Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, April 09, 2019

3:30 p.m.

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

SOUTH TEXAS COLLEGE

In the Making!

Online Copy

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, April 09, 2019 @ 3:30 p.m.

AGENDA

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

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II. Review and Recommend Action to Approve Proposed New Policy #3100: *Educational Program Development* ..... 12 - 17

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Approval of Minutes for Tuesday, March 19, 2019 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 19, 2019 are presented for Committee approval.

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, March 19, 2019 @ 3:30 p.m.

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, March 19, 2019 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:45 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Dr. David Plummer, Dr. Christopher Nelson, Dr. Brett Millan, Dr. Rebecca De Leon, Dr. Fernando Chapa, Dr. Benjamin Mark Allen, Dr. Aaron Wilson, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

Approval of Minutes for Tuesday, February 19, 2019 Committee Meeting

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, February 19, 2019 were approved as written. The motion carried.

Review and Recommend Action on Requests for Sabbatical Leave

The Committee was asked to recommend Board approval and authorization for the requests for sabbatical leave submitted by Dr. Benjamin Mark Allen, Associate Professor of History, for Fall 2019 semester and submitted by Dr. Aaron Wilson, Associate Professor of Philosophy for Spring 2020 Semester.

As per the Professional Development Plan, sabbatical leave may be granted to administrators, full-time faculty members, and professional-technical staff by the South Texas College Board of Trustees upon the recommendation of the President. Sabbatical leave may be granted for the purpose of self-improvement through study, through

acquisition of new skills to stay abreast with new technologies and through research or community service.

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

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

The Sabbatical Leave Approval Process includes several levels of comprehensive review:

1. Academic Classification Committee
2. Vice President for Academic Affairs
3. College President
4. Education and Workforce Development Committee
5. Board of Trustees

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs, recommended that requests for sabbatical leave submitted by Dr. Benjamin Mark Allen and Dr. Aaron Wilson be approved as presented. Dr. Reed reviewed the sabbatical leave requests and recommended Board approval as follows:

Dr. Benjamin Mark Allen's Sabbatical Request for the Fall 2019 Semester:

- Dr. Allen is an Associate Professor of History at South Texas College, with 15 years of service, and is eligible for sabbatical leave under the Professional Development Plan guidelines.
- Dr. Allen anticipated a Mellon/ACLS Community College Faculty Fellowship, which would allow substantial travel and research into the history of the Talon family around Matagorda Bay, Texas in the 17th century.
- Dr. Allen intended to publish the results of his research in a book-length manuscript and to incorporate elements in his History courses and professional development offerings to South Texas College faculty.
- The proposed sabbatical leave would be contingent upon the award of the faculty fellowship as described.

Dr. Aaron Wilson's Sabbatical Request for the Spring 2020 Semester.

- Dr. Wilson is an Associate Professor of Philosophy at South Texas College, with 6 years of service, and is eligible for sabbatical leave under the Professional Development Plan guidelines.
- Dr. Wilson would conduct research on American philosophy C. S. Pierce, focused on his work related to the problem of consciousness.
- Pierce's work touched on areas of mathematics and science, and Dr. Wilson hoped to help students better bridge their studies of arts and humanities with STEM subject areas.

- Dr. Wilson intended to publish the results of his research in a book-length manuscript and to incorporate elements in his Philosophy courses and professional development offerings to South Texas College faculty.

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Education and Workforce Development Committee recommended Board approval of the sabbatical leave requests for Dr. Benjamin Mark Allen for the Fall 2019 Semester and Dr. Aaron Wilson for the Spring 2020 Semester as presented. The motion carried.

Review and Recommend Action to Approve Proposed Revisions to the 2019 - 2020 Academic Calendar and the 2018 -2019 Board Meeting and Committee Meeting Calendar

Approval of the proposed revisions to 2019 - 2020 Academic Calendar and the Board Meeting and Committee Meeting Calendar for 2018 – 2019 will be requested at the March 26, 2019 Board meeting.

- The 2019 – 2020 Academic Calendar was approved by the Board on July 24, 2018.
- The Board Meeting and Committee Meeting Calendar for 2018 – 2019 was approved by the Board on August 28, 2018.

Since that time, staff identified a scheduling conflict with the McAllen Convention Center, which serves as the venue for the College-Wide Organizational Development Day.

College-Wide Organizational Development Day was originally scheduled for Friday, September 20, 2019, and was included on both calendars showing that date.

Due to the scheduling conflict at the McAllen Convention Center, it was necessary to update both calendars to reflect the new date of Friday, September 27, 2019 for College-Wide Organizational Development Day

- The revised 2019 - 2020 Academic Calendar was provided in the packet, with the proposed changes shown in yellow highlighting.

- The Board Meeting and Committee Meeting Calendar for FY 2018 – 2019 was provided in the packet, with the changes circled in red.

Upon a motion by Mrs. Victoria Cantú and a second by Mr. Gary Gurwitz, the Education and Workforce Development Committee recommended Board approval of the proposed revisions to the 2019 - 2020 Academic Calendar and to the Board Meeting and Committee Meeting Calendar for FY 2018 – 2019 at the March 26, 2019 Board meeting as presented. The motion carried.

Review and Update on the Southern Association of College and Schools Commission on Colleges (SACSCOC) Reaffirmation Visit

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. To gain or maintain accreditation with the Commission on Colleges, an institution must comply with the standards contained in the *Principles of Accreditation: Foundations for Quality Enhancement* and with the policies and procedures of the Commission on Colleges.

Dr. David Plummer, Vice President for Information Services, Planning, Performance, & Strategic Initiatives, reviewed the upcoming SACSCOC reaffirmation visit.

SACSCOC 2021 Reaffirmation Activities and Timeline
South Texas College was preparing for upcoming reaffirmation. South Texas College is regionally accredited by the (SACSCOC). To maintain accreditation, South Texas College must be reaffirmed every ten years and submit an interim report at the fifth year between reaffirmation years. South Texas College was up for reaffirmation in 2021.

The general reaffirmation timeline is provided:

- March 1st 2020 – Compliance Certification Due
- August 3rd 2020 – Focused Report and Quality Enhancement Plan Due
- September 14th – September 17th 2020 – SACSCOC On-Site Visit
- June 1st 2021 – Final Review and Decision by SACSCOC Board

Compliance Certification
The first phase of Reaffirmation process was to submit Compliance Certification. Compliance Certification is a document that is submitted to SACSCOC evaluators in which institutions are tasked to demonstrate compliance with all SACSCOC standards. Findings of compliance or non-compliance are given for each standard. SACSCOC Standards are grouped into 14 topic areas:

The Principle of Integrity

1. Mission
2. Basic Eligibility Standard
3. Governing Board
4. Administration and Organization
5. Faculty
6. Institutional Planning and Effectiveness
7. Student Achievement
8. Educational Program Structure and Content
9. Educational Policies, Procedures, and Practices
10. Library and Learning/Information Resources
11. Academic and Student Support Services
12. Financial and Physical Resources
13. Transparency and Institutional Representation

In December 2017, SACSCOC adopted the new *Principles of Accreditation*: *Foundations for Quality Enhancement* and with it, two new standards were introduced:

- Standard 4.2 (Board Self-Evaluation): The governing board defines and regularly evaluates its responsibilities and expectations
- Standard 12.6 (Student Debt): The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

On-Site Visit

As part of reaffirmation, STC will also receive a site visit. The site visit will be conducted from September 14th through September 17th 2020. During the site visit, a group of SACSCOC peer reviewers will visit the college to interview various college constituents, visit and observe facilities, follow up on selected standards, and review the Quality Enhancement Plan. In June 2021 the SACSCOC Board will deliver its final decision on our continued reaffirmation.

Quality Enhancement Plan

Standard 7.2 requires that STC "has a Quality Enhancement Plan (QEP) that:

(a) has a topic identified through its ongoing, comprehensive planning and evaluation processes;
(b) has broad-based support of institutional constituencies;
(c) focuses on improving specific students learning outcomes and/or student success;
(d) commits resources to initiate, implement, and complete the QEP; and
(e) includes a plan to assess achievement.

A QEP is required by the SACSCOC Principles of Accreditation. A QEP is a five-year focused commitment to enhance overall institutional quality and effectiveness by focusing on an in issue of great importance to the service to student learning outcomes and student success.

The College recently completed its past QEP "Math Today – the World Tomorrow" which led to dramatic improvements to the delivery of developmental education in mathematics, and the successful transition of developmental math students to college level math coursework.

STC was in the process of selecting a QEP topic area. The chosen topic will be targeted on improving a specific student learning or student success metric through specific improvement strategies. The QEP document will detail the proposed strategies, desired outcomes, budget and resource allocation to sustain the strategies, and an evaluation plan. The QEP document is due on August 3rd to SACSCOC and will be reviewed by the on-site evaluators.

This presentation was provided for the Committee's review and feedback to administration, and no action was requested.

Review and Recommend Action on Proposed Revisions to Policy 3347: *Substantive Change Reporting*

The Education and Workforce Development Committee recommended Board approval of the proposed revisions to Policy 3347: *Substantive Change Reporting*.

Substantive Change Reporting references the requirement by the Southern Association of College and Schools Commission on Colleges (SACSCOC) requirement that accredited institutions seek approval from SACSCOC prior to the initiation of substantial changes to accredited programs. SACSCOC defines substantive change as follows:

"Substantive change is a significant modification or expansion of the nature and scope of an accredited institution. Under federal regulations, substantive change includes

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50% of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement that includes only the initiation of a dual or joint academic program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution's programs"

The proposed revisions to Policy #3447 were necessary to update the College's policy to current SACSCOC Standards, including updating a reference from the now-outdated "Comprehensive Standard 3.12."

The proposed revision was provided in the packet, with the additional language highlighted in yellow and italicized and deletions marked with red strikethrough.

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Education and Workforce Development Committee recommended Board approval of the proposed revisions to Policy #3347: *Substantive Change Reporting* as presented, and which supersedes any previously adopted Board policy. The motion carried.

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

The Committee recommended Board approval of the proposed revisions to Policy #3232: *Dual Credit Student Eligibility Requirements*.

Previous Revisions to Policy #3232

This Policy has been revised previously to help provide clear pathways to dual credit students, and to minimize the amount of courses they take outside their degree plan. Even when dual credit tuition and fees are waived, dual credit coursework impacts financial aid eligibility when they later enroll as traditional students.

In December 2018, the Board approved a revision that sought to reduce independent enrollment of dual credit students into courses not specifically intended for them. Bypassing their school counselors, some students had enrolled in courses that did not align with their declared major, or were taking courses out of sequence, which led to scheduling issues for the schools. Courses intended for dual credit program students are called (S) section courses, and all other courses are (non-S) section courses.

These changes required dual credit students to apply for approval by the South Texas College Dean of Dual Credit Programs and School District Partnerships for enrollment into any (non-S) section course. The revision further assessed the independent student tuition and fee rates for (non-S) section courses, to incentivize students to enroll in (S) section courses in coordinate with their school district programs and to discourage enrollment in (non-S) section courses.

Proposed New Revision to Policy #3232

There have been instances in which dual credit students need a specific course to complete their degree program at South Texas College, but there are not enough students or resources at the high school campus to establish a dual credit (S) section course for them.

Dr. Rebecca De Leon, Dean of Dual Credit Programs and School District Partnerships, would use specific criteria for the evaluation of requests, and would consider academic standing, whether the course is necessary for graduation, whether the course is in the student's degree plan, whether the course is available at the student's high school campus, and other factors as appropriate.

- Dr. De Leon sought a revision requiring prior approval from the Dean, prior to waiving the independent student tuition and fee for those students, if they enroll in a (non-S) section course.

- Dual credit program students who wish to take a (non-S) section course without approval by the Dean would still be assessed the independent student tuition and fees.

The proposed revision was provided in the packet, with the additional language highlighted in yellow and italicized and deletions marked with red strikethrough.

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Victoria Cantú, the Education and Workforce Development Committee recommended Board approval of the proposed revisions to Policy #3232: *Dual Credit Student Eligibility Requirements* as presented, and which supersedes any previously adopted Board policy. The motion carried.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:35 p.m.

I certify that the foregoing are the true and correct Minutes of the March 19, 2019 Education and Workforce Development Committee of the South Texas College Board of Trustees.

_____
Dr. Alejo Salinas, Jr.
Presiding

Review and Recommend Action to Approve Proposed New Policy #3100: *Educational Program Development*

The Education and Workforce Development Committee is asked to recommend Board approval and adoption of the proposed new Policy #3100: *Educational Program Development*.

Justification

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) *Principles of Accreditation* includes Principle 10.4:

> "The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty."

This principle is formulated in recognition of faculty as content experts, with the primary responsibility for the content, quality, and effectiveness of the curriculum. Administrative oversight maintains program alignment with the institutional mission, policies, and strategic planning.

While the College has procedures in place for the development of curriculum and new educational programs, there is currently no Board policy addressing educational program development. The proposed new policy would establish the College's commitment to this SACSCOC Principle of Accreditation.

Role of the Board of Trustees

State law and accreditation sets forth requirements for oversight and review of new program development and implementation by the local Board of Trustees, the Texas Higher Education Coordinating Board, and accrediting institutions as appropriate. These requirements are included within the procedures established for development of curriculum and educational programs.

The proposed new Policy #3100: *Educational Program Development* is included in the packet for the Committee's review.

The *Academic Program Summary Overview* is provided in the packet, after the proposed new policy, and summarizes the procedure currently in place for new program development.

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed new Policy #3100: *Educational Program Development* as presented, and which supersedes any previously adopted Board policy.

MANUAL OF POLICY

Title: **Educational Program Development** **3100**

Legal Authority: **Approval of the Board of Trustees** **Page 1 of 1**

Date Approved by Board: **Board Minute Order dated April 23, 2019**

I. Purpose

In the tradition of American higher education, this policy recognizes the importance of both faculty and administrative involvement in the creation of curriculum and approval of educational programs (degrees, certificates, and diplomas).

II. Policy

Primary responsibility of curriculum and educational program development lies with the faculty. The College will create and maintain procedures that ensure the involvement of both faculty and administration in approving programs consistent with the college's mission.

These procedures will outline the role of the Board Committees, Board of Trustees, Texas Higher Education Coordinating Board, and other entities as appropriate.

III. Definitions

Educational Program – Any transfer or non-transfer program that the college grants as specified in ***Board Policy 3340 – Degree, Certificate, and Award Designations***.

IV. History

This section is a record of the policy history. Include Month, Day and Year (ex: January 1, 2017).

Origination Date Approved by Board	April 23, 2019
Date Reviewed and Approved by Board	April 23, 2019
Date Approved by President Non-substantive Changes	
5-Year Review Cycle Completion Dates	

Program Development

The Office of Curriculum and Student Learning guides and facilitates the development of new academic and workforce education programs at South Texas College. Faculty members interested in developing new certificates or degrees should gain approval from their Department/Program Chair and Dean before initiating the program development process. The Dean of each Instructional Division identifies the certificates, degrees, and specializations that will be developed each academic year. A list of the Proposed Instructional Programs is included within South Texas College's Comprehensive Plan.

Program Developer

The Dean will assign a Department/Program Chair or faculty member to serve as the Program Developer for any proposed certificate or degree. The Program Developer is tasked with collecting information and conducting the research that is required for the program development process. The Program Developer must contact the Office of Curriculum and Student Learning in order to initiate the program development process. The Office of Curriculum & Student Learning will host annual workshops to begin the program development process. Information regarding deadlines and requirements will be communicated to the developers during the workshop. The complete program development process generally lasts one to two academic years; Program Developers are advised to keep their target implementation date in mind and begin the development process early.

Program Development Checklist

The Office of Curriculum and Student Learning maintains the Program Development Checklists for academic and workforce education programs. The checklists include the standards that new programs are required to meet in order to be approved for development. The Program Developer, in partnership with the Office of Curriculum and Student Learning, conducts the research necessary to complete the checklist. The Office of Curriculum & Student Learning reviews the completed checklist and determines whether the proposed program meets the criteria to proceed with program development. In cases where the proposed program does not meet the criteria, the Office of Curriculum & Student Learning provides recommendations regarding how the program can be strengthened. The recommendations are shared with the Program Developer, the Dean, and the Vice President of Academic Affairs. A completed and approved checklist forms the basis of the Program Summary.

Program Summary

The Program Summary is a multi-part document that includes the information required by the Texas Higher Education Coordination Board (THECB) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for all new programs. The Office of Curriculum & Student Learning works collaboratively with Program Developers to create the Program Summary.

Program Summaries for Workforce Education Programs contain the following components:

- Program Description & Objective
- Description of Curriculum & Curriculum Outline
- Documentation of Workforce Demand (highly emphasized for workforce programs)
- Documentation of Student Demand
- Program Linkages and Opportunities for Further Education
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- Program Review and Improvement Plans
- External Agency Approval, Certification, and Accreditation
- Assurance of Basic and Workforce Skills
- Advisory Committee Minutes

Program Developers for Workforce Education Programs may also utilize the THECB's Guidelines for Instructional Programs in Workforce Education (GIPWE) as a resource.

Program Summaries for Academic Programs contain the following components:

- Program Description & Objective

- Description of Curriculum & Curriculum Outline
- Documentation of Workforce Demand
- Documentation of Student Demand
- Program Linkages, Opportunities for Further Education, & Articulation Agreements (highly emphasized for academic programs)
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- Program Review and Improvement Plans
- External Agency Approval, Certification, and Accreditation

Program Developers for Academic Programs may also utilize the THECB's *Standards for Academic Associate Degree Programs* as a resource.

Program Approval Process*

The following individuals and groups at South Texas College must review the Program Summary and relevant documentation for approval:

- Program/Department Chair
- Dean
- Vice President for Academic Affairs
- Advisory Committee (Workforce Education programs only)
- Division Curriculum Committee
- Academic Council
- College-Wide Curriculum Committee
- Planning and Development Council
- Education & Workforce Development Board Committee
- Board of Trustees

*A separate approval process is required for proposed Workforce Education programs in a new CIP code area and for new A.A.S. degrees in an area in which the College currently only offers a certificate. A description of this extended process can be found below.

After the proposed program has received approval by the Division Curriculum Committee, the Office of Curriculum and Student Learning will oversee the remainder of the program approval process and will submit the required documentation to the reviewers for approval. The Program Developer is expected to attend all group meetings during which the new Program will be reviewed in order to share information about the proposed program and to address any questions or concerns that arise.

The internal program approval process can take between 3-6 months. If revisions are recommended or required by the reviewers, the process may take longer.

The Two-Phase Program Approval Process for Workforce Education Programs in a New CIP code Area or a New A.A.S. Degree in an Area in Which the College only offers a Certificate

An extended, two-phase program approval process is required under the following circumstances:

- To create a certificate or A.A.S. /A.A.A. degree in a four-or six-digit CIP code area for which the college has no current offerings on its inventory.
- To create an A.A.S. /A.A.A. degree in a four- or six-digit CIP code area in which the college has only certificate offerings on its inventory.

Phase I: Approval to Develop New Program During Phase I, the Program Developer will seek to gain approval to develop the new program. A Program Advisory Committee may not yet be in place at this time and the curriculum will not have been developed. The Program Developer will serve the same role as described above. The Program Checklist will be completed with support from the Office of Curriculum and Student Learning, which will form the basis of the Program Brief.

Program Briefs for Workforce Education Programs during Phase I of development will contain the following components:

- Program Description & Objective
- Documentation of Workforce Demand (highly emphasized for workforce programs)
- Documentation of Student Demand
- Program Linkages and Opportunities for Further Education
- Demonstration of Non-Duplication (Existing Programs)
- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- External Agency Approval, Certification, and Accreditation

Program Approval

The following individuals and groups at South Texas College must review the Program Brief and relevant documentation for approval during Phase I:

- Program/Department Chair
- Dean
- Vice President for Academic Affairs
- Division Curriculum Committee
- Academic Council
- College-Wide Curriculum Committee
- Planning and Development Council
- Education & Workforce Development Board Committee
- Board of Trustees

Phase II: Approval of New Program

After receiving approval to develop the new program, the process enters Phase II. At this time, the Program Developer will complete the following tasks:

- Study the GIPWE: Review the New Program Approval Process found in the Guidelines for Instructional Programs in Workforce Education (GIPWE), Chapter 5.
- Selection of Advisory Committee Members: Collect 10 to 15 names of potential Advisory Committee members from leaders in the program area who work in Hidalgo and Starr Counties. Advisory Committees should also represent the demographics, including the ethnic and gender diversity, of the institution's service area as well as the demographics of the occupational field. Study "Effective Use of Advisory Committees" from GIPWE, Chapter 3, Organize agenda, members' packets, sign-in sheets, and minutes for each Advisory Committee meeting.
- Curriculum Design: The Advisory Committee will structure curriculum upon industry standards, if available, and upon competencies identified.
- Advisory Committee Meetings Schedule: A recommended committee meeting schedule for new Advisory Committees (with related agenda items and goals) is available from the Office of Curriculum and Student Learning.
- Program Summary: The Program Developer will create the Program Summary in collaboration with the Office of Curriculum and Student Learning.

Program Summaries for Workforce Education Programs during Phase II of development contain the following components:

- Program Description & Objective
- Description of Curriculum & Curriculum Outline
- Documentation of Workforce Demand (highly emphasized for workforce programs)
- Documentation of Student Demand
- Program Linkages and Opportunities for Further Education
- Demonstration of Non-Duplication (Existing Programs)

- Enrollment Management Plan with Enrollment & Graduation Projections
- Assurance of Adequate Funding & Resources
- Program Review and Improvement Plans
- External Agency Approval, Certification, and Accreditation
- Assurance of Basic and Workforce Skills
- Advisory Committee Minutes

Program Approval

The following individuals and groups at South Texas College must review the Program Summary and relevant documentation for approval during Phase II:

- Program/Department Chair
- Dean
- Vice President for Academic Affairs
- Advisory Committee
- Division Curriculum Committee
- Academic Council
- College-Wide Curriculum Committee
- Planning and Development Council
- Education & Workforce Development Board Committee
- Board of Trustees

After the proposed program has received approval by the Division Curriculum Committee, the Office of Curriculum and Student Learning will oversee the remainder of the program approval process and will submit the required documentation to the reviewers for approval. The Program Developer is expected to attend all group meetings during which the new Program will be reviewed in order to share information about the proposed program and to address any questions or concerns that arise.

The Two-Phase internal program development process can take between 1 to 2 years. If revisions are recommended or required by the reviewers, the process may take longer.

Submission to the THECB

Following the internal approval process, the Certification Form is submitted to the Texas Higher Education Coordinating Board (THECB). The THECB will post the application to the Coordinating Board website for 30 days for public comment. Colleges will receive notification of approval by the THECB 30-45 days after the comment period ends, provided there are no unresolved objections.

South Texas Regional Higher Education Council

The Vice President of Academic Affairs will notify the South Texas Regional Higher Education Council of any new programs to be offered each year.

SACSCOC Notification

By March 1st of each academic year, the Associate Dean of Curriculum and Student Learning will communicate to the SACSCOC Liaison the list of new programs or Online Delivery or program deactivations/closures for which a Letter of Notification will need to be sent to the Southern Associate of Colleges and Schools, Commission on Colleges.

Submission to Department of Education

If the new workforce program includes a Level I or Level II Certificate, a notification must be submitted to the Department of Education to request approval for the certificate to eligible for federal financial aid funding (Pell). The Associate Dean of Curriculum and Student Learning will submit this notification to the Office of Student Financial Services by the required deadline.

Presentation on the South Texas College Institute for Advanced Manufacturing

The South Texas College Institute for Advanced Manufacturing develops and operates programs that support the long-term growth of regional prosperity. These programs provide workforce training to partners in a wide range of industry sectors, with training for newly hired personnel and advanced training for incumbent workers, serving an average of 3,200 locally-employed industry professionals annually.

Dr. Carlos Margo, Associate Dean for Industrial Training and Economic Development, will present on the Institute for Advanced Manufacturing's programs, partnerships, and the history of state grant funding programs that have provided a significant boost to the region's productivity and growth.

Industry Credentials

Through the Institute for Advanced Manufacturing, South Texas College offers a varied of highly sought-after credentials to regional industry partners, including workplace safety, maintenance, logistics, process efficiency, and advanced technical skills.

Notably, South Texas College was the first Festo Certified Training Center in North America, providing training for robotics and industrial automation skills in high demand among leading international manufacturers.

Grant Support for Local Training Programs

Many of these training programs are supported by funding from the Texas Workforce Commission, local school district partners, local municipal entities, and other granting authorities, with $1.5M in grant-funded training currently taking place. These grants help provide skills and opportunities for increased earnings for the local workforce, and thereby support the industry partners investing in the region.

Youth Robotics and Automation Programs

Dr. Margo will then discuss the Youth Robotics and Automation programs, which provide hands-on learning opportunities for local youths interested in industrial careers such as robotics, computer science, engineering, math, automation technology, and advanced manufacturing. Dr. Margo will review a number of these programs, and the packet includes a more detailed handout following the presentation.

South Texas College projects that more than 1,300 area students, ages 8 – 17, will participate in these programs during the current year.

The Future of the Institute for Advanced Manufacturing

The IAM is currently developing more than $2.5M in grant funded opportunities for implementation in FY 20 – 21, which would support a varied of partners in the College's service region.

IAM staff is also working to develop new programs and partnerships, which will help support local industry and will help recruit new partners to invest in the region.

Recognition of the Institute for Advanced Manufacturing

The IAM has been recognized for its achievements and contributions to the region by the Texas Workforce Commission (TWC). This recognition includes:

- recognition at the TWC Annual State Conference for the College's role in the Small Business Grant program;
- an invitation to present at the Apprenticeship Texas State Conference; and
- an invitation to participate in the first annual Legislative Career and Technical Education (CTE) Signing Day on the Texas House Floor.

The IAM is active in working with the TWC in developing and presenting workforce related legislative priorities to lawmakers across the state.

This presentation is provided for the Committee's review and feedback to administration, and no action is requested.

Program Update:

The Institute for Advanced Manufacturing

Presented by

Carlos Margo, Associate Dean

The Institute for Advanced Manufacturing (IAM) at South Texas College

- Fosters long-term sustained economic growth in Hidalgo and Starr counties by serving the following interrelated industry sectors: manufacturing, petrochemical, construction, logistics/ transportation, and food and beverage processing.
- Provides customized training to new and incumbent workers.
- The goal of the IAM is to develop and deliver customized training to local industry partners.
- Provides training to an average of 3,200 workers annually.

The Institute for Advanced Manufacturing

Focuses on Developing and Delivering Customized Workforce Training Services to Local Manufacturers

- **Trained over 37,000 Workers Since 2007**
- **Over 500 training programs available**

Leading Programs

Welding	ISO 9001-2015
Electrical	Machining/Tooling
Business/Leadership	Industrial Maintenance
Computer Applications	Quality Control
OSHA/Safety	Lean Manufacturing
CPR/First Aid	Six Sigma Green/Black Belt
Workplace Literacy	Robotics & Automation

CREDENTIALS OFFERED BY IAM

- **CPR/ First Aid**
- **Forklift Certification & Recertification**
- **OSHA (General Industry & Safety)**
- **OSHA 30**
- **National Institute for Metalworking Skills (NIMS)**
- **Manufacturing Production Technician**
- **Certified Production Technician**
- **Quality (ISO 9000)**
- **Certified Logistics Technician**
- **Festo Industrial Automation and Robotics**
- **FANUC Robotics (In progress)**

STC-IAM Private Training Partners

- Alps Automotive
- Alps Logistics
- AM-MEX
- Badafi
- BSN Medical
- Cinch Connectors
- CK Technologies
- Coca Cola
- Humanetics
- Interlink Trade Services
- International Paper
- Kohler
- Lineage Logistics
- Panasonic
- Regal
- Royal Technologies
- SMEAD

STC-IAM Private Training Partners

- Kings Eco Plastics
- Emerson Electric
- Fox Packaging
- Denso Ten
- GE Aviation
- GE Energy
- Grand Rapids Foam Technologies
- Trostel
- TS Tech
- Universal Metal Products
- Valley Die Casting
- Woodcrafters
- Wonderful Citrus
- Worldwise
- Zebra Technologies

Existing Grant Programs

TWC Skills Development Fund 26:	$409,890
Apprenticeship Texas:	$200,000
Skills For Small Business:	$157,500
City 22:	$259,000
High Demand (HD) Job Training Grant 1:	$71,520
Edinburg EDC and Workforce Solutions HD Grant:	$182,000
Weslaco EDC and Workforce Solutions HD Grant:	$130,000
TSC Inter-local Agreement:	$80,518
McAllen ISD Youth Apprenticeship MOU	$15,000
Total	$1,505,428

Impact Study Reported by SDF Companies

Survey Date	New & Retained Sales	Cost Savings	Investment Leverage	Jobs Retained & Created
FY'09	8,510,584	1,171,598	707,992	61
FY'10	12,450,000	1,140,000	177,500	79
FY'11	80,000	185,000	228,000	65
FY'12	4,350,000	917,000	874,000	14
FY'13	10,259,000	2,377,372	9,132,200	61
FY'14	1,499,000	762,000	1,362,000	122
FY'15	15,000,000	360,000	50,000	92
FY'16	1,700,000	330,000	1,520,000	78
FY'17	800,000	185,000	3,110,000	34
TOTAL	$54,648,584	$7,427,970	$17,161,692	606

*Data provided by Texas Manufacturing Assistance Center (TMAC)

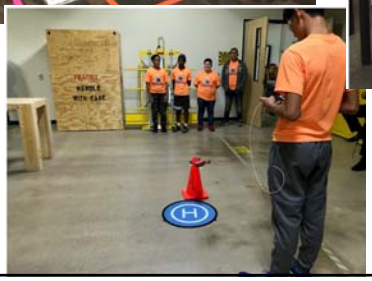
Leading Contract Training Programs

- **Robotics and Automation**
  - **The IAM is the first Festo Certified Training Center (F.C.T.C) in the Nation for Robotics and Industrial Automation**
- **Youth Apprenticeship Program**

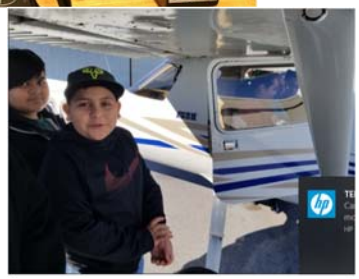
Youth Robotics and Automation Background

- Learning opportunity for youth who are interested in robotics, computer science, engineering, math, automation technology or advanced manufacturing.
- Two age groups: 8—12 and 13—17 year olds.
- Involves various aspects of automation and real-life robotics technology.
- Applications of advanced manufacturing technologies.

Examples and Synopsis
Youth Robotics and Automation



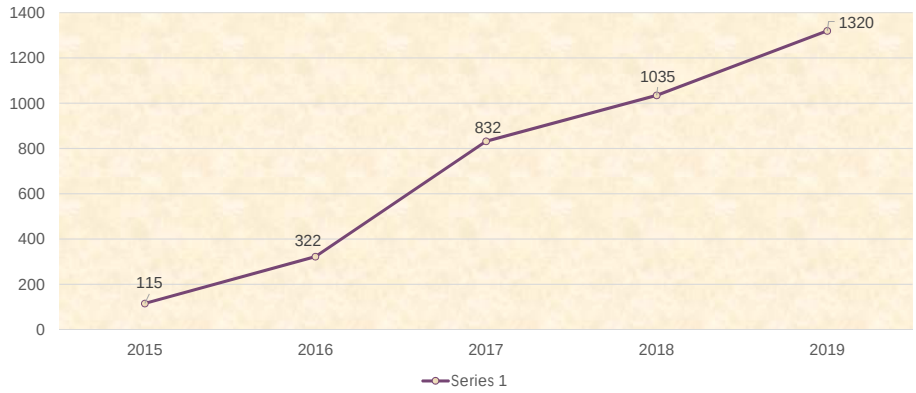
See attached flier for list of programs and descriptions.



Attendance Summary
Youth Robotics and Automation

Camp	2015	2016	2017	2018	2019 Proj.
Summer Camp Public	75	122	92	40	60
Summer Camp La Joya ISD			640	640	640
Summer Camp Mission ISD	40	62	40	25	
Summer Camp La Grulla ISD		86			
Support Camp Glz. Elementary		40	60		
Saturday Camp La Joya				240	295
Governor's Summer Merit Award				25	50
WFS High Demand Job Training				15	25
WFS Kids with Disabilities				20	100
Drones Camp				20	50
Avionics				10	40
Other Camps to be Promoted					60
Total Headcount	115	312	832	1035	1,320

Attendance Trend
Youth Robotics and Automation



Rio Grande Valley
Apprenticeship Program

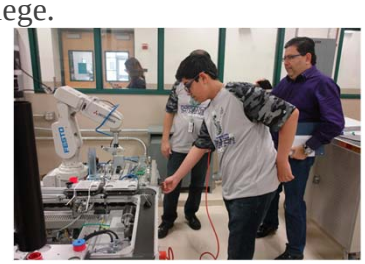
The Goal:

Prepare the young and abundant workforce of the region for sustainable, long-term employment in traditional and non-traditional apprenticeable occupations.

Rio Grande Valley Youth Apprenticeship Program

Two-Year Youth Apprenticeships:

- Local employers in a variety of industries are offering high school juniors and seniors the opportunity to get paid to learn as youth apprentices.
- Youth apprentices receive paid on-the-job training along with job-related college training at South Texas College.



Youth APPRENTICESHIP McALLEN
McAllen Chamber • STC • McAllen ISD

Rio Grande Valley Youth Apprenticeship Program

Participating Businesses

clark CHEVROLET

digital AIM MEDIA TEXAS

Santa Fe STEAKHOUSE & CANTINA

It's Better at BOGGUS FORD LINCOLN McALLEN

DOUBLETREE SUITES BY HILTON

SALT New American Table

house. wine. bistro.

Atlas (956)585-7775 ELECTRICAL, AIR CONDITIONING, REFRIGERATION & PLUMBING

Current Programs:

- HVAC
- Industrial Maintenance
- Culinary Arts
- Hotel Operations
- Automotive Technician

Under Development:

- IT Networking Specialist
- Diesel Technician
- Graphics Design
- Pharmacy Technician
- Machinist

Grants in Development
For implementation in FY 20-21

TWC Skills 28: Alps Electric and Fox Packaging	$800,000
TWC Skills 29: Black & Decker and Regal McAllen	$500,000
TWC Skills for Small Business	$200,000
ARM Robotics in partnership with UTRGV	$68,000
TWC Self-Sufficiency	$200,000
City of McAllen 23	$300,000
Edinburg EDC 2	$300,000
Weslaco EDC 2	$200,000
Total	**$2,568,000**

New programs under development

- Fanuc Certified Training Center
- STC and Texas A&M University Supply Chain Management Program
- STC Center for Industrial Safety
- STC Maquiladora Training Program (STC Technology Campus).
- Starr County Workforce and Economic Development
- Six Sigma accreditation
- Customized Diesel Technician Program
- Online/On-demand Workforce Training

IAM Recognized for Achievement

- **TWC Annual State Conference. Skills for Small Business grant program—Number of businesses served.**
- **Apprenticeship Texas State Conference—among the first institutional USDOL Registered Apprenticeship Sponsors in the state. Delivered presentation at conference.**
- **Invited to participate in the first annual Legislative CTE Signing Day on the House Floor.**

RGV Day at the State Legislature

The IAM actively participated in developing and presenting workforce-related legislative priorities to state-wide legislators and the Texas Workforce Commission.

FESTO

Certificate

The **South Texas College** in McAllen

SOUTH TEXAS COLLEGE

is hereby certified as

Festo Certified Training Center

for Robotics and Industrial Automation

The certified training laboratories, instructors and didactic methods comply with the global quality standards of Festo Didactic.

Identification number: C0342015

Valid from April 22, 2015 to April 21, 2018

Denkendorf, April 9, 2015

Dr. Theodor Niehaus
Managing Director
Festo Didactic GmbH & Co. KG

McAllen, April 22, 2015

Yvonne Salazar
Auditor
Festo Didactic GmbH & Co. KG

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THE INSTITUTE FOR ADVANCED MANUFACTURING

IN COOPERATION WITH

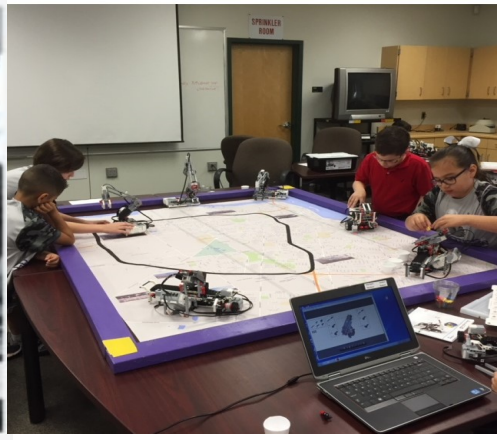
FIRST-RGV @FIRSTRGV

LA JOYA ISD 2019 SUMMER CAMPS

Elementary (M-F): June 3rd - June 7th/June 10th - June 14th

Middle School (M-F): June 17th - June21st/June 24th - June 28th

Camps Time: AM Group: 8:00 am-12:00 pm; PM Group: 1:00 pm-5:00 pm



EV3 Lego Robotics & Coding

Designed to promote Robotics & Automation Build and Programing Fundamentals using Lego EV3 Mind storm educational kits and certified instructors.

Festo Bionics & Robotics

This camp includes the Training and Certification in FESTO Bionics Fundamentals and Robotics Principles including the assembly and programing of functional bionic robot applications.

First Tech Challenge (FTC)

This camp utilize the Robotics Build & Programing Principles of First Tech Challenge (FTC), to prepare students to compete in city and state meets. Drone Piloting Fundamentals training to be also given in addition to the FTC.

Drones Piloting

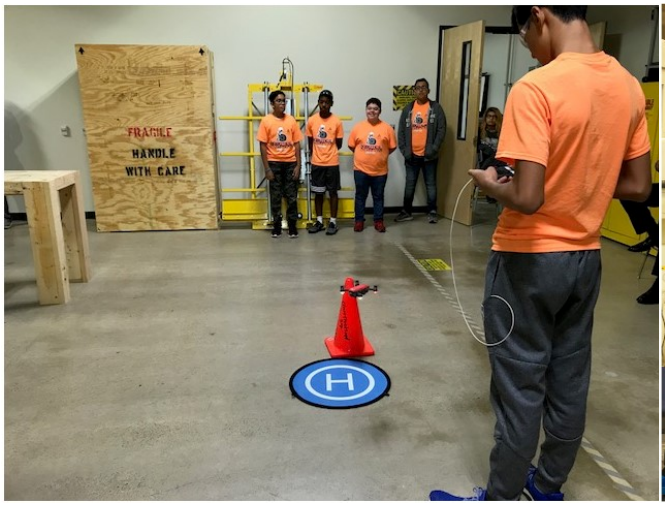
Students will be learning the fundamentals required to pilot a Drone either for Recreation or Commercial use including Safety and Rules.

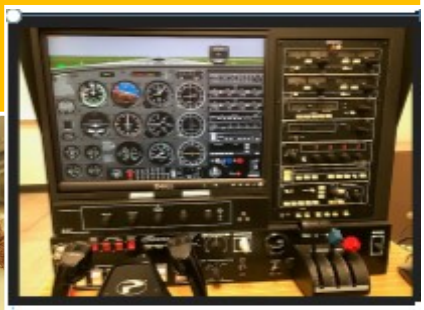
Aviation Principles

This Camp includes the initial fundamentals to pilot an airplane with Certified Airport Instructors from the McAllen Airport.

Tool & Die Making

Students will learn the fundamentals to Machine Tools, to help them find early employment in Industry





Camps include: Breakfast and Lunch every day (Morning Group); Lunch and Snacks (Afternoon Group), in addition to one T-Shirt and a Certificate upon completion of camps. **Open House on last day of Camps.**

STC Technology Campus 3900 W. Military Hwy, McAllen TX, 78503 Tel: (956) 872-6148

Presentation on Results of Student Enrollment Management Strategies Audit and Proposed Strategies to Increase Enrollment

Due to recent enrollment stagnation, South Texas College hired a Strategic Enrollment Management (SEM) Consultant, Dr. Jim Black with SEM Works, to conduct an audit, on-site visit, and a leadership retreat to share his findings and recommendations.

Dr. Black conducted on-site meetings with various College teams focused on enrollment strategies, including:

- Student Affairs & Enrollment Management;
- Academic Affairs;
- PR & marketing; and
- Continuing Education

During a leadership retreat with core South Texas College administration focused on SEM strategies, Dr. Black presented his assessment and insights. This included a review of the College's strengths and external opportunities, and the development of Strategic Opportunities.

The administrative team discussed the top priorities, focusing on the student population impacted by each priority, and potential for greatest impact to increase enrollment and retention over the next three years. They identified four strategic opportunities to serve as the foundation for a three-year SEM Plan.

Dr. Black concluded his visit in a meeting with the Executive Leadership Team, where he presented a draft SEM Plan to the College. The Executive team is reviewing the plan with key staff. They are working to finalize a SEM Plan for immediate implementation and continuing for three years, and seeks the Education and Workforce Development Committee's review and feedback on the plan.

Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, will present the results of the Student Enrollment Strategies audit to the Education and Workforce Development Committee.

Mr. Hebbard will then present the proposed SEM Plan to the Committee, for their review and feedback on the proposed strategies to improve student enrollment.

This presentation is provided for the Committee's review and feedback to administration, and no action is requested.

Key Questions

- Where are we?
- Where do we need to be?

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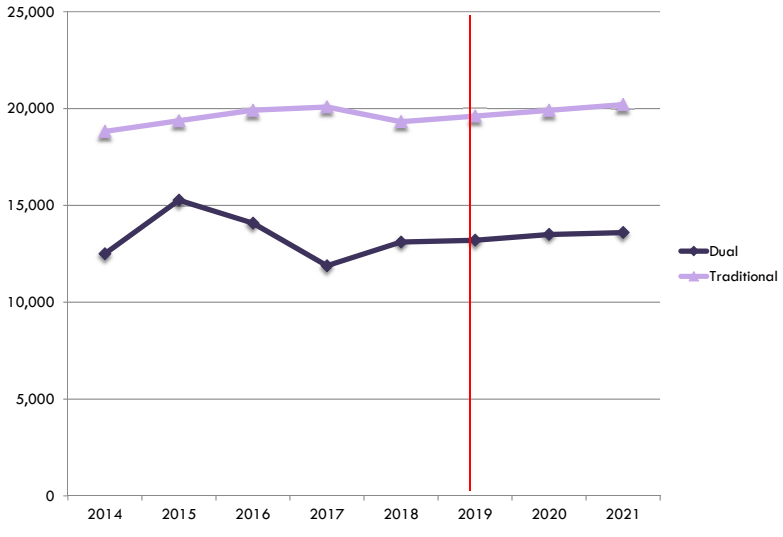
Campus	Fall 2017	Fall 2018	+/-	% Change
Pecan	11,111	9,991	-1,120	-10.1%
Mid Valley	3,706	3,397	-309	-8.3%
Starr County	1,244	1,132	-112	-9.0%
NAH	1,942	1,965	23	1.2%
Technology	1,537	1,470	-67	-4.4%
Distance Learning	7,662	8,265	603	7.9%
Dual Enrollment Taking Class at High School	11,584	12,657	1,073	9.3%
Total Duplicated	39,206	39,250		
Total Unduplicated	31,969	32,431	462	1.4%

Fall Enrollment Trends and Projections



Market Shifts

Universities

Proprietary

First Time in College Students

Adult Students

Four Strategic Opportunities

1) Integrate Prospective Student Communications
2) Align Programs to Recapture Adult Students
3) Implement Retention Model
4) Deliver Quality Services

Strategic Opportunity1:
Integrate Prospective Student Communications

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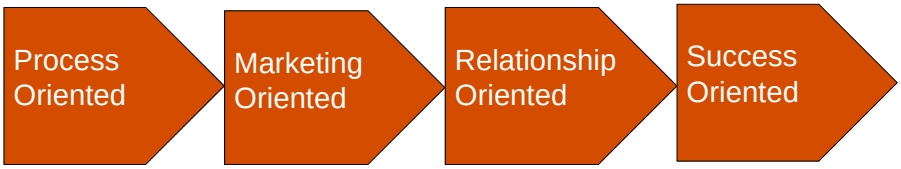
Prospective Student Messaging



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Integrated Student Communications

Student Communication

- Message from the program chair or dean with a compelling value proposition and career pathways
- Distinctive program features and related student benefits
- Graduate accomplishments and testimonials
- Faculty profiles

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Integrated Marketing Activities

Marketing Activities

- Graduate outcomes on the website and on digital ads
- Faculty profiles/bios on the website
- Program videos posted on the website and social media
- Mail program-specific postcards
- Downloadable e-program brochures
- Faculty calls to admits

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Compelling Calls to Action

- Submit inquiry info
- Visit the campus
- Attend an event
- Apply for admission
- Apply for financial aid
- Come to orientation
- Register for classes
- Pay the bill
- Attend class

Strategic Opportunity 2:
Align Programs to Recapture Adult Students

- Cost/Affordability
- Debt-free Education
- Multiple Campus/Center Locations
- Stackable Credentials
- Career Mobility
- 33 Online Programs
- Quality of Faculty & Programs
- Bachelor's Degrees
- Rankings

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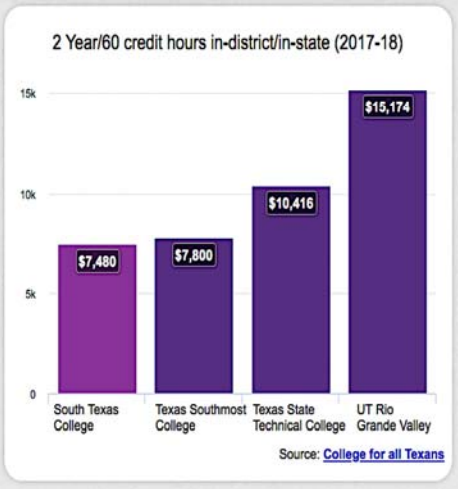
Compare with Proprietary Institutions

Get the Same Quality Education at a Fraction of the Cost!

At South Texas College, we take pride in emphasizing the quality of our education along with our affordable tuition rates.

It's our priority to provide outstanding instruction from dedicated staff and faculty.

With the lowest tuition rates in the Valley, plus affordable payment solutions like payment plans and pell grants, you too can graduate Debt-Free!



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Research Implications

- Need the right educational product (e.g., programs aligned with the market, flexible learning options, convenience factors), your recruitment efforts will be in vain
- Most daunting competitors will be workforce opportunities, procrastination, and life circumstances
- Focus on the adult learner's educational goals with audience-tailored communications and marketing

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Strategic Opportunity 3:
Implement Student Retention Model

Prevention, Intervention, Recovery

Student Lifecycle Stages

Prior to Enrollment	Initial Enrollment	Continued Enrollment	Transitioning Beyond STC

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Understanding and Supporting Student Goals

Educational Goals

Career Goals

Life Goals

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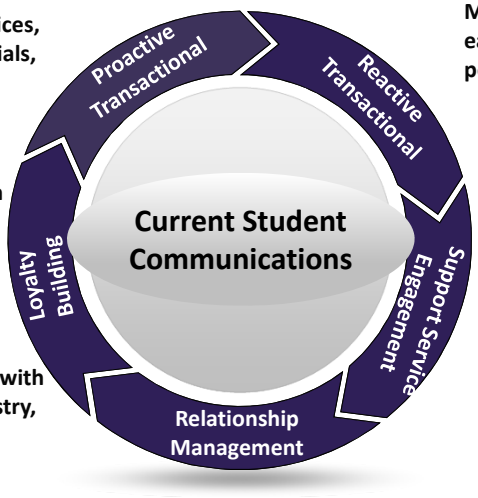
The Nature of Communications

Deadlines, support services, service tutorials, degree completion

Delivering on the institution's promise

Connections with faculty, industry, peers, staff



Missed deadlines, early interventions, policy implications

Awareness of services offered, service hours, service benefits

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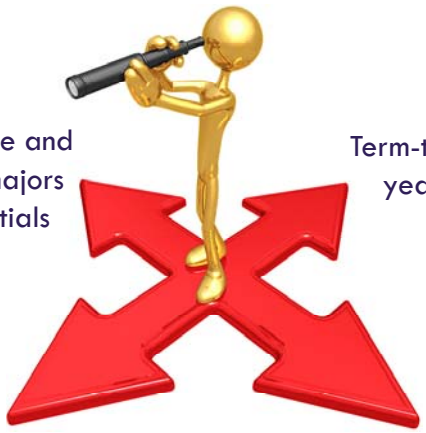
Success Transitions



Dual2Degree and between majors or credentials

Term-to-term and year-to-year

Transfer to a university

Into a career

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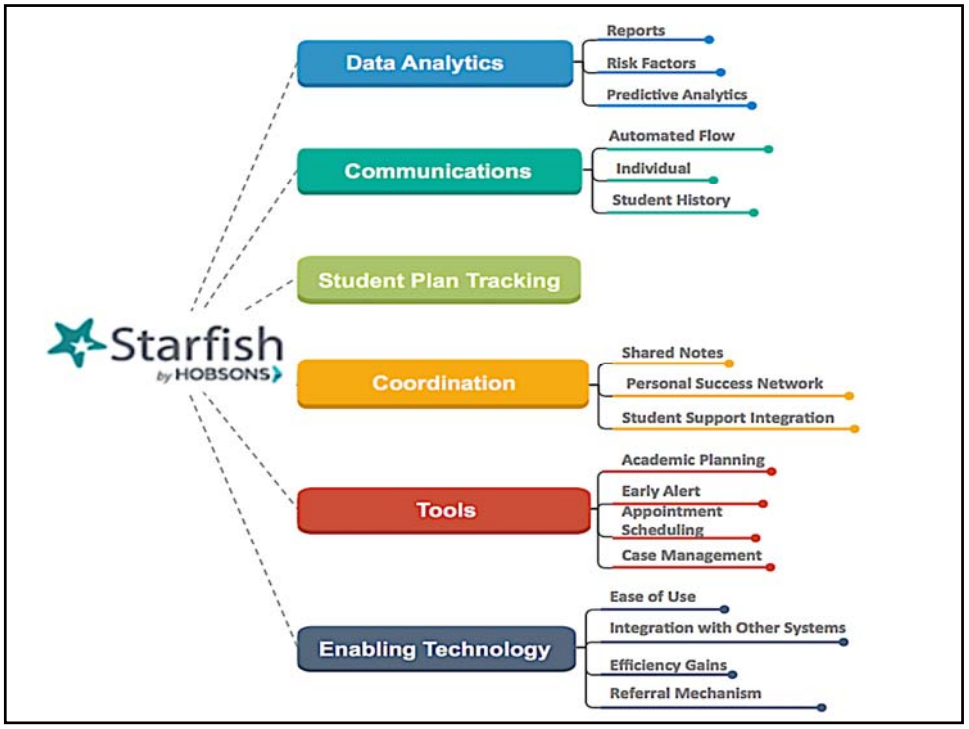
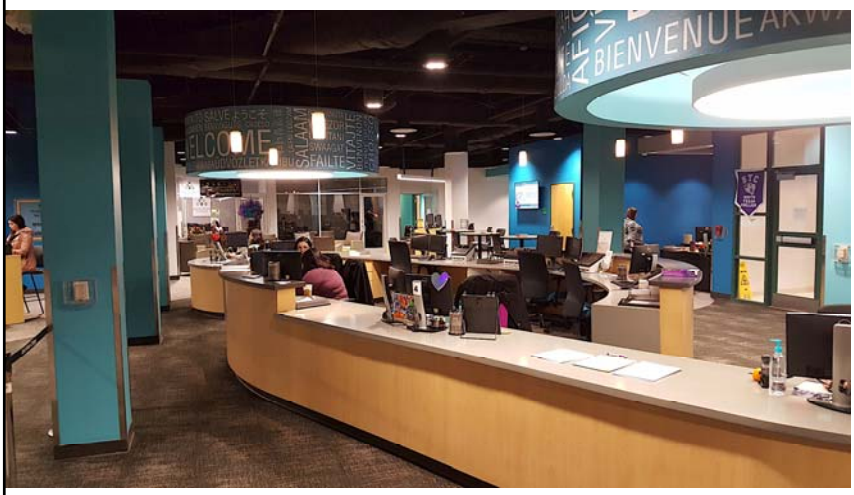


Strategic Opportunity 4:
Deliver Quality Services



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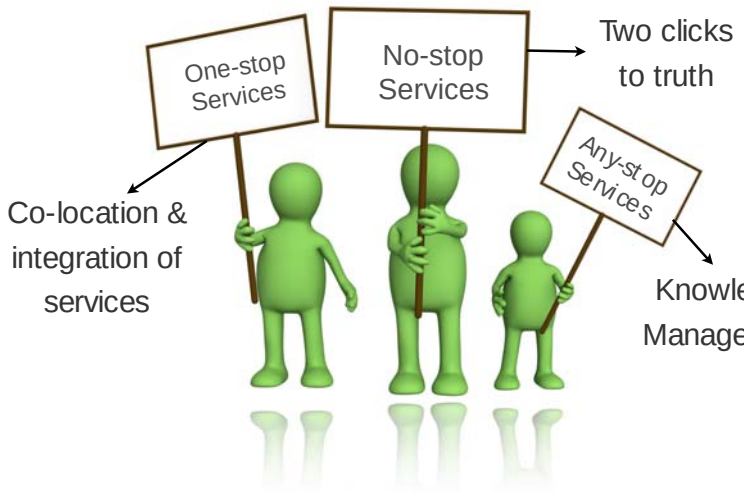
Integrated Services



Two Sides of the Same Coin

High Priority Student Populations

- First Time in College Students
- Adult Learners
- Dual Enrollment Students
- Stop-out Students

Strategic Enrollment Management Planning Principles

- Where possible, recommended strategies will align with:
  - ✓ The College's mission, vision, and values
  - ✓ The immediate enrollment and revenue generation requirements of STC along with longer term strategies to position the College for the future
- High impact strategies in terms of (1) the potential number of students impacted by a strategy and (2) the perceived organizational capacity to execute a strategy effectively.

Strategic Enrollment Management Planning Principles

- Learner-centered in response to demonstrable needs of identified high priority student populations.
- Evidence-based approach to strategy identification will be utilized.
- Institution-wide buy-in and commitment
- Ongoing review and evaluation in a complex and competitive enrollment market

Questions?

Thank you!

Matthew S. Hebbard
Vice President for Student Affairs and Enrollment Management

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