timeline Highlights

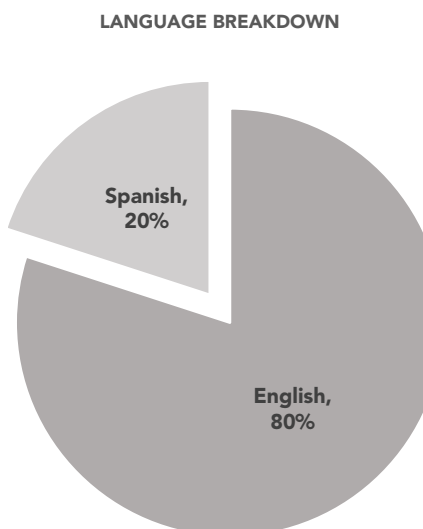
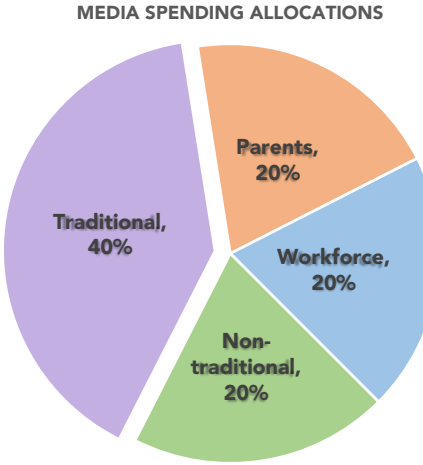
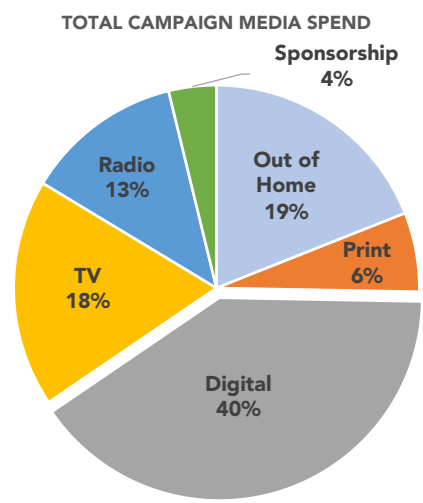
- Community Phone Survey
- Emotional Resonance Brand Focus Groups
- Internal Brand Messaging and Strategy Presentation
- Brand and Campaign Roll-out to Select Audiences
- Brand Roll-out to Campus Community

QUESTIONS?

THE OFFICE OF PUBLIC RELATIONS & MARKETING

SOUTH TEXAS COLLEGE
Marketing & Communications Plan 2017-2018

	2017												2018																																																																																																																																			
	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				MAY				JUNE				JULY				AUGUST																																																																																																			
	4	11	18	25	2	9	16	23	30	6	13	20	27	4	11	18	25	1	8	15	22	29	5	12	19	26	5	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	2	9	16	23	30	6	13	20	27																																																																																												
CAMPAIGN PHASE	Spring Registration '18: October 2, 2017 - January 15, 2018												Summer/Fall Registration '18: March 19 - April 30												Summer Registration '18 May 1 - June 3				Fall Registration '18: June 4 - August 27																																																																																																																			
ACADEMIC CALENDAR	Fall 2017: August 28 - December 17, 2017												Spring 2018: January 16 - May 10, 2018												Summer 2018: June 4 - August 9, 2018																																																																																																																							
PUBLIC RELATIONS ACTIVITIES	Alignment of Communcation Efforts with Marketing Plan Scheduled for 2018-2019																																																																																																																																															
GENERAL PUBLIC	Out of Home (10-12)												Out of Home (10-12)												Print (Texas Border Business - monthly, Mega Doctors - monthly, The Monitor Spadea - 6x, RGVision - bi-monthly)																								Toros Sports Sponsorship																																																																																															
TRADITIONAL TRANSFER STUDENTS 17-21 yrs In or completed H.S. Online behavior shows intent for higher ed.	VideoMax												VideoMax - Start at STC and transfer to 4 yr college												YouTube - 0:15/0:30 - Start at STC and transfer												Facebook & Instagram - Video / Non-Video - Open Hours / Affordability / 2yrs at STC / Not too late												Pandora - Affordable / Transfer / Debt Free												Radio - Traffic / DJ Endorsements / Terrestrial - CTA Register / Ext.Hours												Google - Registration CTA / Last Chance Mgs / Keys Specific to Audiences												Ad Network - Web / Mobile - Affordability / Increase Chances / Summer & Fall CTA												GeoLocation - HS Seniors / Orientations - Transfer/Afford/Get Ahead												Retargeting - Summer CTA												Retarget - Fall																							
WORKFORCE 17-35 yrs HHI below \$35K No higher ed degree Online behavior shows job search/intent for training English / Spanish	Television												Television (Daytime Buys)												VideoMax - career advancement												YouTube - 0:15/0:30 - Advance your career												Facebook & Instagram - Video / Non-Video -Ext.Hours / Affordability / High Pay Careers / Not too late												Pandora - Affordable / Career Advancement / Flexible Schedule												Radio - Traffic / DJ Endorsements / Terrestrial - CTA Register / Ext.Hours												Google - Registration CTA / Last Chance Mgs / Keys Specific to Audiences												Ad Network - Web / Mobile - Affordability / Bigger Paycheck / High Paying Jobs / Summer & Fall CTA												GeoLocation - Selected Areas & Events - Afford/Earnings/Schedule												Retargeting - Summer CTA												Retarget - Fall											
NON-TRADITIONAL 22-45 yrs Some college, no degee Online behavior show intent for higher. ed. (Life happened)	Television												Television (Daytime Buys)												VideoMax - career advancement / transfer options												YouTube - 0:15/0:30 - Career advancement / Transfer												Facebook & Instagram - Video / Non-Video - Ext.Hours/2yrs@STC/High Paying Jobs/Not too late												Pandora - Affordable / Career Advancement / Flexible Schedule												Radio - Traffic / DJ Endorsements / Terrestrial - CTA Register / Ext.Hours												Google - Registration CTA / Last Chance Mgs / Keys Specific to Audiences												Ad Network - Web / Mobile - Affordability / Bigger Paycheck / High Paying Jobs / Summer & Fall CTA												GeoLocation - Selected Areas & Events - Afford/Earnings/Schedule												Retargeting - Summer CTA												Retarget - Fall											
PARENTS OF CHILDREN 16-21 yrs 35+ Children in the HH (up to 21 years old) English / Spanish	Television												Television (Prime Buys)												VideoMax - STC staff here to help / Transfer Options / Career Advancement												YouTube - 0:15/0:30 - Support / Transfer / Advancement												Facebook & Instagram - Video / Non-Video - Ext.Hours / Affordability / High Pay Careers / Not too late												Pandora - Affordable / Support												Radio - Traffic / DJ Endorsements / Terrestrial - CTA Register / Ext.Hours												Google - Registration CTA / Last Chance Mgs / Keys Specific to Audiences												Ad Network - Web / Mobile - Affordability / Support & Success / Never too late / Summer & Fall CTA												GeoLocation - Selected Areas & Events - Afford/Earnings/Schedule												Retargeting - Summer CTA												Retarget - Fall											



MARKETING PLAN

Marketing Goals

Create positive messaging about South Texas College that, when used consistently, will support the college's ongoing branding efforts and goals to:

- Build positive regional perceptions
- Reinforce community pride in the institution
- Support student enrollment efforts and drive inquiries, leads, applications

Plan Overview

1. The core idea of the plan is to integrate traditional, digital media, and public relations activities to leverage PR & Marketing's advertising budget for the greatest possible impact on awareness and enrollment.
2. The campaigns are timed to create maximum brand exposure and awareness, with "call-to-action" messaging occurring at key decision points.
3. The campaigns are timed to align with key registration periods and sustained through the start of the Fall enrollment period.
4. This plan is our optimum theoretical plan based on strategy, budget, and the goals. Modest shifts will occur due to the intervention of printers, buyers, mentors and other details of marketing life.
5. Audience specific messages have been developed and are leveraged accordingly.

Total Campaign Media Spend: \$790,053.00

*The following documents
were provided as
handouts at the meeting.*

CRN	TITLE	COURSE	EN	DAYS	TIMES	BLDG	ROOM	INSTRUCTOR
22524	Composition I	ENGL1301.J01	10	TR	05:30 pm-06:50 pm	LJJC	G216	Navarro,Eliza
24959	Developmental English I	ENGL0100.J01	5	R	04:00 pm-04:50 pm	LJJC	G203	Arjona,Melissa
24959	Developmental English I	ENGL0100.J01	5	R	03:00 pm-03:50 pm	LJJC	D236	Arjona,Melissa
24959	Developmental English I	ENGL0100.J01	5	T	03:00 pm-04:50 pm	LJJC	G203	Arjona,Melissa
23653	United States History I	HIST1301.J01	2	MW	02:30 pm-03:50 pm	LJJC	G204	Jones,Rodney
22561	Developmental Reading I	READ0100.J01	21	T	01:00 pm-02:50 pm	LJJC	D236	Solis,Armandina
22561	Developmental Reading I	READ0100.J01	21	R	01:00 pm-01:50 pm	LJJC	G205	Solis,Armandina
22561	Developmental Reading I	READ0100.J01	21	R	02:00 pm-02:50 pm	LJJC	G205	Solis,Armandina
22549	Biology for Science Majors I	BIOL1406.J70	16	TR	05:00 pm-07:50 pm	LJJC	G209	Ndolo,Thomas
25028	Introduction to Computing	COSC1301.J01	5	TR	02:00 pm-03:50 pm	LJJC	D238	Ho,Robert
22494	Developmental Math I	MATH0100.J01	16	MW	10:00 am-12:20 pm	LJJC	D238	Haidarasl,Masood
24872	Intro. to Criminal Justice	CRJ1301.J01	1	MW	01:00 pm-02:20 pm	LJJC	G204	Guerra,Jorge
24873	Intro. to Criminal Justice	CRJ1301.J70	1	MW	06:00 pm-07:20 pm	LJJC	G204	Huber,Richard
22563	Intro. to the Teaching Prof.	EDUC1301.J01	5	MW	01:00 pm-02:50 pm	LJJC	G203	Zuniga,Rene
24917	Learning Framework	EDUC1300.J70	1	MW	05:30 pm-06:50 pm	LJJC	G203	Villagran,Rosendo
24918	Learning Framework	EDUC1300.J71	0	TR	05:30 pm-06:50 pm	LJJC	G203	Ramirez,Juan
24919	Intro. to the Teaching Prof.	EDUC1301.J70	4	T	05:30 pm-09:20 pm	LJJC	D236	Zuniga,Rene
24574	Machine Shop Mathematics	MCHN1343.J01	7	R	01:00 pm-03:50 pm	LJJC	G216	Vargas,Ernesto
24350	Intro. to Gas Metal Arc Weld.	WLDG1430.J01	10	MW	01:00 pm-05:00 pm	LJJC	G216	
24352	Intro to Shielded MetalArc Wld	WLDG1428.J01	10	MW	08:00 am-11:50 am	LJJC	G216	
24466	Intro. to BP Read. for Welders	WLDG1313.J01	13	TR	08:30 am-11:50 am	LJJC	G216	Montejano,Samuel
25974	Capstone: Inter. Welding Mult.	WLDG2413.J01	3	MW	08:00 am-11:50 am	LJJC	G216	
25978	Intro to Shielded MetalArc Wld	WLDG1428.J02	1	TR	08:00 am-11:50 am	LJJC	G216	
25979	Intermediate Pipe Welding	WLDG2406.J01	3	MW	01:00 pm-04:55 pm	LJJC	G216	
25980	Intro. to Gas Metal Arc Weld.	WLDG1430.J02	3	TR	01:00 pm-05:00 pm	LJJC	G216	



New For Fall 2018

Delta Area Registration Round-Up

Showcasing South Texas College Course Offerings for communities in Edcouch, Elsa, La Villa, Monte Alto, La Blanca, and Hargill.

**TUESDAY
AUGUST** | **14** | **4:00 to
6:00 p.m.**

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South Texas College Fall 2018 Semester - Course Offerings

Courses are open to Traditional Students, High School Students, and Community Members

Fall 2018 Semester Academic Course Offerings August 27, 2018 to December 16, 2018

COURSE	TITLE	DAYS	TIMES
COSC 1301.D70	Introduction to Computing	TR	05:30PM - 06:45PM
ENGL1301.D70	Composition I	MW	05:30PM - 06:45PM
HIST1302.D70	United States History II	M	05:30PM - 08:15PM
MATH1332.D70	Contemporary Mathematics	TR	05:30PM - 07:15PM
MATH 0100.D70	Developmental Math	MW	06:00PM - 08:15PM

Fall 2018 Semester Non-Credit Continuing Education Courses Offerings

TITLE/BEGINNING & END DATE	DAYS	TIMES
ESL Beginning Level <i>September 10, 2018 to October 11, 2018</i>	MTWR	06:00PM - 08:00PM
GED Math <i>September 17, 2018 to October 18, 2018</i>	MTWR	06:00PM - 08:00PM
Computer Applications <i>October 9, 2018 to October 18, 2018</i>	TR	06:00PM - 09:00PM
Substitute Teacher <i>October 13, 2018 to October 20, 2018</i>	S	08:00AM - 03:00PM
Customer Service <i>November 6, 2018 to November 15, 2018</i>	TR	06:00PM - 09:00PM

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UT System study vindicates STC's pioneering work with dual credit

 riograndeguardian.com/ut-system-study-vindicates-stcs-pioneering-work-with-dual-credit

Steve Taylor

August 12, 2018



MCALLEN, RGV – Dr. Shirley A. Reed, president of South Texas College, says her pioneering work in developing a robust dual credit program with high schools in Hidalgo and Starr counties has been vindicated by a new study from the UT System.

The UT System looked at the outcomes of approximately 135,000 students who entered a UT academic institution between 2010 and 2015 and tracked the students for six years.

Findings of the study include:

- Dual credit students are two times more likely than students entering college with no dual credit to graduate in four years.
- Among students who graduate in four years, dual credit students, on average, graduate one semester earlier compared to students with no prior college credit.
- Students reported that dual credit provides early exposure to college that benefited them when taking college courses after graduating from high school.
- Dual credit does not significantly reduce student loan debt when taking into account students' financial aid, unless students enter with at least 60 or more semester credit hours.

In an exclusive interview with the *Rio Grande Guardian*, Dr. Reed said there have actually been two recent studies about dual credit. She said the other one, commissioned by the Higher Education Coordinating Board and conducted by the American Institute for Research, said much the same thing: that dual credit programs are tremendously beneficial to students.

“The reports show that, lo and behold, those students were retained and graduated at a higher rate than students without dual credit. They had higher GPAs (grade point averages) and they ended up graduating with less credit hours because they already have so much dual,” Reed said.

“This is what we have been saying from the beginning and when UT-Pan American did their study maybe seven or eight years ago we were hearing the same thing.”

Dual credit programs allow high school students to enroll in college courses and receive simultaneous academic course credit for both college and high school. According to the Texas Higher Education Coordinating Board, more than 151,000 Texas high school students took dual credit courses in 2017 compared to 42,000 in 2000 – an increase of 753 percent.

“UT System academic institutions are experiencing a tsunami of incoming college credit produced by dual credit programs within Texas, and it’s more important than ever that we have empirical data to show the effect dual credit is having on students’ college experiences,” said David Troutman, Ph.D., associate vice chancellor and study lead at the UT System’s Office of Strategic Initiatives.

“The good news is, the data show dual credit programs are having a significant and positive impact on student retention and student performance – even more so than we realized.”

For example, students who successfully complete just one dual credit class in high school are more likely to stay in college and graduate, compared to students who didn’t take dual credit, Troutman said.

Academic rigor

Working with high schools in Hidalgo and Starr counties, STC has dual credit programs that are helping 12,000 students get early exposure to a college going culture. Indeed, over the past ten years, STC has been the pioneer in the field. And, because the program first blossomed in the Rio Grande Valley, outsiders questioned its validity. Over the years, Reed has been quizzed about the academic rigor of dual credit but has always held her ground.

“There was a lot of push back on this concept of dual credit and in the (UT System) report there is a statement that I just love. It says, ‘students report that dual credit has a positive impact on their college experience, while at the same time faculty, advisors, and enrollment managers from UT System institutions voice concerns about the quality and rigor of dual credit opportunities offered in Texas.’

“So, is it really about what is good for students and their families or is it about what is good for faculty and higher ed institutions? The (UT System) report clearly shows the students are successful and don’t give me all that baloney about questionable rigor. It is the same course, the same syllabi, the same everything as if you were here on campus taking the course. The same standards and we monitor that very, very, closely. So, I am not surprised (by the findings of the report). I’m really not.”

Asked if she gets tired defending dual credit, Reed said: “I get weary defending it. I get to the point where I don’t defend it. I just say, it is, so what are we going to do about it? It is sort of like, you are never going to put the toothpaste back in the tube. It is out of the tube. People expect it. Students are doing well. It is a new norm for higher ed that is scaring the heebie-jeebies out of four-year institutions.”

The conclusion of the UT System report states:

The analysis of dual credit at UT academic institutions presents a complex story that includes personal and philosophical differences about whether high school students should take college courses. Students report that dual credit has a positive impact on their college experience, while at the same time faculty, advisors, and enrollment managers from UT System institutions voice concerns about the quality and rigor of dual credit opportunities offered in Texas.

Aside from the varying perspectives—derived from quantitative and qualitative analyses—the outcomes data reveal that students benefit from taking dual credit in high school. Overall, students’ exposure to even one dual credit course has a positive impact on student success outcomes. More time and research are needed to understand better how dual credit programs can personalize the dual credit experience (number of hours and type of courses) and maximize timely graduation and success based on students’ future interests and academic goals. The report provides findings for each of the focus areas and recommendations to consider going forward.

Asked about the other report on dual credit, conducted by the American Institute for Research, Reed said:

“It was kind of the same (as the UT System’s) only it was much more in-depth and more research-based. What it ended up doing was providing information on some very general categories such student outcomes, how much does it cost, what is the difference in ethnic groups, what is the role in advising and what is the academic rigor. As I understand it, the intent is, this report has been posted, they are accepting public comment until the end of August and then the Coordinating Board will use this report as the basis for some policy recommendations, perhaps legislative recommendations. But, this one is a comprehensive look at dual credit students all over, as opposed to the Texas one, which is just those that went to UT institutions.”

Legislative fixes

Asked if she expects a lot of legislation during the next legislative session related to dual credit, Reed said:

“There are issues regarding dual credit. One is the tremendous differences in the models all across the state. Hidalgo and Starr counties are our service areas as well as our taxing district, so we really can grow and expand this program, waive tuition, do what we think we need to do to make it a success. But, in other parts of Texas, community colleges are charging full tuition or discounted tuition. They are kind of in conflict over which community college is going to serve which high schools. There are a lot of issues. Plus, if we are going to move in the direction of either not charging or reducing the tuition for dual credits students, we are going to need some sort of funding mechanism to do that. That is part of the issue.”

Reed said she is “very optimistic” the legislature will “very quickly recognize” there is much more benefit than liability with dual credits.

“These dual credit students – if we do not do it while they are in high school they are just going to have larger numbers coming into the universities and the community colleges even less prepared. Or not go at all. That is our big fear, that students will not go to college at all. We have learned –and remember, we have been doing this for over ten years now – the students experience success, it motivates them, it motivates their friends, they really feel encouraged and empowered, knowing in high school, I can go to college and I can be a success in college, and without the tuition waiver, they could never afford it.”

Asked if it was still the case that large numbers of Valley students are the first in their family to go to college, Reed said: “Absolutely. Even if these students only take a few courses, they are still way ahead of the game. They have had some positive experiences going to college.”

Next steps

Reed said STC is now looking at the next steps for dual credit. She said that probably means doing more career and technology dual credit programs.

“We do not have much in place right now but we are certainly looking at how can we expand this. Maybe students can get basic skills in a career field, such as welding, diesel, automotive, manufacturing, while in high school, to be more prepared to go into the workforce if they choose not to continue on and earn a degree from a community college or a technical college. We do not plan to slow down.”

Asked if the Valley is still No. 1 for dual credit, Reed said:

“San Antonio has a very large program, they are very close to ours. They have an outstanding program. We have been the pioneers, we have been doing it right and in many ways we’re convinced we are the model for how to do it. Not everybody agrees with us. That is just fine. They can go do it the way they believe it needs to be done but we are sticking by our model here in South Texas.”

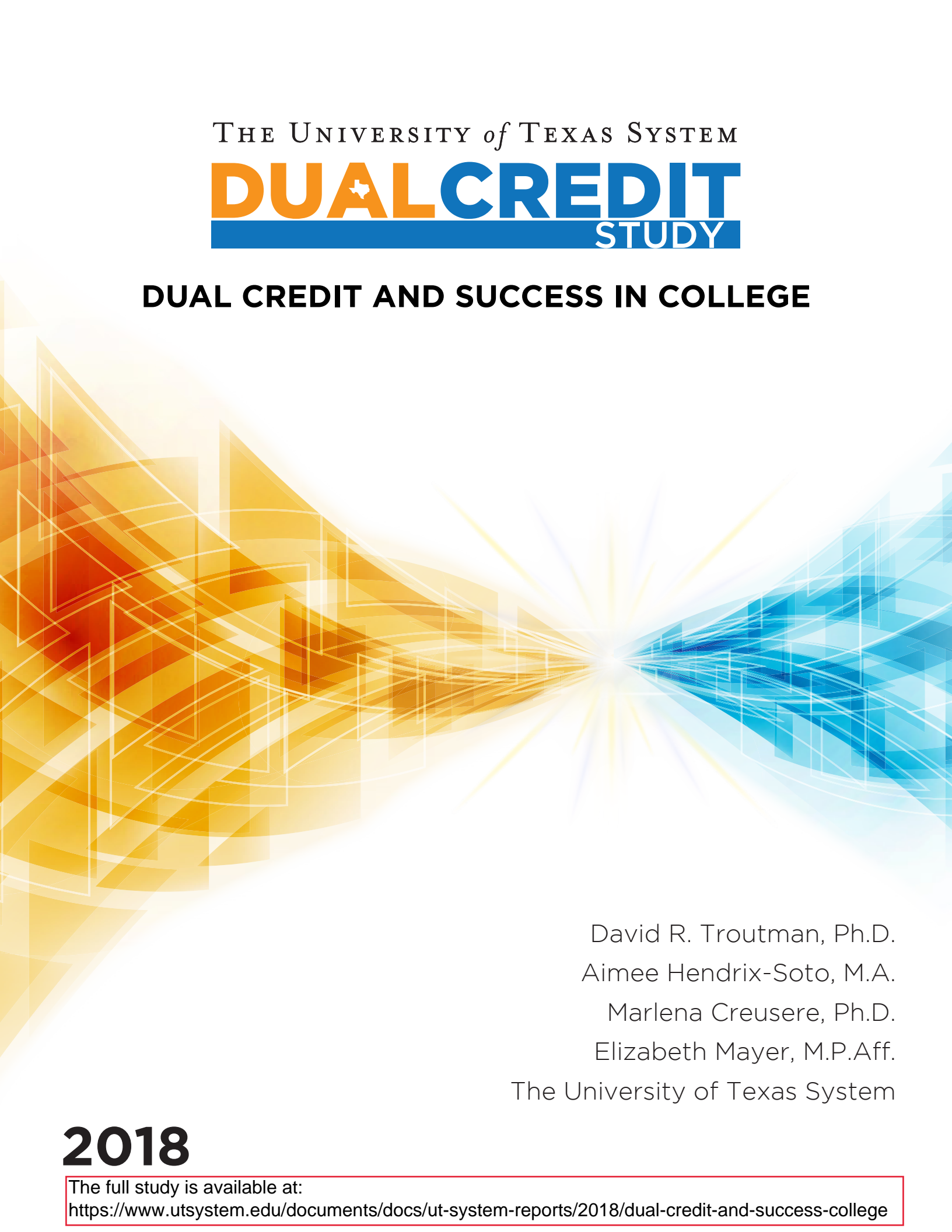
Editor’s Note: The main image accompanying the above story shows Dr. Shirley A. Reed, president of South Texas College.

THE UNIVERSITY *of* TEXAS SYSTEM

DUALCREDIT

STUDY

DUAL CREDIT AND SUCCESS IN COLLEGE



David R. Troutman, Ph.D.
Aimee Hendrix-Soto, M.A.
Marlena Creusere, Ph.D.
Elizabeth Mayer, M.P.Aff.

The University of Texas System

2018

The full study is available at:

<https://www.utsystem.edu/documents/docs/ut-system-reports/2018/dual-credit-and-success-college>

Dual Credit (DC) programs are collaborations between high schools and colleges that allow high school students to enroll in college courses and receive simultaneous academic course credit from both college and high school. Texas experienced a 650% increase in DC participation between 2000 and 2015. In Fall 2015, the majority of first-time in college students entering academic institutions within the University of Texas (UT) System had some type of college credit from either dual credit, Advanced Placement (AP), or International Baccalaureate (IB).

At the request of the Faculty Advisory Council (FAC), UT System's Office of Strategic Initiatives (OSI), in collaboration with all eight UT academic institutions, completed a comprehensive study using a mixed-methods approach (both quantitative and qualitative data) on dual credit to determine what impact—positive or negative—it may have on student success in college. Specifically, the goal of the UT System study is to obtain a better understanding of the relationship between dual credit participation during high school and outcomes of students who matriculated at UT System academic institutions.

The results of the study tell a complex story. The following are a few findings from the four focus areas of the study: 1) dual credit participation; 2) student success outcomes; 3) dual credit perspectives; 4) and policy, process, and programs.

Dual Credit Participation

- In 2015, 61 percent (n=15,263) of first-year UT students who were Texas residents brought with them some type of college credit. For the freshman class, the median number of dual credit hours that were transferred to a student's academic record was 18 (25th - 75th percentile: 9 - 29; 90th percentile: 60).
- A major motivator to participate in dual credit was saving time and money, but students cited other motivations, such as eliminating certain courses earlier and seeking out more challenging curriculum during high school.

Student Success Outcomes

- Compared to students who are not credit-bearing at the time of the college admission process, dual credit students: are more likely to be retained and to graduate from a UT System institution; have higher 1st-, 2nd-, and 3rd-year GPAs; and have fewer semester credit hours at the time of graduation.

- Saving money is one of the key selling points for dual credit participation. When examining DC students and non-DC students who graduated in four and five years, dual credit does not have an impact on students' loan debt unless students enter with 60 or more dual credit hours.

Dual Credit Perspectives

- Students reported their exposure to dual credit provided skills (time management skills, study skills, and communication skills) needed to be successful at a four-year institution. Some reported advantages include increased confidence for “fitting in” at college, the opportunity to take major courses sooner, and having credit applied to their degree. On the other hand, some students criticized dual credit for giving a false sense of confidence, reducing time for exploration due to requirements already being met through dual credit, and restricting opportunities because of a shorter time in college.
- Faculty are concerned about the quality and rigor of dual credit courses provided to students. Moreover, though the THECB defines college readiness as an SAT score of 1070, faculty, academic advisors, and enrollment managers indicated there is more to college readiness than just a test score. They reported it is critical for students to have analytical writing skills, an ability to manage time, and a certain level of maturity to succeed in college courses.

Policy, Process, and Programs

- Misunderstanding and miscommunication of federal and state DC-related policies can impact students negatively. UT institutions have challenges when handling DC transcripts because there is no standardized way to report dual credit courses on a transcript.
- Multiple dual credit programs or activities take place at UT System academic institutions. The report highlights 17 of those programs. No dual credit program in Texas is nationally accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP).

Recommendations

Based on the findings of the Dual Credit Report, six recommendations are described focusing on dual credit data collection, equity and access standards, research, and communication for UT System academic institutions.

- Improve student record-level data collection for students participating in Texas dual credit programs
- Encourage UT System academic institutions' dual credit programs to conduct program evaluation
- Continue to monitor and research the relationship between dual credit and student success
- Enhance dual credit communication with students and families to enable informed decisions
- Establish a list of dual credit-related policies, empirical dual credit research findings, and dual credit practices that can be communicated to staff at the UT System institutions
- Improve dual credit program alignment among high schools, two-year and four-year institutions

CONCLUSION

The analysis of dual credit at UT academic institutions presents a complex story that includes personal and philosophical differences about whether high school students should take college courses. Students report that dual credit has a positive impact on their college experience, while at the same time faculty, advisors, and enrollment managers from UT System institutions voice concerns about the quality and rigor of dual credit opportunities offered in Texas.

Aside from the varying perspectives—derived from quantitative and qualitative analyses—the outcomes data reveal that students benefit from taking dual credit in high school. Overall, students' exposure to even one dual credit course has a positive impact on student success outcomes. More time and research are needed to understand better how dual credit programs can personalize the dual credit experience (number of hours and type of courses) and maximize timely graduation and success based on students' future interests and academic goals. The report provides findings for each of the focus areas and recommendations to consider going forward.

Dual-Credit Education Programs in Texas: Phase II

JULY 2018

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MAKING RESEARCH RELEVANT

Executive Summary

This report presents findings and offers key takeaways from the second phase of a two-year study of dual-credit education programs in Texas. Phase II extends and expands research conducted by the RAND Corporation during Phase I and provides more in-depth analysis of dual-credit education programs, specifically: (1) the impact of dual-credit education programs on college access and college completion; (2) patterns in student participation and course grades in dual-credit education and delivery of dual-credit education programs before and after 2015 legislative efforts to expand access to dual-credit education; (3) factors contributing to racial disparities in dual-credit participation; (4) dual-credit advising practices; (5) similarities and differences in the academic rigor of dual-credit and college-credit only courses; and (6) the costs of delivering dual-credit education.

Analyses conducted for this report focus primarily, though not exclusively, on “traditional” dual credit education programs delivered by community colleges. By “traditional” dual credit education programs, we mean academic dual credit courses that are delivered through regular high schools (i.e. not Early College High Schools (ECHS)) that offer dual credit courses. The decision to focus on this type of model was based on evidence from Phase I showing that it was the predominant model to deliver dual credit education across the state. Moreover, a number of rigorous experimental studies of ECHS that include some Texas ECHS programs demonstrate the effectiveness of well-implemented ECHS programs for a wide range of students, including those who are traditionally underrepresented in postsecondary education. A consequence of this focus is that Phase II lends less insight into the effectiveness and the implementation of ECHS, career and technical (CTE) dual credit education, and dual credit education delivered by four-year institutions. We note throughout the report where analyses could not examine less common dual credit delivery models.

This report is organized as follows:

- **Chapter 1** examines the impact of dual-credit education programs on student success and efficient degree completion prior to the passage of House Bill (HB) 505 (2015). It also examines changes in student participation and course grades and in the delivery of dual-credit education programs before and after the passage of HB 505. Finally, this chapter examines the factors that contribute to racial and ethnic gaps in dual-credit education participation. All analysis draws on administrative records collected by the Texas Higher Education Coordinating Board (THECB) and the Texas Education Agency (TEA).

- **Chapter 2** investigates how high school students are advised relative to dual-credit education and through dual-credit courses, as well as how dual-credit education partners work together to provide advising services based on interviews with high school guidance counselors and college advisors.
- **Chapter 3** explores whether there are systematic differences in content, instructional strategies, student assignments, and grading practices between dual-credit and college-level courses by analyzing syllabi, assignments, graded student work products, and survey data from high school teachers and college faculty providing instruction in College Algebra (Math 1314/1414) and English Composition (Engl 1301).
- **Chapter 4** quantifies the costs of delivering dual-credit education; examines how these costs are shared among community colleges, school districts, and students and their families; and considers how the costs of delivering dual-credit education compare to state funding that school districts and community colleges receive for delivering dual-credit courses. The study also compares the costs of delivering dual-credit programs against the benefits that are reaped from them. The analysis employs the *Ingredients Approach* and draws on administrative records from THECB and TEA and interview data from secondary and postsecondary administrators.
- **Chapter 5** concludes with key findings from Phase II and describes the process that will be used to inform policy recommendations based on stakeholder feedback on this draft report.

Key Findings

The Impact of Dual-Credit Education Programs on Student Outcomes

- On average, participation in traditional dual-credit programs prior to the passage of HB 505 modestly improved a range of student outcomes, including college enrollment and completion.
 - This finding suggests that previous estimates of the impact of dual-credit programs on student outcomes, including the descriptive findings reported in Phase I, were probably too high because they were unable to fully account for all systematic differences (such as academic preparation, motivation, and other factors) in dual-credit participants and nonparticipants.

- The effect of participating in traditional dual-credit programs prior to HB 505 on student outcomes was more positive for traditionally advantaged student groups (e.g., White students); the effect was negative in some cases for less advantaged groups (e.g., low-income students).
 - The negative results for free and reduced price lunch eligible students were likely due to the fact that free and reduced price lunch eligible students were more likely than ineligible participants to have lower 8th grade standardized test scores that hindered their success in dual credit education courses. In particular, we found that the impact of dual credit education for free and reduced price lunch eligible students with 8th grade standardized tests scores that were one standard deviation above the mean was positive for all postsecondary outcomes, while the impact for those with average standardized test scores was largely negative.

Participation, Outcome, and Delivery Patterns Before and After Passage of HB 505

- Overall, the percentage of students participating in dual-credit programs modestly increased after passage of HB 505.
 - Growth in dual-credit participation after HB 505 was higher among ninth and 10th graders. Starting from a low base, the dual-credit participation rate more than doubled (from 1.0% to 2.1%) among ninth graders and increased by 60% (from 2.7% to 4.3%) among 10th graders.
- The academic preparation of ninth- and 10th-grade dual-credit participants declined after the passage of HB 505, while dual-credit pass rates increased for those groups. This suggests that the academic rigor of dual-credit courses may have declined for ninth and 10th graders since HB 505.

Factors Contributing to Racial and Ethnic Gaps in Dual Credit Education Participation

- Differences in observable student factors account for most, but not all, of the difference in dual-credit participation across race and ethnicity.
 - For example, the black dual credit participation rate was 10.6%, while that of white students was 24.7%. Our analysis indicated that if blacks had the same characteristics as the average white student, then their participation rate would be 22.7%, which is quite close to the 24.7% for white students. We found similar patterns for Hispanic students.

- Differences in academic preparation, family income, and the type of high school that a student attended served as the most significant contributors to disparities in dual-credit participation by race and ethnicity.
 - Differences in access to dual-credit programs, access to Advanced Placement and International Baccalaureate (AP / IB) coursework, and access to tuition and fee waivers explained little of the gap in dual-credit participation by race and ethnicity.

Dual Credit Education Advising Practices

- The extent to which high school counselors and college advisors actively encouraged students to participate in dual-credit education varied based on several factors, including state and district policies and school philosophies about which students could benefit from and succeed in dual-credit courses.
- Most high school guidance counselors played the primary role in advising dual-credit students, with one quarter sharing this responsibility with college advisors.
 - College advisors typically played a secondary role, serving as the key point of contact for high school counselors and sharing information about dual credit with prospective students and their families, except in special circumstances.
- High school students' academic and emotional readiness to participate in dual-credit education, the latitude given to students in dual-credit course selection, and the limited time advisors had to fulfill their dual-credit advising responsibilities were reported as major challenges to adequate advising.
- To improve dual-credit advising, high school counselors and college advisors most commonly sought greater clarity on credit-transfer policies, dedicated and well-trained dual-credit staff, and early advising.

The Academic Rigor of Dual-Credit Education Courses

- In the limited sample of College Algebra (Math 1314/1414) and English Composition (English 1301) courses we examined, we identified more similarities than differences in dual-credit courses taught by high school teachers (HSDC), dual-credit courses taught by college faculty (DC), and college-credit only courses taught by college faculty (CC).
 - No discernable differences existed in the content covered, the level of cognitive complexity demanded by student assignments, and the way in which instructors graded student work across HSDC, DC, and CC courses.

- The skills students were required to master varied slightly by instructor type.
 - HSDC, DC, and CC instructors required students to master similar skills in ENGL 1301.
 - Math 1314/1414 CC instructors required students to master general mathematics skills and more so than their HSDC and DC counterparts.
- Instructors across HSDC, CC, and DC courses reported using different instructional strategies to teach students college-level material.
 - HSDC and DC instructors were more likely to report using computers as instructional tools.
 - CC instructors were more likely to report requiring students to work more on their own, summarizing and analyzing information from a variety of sources, and using whole-group discussion.

The Costs of Delivering Dual-Credit Education

- In 2016–17, we estimate that the overall cost of providing dual-credit instruction was \$111 per semester credit hour for each participating student, or \$121.7 million statewide.
 - The incremental revenue generated consisted primarily of funding based upon semester credit hours (SCHs) and averaged just \$38 per SCH.
- Tuition and fees arrangements varied widely across the state and had significant effects on the distribution of costs.
- The strongest predictor of overall costs and how costs were distributed across stakeholders was the type of instructor—HSDC, DC, or CC—teaching the course.
- Our estimates suggest that the costs of dual credit delivered through ECHSs was greater overall but was similar on a per-semester credit hour basis as traditional dual credit programs.
- Overall, our estimates suggest that, on average, the benefits of dual-credit education far exceeded the costs.
 - The short-term benefits (e.g., lower state expenditures for higher education) related to reduced time to degree were 1.18 times the cost of dual credit. In other words, each dollar invested in dual credit returned \$1.18 from students spending less time in college and entering the workforce earlier. Long-term monetary benefits (e.g., tax revenues) associated with a greater number of college graduates were almost five times the estimated cost of dual credit.

Policy Recommendations

In this draft report for public comment, we do not make recommendations to develop or reform current statutes or policies that govern the delivery of dual-credit education. We recognize that deciding how policy and practice should change based on our research is a nuanced and complicated process that requires input from stakeholders representing various perspectives and opinions. Although we have engaged stakeholders in this research on an informal basis (e.g., meetings with THECB leadership, a webinar for dual-credit administrators and faculty), we are using a public comment period to more formally gather feedback on this draft report and the presented findings. The feedback we receive will play a vital role in shaping how we translate the study's findings into recommendations to reform policy and practice.

Formal Feedback Process

This draft report was released for public comment at the THECB Board Meeting on July 26, 2018. The research team also will host a webinar for interested stakeholders in early August and will present detailed findings at the Texas Association of Community Colleges (TACC) annual conference in Corpus Christi, Texas, on August 2, 2018. The American Institutes for Research (AIR), which drafted this report, welcomes comments and suggestions to help contextualize the findings and develop practical policy recommendations grounded in the research that is presented in this report and elsewhere. The public comment period will be open through August 27, 2018.

The research team will host a second webinar in late September 2018 to summarize the comments and suggestions we received through the public comment period. At this time, we also will share a draft set of policy recommendations that are grounded in the research and informed by the feedback received through the public comment period. Interested stakeholders will have the opportunity to submit feedback on the draft recommendations through October 9, 2018. The research team will then revise its recommendations based on feedback received and will present a final report at the October 25, 2018, THECB Board Meeting.