

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, January 14, 2020

3:30 p.m.

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



In the Making!

Online Copy

**South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, January 14, 2020 @ 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.”

- I. Approval of Minutes for Tuesday, December 3, 2019 Committee Meeting 3 - 8
- II. Review and Recommend Action as Necessary on Proposed Revision to Policy #3803:
Conditions of Employment of Full-Time Faculty Teaching during Summer Terms
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- III. Review of the South Texas College *Making a Difference in Student Success and Retention* (MADISSAR) Grant Program 11 - 15

Approval of Minutes for Tuesday, December 3, 2019 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, December 3, 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, December 3, 2019 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, December 3, 2019 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:31 p.m. with Mr. Gary Gurwitz presiding.

Members present: Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez and Ms. Rose Benavidez

Members absent: Dr. Alejo Salinas, Jr. and Mrs. Victoria Cantú

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Dr. Ety Bischoff, Dr. Christopher Nelson, Dr. Eric Reittinger, Mr. Mario Reyna, Mr. William Buhidar, Mr. Joel Jason Rodriguez, Dr. Enriqueta Cortez, Mr. Roy Trevino, Mr. Ruben Munoz, Mrs. Christina Cavazos, Mr. Francisco Salinas, and Mr. Andrew Fish

Approval of Minutes for Tuesday, November 12, 2019 Committee Meeting

As sole Committee member in attendance, Mr. Gary Gurwitz approved the Minutes for the Education and Workforce Development Committee meeting of Tuesday, November 12, 2019 as written.

**Review and Recommend Action as Necessary to Develop the
Proposed Associate of Applied Science Degree Program and
Certificate Program for Automotive Collision Repair & Refinishing**

The Education and Workforce Development Committee was asked to recommend Board approval to develop an Associate of Applied Science Degree program and a Certificate program in Automotive Collision Repair & Refinishing.

Committee approval was necessary to develop this new program. Due to the nature of this new program and its difference from current programs offered by the College, an extended, two-phase approval process was required by Texas Higher Education Coordinating Board:

- Phase I is the request for *approval to initiate the development of the program*. If approval to develop this program is granted by the required entities, up to and including the Education and Workforce Development Committee, Phase II of the process would begin.
- During Phase II, an Advisory Committee will be formally established that will guide the development of an appropriate curriculum that meets the business and industry workforce needs. Phase II is the request to *approve the program* as proposed by the Advisory Committee and will follow the same approval channels including Education and Workforce Development Committee and South Texas College Board of Trustees.

The proposed programs would include training in vehicle interiors, metal repair, basic body welding, vehicle structure analysis, alignment, color analysis, paint matching, and major collision and panel replacement. These programs would include a hands-on practicum partnering with local body shop under experienced technicians.

Students graduating from the proposed Certificate program could continue their education at South Texas College through the AAS. Students would be prepared to take the collision, structure, and refinishing exams offered by I-Car and ASE certifications.

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

The packet included the Program Development Packet, which provided:

- Program Development Approval Checklist
- Curriculum & Student Learning Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Student Survey Results Summary
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues
- Supporting Documents:
 - Advisory Committee Members List
 - Letters of Support

Dr. Anahid Petrosian, Vice President for Academic Affairs, Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, and Mr. Roy Trevino, Automotive Technology Program Chair, reviewed the proposed new programs and the development process with the Committee and responded to questions.

No Board action as needed for the development of these programs, though the Committee and Board approval would be necessary to offer the programs once developed.

As the sole present committee member, Mr. Gary Gurwitz noted Education and Workforce Development Committee approval of Phase I so faculty can move forward to Phase II of the program development process for an Associate of Applied Science Degree program and a Certificate program in Automotive Collision Repair & Refinishing as presented.

Review and Recommend Action as Necessary to Offer the Proposed Associate of Applied Science Degree Program and Certificate Program for Cybersecurity Specialist in Fall 2020

The Education and Workforce Development Committee was asked to recommend Board approval to offer an Associate of Applied Science Degree program and a Certificate program in Cybersecurity Specialist in Fall 2020.

The proposed Cybersecurity Specialist programs would allow students to gain the knowledge and skills necessary for certification and employment in local, state, and federal law enforcement, hospitals, the financial industry, and other public and private sector areas.

Students graduating from the proposed Certificate program could continue their education at South Texas College through the AAS in Cyber Security. Enrollment projections were included within the Program Development Packet.

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

The packet included the Program Development Packet, which provided:

- Program Development Approval Checklist
- Curriculum & Student Learning Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues
- Supporting Documents:
 - Advisory Committee Members List
 - Letters of Support
 - Competency Profile

Dr. Anahid Petrosian, Vice President for Academic Affairs, Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, and Mr. Francisco Salinas,

Cybersecurity Program Chair, reviewed the proposed new programs and the development process with the Committee and responded to questions.

As the sole present committee member, Mr. Gary Gurwitz recommended Board approval to offer an Associate of Applied Science Degree program and a Certificate program in Cybersecurity Specialist in Fall 2020 as presented.

Review and Recommend Action as Necessary to Offer the Proposed Associate of Arts Degree Program in Dance in Fall 2020

The Education and Workforce Development Committee was asked to recommend Board approval to offer an Associate of Arts Degree program in Dance in Fall 2020.

The proposed Associate of Arts Degree in Dance would round out the College's Division of Fine and Performing Arts, and would prepare students with the academic, technical, and analytical skills that would provide them with a measurable foundation in the basics of sound dance practices. As with any liberal arts degree, salaries vary according to the career path chosen by the degree holder.

Students graduating with an Associate of Arts in Dance would have the pre-professional foundation skills necessary to compete for beginning positions as dance instructors and/or performers, or may pursue advanced degrees in related fields.

For the College, offering this degree would pave the way for potential articulation agreements with local and regional universities, providing graduates with a pathway to pursue further academic training.

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

The packet included the Program Development Packet, which provided:

- Program Development Approval Checklist
- Program Development Process and Recommendation
- Program Development Checklist
- Program Development Summary
- Enrollment Management Plan
- Student Survey
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenues

Dr. Anahid Petrosian, Vice President for Academic Affairs, Dr. Christopher Nelson, Associate Dean for Curriculum & Student Learning, and Mr. Joel Jason Rodriguez, Drama Department Chair, reviewed the proposed new program and the development process with the Committee and responded to questions.

As the sole present committee member, Mr. Gary Gurwitz recommended Board approval to offer an Associate of Arts Degree program in Dance in Fall 2020 as presented.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:04 p.m.

I certify that the foregoing are the true and correct Minutes of the December 3, 2019 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Mr. Gary Gurwitz
Presiding

**Review and Recommend Action as Necessary on Proposed Revision
to Policy #3803: *Conditions of Employment of Full-Time Faculty
Teaching during Summer Terms***

The Education and Workforce Development Committee is asked to recommend Board approval of the proposed revision to Policy #3803: *Conditions of Employment of Full-Time Faculty Teaching during Summer Terms*.

Justification – The proposed policy revisions are necessary to delete an outdated reference to Policy #3802, which was deleted entirely in July 2005. The provisions of policy #3802 were incorporated into and are still included within Policy #3800: *Full Time Regular Faculty (On Board Approved Staffing Plan) Assignments and Workloads as Conditions of Employment*.

It is necessary to make this change, and administration further proposes formatting and organizational changes consistent with other recently approved Board Policies.

Enclosed Documents - The proposed policy revision is provided in the packet for the Committee's review and information. The additions to the policy are highlighted in yellow and the deletions are designated with a red strikeout.

It is requested that the Education and Workforce Development Committee recommend for Board approval of the proposed revisions to Policy #3803: *Conditions of Employment of Full-Time Faculty Teaching during Summer Terms*, as presented and which supersedes any previously adopted Board policy.

MANUAL OF POLICY

Title	Conditions of Employment of Full-Time Faculty Teaching during Summer Terms	3803
Legal Authority	Approval of the Board of Trustees	Page 1 of 1
Date Approved by Board	As Amended by Board Minute Order Dated January 28, 2020	

I. Purpose

The purpose of the policy is to provide guidelines for the conditions of employment of full-time faculty teaching during summer terms.

II. Policy

The following guidelines are applicable to full-time faculty on 9-month contracts teaching during summer terms:

1. Full-time faculty employed during the summer are expected to hold office hours. Standards for required office hours will be established by the chief academic officer of the college and will be published in advance of each summer term.
2. Faculty employed during the summer are not required to participate in other summer college activities unless they are employed under a prorated contract during the summer terms or unless they are receiving a Chair stipend during summer months. Other summer activities are activities that do not pertain directly to the classes being taught but are usually considered to be a required part of each faculty member's responsibility during the regular 9-month contract period (i.e. committee work, registration assistance, student advisement, etc.)~~as defined in Policy 3802, paragraph 1.~~
3. Compensation for full-time faculty during summer terms will follow the same pay plan as for overload and adjunct assignments, and published in the College's Employee Salary Pay Plans.
4. All teaching loads in excess of 9 LHE's during each of Summer I or Summer II, or in excess of 12 LHE's in Summer III, must be approved in advance by the Division Dean and the Vice President for Academic Affairs. Loads of this magnitude during Summer I, II or III will only be approved if no other reasonable alternatives are available.

III. History

Origination Date Approved by Board:
August 16, 2001

Date Amended and Approved by Board:
August 16, 2001
August 29, 2002
August 23, 2007
January 26, 2016
January 28, 2020

Review of the South Texas College Making a Difference in Student Success and Retention (MADISSAR) Grant Program

The South Texas College *Making a Difference in Student Success and Retention* (MADISSAR) Grant program uses institutional funds to support student progress and completion. Approximately \$35,000 is budgeted annually to support MADISSAR Grant awards.

Purpose of the MADISSAR Grant Program

The MADISSAR Grant was initially conceived over a decade ago to provide funding to encourage faculty to develop innovative approaches to solve student success and retention issues. The grant has since been evolved to include initiatives proposed by faculty or staff, and specifically focused on addressing the Key Performance Indicators (KPIs) of Progress and Completion:

Progress

Progress evaluates:

- Persistence;
- First College-Level Course Completion;
- Credits Earned; and
- Successful Course Completion.

Completion

Completion evaluates:

- Graduation Rates and
- Degrees & Certificates Awarded

MADISSAR Grant Program – Under New Management

Starting in Fiscal Year 2016 – 2017, The Department of Resource Development, Management, and Compliance (RDMC) was assigned to provide administrative oversight of the MADISSAR Institutional Grant program. RDMC has successfully formalized the application and award process. RDMC post-award compliance staff also support MADISSAR award recipients with guidance for effective management and they conduct Grant Status Reviews of funded projects.

Application Process

The application process for MADISSAR has been designed similar to the process and forms utilized by the Texas Workforce Commission, one of the largest granting agency that awards funds to South Texas College. This provides faculty and staff with the opportunity to gain experience with fairly standard grant application forms and procedures. Applicants are encouraged to submit a *Notice of Intent to Apply* form to RDMC prior to submitting their application. Applicants are required to submit a complete application form that details the proposed project, its expected impact on KPI 3: Progress,

KPI 4: Completion, and a budget sheet with justification. Only one application per department may be submitted.

Application Evaluation

Members of the MADISSAR Grant Advisory Committee meet with RDMC staff to review all applications, and determine which applications to award. The peer review process was designed to be similar to state and federal grant reviews. The evaluation criteria for MADISSAR include:

- Identification of Need
- Project Design
- Management Plan
- Impact of the Project
- Evaluation Plan
- Budget / Budget Justification

Non-Awarded Applications

After all reviews of grant applications have been completed, notifications to non-awarded applicants are sent via email from the Department of Resource Development, Management and Compliance. Applicants interested in refining and resubmitting applications at a later date receive scores, comments with strengths and weaknesses and guidance to improve their application to resubmit the following cycle.

Awarded Applications

Awarded applicants are also notified directly, the list of awardees is also announced on the RDMC website, through Faculty/Staff email, and RDMC coordinates with the Department of Public Relations and Marketing to host an Awards Ceremony to recognize MADISSAR grantees.

MADISSAR Grant Program recipients also receive post award support, which includes a Grant Initiation Meeting, guidance for effective management of their project, and Status Reviews of progress made on the grant.

Recent MADISSAR Awards

The following five projects were supported by MADISSAR Grant Program award funding from FY 17 through FY 19:

- **FY17 The Online Associates in Mathematics with Quality Matters Certified Courses:** The Distance Learning Department worked with the Mathematics Department faculty and certified 14 courses through Quality Matters.

Quality Matters Certification is a quality assurance training program that sets a high standard for the delivery of high quality online instruction. The training and certification helped the Mathematics Department faculty ensure improved quality for 14 Mathematics courses taught online.

In 2018 South Texas College started offering the Associates in Mathematics fully online with all courses certified through Quality Matters. Currently, the Mathematics Department is using the certified courses as model courses and all faculty members from the Mathematics Department have access to the courses in case they want to use them.

- **FY18 The Centers for Learning Excellence (CLE) – Primed for Success:** Funds were used for wages/benefits for five (5) part-time Academic Coaches to be trained in making appropriate referrals (tutoring, supplemental instruction, academic advising, counseling, student disability services, career counseling, or financial aid counseling). Coaches provided individual and small group coaching/tutoring in the following areas: understanding a professor's expectations/syllabus; developing a planner and time management skills; developing effective note-taking skills; developing an effective study or project group; developing effective academic or technical reading skills; and developing academic strategies to reduce procrastination.

The service that was initiated with MADISSAR funds under the Primed 4 Success program is now known as Academic Coaching. The CLE employs two direct wage Academic Coaches who coach students individually on the development of specific academic skills. They utilize proven strategies, theories, and models to build capacity in goal-setting, note-taking, time management, stress management, exam preparation, overcoming procrastination, and more. The coaches also offer workshops. Since the end of the MADISSAR grant term, the CLE has funded these positions with salary savings; permanent funding has not yet been secured. The service continues to increase in popularity. There was an increase of 34% in students accessing support from Academic Coaches from Fall 2018 to Fall 2019 and a greater increase of 78% from Spring 2018 to Spring 2019.

- **FY18 The Business & Technology Enhancement Initiative:** The primary goal of this grant was to enhance the presence of technology programs at the Starr County Campus by introducing three new technology programs (Automotive Technology, HVAC, and Electrician Technology) and revitalize four other existing programs (Welding, Advanced Manufacturing, Business Administration, and Office Specialist). A Student Success Specialist was hired to provide case management support for students, to advertise and promote programs, and recruit students to the Starr County Campus. Currently, the Automotive and HVAC programs are serving Dual Credit students and will be occupying an additional lecture classroom to accommodate Dual Credit enrollment. The Electrician Technology Program is serving traditional students and will be relocated to a larger facility to accommodate more equipment and students. The existing Welding program is also expanding their current facility to accommodate twelve new welding stations to serve the increase in enrollment. The Advanced Manufacturing Program has increased Dual Credit enrollment and is at full capacity. Business Administration Program and Office Specialist Program both had increases in enrollment.

- **FY19 The Student Ambassador Program:** This program identifies college students to serve as Student Ambassadors. Student Ambassadors promote South Texas College as a valuable educational option to current, prospective, returning and transfer students, parents, and community members.

Since receiving the MADISSAR grant, the program has expanded and been institutionalized. The number of students has doubled. The Program continues at the Starr Campus, and has expanded to the Mid-Valley and Pecan Campuses:

- Starr Campus has 25 ambassadors
- Pecan Campus has 15 ambassadors
- Mid-Valley Campus has 5 ambassadors

Some of the key Highlights include:

- Increased parental involvement and engagement
- Increased presence at community events
- Students report increased success and engagement in classes and programs

- **FY19 The Early College Supplemental Instruction Program:** This award was to support an academic assistance program that utilizes high school seniors to provide peer-assisted study sessions for underclassmen in their STC Dual Enrollment courses in US History, English, and/or Mathematics. This program was initially piloted at the Preparatory for Early College High School in Rio Grande City CISD. There were 24 Supplemental Instructors for Dual Credit students through MADISSAR in FY19 and the current award expanded to support 41 Supplemental Instructors.

Current MADISSAR Award Recipients

The following two MADISSAR Grant Program award recipients have recently been selected:

- **Early College Supplemental Instruction Program in the amount of \$20,466**
The Early College Supplemental Instruction Program identifies high-performing dual credit high school seniors who are trained and then serve as Supplemental Instructors (SIs). As SIs, these students offer peer tutoring and support to fellow underclassmen dual credit students. This program is being implemented at the following campuses:
 - Rio Grande City High School
 - La Grulla High School
 - Mission Collegiate High School

MADISSAR Grant Program funding will support the Supplemental Instruction activity, program coordination, and data collection and analysis to determine the impact of services on Progress and Completion measures.

- **Continuing Professional and Workforce Education Student Success Assistant in the amount of \$14,534**

The Student Success Assistant project funds a part-time CPWE Student Success Assistant position to provide counseling and case management services to non-credit students enrolled in Continuing Education (a) Career Training Programs and (b) High School Equivalency Programs. These services are expected to increase program completion and job placement rates.

For the past five years, Perkins grant funding has been used for similar support services for students co-enrolled in High School Equivalency Programs and credit-bearing courses. The Continuing Education Program attests to its success. Perkins funding is limited to supporting students in credit-bearing courses, so similar services for students only taking non-credit CE Programs have not been previously available.

The CPWE Student Success Assistant will provide the following services:

1. Monitor attendance and provide assistance as needed;
2. Monitor grades and coordinate tutoring or access to other community resources;
3. Monitor competing life issues and participant attitude and provide mentoring;
4. Offer continued motivation to keep students engaged through completion;
5. Provide job placement assistance upon program completion.

Upon completion of the funding cycle, the CPWE Department will analyze the impact of the position on an anticipated 2,000 non-credit CE students. Should the program prove as successful as anticipated, the department plans to fund the part-time position through tuition-generated revenue, and would consider upgrading it to full-time status to scale the service to additional students.

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