

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, November 10, 2020

4:00 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, November 10, 2020 @ 4:00 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, October 13, 2020 Committee Meeting..... 3 - 7
- II. Review and Recommend Action on Proposed New Associate of Applied Science in Culinary Arts - Specialization in Restaurant Management Program 8 - 43
- III. Review and Recommend Action on Proposed Emergency Medical Technician – Basic Continuing Education Certificate Program 44 - 74
- IV. Review and Discussion of Performance Metrics for Dual Credit Students..... 75 - 86
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Approval of Minutes for Tuesday, October 13, 2020 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, October 13, 2020 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, October 13, 2020 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, October 13, 2020 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:32 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: Mrs. Victoria Cantú

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Mrs. Mary Elizondo, Mr. Juan Carlos Aguirre, Dr. Carlos Margo, Mr. David Perez, Mr. David Valdez, and Mr. Andrew Fish were present in the room, and Dr. Anahid Petrosian, Dr. Jayson Valerio, Ms. Sara Lozano, and Ms. Lisa Aleman attended via Zoom.

Approval of Minutes for Tuesday, September 8, 2020 Committee Meeting

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Minutes for the Education and Workforce Development Committee meeting of Tuesday, September 8, 2020 were approved as written. The motion carried.

Five-Year Update on the Status of the Division of Continuing Education, Workforce Training, and Economic Development

Mr. Juan Carlos Aguirre, Assistant to the President for Continuing Education, joined with Dr. Carlos Margo, Associate Dean of Industry Training and Economic Development, to provide a five-year update on the status of the Division of Continuing Education, Workforce Training, and Economic Development.

Mr. Aguirre provided a broad introduction to the Division, including a description of their Vision and Mission, the demographics they serve, and the services they provide. They also discussed their strategic blueprint to support the expansion of their programs.

Vision

Be the premier provider of lifelong Continuing Education in the Rio Grande Valley

Mission

Empower individuals and employers with knowledge, skills and credentials of value to help them fulfill personal and professional goals for a successful life

The Division serves students, employers, and third-party training programs through a variety of ways to meet the high and widely varied demand of our community. From basic skills training through advanced workforce skills certifications, the Division has developed stackable credentials that provide a clear pathway for attainable career-enhancing achievements. With strong partnerships with school districts, employers across the Valley and on both sides of the US-Mexico Border, and other local community-serving groups, the Division is one of the College's key strategies in pursuit of its institutional Vision.

Mr. Aguirre discussed enrollment trends within the Division, as well as its fiscal responsibility to be self-sustaining and resilient in times of economic disruption.

Continuing Professional and Workforce Education (CPWE) Operations

Mr. Aguirre then provided further information on the Continuing Professional and Workforce Education (CPWE) operations within the Division, including the partnerships and industries that this team supports, and the key role they play in securing local, regional, and statewide grant support and partnership contracts to provide meaningful opportunities.

Mr. Aguirre then discussed the Key Performance Indicators (KPIs) used to measure performance of the CPWE operations, and provided a highlight of major recent accomplishments and upcoming initiatives.

Industry Training and Economic Development (ITED) Operations

Dr. Margo leads the Industry Training and Economic Development (ITED) operations, which includes the Institute for Advanced Manufacturing. Through ITED, the College supports manufacturing, petrochemical, construction, logistics/transportation, and other industries that are critical to long-term, sustainable growth in the region.

ITED provides customized training to incumbent workers, tailored to meet clients' needs and support current and growing operations. These programs are critical pathways for employees and employers alike to meet workforce requirements and create career pathways to maintain operations on both sides of the US-Mexico border.

Dr. Margo highlighted some of the key training opportunities provided by ITED, as well as the grants and training contracts that have developed this highly successful operation, which has trained over 43,000 members of the workforce since 2007.

Dr. Margo concluded with a discussion of the KPIs used to measure the performance of ITED, and provided a highlight of recent accomplishments and upcoming initiatives.

Opportunity for Proposed Facilities Expansion

The South Texas College Division of Continuing Education, Workforce Training, and Economic Development sought to increase enrollment by at least 5% annually, and to improve competition with boutique training programs offered by local proprietary schools.

Toward this end, the Division identified a grant-funded opportunity to build a new facility on a vacant College-owned property near the southwest corner of Pecan Boulevard and Ware Road, next to Church's Chicken. This would allow the relocation of existing healthcare programs from Pecan Plaza, allowing for significant expansion of healthcare programs offered through CPWE.

The grant, under the US Department of Commerce EDA CARES grant program, would support a three-phase strategy which would help the College currently train the community to prevent, prepare for, and respond to the coronavirus pandemic, including roles such as Contact Tracing and Disinfection Technician. It would also provide a "makerspace" for the manufacture of pandemic-related products, such as high-demand personal protective equipment (PPE).

The grant-supported programs would assist with current pandemic responses, and would also provide a valuable resource to respond to future disruptive events with resiliency, helping ensure that the Rio Grande Valley is prepared and equipped in the future.

An initial new facility would be planned at approximately 10,000 sq. ft., and would be supported by \$2.96M from the EDA, and \$740K from South Texas College, with a 2- to 2.5-year construction timeline. The facility would be designed to accommodate a future expansion to 20,000 sq. ft. when supported by continued demand and enrollment growth. This item is presented for informational purposes.

The Education and Workforce Committee did not take formal action, but expressed strong encouragement to administration to seek Board support for this proposed expansion project so that grant applications and appropriate planning could begin.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:47 p.m.

I certify that the foregoing are the true and correct Minutes of the October 13, 2020 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Presiding

Review and Recommend Action on Proposed New Associate of Applied Science in Culinary Arts - Specialization in Restaurant Management Program

The Committee is asked to recommend Board approval to offer the proposed new Associate of Applied Science Degree in Culinary Arts - Specialization in Restaurant Management.

This program was initially reviewed by the Education and Workforce Committee on June 9, 2020, when administration presented the concept and the expected job growth information.

The Committee expressed an interest in further details about the program, especially related to anticipated revenues and expenditures related to the program implementation and operation.

In the Committee packet, administration has provided the Program Development Proposal, which includes the following details:

- Program Development Approval Checklist
- Curriculum Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Student Survey Results Summary
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenue
- Supporting Documentation

Administration and faculty from the Culinary Arts department have identified strategies to recruit students to this new program, as outlined under the Enrollment Management Plan. The strategies include marketing to past, current, and future Culinary Arts students, as well as future targeted marketing among high school partners and the general public.

Significant curriculum overlap with existing Culinary Arts programs will help support enrollment strategies and reduce program costs, while offering a tailored specialization for students seeking to begin or advance their careers in restaurant management.

Dr. Anahid Petrosian, Vice President for Academic Affairs, will introduce Ms. Christina Cavazos, Director of Curriculum, and Ms. Jennifer Guerra, Program Chair for the Culinary Arts Department, to review the proposal and respond to questions.

It is requested that the Education and Workforce Development Committee recommend for Board approval of the proposed new Associate of Applied Science Degree in Culinary Arts - Specialization in Restaurant Management as presented.

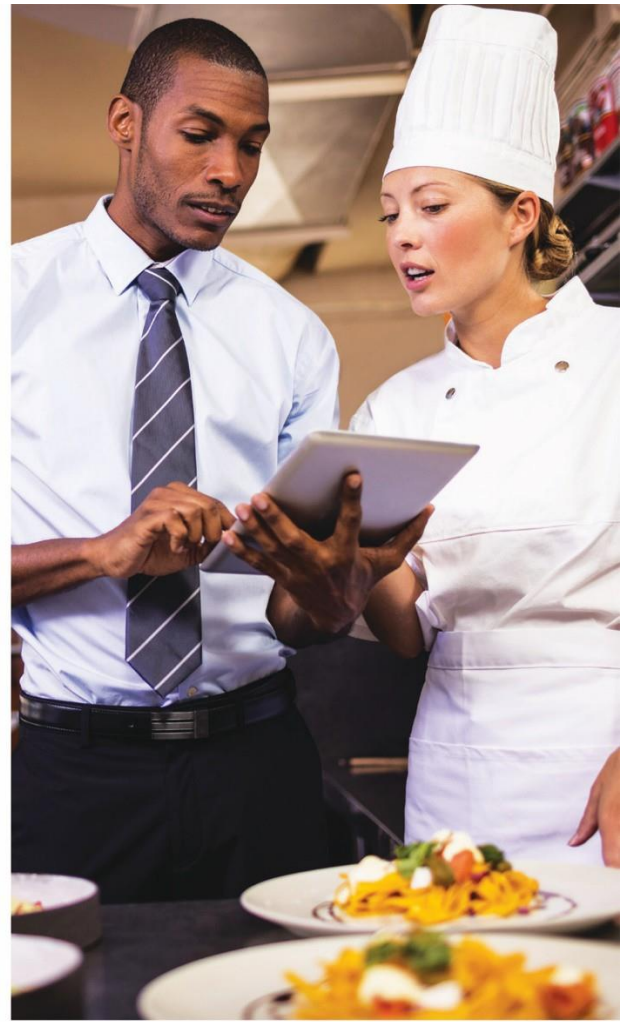
Program Development Proposal

Restaurant Management

**AAS Culinary Arts
Specialization**

Business, Public Safety &
Technology

October 27, 2020



**SOUTH TEXAS
COLLEGE**

AAS Culinary Arts: Specialization – Restaurant Management

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• Advisory Committee Members List	
• Letters of Support	

AAS Culinary Arts: Specialization – Restaurant Management

APPROVAL PROCESS FOR IMPLEMENTATION		DATE
✓	Department Chair Approval	11/18/2019
✓	Dean Approval	11/18/2019
✓	Advisory Committee	11/13/2019
✓	Division Committee	11/14/2019
✓	College-Wide Curriculum Committee	12/5/2019
✓	Academic Council	9/28/2020
✓	Substantive Change Review	10/7/2020
✓	Planning and Development Council (PDC)	10/23/2020
<input type="checkbox"/>	Education and Workforce Development Committee (EWDC)	-
<input type="checkbox"/>	Higher Education Regional Council/Workforce Solutions (Letter of Intent)	-
<input type="checkbox"/>	STC Board of Trustees (Certification Form)	-
<input type="checkbox"/>	Texas Higher Education Coordinating Board (THECB)	-
<input type="checkbox"/>	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-

Program Development Process

Proposed instructional programs at South Texas College are identified either at the college or divisional level through environmental scans, documented workforce needs, recommendations by Program Advisory Committees, or local business and industry demands. All proposed programs undergo a review process before being approved for development. The approval process includes reviews by department, division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Recommendation: AAS Culinary Arts: Specialization – Restaurant

Management

The AAS Culinary Arts: Specialization – Restaurant Management has received a recommendation to proceed from the department's program advisory committee, and the division and college-wide curriculum committees. *After reviewing all required documentation submitted by the department, the Curriculum Department recommends that South Texas College continue with the established approval process for the Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management.*

The proposed AAS in Culinary Arts: Specialization – Restaurant Management degree would allow graduates to gain and document the skills and competencies typically required for managing staff, products and facilities in a food-service operation. The award will provide knowledge through academic instruction and hands on experience in the Restaurant Management field. This program offers coursework in business principles, basic cooking and baking skills, dining room management and food & beverage management. The program is designed to provide trained individuals for entry-level management positions in the hospitality industry.

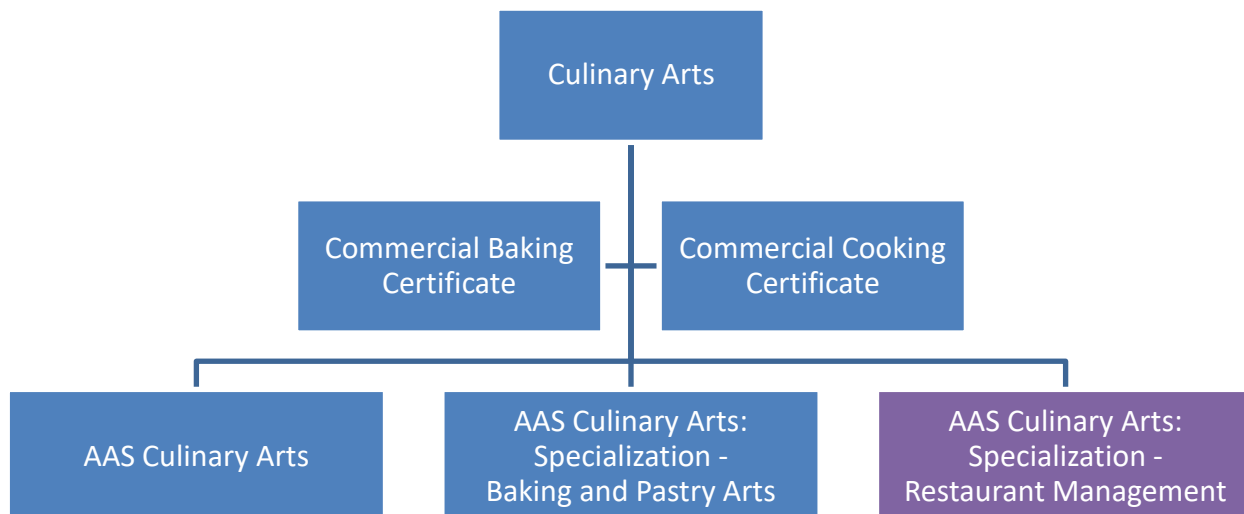
According to Economic Modeling Specialists, Inc., which utilizes data from the Texas Workforce Commission, Food Service Manager positions are expected to grow by 7.0%, resulting in an additional 86 job openings, from 2020 to 2030 in the Lower Rio Grande Regional Area. In addition, Food Service Managers are listed under the Short-Term and Long-Term Accommodation and Food Services industry in the Texas Growth Occupations 2016 Annual Report. Letters of support from El Divino and Delgado Collective have demonstrated strong employer support to address workforce opportunities for incoming students or current students working in thriving food & beverage, retail and entertainment industries in the community.

Student demand exists and is documented through student survey data. According to a survey conducted by South Texas College’s Research & Analytical Services department, the AAS in Culinary Arts: Specialization – Restaurant Management ranked above average for “the kind of job employers are hiring for here in the Valley” among the eight programs surveyed.

Additionally, student demand is supported by enrollment in related associate and certificate degrees in the Culinary Arts program. Student enrollment for Culinary Arts courses that would be shared with the proposed specialization totaled 1,652 students for the past two years.

Furthermore, the Culinary Arts department has produced 314 graduates in the past five academic years for their certificates and associate degrees currently offered.

Addition of the AAS Culinary Arts: Specialization – Restaurant Management would also round out the offerings in the Culinary Arts area of the College:



The cost to implement this program would be moderate as STC currently offers 50% of the technical courses required for this degree through the currently offered AAS in Culinary Arts. The program anticipates offering additional course sections due to the new specialization proposed as well as the recent increase in student enrollment for the overall program. One existing full-time faculty will be used, but the program anticipates to hire additional adjunct and full-time faculty in the coming years to support the projected student demand.

A review conducted by the Curriculum Department indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed AAS Culinary Arts: Specialization – Restaurant Management continue through the approval process.

Career & Technical Education/Workforce Programs

Program Demand and Projected Outcomes must be documented prior to the development of any new workforce or academic program. The following questions and checklist serve as an initial guide for program developers that must be completed at the start of the development process.

Proposed Award:

Program Title: AAS Culinary Arts – Specialization: Restaurant Management

Program Location: Pecan Campus

Academic Year to be Implemented: 2021-2022

Please list any similar programs currently offered by STC in this subject area, if applicable (stackable certificates or degrees, AAS Specializations, etc.)

CT1 - Commercial Baking

CT1 - Commercial Cooking

AAS - Culinary Arts

AAS - Culinary Arts - Specialization: Baking and Pastry Arts

For Curriculum Office Use Only

Program Developer Info:

Name: Ruben Lemus

Title: Culinary Arts Instructor

Division: Business, Public Safety & Technology

Phone: 872-2057

Proposed CIP Code: 12.0504

1. Documentation of Program Checklist:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need	A) *EMSI data (provided by the Curriculum Department) projects a significant occupational growth rate in South Texas, the state, and/or nationally.	✓		South Texas – 7.0% (+86 jobs) Texas – 14.8% (+3,187 jobs) Nation – 8.3% (+25,329 jobs)
	A-1) *Wage data			South Texas - \$21.66/hr Texas - \$24.47/hr Nation - \$23.73/hr
	A-2) *Job Posting Intensity (Average posting intensity is 6:1)			South Texas – 3:1 (493 unique postings out of a total of 1,655 postings) Texas – 5:1 (11,753 unique postings out of a total of 54,733 postings)
	<i>*Growth rates and wage data are estimated projections for a 10-year period from 2020-2030. Job Posting Intensity is derived from the time period of November 2019 – May 2020. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.</i>			

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	B) Occupational Outlook Handbook indicates graduates will have an average or above average job outlook for the next 5 to 10 years (national data).	✓		11% (Much faster than average)
	C) Program is on Targeted/In-Demand Occupations lists produced by the Texas Workforce Commission OR Program is an emerging and/or evolving occupation for the region or state in the Texas Workforce Commission's Labor Market and Career Information.	✓		Food Service Managers is not listed on the Texas Workforce 2016 Target Occupation List for the Lower Rio Grande area. However, Food Service Managers are listed under the Short-Term and Long-Term Accommodation and Food Services industry in the Texas Growth Occupations 2016 Annual Report.
	D) Job demand and wage data is documented through the survey of 8-12 top local employers.	N/A		
	E) High employer demand exists and is documented through letters of support.	✓		3 Letters Received
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.	✓		"..and when we consider the strong culinary arts programs at South Texas College and Texas State Technical College, once the UTRGV programs are established investors planning new hotels, restaurants or even healthcare facilities might be able to fill most of their personnel needs right here in the Valley." Source: https://www.themonitor.com/2018/10/26/editorial-utrgv-filling-market-need-with-new-hospitality-program/
2. Student Demand	Student demand exists and is documented through the use of student surveys .	✓		Survey summary revealed above average ratings for "this sounds like the kind of job employers are hiring for here in the Valley". Stand-alone percentages are included in the program summary.
	High enrollment exists in related programs (Stackable certificates or degrees).	✓		During the Fall 2019 semester there were: 25 students enrolled in the Commercial Baking certificate; 37 students enrolled in the Commercial Cooking certificate; 61 students enrolled in the AAS Baking and Pastry Arts degree; and 134 students enrolled in the AAS Culinary Arts degree.
	High number of graduates are produced in related programs (Stackable certificates or degrees).	✓		Within the past five academic years there were: 96 graduates in the Commercial Baking certificate; 103 graduates in the Commercial Cooking certificate; 22 graduates in the AAS Baking and Pastry Arts degree; and 93 in the Culinary Arts AAS.

Category	Standard	Met the Standard	Did not meet the Standard	Comments
				*The AAS in Baking and Pastry Arts was recently implemented Fall 2017.
3. Existing Programs	Similar programs do not exist within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Del Mar College (which is approximately 152 miles from McAllen) offers a Restaurant Management Certificate. Alamo Colleges (which is approximately 238 miles from McAllen) offers an AAS in Restaurant Management and a Restaurant Supervision Certificate.
4. Program Linkage & Opportunities for Further Education	Courses are currently offered or can be offered within local high schools via the Dual Enrollment Program. (Please provide a list of schools and/or districts)	✓		Currently the following courses are offered at Donna ISD: CHEF 1301, CHEF 1305, CHEF 2301, PSTR 1301, RSTO 1204, CHEF 1264 and RSTO 2307.
	Program-specific articulation agreements with other institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)	✓		The technical coursework would be accepted as the lower division elective requirements for the STC's Bachelor's in Technology Management and the Bachelor's in Organizational Leadership. Furthermore, the general education courses are aligned with the course requirements for the Bachelor of Science in Hospitality and Tourism Management with UTRGV.

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Program Enrollment & Declared Majors	Program projects a steady increase in the number of declared majors in the program over the course of five years.	✓		Refer to Enrollment Management Plan.
2. Number of Graduates	Program Review Standard: The Program will achieve a minimum of 5 graduates per year or 25 graduates during the most recent 5-year period.	✓		Refer to Enrollment Management Plan.
3. Graduate Earnings	EMSI data (provided by the Curriculum Department) projects that program graduates will earn a median hourly earnings wage that is above the "living wage" for South Texas, the state, and/or nationally.	✓		South Texas - \$21.66/hr Texas - \$24.47/hr Nation - \$23.73/hr According to the Bureau of Labor Statistics, Food Service Managers earned a median salary of \$55,320 as of 2019. Living Wage calculation for Texas - \$11.74 per hour. Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: South Texas College, McAllen Texas

Proposed Award: Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management

PROGRAM DESCRIPTION

Program Objective: The objective of the Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management is to prepare students to manage people, products and facilities in a food-service operation. The Program will provide knowledge through academic instruction and hands on experience in the Restaurant Management field. This program offers coursework in business principles, basic cooking and baking skills, dining room management and food & beverage management. The program is designed to provide trained individuals for entry-level management positions in the hospitality industry.

Curriculum: The Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management degree includes 60 semester credit hours (SCH) of course work. Twenty-one (21) credit hours are derived from the Academic Course Guide Manual and include the 15 semester credit hours in general education required by the regional accreditation. Thirty-nine (39) semester credit hours are derived from the Workforce Education Course Manual (WECM) to account for the technical coursework of the program.

Admissions Requirements: The admissions requirements for this program would follow the general admissions policies set forth in the South Texas College catalog.

PROGRAM DEMAND

Occupational Need:

Food Service Managers are listed under the Short-Term and Long-Term Accommodation and Food Services industry in the Texas Growth Occupations 2016 Annual Report.

EMSI Summary of Data

According to Economic Modeling Specialists, Inc. which utilizes data from the Texas Workforce Commission, Food Service Managers are expected to experience a 7.0% growth from 2020 to 2030 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr and Willacy counties) with 86 additional job openings expected during this time period; a 14.8% growth between 2020 and 2030 in State of Texas with 3,187 additional job openings expected during this time period; and a 8.3% growth between 2020 and 2030 nationally with a total of 25,329 job openings expected during this time period.

According to the Economic Modeling Specialist Occupation, Inc., the median hourly earnings wage for Food Service Managers is \$21.66/hr. for Cameron, Hidalgo, Starr and Willacy Counties; \$24.47/hr. for the State of Texas; and \$23.73/hr. as a national average.

According to the U.S. Department of Labor, Occupational Outlook Handbook, employment of Food Service Managers is expected to grow by 11% over the 2018-2028 decade, much faster than the average. The 2019 median annual earnings for Food Service Managers was \$55,320 nationally.

The job posting intensity for this occupation for the region was 3:1, meaning for every 3 job postings, there was 1 unique job to fill for a total of 493 unique job postings. The job posting intensity for the state was 5:1, with a total of 11,753 unique job postings.

Publications:

According an editorial by The Monitor, “UTRGV filling market need with new hospitality program”, the continued development of South Padre Island and the start of the SpaceX rocket launches are just a few of the factors contributing to the growth of Valley tourism. For this reason, the University of Rio Grande Valley recently added a new degree track in the hospitality and tourism management. Given the strong culinary program at South Texas College, the proposed AAS Culinary Arts: Specialization – Restaurant Management is another pathway this opportunity has laid the foundation for.

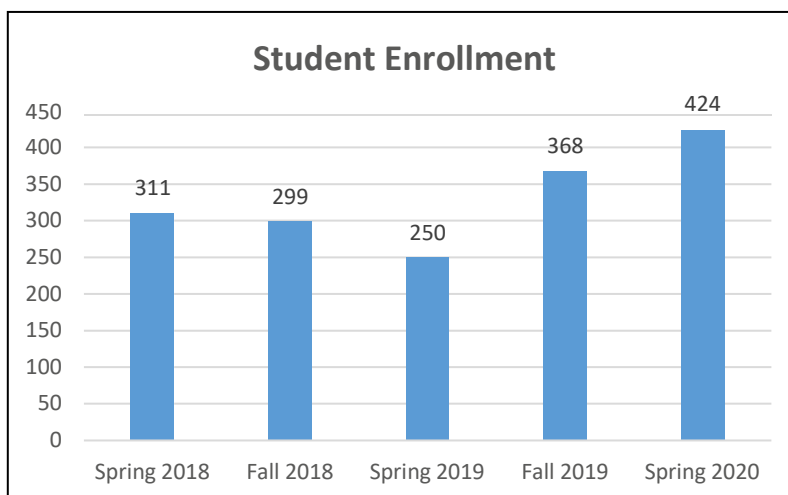
Student Demand:

A survey sample of 5000 students yielded 338 responses (7%). The margin of error associated with this survey is plus/minus 6%. The survey revealed the following results:

- Fifty-three percent (53%) felt it sounded like a good-paying job;
- Forty-four percent (44%) felt it sounded like a job that would make their family proud; and
- Fifty-eight percent (58%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Currently, 50% of the technical course work from the proposed AAS Culinary Arts: Specialization – Restaurant Management is offered through the AAS in Culinary Arts. ¹Student enrollment for these shared courses total **1,652** students for the past two years and revealed a spike in Fall 2019.

¹Source: Course Schedules from Spring 2018 – Spring 2020 – Duplicated Students
Restaurant Management Program Development Packet - 11



Furthermore, ²enrollment in related programs for the past five years have produced completion rates that meet the benchmark. A total of 314 certificates/associate degrees from all four awards combined have been awarded in the past five years.

Enrollment in Related Programs					
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Commercial Baking Certificate	51	34	38	36	25
Commercial Cooking Certificate	40	52	44	42	37
AAS Baking and Pastry Arts	N/A	N/A	*8	41	61
AAS Culinary Arts	230	184	169	131	134

*AAS Baking and Pastry Arts implemented Fall 2017.

Existing Programs:

- Del Mar College (approximately 152 miles from McAllen) offers a Restaurant Management Certificate.
- Alamo Colleges (approximately 238 miles from McAllen) offers an Associate of Applied Science in Restaurant Management and a Restaurant Supervision Certificate.

Program Linkage and Opportunities for Further Education: Coursework from the Workforce Education Course manual (WECM) should transfer to other community or technical colleges offering the same courses within a similar program. Currently, the South Texas College Bachelors of Applied Technology in Technology Management and the Bachelors of Applied Science in Organizational Leadership would accept credits from the technical coursework for the Associate of Applied Science (AAS) in Culinary Arts: Specialization – Restaurant Management

² Source: STC Factbook

towards the lower-division requirements for the degrees. The degree would have a minimum 15-credit general education requirement to comply with the Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. This 15-credit general education requirement could also be applied towards the Core Curriculum requirements of the Bachelor degrees.

Furthermore, 21 credits of the coursework are aligned with the University of Texas Rio Grande Valley's Bachelor of Science in Hospitality and Tourism Management.

Expected Enrollment:

The projected enrollment is based on two factors. The first being current student demand and planned recruitment efforts used to increase enrollment. Fifty-percent (50%) of the Culinary Arts technical coursework will be shared with the AAS in Culinary Arts: Specialization – Restaurant Management. This will factor into the increase of projected enrollment.

Projected Students Enrolled in Shared Coursework

Years	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Freshman	300	325	330	340	350
Sophomore	100	115	120	125	135
Total	400	440	450	465	485

Projected Declared Majors in AAS in Culinary Arts: Specialization – Restaurant Management

Years	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Freshman	12	13	20	25	30
Sophomore	10	12	13	20	25
Total	22	25	33	45	55

The second factor to consider is enrollment projections in the declared majors in AAS in Culinary Arts: Specialization – Restaurant Management. A moderate estimate of initial enrollment for the AAS in Culinary Arts: Specialization – Restaurant Management is 12 students enrolled in first year coursework, with an additional 3 students enrolling in second year coursework, for a total of 22 students enrolled during the 2021 - 2022 academic year. Graduates of STC's existing Commercial Cooking Certificate will be able to begin the program by enrolling in the second year of the AAS in Culinary Arts: Specialization – Restaurant Management's coursework, as they would have completed the first-year coursework as part of

the certificate program. An approximate average of 45-55 students will be enrolled during the program's fourth and fifth years. Continual growth in enrollment is expected as this degree is advertised to prospective students and current Commercial Cooking Certificate students.

PROGRAM SUPPORT

Faculty: South Texas College currently offers 46 credits, approximately 77%, of the courses required for AAS in Culinary Arts: Specialization – Restaurant Management through the currently offered AAS in Culinary Arts. The program anticipates offering additional course sections due to the new specialization proposed as well as the recent increase in student enrollment for the overall program. One current full-time faculty will be used but the program expects to hire an addition full-time instructor and 4 adjuncts over the course of the 5-year period, to account for growth and demand.

Facilities and Equipment: Costs for equipment will be used to cover the updating of computers and installation of software used for facilities layout & design and menu management. Costs for supplies should be low as space and supplies are allotted for the current awards in the program. Professional development for faculty will be provided for attendance to trainings and conferences, such as the National Restaurant Association, Texas Restaurant Association and other professional groups in the industry.

New Costs: Total costs for this program are projected to be \$258,590.80. The funding to defray the costs of this program will come from state appropriations: \$255,477.60 and tuition: \$388,080.00. The total projected 5-year revenue is \$643,557.60. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Accreditation: The Associate of Applied Science in Culinary Arts: Specialization – Restaurant Management is designed to be consistent with the standards of the Southern Association of College and Schools Commission on Colleges and Schools (SACSCOC).

Enrollment Management Plan

POTENTIAL SOURCES OF STUDENTS

A variety of student populations have been identified as potential sources of students for the AAS in Culinary Arts: Specialization – Restaurant Management. Student are expected to be from varied backgrounds including special populations. The applicant pool may include: young adults graduating from high school, dual enrollment students, GED completers, returning adults seeking career changes, current STC Students from Technology, Math & Science, and Business majors (based on program surveys), graduates of STC’s Commercial Baking and Commercial Cooking Certificates, and those individuals employed in the culinary arts and baking field who wish to increase their knowledge and skills to improve career opportunities.

MARKETING

The AAS in Culinary Arts: Specialization – Restaurant Management will be marketed towards past, current and future Culinary Arts students. Having three different specializations to choose from in the Culinary Arts program, students will have the opportunity to continue with the degree that best suits their objectives. Target areas of marketing will be in the high schools and the general public. Food fairs, food festivals, career fairs, and college fairs are just a few activities that will be used to increase exposure to the degrees offered and to recruit new students.

RETENTION

Several strategies will be implemented to retain students in the program. Faculty advising is one approach for the identification and clarification of student’s goals and directions. Academic assistance is another support strategy for academic performance and retention. Student participation/interaction with a wide variety of programs and services on the campus is another technique we can implement for retention purposes. Additionally, tutoring support service will be available at the Center for Learning Excellence (CLE) for students taking general education coursework.

ENROLLMENT PROJECTIONS

The projected enrollment is based on two factors. The first being current student demand and planned recruitment efforts used to increase enrollment. Fifty-percent (50%) of the Culinary Arts technical coursework will be shared with the AAS in Culinary Arts: Specialization – Restaurant Management. This will factor into the increase of projected enrollment.

Projected Students Enrolled in Shared Coursework

Years	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Freshman	300	325	330	340	350
Sophomore	100	115	120	125	135
Total	400	440	450	465	485

Projected Declared Majors in AAS in Culinary Arts: Specialization – Restaurant Management

Years	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Freshman	12	13	20	25	30
Sophomore	10	12	13	20	25
Total	22	25	33	45	55

The second factor to consider is enrollment projections in the declared majors in AAS in Culinary Arts: Specialization – Restaurant Management. A moderate estimate of initial enrollment for the AAS in Culinary Arts: Specialization – Restaurant Management is 12 students enrolled in first year coursework, with an additional 3 students enrolling in second year coursework, for a total of 22 students enrolled during the 2021 – 2022 academic year. Graduates of STC’s existing Commercial Cooking Certificate will be able to begin the program by enrolling in the second year of the AAS in Culinary Arts: Specialization – Restaurant Management’s coursework, as they would have completed the first-year coursework as part of the certificate program. An approximate average of 45-55 students will be enrolled during the program’s fourth and fifth years. Continual growth in enrollment is expected as this degree is advertised to prospective students and current Commercial Cooking Certificate students.

PROJECTED NUMBER OF GRADUATES

The goal is to have 90% of students enrolled in the program to complete the AAS in Culinary Arts: Specialization – Restaurant Management degree on time (at the end of the second year). Class size will be evaluated each year and increased according to the availability of faculty, and the graduate placement rate. New student will be advised by culinary faculty to prepare their degree plans and to ensure a successful graduation rate.

Years	2021 – 2022	2022 – 2023	2023 – 2024	2024 – 2025	2025 – 2026
Freshman	12	13	20	25	30
Sophomore	10	12	13	20	25
Total	9	11	12	18	23

Student Survey



Research & Analytical Services

Student Survey

Restaurant Management New Program

Field Dates: April 5-17, 2019

Sample Size: 338, margin of error +/- 6%

Matt Dabrowski, Qualitative Researcher

Summary

Research & Analytical Services conducted a survey of students for the Curriculum Department. The eligible cohort was traditional students aged 18 and over, from which a sample of 5,000 was drawn. Three hundred and thirty-eight (n=338, 7%) responded. The sample was poststratified and weighted by gender and program division to create a representative portrait of all traditional students for the Spring 2019 semester. The margin of error associated with this survey is plus/minus 6%. The data reported in this document is weighted.

Student interest in an *AAS Restaurant Management* program was assessed. RAS tested seven programs this semester, and the correct interpretation of the data is to compare against the average of this cohort.

For AAS Restaurant Management, students expressed an average interest of 3.3 on a 1-to-10 scale, compared to 4.0 for the cohort average (cohort maximum 5.3). Business (BU) division majors expressed an average interest of 3.7. Students rated the program on attributes that included *Prefer this program to my current major* (19% vs. cohort average 28%, cohort maximum 42%, BU 22%), *Sounds like a good-paying job* (53% vs. cohort average 66%, cohort maximum 88%, BU 50%), *Sounds like the kind of job that would make my family proud* (44% vs. cohort average 56%, cohort maximum 75%, BU 45%), and *Sounds like the kind of job that employers are hiring for here in the Valley* (58% vs. cohort average 58%, cohort maximum 74%, BU 65%).

The core market for this program is Technology (4.1), Math & Science (3.8), and Business (3.7) majors.

Proposed Curriculum & Course Descriptions

AAS Culinary Arts

Specialization – Restaurant Management

AY 2021-2022

Program: Culinary Arts

Specialization: N/A

Award Title: AAS Culinary Arts: Specialization - Restaurant Management

FICE CODE: 031034

CIP CODE: 12.0503

Major: TBD

TSI LIABLE

Semester One			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
CHEF	1301	Basic Food Preparation	2	4	0	96	3
CHEF	1305	Sanitation and Safety	3	0	0	48	3
MATH	1324	Mathematics for Business & Social Sciences	3	1	0	64	3
HAMG	1321	Introduction to Hospitality Industry	3	0	0	48	3
Total Semester Hours:			11	5	0	256	12

Semester Two			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
CHEF	1391	Professional Kitchen Essentials	2	3	0	80	3
RSTO	1204	Dining Room Service	1	2	0	48	2
RSTO	1201	Beverage Management	2	0	0	32	2
PSTR	1301	Fundamentals of Baking	2	4	0	96	3
ECON	2301	Principles of Economics I - Macro	3	0	0	48	3
Total Semester Hours:			10	9	0	304	13

Semester Three			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
ENGL	1301	Composition I	3	0	0	48	3
RSTO	2301	Principles of Food and Beverage Controls	3	0	0	48	3
Total Semester Hours:			6	0	0	96	6

Semester Four			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
RSTO	2307	Catering	2	4	0	96	3
RSTO	1306	Facilities Layout and Design	3	0	0	48	3
PHIL	1301	Introduction to Philosophy	3	0	0	48	3
RSTO	1321	Menu Management	3	0	0	48	3
Total Semester Hours:			11	4	0	240	12

Semester Five			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
CHEF	2301	Intermediate Food Preparation	2	3	0	80	3
ECON	2302	Principles of Economics II - Micro	3	0	0	48	3
ENGL	1302	Composition II - Rhetoric	3	0	0	48	3
HAMG	2305	Hospitality Management and Leadership	3	0	0	48	3
Total Semester Hours:			11	3	0	224	12

Semester Six			Lecture Hours	Lab Hours	External Hours	Contact Hours	Credit Hours
		Humanities Elective	3	0	0	48	3
RSTO	2264	Capstone: Practicum	0	0	16	256	2
Total Semester Hours:			3	0	16	304	5

Share d Course work with AAS Culinary Arts (25 Credits)
Transfer Credits to UTRGV - B.S. Hosp. & Tourism Mgmt. (21 Credits)

Total Contact Hours:	1424
Total Credit Hours:	60

AAS Culinary Arts

Specialization – Restaurant Management

Course Descriptions – Workforce Courses

CHEF 1301 – BASIC FOOD PREPARATION

CRT HRS:03 LEC HRS:02 LAB HRS:04

This course is a study of the fundamental principles of food preparation and cookery to include the Brigade System, cooking techniques material handling, heat transfer, sanitation, safety, nutrition, and professionalism.

Prerequisite: None.

Course Learning Outcomes

- Demonstrate skills in knife, tool and equipment handling, and operate equipment safely and correctly.
- Demonstrate proficiency in dry and moist heat cooking methods.
- Produce a variety of food products applying principles of food handling and preparation.
- Implement professional standards in food production.

CHEF 1305 – SANITATION AND SAFETY

CRT HRS:03 LEC HRS:03 LAB HRS:00

This course is a study of personal cleanliness; sanitary practices in food preparation; causes, investigation, and control of illness caused by food contamination (Hazard Analysis Critical Control Points); and work place safety standards.

Prerequisite: None.

Course Learning Outcomes

- Identify causes of and prevention procedures for food-borne illness, intoxication, and infection.
- Discuss personal hygiene and safe food handling procedures.
- Describe food storage and refrigeration techniques.
- Explain sanitation of dishes, equipment, and kitchens including cleaning material, garbage, and refuse disposal.
- Discuss Occupational Safety and Health Administration (OSHA) requirements and workplace safety programs.

HAMG 1321 – INTRODUCTION TO HOSPITALITY INDUSTRY

CRT HRS:03 LEC HRS:03 LAB HRS:00

This course is an exploration of the elements and career opportunities within the multiple segments of the hospitality industry.

Prerequisite: None.

Course Learning Outcomes

- Identify the segments and career opportunities in the hospitality industry.
- Describe the current issues facing the hospitality industry.
- Explain the impact of the history, growth and trends in the hospitality industry.

CHEF 1391 – PROFESSIONAL KITCHEN ESSENTIALS

CRT HRS:03 LEC HRS:02 LAB HRS:03

This course addresses recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

Prerequisite: None.

Course Learning Outcomes

- Demonstrate skills in knife, tool and equipment handling, and operate equipment safely and correctly.
- Demonstrate proficiency in classical and modern cooking methods.
- Demonstrate ability to identify, process and cook a variety of food products.
- Understand and execute professional standards in food production.

RSTO 1204 – DINING ROOM SERVICE

CRT HRS:02 LEC HRS:02 LAB HRS:01

This course introduces the principles, concepts and systems of professional table service. Topics will include dining room organization, scheduling and management of food service personnel.

Prerequisite: Current Food Handlers Card or ServSafe Certified Food Protection Manager card and CHEF 1305.

Course Learning Outcomes

- Identify and utilize equipment and supplies used in table service.
- Specify the types of table service and the serving sequence for each type of service.
- Properly prepare dining room and side station for service.
- Explain the relationship of wait staff to customers and their perception of the establishment.
- Employ principles of dining room organization, scheduling, and management of food service personnel.

RSTO 1201 – BEVERAGE MANAGEMENT

CRT HRS:02 LEC HRS:02 LAB HRS:00

This course is a study of the beverage service of the hospitality industry including spirits, wines, beers, and non-alcoholic beverages. Topics include purchasing, resource control, legislation, marketing, physical plant requirements, staffing, service, and the selection of wines to enhance foods.

Prerequisite: None.

Course Learning Outcomes

- Relate local, state, and federal laws pertaining to the service and purchase of alcoholic beverages to include the Dram Shop Act and liquor law liability.
- Identify levels of intoxication and methods to control consumption by guests.
- Discuss the opening and closing procedures of a beverage operation.
- Explain the procedures for internal beverage control.
- Recognize equipment and glassware used for beverage preparation and service.
- Demonstrate the preparation, presentation, and service of alcoholic and non-alcoholic beverages.
- Evaluate the relationship of beverages to food.

- Explain the production processes for distilled spirits, liquors, beer, and brandies.
- Demonstrate knowledge of wines by grape and other fruit variety, country, growing region, and production process.

PSTR 1301 – FUNDAMENTALS OF BAKING

CRT HRS:03 LEC HRS:02 LAB HRS:04

This course explores the fundamentals of baking including dough, quick breads, pies, cakes, cookies, tarts, and doughnuts. Instruction in flours, fillings and ingredients is also included. Topics include baking terminology, tool and equipment use, formula conversions, functions of ingredients, and the evaluation of baked products.

Prerequisite: None.

Course Learning Outcomes

- Identify and explain baking terms, ingredients, equipment, and tools.
- Scale and measure ingredients.
- Convert and cost recipes.
- Operate baking equipment and tools.
- Prepare yeast products, quick breads, pies, tarts, cookies, various cakes, icings.
- Demonstrate fundamental decorating techniques; and produce commercially acceptable baked products.

RSTO 2301 – PRINCIPLES OF FOOD AND BEVERAGE CONTROLS

CRT HRS:03 LEC HRS:03 LAB HRS:00

This course is a study of financial principles and controls of food service operation including review of operation policies and procedures. Topics include financial budgeting and cost analysis emphasizing food and beverage labor costs, operational analysis, and international and regulatory reporting procedures.

Prerequisite: None

Course Learning Outcomes

- Calculate food, beverage, labor, cost, and all other pertinent cost percentages.
- Develop and construct food service financial statements and other relevant management and government reports.
- Conduct financial analysis of operating statements, costs, and percentages;
- Explain procedures and controls used in food service operations.
- Demonstrate ability to use technology in financial applications.

RSTO 2307 – CATERING

CRT HRS:03 LEC HRS:02 LAB HRS:04

This course instructs the student on the principles, techniques, and applications for both on-premises, off-premises, and group marketing of catering operations including food preparation, holding, and transporting techniques.

Prerequisite: Current Food Handlers Card or ServSafe Certified Food Protection Manager card, CHEF 1301 and CHEF 1305.

Course Learning Outcomes

- Discuss the roles of the off-premise versus on-premise.
- Explain the difference between pricing based on a multiplier, on projected cost analysis, and on competition.
- Organize, manage, and execute an off-premises catering project.

RSTO 1306 – FACILITIES LAYOUT AND DESIGN

CRT HRS:03 LEC HRS:00 LAB HRS:03

This course is an overview of the planning, development, and feasibility aspects of building or renovating a food service facility. Application of principles of work and flow analysis, spatial relationships, and equipment selection as they relate to the overall layout and design.

Prerequisite: HAMG 1321.

Course Learning Outcomes

- Identify types of food service systems, flow plans, and work flow principles.
- Select and place equipment including its specific uses and care to suit the needs of a given system.
- Examine infrastructure needs critical to equipment work flow and cost controls.

RSTO 1321 – MENU MANAGEMENT

CRT HRS:03 LEC HRS:00 LAB HRS:00

This course is a study of the food service principles involved in menu planning, layout, and evaluation for a variety of types of facilities and service methods. Emphasis on analysis of menu profitability, modification, commodity use, and other activities generated by the menu.

Prerequisite: HAMG 1321.

Course Learning Outcomes

- Explain and apply the basic principles of menu planning, layout, and design.
- Create menu items and descriptions according to culinary, nutritive, and truth-in-menu standards for a la carte, cycle, ethnic, banquet, and buffet operations.
- Analyze product mix, pricing methods, and menu costs and their impact on profit contribution.

CHEF 2301 – INTERMEDIATE FOOD PREPARATION

CRT HRS:03 LEC HRS:02 LAB HRS:03

This course is a continuation of CHEF 1301, Basic Food Preparation. Topics include the concept of pre-cooked food items, as well as scratch preparation. This course covers a full range of food preparation techniques.

Prerequisite: CHEF 1301, CHEF 1305.

Course Learning Outcomes

- Master the identification of spices, herbs, oils, and vinegars.
- Discuss and prepare various proteins.
- Discuss and prepare various fruits, vegetables, and starches; discuss and prepare sandwiches and salads.

HAMG 2305 – HOSPITALITY MANAGEMENT AND LEADERSHIP

CRT HRS:03 LEC HRS:00 LAB HRS:00

This course covers an overview of management and leadership in the hospitality industry with an emphasis on management philosophy, policy formulation, communications, motivation and team building.

Prerequisite: HAMG 1321.

Course Learning Outcomes

- Compare and contrast the various styles of leadership and management.
- Develop mission statements supported by goals and objectives.
- Identify motivation and team building practices as they relate to the hospitality industry.
- Evaluate the communication styles of leaders and managers.

RSTO 2264 – CAPSTONE: PRACTICUM

CRT HRS:02 LEC HRS:00 OTH LAB HRS:16

This course is a practical, general workplace training supported by an individualized learning plan developed by the employer, college, and student.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue for AAS Culinary Arts: Specialization - Restaurant Management

Faculty Salary & Benefits	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	Totals
LHE Rate	\$ 575.00	\$ 575.00	\$ 575.00	\$ 575.00	\$ 575.00	
# of LHE's per Course	3	3	3	3	3	
Subtotal	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	\$ 1,725.00	
# of Sections Taught by Adjunct	4	4	8	8	12	
# of Sections Taught by F/T	10	10	10	10	8	
Adjunct Salary	\$ 6,900.00	\$ 6,900.00	\$ 13,800.00	\$ 13,800.00	\$ 20,700.00	
Multiplied by Benefits Rate	1.148	1.148	1.148	1.148	1.148	
Total Salary for Adjunct	\$ 7,921.20	\$ 7,921.20	\$ 15,842.40	\$ 15,842.40	\$ 23,763.60	
F/T Faculty @ \$42,000	\$0	\$0	\$42,000	\$42,000	\$42,000	
Benefit Rate (F/T Salary X 30%=\$12,600.00)	\$0	\$0	\$12,600	\$12,600	\$12,600	
Cost for Faculty Salary/Benefits	\$ 7,921.20	\$ 7,921.20	\$ 70,442.40	\$ 70,442.40	\$ 78,363.60	\$ 235,090.80

Projected Revenue	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	Totals
State Appropriations *						
# of Sections	14	14	18	18	20	
# of Students per Section	20	20	20	20	20	
Total # of Students per Year	280	280	360	360	400	
# of Contact Hours per Student	63	63	63	63	63	
Total Contact Hours	17640	17640	22680	22680	25200	
Multiplied by State Funding Rate (2.74)	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	\$ 2.74	
State Appropriations Generated	\$ 48,333.60	\$ 48,333.60	\$ 62,143.20	\$ 62,143.20	\$ 69,048.00	
State Appropriations Received	\$ 48,333.60	\$ 48,333.60	\$ 48,333.60	\$ 48,333.60	\$ 62,143.20	\$ 255,477.60

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Enrollment # Projected	280	280	360	360	400	
Tuition Rate per Credit Hour	\$ 77.00	\$ 77.00	\$ 77.00	\$ 77.00	\$ 77.00	
Subtotal	\$ 21,560.00	\$ 21,560.00	\$ 27,720.00	\$ 27,720.00	\$ 30,800.00	\$ 129,360.00
# of Credit Hours per Course	3	3	3	3	3	
Total Tuition	\$ 64,680.00	\$ 64,680.00	\$ 83,160.00	\$ 83,160.00	\$ 92,400.00	\$ 388,080.00

Notes: LHE rate of \$575 was used as this program would anticipate hiring faculty with an associate's degree in Culinary Arts with work experience. The number of LHEs per course was derived from the proposed curriculum in which the average of the technical courses was 3.41, rounded down to 3 LHEs. Contact Hours per student was derived from an average of 63 contact hours per course section, based on the proposed technical coursework. Number of credits per course averages 3 credits for the technical coursework. Number of section is based on projected enrollment for shared courses with the AAS in Culinary Arts and new course sections for the Restaurant Management Specialization.

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST	BUDGET 2ND YEAR	BUDGET 3RD YEAR	BUDGET 4TH YEAR	BUDGET 5TH YEAR	TOTAL BUDGET
	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2021-2026
Faculty Salaries and Benefits	\$7,921.20	\$7,921.20	\$70,442.40	\$70,442.40	\$78,363.60	\$235,090.80
Supplies and Materials (Operating)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Library Resources	\$500.00	\$0.00	\$500.00	\$0.00	\$500.00	\$1,500.00
Equipment and Software (Capital)	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Facilities (Furniture) (Operating)	\$2,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,000.00
Faculty Professional Development/(Travel)	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$10,000.00
Subtotal - Instructional & Operating Budget	\$14,421.20	\$11,921.20	\$74,942.40	\$74,442.40	\$82,863.60	\$258,590.80
Total Budget Per Year	\$14,421.20	\$11,921.20	\$74,942.40	\$74,442.40	\$82,863.60	\$258,590.80

CATEGORY	REVENUE	REVENUE	REVENUE	REVENUE	REVENUE	TOTAL REVENUE
	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2021-2026
State Appropriations	\$ 48,333.60	\$ 48,333.60	\$ 48,333.60	\$ 48,333.60	\$ 62,143.20	\$ 255,477.60
Tuition	\$ 64,680.00	\$ 64,680.00	\$ 83,160.00	\$ 83,160.00	\$ 92,400.00	\$ 388,080.00
TOTAL REVENUE	\$ 113,013.60	\$ 113,013.60	\$ 131,493.60	\$ 131,493.60	\$ 154,543.20	\$ 643,557.60

Supporting Documentation

- Advisory Committee List
- Letters of Support

AAS Culinary Arts: Specialization – Restaurant Management Advisory Committee Membership

Name	Title	Contact Information
A.J. Singh, Ph. D.	Director/Professor	Robert C. Vackar College of Business and Entrepreneurship University of Texas Rio Grande Valley 1201 W. University Drive Edinburg, TX 78539 Phone: (956) 665-5021 arun.singh@utrgv.edu
Eugenio Uribe	Executive Chef and General Manager	El Divino Dining & Cocktails 5001 N 10 th St McAllen, TX 78504 Phone: (956) 627-3990 eugenio@eldivinorgv.com
Juan Garza	Executive Chef	Buddy V's Restaurant 2200 S 10 th St., Suite S05 McAllen, TX 78503 Phone: (956)435-4777 juan@buddyvsrestaurants.com
Larry Delgado	Executive Chef and Owner	Salt – New American Table 210 N Main St McAllen, TX 78504 Phone: (956) 627-6304 larry@delgadocollective.com
Marcel Fortuin	Owner and Instructor	McAllen Culinary Academy 2900 N 10 th St McAllen, TX 78501 Phone: (956) 683-0021 chefmarcel@mcallencooks.com

December 12, 2019

LETTER OF SUPPORT FOR THE NEW DEGREE PROGRAM

As a leader in hospitality management education I am acutely aware of the needs of the community and the hospitality industry. As this sector of the business community continues to grow, both nationally and regionally, trained individuals will need to be ready to fill a growing number of positions.

I am excited about South Texas College's efforts to create a program in restaurant management. Not only will it provide opportunities for students in the workplace, but it will also provide paths to further degrees if students choose to continue their education. The culinary arts program at South Texas College has made a conscious effort to develop a program that is aligned with both industry needs and hospitality program requirements.

I strongly endorse the Culinary Arts Specialization in Restaurant Management AAS degree program being developed at South Texas College.

Sincerely,



A.J. Singh
Founding Director
Hospitality and Tourism Management Program
Robert C. Vackar College of Business

Main 2.504	ECOB 114
One West University Blvd.	1201 West University Drive
Brownsville, Texas 78520	Edinburg, Texas 78539
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utrgv.edu



Nov 14 th, 2019

STC
Culinary School
Chef Jennifer Guerra

I take the opportunity with this letter to congratulate you on the growing Culinary Program at STC and would like to share with you some incites regarding the needs, and issues with staffing. I would also like to inquire about the programs that you are developing in the Restaurant Management and Supervisory area and the access available to general training materials for our industry.

There definitely is a need for trained individuals in all of the hospitality industry and especially for independent restaurants. Big and small restaurants, are facing the difficulties with finding experienced and or trained staff and even more so those that are able to effectively coach, supervise, and lead front and back of the house areas. We experience increased turnover rates that are caused by the relaxing of hiring standards and the lack of modern in-house training resources that help orient, educate and retain the current generation of new hires.

We encounter as restauranteurs and business owners increased competition in all aspects of our industry year after year. For the last 3 years we have struggled more than ever with finding qualified staff to fill the positions that cover the minimum standards required to operate our full-service restaurants. Every independent restaurant owner has felt the pain of losing a good staff member to a better paying job with more benefits elsewhere.

Our beloved industry is not for everyone, nor is it as glamorous as they may think. We struggle in capturing, retaining, and developing those individuals who are committed to become part of an organization long term and move up through the ranks. The attitudes and perceptions must change so that there is a willingness to be part of and truly experience: a real working kitchen, a responsible bar, and a table service that is highly demanding. Those involved in the culinary side must understand that they are part of a team, a brigade. They should know that in a stressful, fast paced environment, being a level-headed team player that is willing to work outside their station, help others and learn other things is most desirable. It is in these brigades that the key skills of listening, manual dexterity and stamina are honed.

It is true that most all restaurants have some basic orientation, basic coaching/training in place. There may even be company policy materials, check lists and tests to get all new employees up to speed. There are however no orientation or training materials/manuals for supervisory or management positions that are generically available, even from industry association resources. It can be said that managers are not born they are made and it is increasingly hard to attract retain and hone effective leaders and coaches especially from this new generation in this modern time where the employee too have great expectations as to their training. Technology should help us get access and teach these crucial skills but alas it out of reach or unfamiliar to smaller business. It is our hope that students and apprentices and future managers that come from academia and certification programs have access to continued education and be prepared to participate in the real world. That they be exposed to some basic real-world experiences or with at least glimpse or expectation of what they are going to face in order to more effectively navigate and embrace their carrier path.

Sincerely,

A handwritten signature in black ink that reads "Rafael Alberto Rego". The signature is written in a cursive, flowing style.

Albert Rego
Owner / Operator
Santa Fe Steakhouse
University Draft House
Republic of the Rio Grande

At Delgado Collective, we base our concepts on world class service, local sustainability and a confident commitment to our guests, team members and purveyors. Our team members are considered ambassadors of our brand, and are trained extensively to be stewards of the highest level of integrity and professionalism. This training, is a result of decades of experience in the hospitality industry, world travel, and organizational development strategies meant to curate experiences that may not be familiar to the status quo.

Through partnerships with nonprofits, educational foundations, restaurant industry councils and the educational institutions of the Rio Grande Valley, the development of a stronger regional workforce is possible via the coursework of a refined Hospitality Program.

It's been proven that many students enter our industry either one way or another on their way to advanced career goals. The large number of students staying in higher education for longer periods of time, correlates with the demand for advanced degrees. This, presents the student population and the hospitality industry with a unique opportunity.

Having the capability to earn a decent wage as a hospitality specialist allows students to be financially stable, while balancing the rigors of higher education. Economically, the development of the Rio Grande Valley starts with education and occupational opportunities, and is directly complemented by the Food & Beverage, retail, and entertainment industries through growth. These markets all call for Hospitality Specialists.

The intent of this letter is to promote a serious consideration of a restaurant hospitality degree or certificate program at South Texas College, in hopes of being able to further develop a workforce for an industry in which many students filter through while enrolled in higher education.

It is our belief, that the goals of Delgado Collective and South Texas College are both influenced by the idea that the development of our community depends on the people motivated by opportunities that start with education and experience. With our commitment to world class service in the culinary and hospitality industry, and the organizational leadership coursework at South Texas College, the demand for growth can be met with a local workforce ready to guide the Rio Grande Valley into the future.

Potential Degree or Certificate Plan

Sanitation & Safety, Basic Food Preparation, Catering, Dining Room Service, Introduction to Ethics, Intro to Business Communication, Business Principles, Human Resource Management, Small Business Management, Organizational Behavior, Issues in Organizational Leadership, Management Theory 1 & 2

Sincerely,

Larry Delgado
Chef/Owner





WS Entertainment, LLC

DBA El Divino

5001 N 10th Street

McAllen, TX 78504

(956) 627-3990

August 8th, 2019

To whom it may concern

The culinary landscape in the RGV has been exponentially growing in the past 10 years. There is a necessity for the Restaurant Management Program to be implemented. The RGV would benefit greatly by growing and hiring local talent, making restaurants more efficient and making it more competitive.

Respectfully,

Eugenio Uribe

Executive Chef and General Manager

El Divino

(956) 627-3990

Review and Recommend Action on Proposed Emergency Medical Technician – Basic Continuing Education Certificate Program

The Committee is asked to recommend Board approval to offer the proposed new Emergency Medical Technician – Basic Continuing Education Certificate Program.

In the Committee packet, administration has provided the Program Development Proposal, which includes the following details:

- Program Development Approval Checklist
- Curriculum Department Recommendation
- Program Development Checklist
- Program Summary
- Enrollment Management Plan
- Student Survey Results Summary
- Proposed Curriculum & Course Descriptions
- Instructional Costs and Projected Revenue
- Supporting Documentation

The Continuing Professional and Workforce Education Department currently offers a non-credit First Responder (Emergency Care Attendant) program that provides a first step for students interested in beginning a career in emergency care. This new program would expand that first level of training into a 400 contact hour, non-credit, continuing education program that would allow completing students to test for the national EMT-Basic certification.

As outlined in the Enrollment Management Plan, this program may be a great entry into the field for any prospective student, including potential partnerships supporting local high school student enrollment, or adult learners seeking a new career or career advancement.

This program supports a stackable-credential pathway for emergency medical professionals. EMT-Basic certificate holders would be able to earn up to 12 Credit Hours toward completion of an academic credential, with incremental credentials from academic certificates, an Associate of Applied Science Degree in Emergency Medical Technology; or either a Bachelor of Applied Technology Degree in Medical Health Services Management or the Bachelor of Applied Science Degree in Organizational Leadership.

Dr. Anahid Petrosian, Vice President for Academic Affairs, will introduce Ms. Christina Cavazos, Director of Curriculum, Ms. Olivia De La Rosa, Director of Professional and Workforce Education, and Dr. Jayson Valerio, Dean of Nursing & Allied Health, to review the proposal and respond to questions.

It is requested that the Education and Workforce Development Committee recommend for Board approval of the proposed new Emergency Medical Technician – Basic Continuing Education Certificate Program as presented.

Program Development Proposal

Emergency Medical Technician - Basic

Continuing Education
Certificate

Academic Affairs/Continuing
Education

October 28, 2020



SOUTH TEXAS
COLLEGE





Emergency Medical Technician - Basic – CE Certificate

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Supporting Documentation	26
• Advisory Committee Membership	
• Letters of Support	

Emergency Medical Technician - Basic – CE Certificate

APPROVAL PROCESS FOR DEVELOPMENT		DATE
✓	Continuing Education Approval	9/25/2019
✓	Advisory Committee	10/25/2019
✓	Division Committee	11/13/2019
✓	Academic Council	6/29/2020
✓	College-Wide Curriculum Committee (Information Item Only)	9/15/2020
✓	SACSCOC Liaison <ul style="list-style-type: none"> ○ Prior Learning Assessment Review ○ Substantive Change 	10/19/2020 N/A
✓	Planning and Development Council (PDC)	10/23/2020
<input type="checkbox"/>	Education and Workforce Development Committee (EWDC)	-
<input type="checkbox"/>	Higher Education Regional Council/Workforce Solutions (Letter of Intent)	-
<input type="checkbox"/>	STC Board of Trustees (Certification Form)	-
<input type="checkbox"/>	Texas Higher Education Coordinating Board (THECB)	-

Program Development Process

Proposed continuing educational (CE) programs at South Texas College are identified either at the college or divisional level through environmental scans, documented workforce needs, recommendations by program advisory committees, or local business and industry demands. All proposed CE programs undergo a review process before being approved for development. If the proposed CE program exceeds 360 hours, the approval process includes reviews by continuing education, the academic division counterpart, advisory committee, and Academic Council. CE Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A CE program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee (EWDC) for review and recommendation. Following review by the EWDC, programs are presented to the full Board of Trustees for final review and approval.

Recommendation: CE Certificate – Emergency Medical Technician

At this point in the process, the CE Certificate in Emergency Medical Technician (EMT) – Basic has received a recommendation to proceed from continuing education, the advisory committee, and Academic Council. After reviewing all required documentation submitted by the Office for Continuing Education, the Curriculum Department recommends that South Texas College continue with the established approval process for the CE Certificate in Emergency Medical Technician (EMT) - Basic.

The proposed CE Certificate in Emergency Medical Technician (EMT) – Basic would allow students to gain the skills and competencies required for employment in the fast-growing emergency medicine industry. Students will learn the appropriate patient assessments by performing lifesaving procedures, such as cardiac arrest management, oxygen administration, spinal motion restriction, bandaging, splinting, and medication administration as defined by the National EMT Basic Standard curriculum. According to Economic Modeling Specialists, Inc. (EMSI), which utilizes data from the Texas Workforce Commission, Emergency Medical Technician &

Paramedic positions are expected to grow by 30.6% from 2020 to 2030 in the South Texas area. The current job posting intensity revealed that for every eight job postings, there was 1 unique job to fill for a total of 61 unique job postings. Furthermore, Emergency Medical Technicians and Paramedics are listed on the Texas Workforce Solutions 2020 Target Occupations List for the Rio Grande Valley.

Student demand exists and is documented through current enrollment data in the **for-credit program**. Student enrollment in for-credit courses totaled 1,829 students for the past two years. Furthermore, the enrollment in all EMT related credit programs have been relatively stable over the past five years. Both the high growth in this occupation and the persistent demand for the credit program, indicates that a non-credit program can complement the College's current offering to meet the needs of non-credit students. In addition, students completing the 400-hour non-credit EMT Basic CE Certificate, who also receive a passing score on the EMT Basic Certification exam, can be awarded up to 12 SCH of escrow credit that can be applied towards the current credit programs offered under the EMT program, including the Associate of Applied Science in Emergency Medical Technology – Paramedic. Thus, this program offers a new pathway allowing students to enter a high skill profession while continuing their progress towards higher education. In addition to the Associate of Applied Science in Emergency Medical Technology - Paramedic, students can also apply the escrow credit towards the Associate Degree Nursing - Specialization - EMT Paramedic to RN Track, which can ultimately lead to the Bachelor's of Nursing, if they decide to pursue a Nursing degree.

A review conducted by the Curriculum Department indicates the program complies with the criteria set forth by the Texas Higher Education Coordinating Board and recommends the proposed CE Certificate in Emergency Medical Technician continue through the approval process.

Continuing Education Certificates

Program Demand and Projected Outcomes must be documented prior to the development of any new Continuing Education workforce certificates. The following questions and checklist serve as an initial guide for program developers and must be completed at the start of the development process.

Proposed Continuing Education Certificate:

Program Title: Emergency Medical Technician – Basic (CE)

Term/Year to be Implemented: Spring 2021

For Curriculum Office Use Only

Proposed CIP Code: 51.0904

Please list any related credit programs currently offered by STC in this subject area, if applicable:

EMT Basic CT1, EMT Advanced CT1, EMT Paramedic CT2,
EMT – Paramedic AAS

1. Documentation of Workforce Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Occupational Need	A) *EMSI data (provided by the Curriculum Department) projects a significant occupational growth rate in South Texas, the state, and/or nationally .	✓		<u>Emergency Medical Technicians and Paramedics</u> South Texas: 32.9% (+365 jobs) Texas: 12.5% (+2,588 jobs) Nation: 8.2% (+22,476 jobs)
	A-1)*Wage data			<u>Emergency Medical Technicians and Paramedics</u> South Texas: \$14.76/hour Texas: \$16.80/hour National: \$17.02/hour
	A-2)*Job Posting Intensity (Average posting intensity is 6:1)			<u>Emergency Medical Technicians and Paramedics</u> South Texas – 8:1 (41 unique postings out of a total 335 postings) Texas – 7:1 (3,407 unique postings out of a total of 23,296)
	<i>*Growth rates and wage data are estimated projections for a 10-year period from 2020-2030. Job Posting Intensity is derived from the time period of February 2020 – August 2020. Data sources include the U.S. Department of Commerce, U.S. Department of Labor, U.S. Census Bureau, U.S. Department of Education. For a complete list, refer to the EMSI Data Source Appendix.</i>			
	B) Occupational Outlook Handbook indicates an average or above average job outlook for the next 5 to 10 years (national data).	✓		7% (Faster than average)

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	C) Program is on Targeted/In-Demand Occupations lists produced by the Texas Workforce Commission OR Program is an emerging and/or evolving occupation for the region or state in the Texas Workforce Commission's Labor Market and Career Information .	✓		Emergency Medical Technicians and Paramedics are listed on the Texas Workforce Solutions 2020 Target Occupations List for the Rio Grande Valley.
	D) Job demand and wage data is documented through the survey of 8-12 top local employers .	<i>If requested by VPAA.</i>		
	E) High employer demand exists and is documented through letters of support .	<i>N/A - Current credit program exists.</i>		
	F) Educational and/or employer publications or news articles document a growth in the industry or demand for employees.			N/A
2. Student Demand	High enrollment exists in related non-credit or credit programs (Stackable certificates or degrees).	✓		Refer to program summary.
	High number of graduates are produced in related non-credit or credit programs (Stackable certificates or degrees).	✓		Refer to program summary.
3. Existing Programs	Similar programs do not exist within STC's service area – Hidalgo and Starr Counties (Please include documentation of the nearest similar programs).	✓		Texas State Technical College (which is approximately 39 miles from McAllen) offers a continuing education certificate in EMT Basic and EMT Paramedic. Lee College (which is approximately 372 miles from McAllen) offers a continuing education certificate in Emergency Medical Technician.
4. Program Linkage & Opportunities for Further Education	Program-specific articulation agreements with institutions of higher education (IHEs) currently exist or will be pursued in the future (Please include list of IHEs)/ Prior Learning Assessment (PLA) consideration for non-credit to credit pathway.	✓		PLA opportunities for escrow credit are being developed. Refer to program summary.

2. Projected Outcomes:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Graduate Earnings	EMSI data (provided by the Curriculum Department) projects that program graduates will earn a median hourly earnings wage that is above the “living wage” for South Texas, the state, and/or nationally.	✓		<u>Emergency Medical Technicians and Paramedics</u> South Texas: \$14.76/hour Texas: \$16.80/hour National: \$17.02/hour According to the Bureau of Labor Statistics, Emergency Medical Technicians and Paramedics earned a median salary of \$35,400 as of 2019. Living wage calculation for Texas: \$11.74 per hour Source: http://livingwage.mit.edu/states/48

Program Summary

Institution: South Texas College, McAllen Texas

Proposed Award: Emergency Medical Technician - Basic
Continuing Education Certificate

Program Objective: The Emergency Medical Technician (EMT) – Basic continuing education certificate introduces the general anatomy and physiology of the human body and how medical or traumatic conditions may affect a patient subjected to these life-threatening conditions. These students will learn the appropriate patient assessments by performing lifesaving procedures, such as cardiac arrest management, oxygen administration, spinal motion restriction, bandaging, splinting, and medication administration as defined by the National EMT Basic Standard curriculum.

Curriculum: The continuing education certificate is comprised of 6 courses and totals 400 contact hours. The courses are mirror courses of the for-credit version and are derived from the Workforce Education Course Manual (WECM). Students completing this award will be eligible to sit for the National Registry of Emergency Medical Technicians examination for possible certificate as an Emergency Medical Technician – Basic level.

Admissions Requirements: The admissions requirements for this certificate would follow the general admissions procedures set forth by the Continuing Education department.

PROGRAM DEMAND

Occupational Need:

EMSI Summary of Data

According to Economic Modeling Specialists, Inc. (EMSI), which utilizes data from the Texas Workforce Commission, Emergency Medical Technicians and Paramedics are expected to experience a 32.9% growth from 2020 to 2030 in the Lower Rio Grande Regional Area (Cameron, Hidalgo, Starr and Willacy counties) with 365 additional job openings expected during this time period; a 12.5% growth between 2020 and 2030 in State of Texas with 2,588 additional job openings expected during this time period; and a 8.2% growth between 2020 and 2030 nationally with a total of 22,476 job openings expected during this time period.

Based on EMSI data, the median hourly earnings wage for Emergency Medical Technicians and Paramedics is \$14.76/hr. for Cameron, Hidalgo, Starr and Willacy Counties; \$16.80/hr. for the State of Texas; and \$17.02/hr. as a national average.

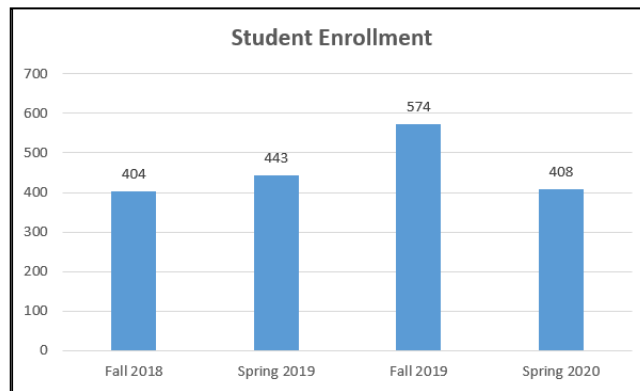
The U.S. Department of Labor's Occupational Outlook Handbook reports that employment of

Emergency Medical Technicians and Paramedics is expected to grow by 7% over the 2018 - 2028 decade. The 2019 median annual earnings for Emergency Medical Technicians and Paramedics was \$35,400 nationally.

The job posting intensity for this occupation for the region was 8:1, meaning for every 8 job postings, there was 1 unique job to fill for a total of 41 unique job postings. This ratio is higher than the average which indicates that they may be trying harder to hire for this position. The job posting intensity for the state was 7:1, with a total of 3,407 unique job postings. Job posting data was derived from a 6-month time period from February 2020 – August 2020. Data sources for EMSI are aggregated from U.S. Department of Commerce, U.S. Department of Labor, and U.S. Census Bureau, among others.

Student Demand:

Currently, the credit version of all six courses in the proposed curriculum are offered under the EMT program. ¹Student enrollment for EMSP 1501, EMSP 1160, EMSP 1166, EMSP 1208, EMSP 1371 and EMSP 1472 totaled 1,829 students for the past two years.



²Declared majors in related programs for the past five years has also been relatively persistent.

Award	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
EMT Basic Certificate	76	65	66	70	83
EMT Advanced Certificate	28	27	28	14	24
EMT Paramedic Certificate	53	47	38	47	38
AAS EMT Paramedic	78	60	48	68	56

Furthermore, a total of 539 credit certificates in the ²EMT Basic certificate have been awarded in the past five years.

Award	AY 2016	AY 2017	AY 2018	AY2019	AY2020
EMT Basic Certificate	129	86	158	85	81
EMT Advanced Certificate	48	40	46	45	40
EMT Paramedic Certificate	20	4	7	15	10
AAS EMT Paramedic	18	25	14	28	25

¹Source: Course Schedules from Fall 2018 – Spring 2020 (as of 03/12/2020)

²Source: STC Factbook

Existing Programs:

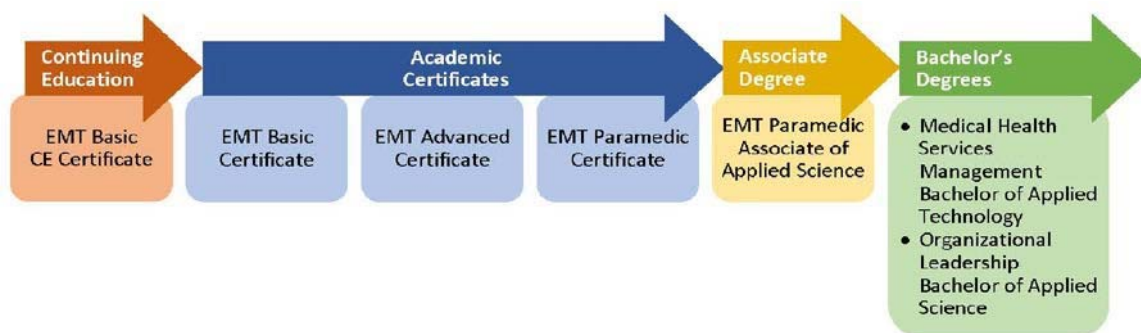
- Texas State Technical College (which is approximately 39 miles from McAllen) offers a continuing education certificate in EMT Basic and EMT Paramedic.
- Lee College (which is approximately 372 miles from McAllen) offers a continuing education certificate in Emergency Medical Technician.

Program Linkage and Opportunities for Further Education:

Students completing the 400-hour non-credit EMT Basic certificate, and who receive a passing score on the EMT Basic certification exam, can be awarded up to 12 SCH of escrow credit to be applied toward the current credit programs offered under the EMT program, including the Associate of Applied Science in Emergency Medical Technology – Paramedic. In addition to the Associate of Applied Science in Emergency Medical Technology – Paramedic, students can also apply the escrow credit towards the Associate Degree Nursing - Specialization - EMT Paramedic to RN Track, which can ultimately lead to the Bachelor's of Nursing, if they decide to pursue a Nursing degree.

Coursework for the credit programs are derived from the Workforce Education Course manual (WECM) and should transfer to other community or technical colleges offering the same courses within a related program.

South Texas College offers the Bachelor of Applied Technology in Medical and Health Services Management. This award accepts credits from the technical coursework for the Associate of Applied Science (AAS) in Emergency Medical Technology - Paramedic toward the lower-division requirements for the degree should a student choose to continue on the pathway to a baccalaureate. In addition, students may also opt to pursue the Bachelor of Applied Science in Organizational Leadership, which will also accept the credits.



Expected Enrollment:

The projected enrollment is based on availability of courses as the program develops the first five years. Students will study and train under the supervision of their EMT instructor.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollees	20	20	30	30	40

PROGRAM SUPPORT

Faculty: Currently, the EMT department for the Academic Affairs division employs 11 full-time faculty and 2 adjunct faculty. It is expected that these faculty will carry most of the teaching workload for these courses. However, the program anticipates hiring an additional 2 adjunct faculty to supplement the existing faculty as the number of cohorts increases over the next 5-year period.

Supplies and Materials: Costs for supplies and materials is broken down by categories including Bag-Valve-Mask (BVM) ventilation, cardiac arrest management, EMS Stretcher Operations, and includes expenditures for gloves, gowns, masks, gauze, training materials and patient prep materials.

Facilities and Equipment: Current classroom and lab facilities will be used for all courses required by this program. Office space and furniture cost will be allocated to accommodate any additional faculty hired. Costs for equipment will be used to cover the purchase of backboards, tanks, suction units, and training equipment with the largest expense allocated for a stretcher.

New Costs: Total costs for this program are projected to be \$256,900.00. The funding to defray the costs of this program will come from state appropriations: \$141,240.00 and tuition: \$392,000.00. The total projected 5-year revenue is \$533,240.00. See attached specific budget details.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans: The Program Review Process at South Texas College is embedded within the bi-annual Institutional Effectiveness Assessment Plan cycle. Every academic and technical program at South Texas College monitors and reports on the following standards: graduation numbers, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings. Action plans are created for each program that does not meet its targeted outcomes.

Enrollment Management Plan

POTENTIAL SOURCE OF STUDENTS

The number of students identified as potential participants for the Emergency Medical Technology (EMT) Basic Continuing Education Certificate include the general current STC student body, high school students, high school graduates, and the greater community in Hidalgo and Starr counties. The student applicant pool will include, but not be limited to: current STC students, high school students, high school graduates, and individuals with degrees who are seeking an extension and/or change in career.

MARKETING

The EMT Basic Continuing Education Certificate will be marketed to various members of the public for continued growth of potential applicants and graduates. Targeted individuals will include high school students, high school graduates, STC student population, and Hidalgo and Starr county residents. The program will be promoted through various activities, which include student advising sessions, presentations at various STC campuses and high schools, distribution of flyers, brochures, promotional videos, social media, and additional advertisement of the program in coordination with the STC's Public Relations and Marketing Department.

RETENTION

Faculty support, assistance, and tutoring will continue to be the primary resource for high retention and graduation rates for the program. Faculty will continue to utilize student-centered learning techniques, encourage active participation, and promote outside student learning activities. For additional resources, students will be referred to Advising and Counseling, Center for Learning Excellence (CLE), Library Services, and additional student services available within the college.

ENROLLMENT PROJECTIONS

The projected enrollment is based on availability of courses as the program develops the first five years. Students will study and train under the supervision of their EMT instructor.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollees	20	20	30	30	40

PROJECTED NUMBER OF GRADUATES

The department projects that 90% of students enrolled in the program will earn their certificate.

Year	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Enrollees	20	20	30	30	40
Graduates (90% target)	18	18	27	27	36

Proposed Curriculum & Course Descriptions

Emergency Medical Technician - Basic

Continuing Education Certificate

AY 2020-2021

Title: EMT Basic Certificate

FICE CODE: 031034

CIP CODE: 51.0904

TSI Exempt

			Lecture Hours	Lab Hours	External Hours	Contact Hours
EMSP	1001	Emergency Medical Technician				128
EMSP	1060	EMT Basic Clinical				50
EMSP	1066	EMT Basic Practicum				112
EMSP	1008	Emergency Vehicle Operations				20
EMSP	1071	EMS Documentation				10
EMSP	1072	Emergent Issues in EMT				80
Total Contact Hours:			0	0	0	400

Emergency Medical Technician - Basic

Continuing Education Certificate

Course Descriptions – Workforce Courses

EMSP 1001 – EMERGENCY MEDICAL TECHNICIAN

Contact Hours: 128

This course is preparation for certification as an Emergency Medical Technician (EMT). The student will learn all the skills necessary to provide emergency medical care at a basic life support level with an ambulance service or other specialized services

Course Learning Outcomes

- Demonstrate proficiency in cognitive, psychomotor and affective domains for the Emergency Medical Technician (EMT) in accordance with the current guidelines of the credentialing agency.

EMSP 1060 – EMT BASIC CLINICAL

Contact Hours: 50

This course is a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts in a hospital clinical setting. Direct supervision is provided by the clinical professional. This is an unpaid clinical experience.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry;
- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

EMSP 1066 – EMT BASIC PRACTICUM

Contact Hours: 112

This course provides practical, general workplace training supported by an individualized learning plan developed by the employer, college, and the student. This course is an experience on an ambulance unit that helps students gain practical experience in the discipline, enhance skills, and integrate knowledge. Direct supervision is provided by a clinical professional, generally a clinical preceptor. This is an unpaid basic practicum experience.

Course Learning Outcomes

- As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry;

- Will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

EMSP 1008 – EMERGENCY VEHICLE OPERATION

Contact Hours: 20

This course provides the student with instruction, discussion, demonstration, and driving range practice to prepare drivers of emergency vehicles to operate their vehicles safely in the emergency and non-emergency mode.

Course Learning Outcomes

- Identify factors that affect the driving task;
- Utilize navigational aids to select routes;
- Demonstrate safe operations and recovery of the emergency vehicle.

EMSP 1071 – EMS DOCUMENTATION

Contact Hours: 10

This course is designed to develop the student's documentation skills with regard to rendering emergency medical care. Both written and oral reports will be reviewed as well as the legal implications associated with report writing.

Course Learning Outcomes

- Discuss and evaluate the medical-legal issues and responsibilities as they pertain to the pre-hospital treatment and documentation.
- Review and assess pertinent patient care treatment and information as necessary for pre-hospital documentation.
- Discuss and demonstrate various forms of proper procedures used to document patient care findings and treatments.
- Discuss appropriate forms for conveying special circumstances that may arise in the pre-hospital setting pertaining but not limited to operating procedure, everyday operations and patient treatment.

EMSP 1072 – EMERGENT ISSUES IN EMT

Contact Hours: 80

The purpose of this course is to demonstrate a working knowledge of clinical information and related topics relevant to the practice of pre-hospital emergency medical care at the Emergency Medical Technician-Basic (EMT-B) level. The student will research new/upcoming issues and prepare written and oral presentations. The student will be evaluated on presentation as well as content.

Course Learning Outcomes

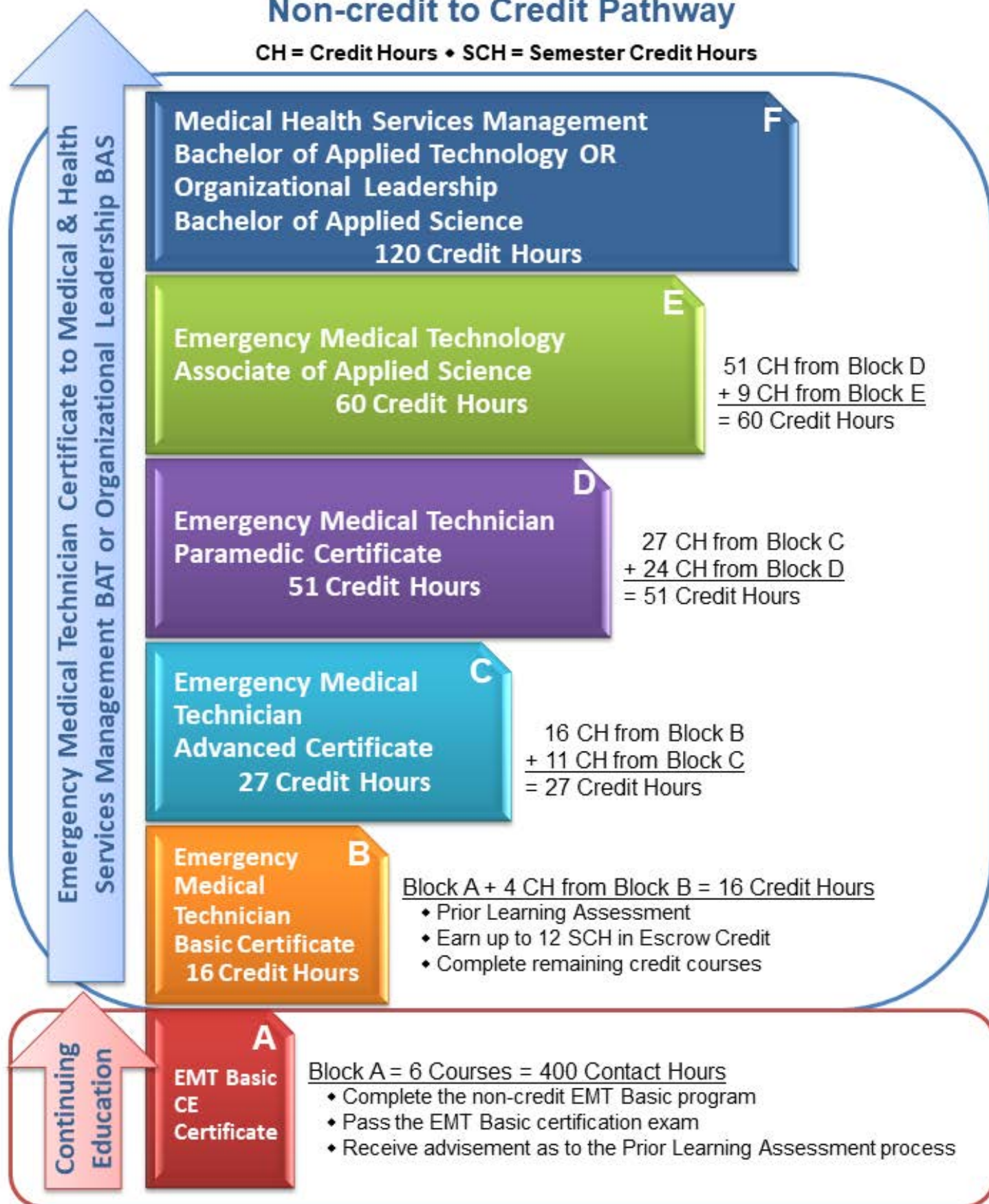
- Research new/upcoming issues in the EMT field.
- Demonstrate working knowledge of clinical information and relevant topics to the practice of pre-hospital emergency medical care at the EMT-Basic level.
- Apply relevant skills to emergent issues within the field.

- Exhibit attitudes and behaviors consistent with the ethics and professionalism expected of the Emergency Medical Technician when faced with a new or emergent issue in the field.

South Texas College Stackable Credentials

South Texas College Stackable Credentials Non-credit to Credit Pathway

CH = Credit Hours • SCH = Semester Credit Hours



Instructional Costs & Projected Revenue

Instructional Costs and Projected Revenue for EMT Basic Certificate (CE)

Faculty Compensation & Benefits	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Compensation Rate per Contact Hour	\$ 29.00	\$ 29.00	\$ 29.00	\$ 29.00	\$ 29.00	
# of Contact Hours Taught by P/T	38	76	114	114	152	
# of Contact Hours Taught by F/T	762	724	1086	1086	1448	
Adjunct Salary	\$ 1,102.00	\$ 2,204.00	\$ 3,306.00	\$ 3,306.00	\$ 4,408.00	
Multiplied by Benefits Rate (9%)	1.09	1.09	1.09	1.09	1.09	
Total Salary for Adjunct	\$ 1,201.18	\$ 2,402.36	\$ 3,603.54	\$ 3,603.54	\$ 4,804.72	
F/T Faculty Compensation	\$22,098	\$20,996	\$31,494	\$31,494	\$41,992	
Benefit Rate (F/T teaching CE courses = 9%)	\$ 1,988.82	\$ 1,889.64	\$ 2,834.46	\$ 2,834.46	\$ 3,779.28	
Cost for Faculty Compensation/Benefits	\$ 25,288.00	\$ 25,288.00	\$ 37,932.00	\$ 37,932.00	\$ 50,576.00	\$ 177,016.00

Projected Revenue	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
State Appropriations *						
# of Cohorts	2	2	3	3	4	
# of Students per Cohort	10	10	10	10	10	
Total # of Students per Year	20	20	30	30	40	
# of Contact Hours per Student	400	400	400	400	400	
Total Contact Hours	8000	8000	12000	12000	16000	
Multiplied by Average State Funding Rate for CE (3.21)	\$ 3.21	\$ 3.21	\$ 3.21	\$ 3.21	\$ 3.21	
State Appropriations Generated	\$ 25,680.00	\$ 25,680.00	\$ 38,520.00	\$ 38,520.00	\$ 51,360.00	
State Appropriations Received	\$ 25,680.00	\$ 25,680.00	\$ 25,680.00	\$ 25,680.00	\$ 38,520.00	\$ 141,240.00

* State Appropriations funding is based on average funding per contact hour from previous biennium

Tuition	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	Totals
Enrollment # Projected	20	20	30	30	40	
Tuition Rate per Contact Hour	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	\$ 7.00	
Subtotal	\$ 140.00	\$ 140.00	\$ 210.00	\$ 210.00	\$ 280.00	
# of Contact Hours per Student	400	400	400	400	400	
Total Tuition	\$ 56,000.00	\$ 56,000.00	\$ 84,000.00	\$ 84,000.00	\$ 112,000.00	\$ 392,000.00

Notes: Compensation rate of \$29 was used as this program would use faculty with a minimum of Associate's degree. The number of contract hours per academic year was derived from the total contact hours from the proposed curriculum and the number of cohorts expected to be offered. Contact Hours per student was derived from the proposed curriculum which totals 400 contact hours for the award.

Operating Costs and Revenue Projections

CATEGORY	INITIAL COST	BUDGET 2ND YEAR	BUDGET 3RD YEAR	BUDGET 4TH YEAR	BUDGET 5TH YEAR	TOTAL BUDGET
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2020-2025
Faculty Compensation and Benefits	\$25,288.00	\$25,288.00	\$37,932.00	\$37,932.00	\$50,576.00	\$177,016.00
Supplies and Materials (Operating)	\$8,028.00	\$8,028.00	\$12,042.00	\$12,042.00	\$16,056.00	\$56,196.00
Library Resources	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$1,000.00
Equipment and Software (Capital)	\$10,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$10,500.00
Facilities (Furniture) (Operating)	\$4,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,000.00
Faculty Professional Development/(Travel)	\$1,100.00	\$1,100.00	\$1,100.00	\$1,100.00	\$1,100.00	\$5,500.00
Course Approval Fees	\$384.00	\$384.00	\$576.00	\$576.00	\$768.00	\$2,688.00
Subtotal - Instructional & Operating Budget	\$50,300.00	\$34,800.00	\$51,650.00	\$51,650.00	\$68,500.00	\$256,900.00
Total Budget Per Year	\$50,300.00	\$34,800.00	\$51,650.00	\$51,650.00	\$68,500.00	\$256,900.00

CATEGORY	REVENUE	REVENUE	REVENUE	REVENUE	REVENUE	TOTAL REVENUE
	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2020-2025
State Appropriations	\$ 25,680.00	\$ 25,680.00	\$ 25,680.00	\$ 25,680.00	\$ 38,520.00	\$ 141,240.00
Tuition	\$ 56,000.00	\$ 56,000.00	\$ 84,000.00	\$ 84,000.00	\$ 112,000.00	\$ 392,000.00
TOTAL REVENUE	\$ 81,680.00	\$ 81,680.00	\$ 109,680.00	\$ 109,680.00	\$ 150,520.00	\$ 533,240.00

Supporting Documentation

- Advisory Committee Membership
- Letters of Support

Emergency Medical Technician – Basic Continuing Education Certificate Advisory Committee Membership

Name	Title	Business	Email
Andrew Levine, MD	Medical Director	South Texas College/ Private Practice	aolevine@gmail.com
Jaime Solis	Operations Coordinator	Med-Care, INC.	jsolis@medcare-ems.com
Francina Atkins	Regional Faculty	American Heart Association	fatkinsrncrn@yahoo.com
Gloria Vela	System Education Director /Employee	South Texas Health Systems	gloria.vela@uhsrgv.com
Michael Farris	RN/EMT Paramedic	Rio Grande Regional Hospital	mkfbuck@yahoo.com
Noemi Sanchez	EMT-Intermediate	Texas Department of State Health Services-Retired	nohemi64@mail.com
Gustavo Ramirez	EMT- Paramedic	Weslaco Fire Department	gramirez@weslacotx.gov
Sean O'Connor	Community Representative/ Local Business Owner	ASAP Printing Solutions	soconnor@asapprintingsolutions.com
Raul B. Alvizo	EMT -Paramedic Compliance Officer	Hidalgo County EMS	ralvizo@hidalgocountyems.org

Carlos E. Tello, AAS, BAAS, LP, EMS Coordinator
Program Chair, Emergency Medical Technology Department
South Texas College
1101 East Vermont Avenue
McAllen, Texas 78503

14 July 2020

Dear Mr. Tello,

As a serving EMT Advisory Committee Member, I am extending my support to South Texas College (STC), Emergency Medical Technology (EMT) Program and their program graduates.

Due to the ongoing Covid-19 crisis, more Emergency Medical Technicians will be needed to elevate the strain already being felt in our community. A non-credit EMT certificate program through the Continuing Education Department would assist the current situation.

Providing students with quality instruction would allow workforce positions in the healthcare services to be filled. I support the EMT Program along with its affiliates in helping students gain the required skills/knowledge in accordance with the accrediting standards.

If you have any questions, please do not hesitate to ask.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Alaniz', with a stylized flourish at the end.

Javier Alaniz MPA, LP, EMS Coordinator
EMT Advisory Committee Member
956-867-6523
Jalaniz374@gmail.com

Carlos E. Tello, AAS, BAAS, LP, EMS Coordinator Program Chair,
Emergency Medical Technology Department South Texas College
1101 East Vermont Avenue
McAllen, Texas 78503

7 July 2020

Dear Mr. Tello,

As a serving EMT Advisory Committee Member and potential consumer of Emergency Medical Services, I extend my support for South Texas College (STC), Emergency Medical Technology (EM1) Program and their program graduates.

I am thrilled to bear that the institution is considering adding a non-credit EMT certificate program through the Continuing Education Department in an effort to address the potential shortage of Emergency Medical Technicians amid the ongoing COVID-19 crisis. I applaud the institution's commitment to preserve the first responder component of the healthcare spectrum during this global pandemic.

The importance of providing adults with quality instruction will allow them to fill skilled workforce positions in healthcare and/or augment the resources of supportive organizations that need immediate healthcare services to be provided to the public. I further support the EMT Program along with its clinical affiliates towards gaining the needed knowledge for students to master all required competencies in accordance with the accrediting standards.

If you have any questions, or require additional information regarding my ongoing support for STC's EMT Program, please do not hesitate to ask.

Sincerely,


Francina Atkins RN, CVRN-BC
Critical Care Educator/Independent Contractor
AHA Programs for BLS, ACLS, ACLS-EP and PALS
Phone 956-358-2492
fatkinsmccrn@yahoo.com

July 21, 2020

Carlos E. Tello, AAS, BAAS, LP, EMS Coordinator
Program Chair, Emergency Medical Technology Department
South Texas College
1101 East Vermont Avenue
McAllen, Texas 78503

Dear Mr. Tello,

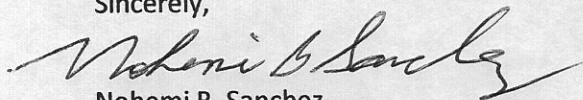
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If you have any questions, or require additional information regarding my ongoing support for STC's EMT Program, please do not hesitate to ask.

Sincerely,



Nohemi B. Sanchez,
240 Wentz St.
San Benito, Texas 78586
(956) 244-8017
nohemi64@mail.com

Review and Discussion of Performance Metrics for Dual Credit Students

The South Texas College Department of Dual Credit Programs has developed a series of success metrics that help them monitor and assess dual credit student performance. Through these metrics, the College is able to assess student performance at each high school campus within our partnering districts, as well as generally among all partnering districts.

Dr. Anahid Petrosian, Vice President for Academic Affairs, will present the key performance indicators that administration evaluates to monitor student success, and will then discuss the five success metrics that have been identified as the cornerstone of the annual assessment and reporting process.

Success Metrics

1. Academic Probation and Suspension

Measures the percentage of students placed on Academic Probation or Academic Suspension

2. Number of Withdrawals

Measures the percentage of students who withdraw from a course

3. Unsatisfactory Academic Progress

Measures the percentage of students who fail to maintain at least a 2.0 GPA and complete at least 67% of courses in which they enroll

Failure to maintain Satisfactory Academic Progress (SAP) can negatively impact students' eligibility for financial aid upon enrollment as a traditional student at any institution.

4. Average Earned/Attempted Hours Ratio

Measures the percentage of Earned Credit Hours as a proportion of Attempted Credit Hours among all students

5. Average GPA

Measures the average cumulative GPA of all students

Administration has designed a reporting format that identifies each Success Metric, including a color-coded indicator, status message, and recommended action, as appropriate to the student success at the district/campus level.

Dr. Rebecca De Leon, Dean for Dual Credit Programs and School District Partnerships, will then review the improvement strategies that are developed and implemented based upon the analysis of these success metrics.


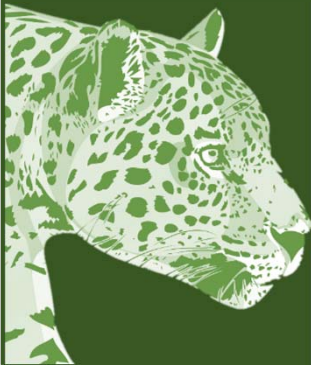
Throughout the year, the College hosts Success Metrics Workshops with partnering school districts. During these collaborative sessions, College staff and district staff work together to develop targeted or comprehensive intervention strategies to support student success.


Dr. De Leon will present a brief review of past workshops, as well as the new strategies that have arisen from these partnerships.

Finally, Dr. De Leon will briefly review the Board Policies that have been implemented to support student success strategies, and which are under continuous review for further improvement:

- Policy #3230: *Dual Credit Programs with Partnering School Districts*
- Policy #3232: *Dual Credit Student Eligibility Requirements*
- Policy #3320: *Academic Progress Standards*
- Policy #3322: *Student Financial Aid - Satisfactory Academic Progress (SAP)*

No action is requested. This information is provided to the Committee for review and feedback to administration.



Dual Credit Programs

Student Performance & Success Metrics

Presentation for
Education and Workforce Development Committee Meeting
 Tuesday, November 10, 2020

Presenters:
Dr. Anahid Petrosian, Interim Vice President for Academic Affairs
Dr. Rebecca De Leon, Dean, Dual Credit Programs

Dual Credit Programs

Student Performance & Success Metrics

- Dual Credit Programs Success
- Development of Success Metrics & Targets
- Annual Performance Report
- Strategies to Improve Student Success



Dual Credit Programs Success

Dual Credit Student Performance

Student Success is the foundation of all Dual Credit Programs Goals



- The College has developed success metrics to monitor and assess student success.
- These metrics provide the opportunity to **continuously monitor the progress of dual credit students.**

Performance Indicators that Impact Student Success



- Minimize **failures**
- Minimize **withdrawals**
- Minimize **repeats**
- Prevent **academic probation/suspension**
- Prevent **financial aid problems**
- Minimize **excess hours**



- Maintain a **good GPA**
- Earn a **credential**
- Matriculate:
Continue Education



Establishment of Success Metrics

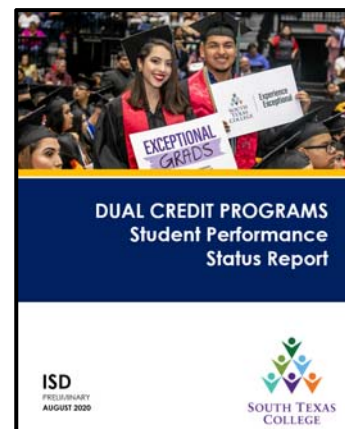
Success Metrics

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

Student Performance Status Report

Annual Status Report is prepared for each participating school district.

- Report provides performance data to assist each school district in **monitoring dual credit student performance in college-level courses.**



Status Report Communication Tools

- For each success metric, the report provides
 - Color-coded indicator
 - Status of metric
 - Recommended action



Indicator	Status	Recommended Action
Green	●	Acceptable Continue to monitor student academic performance
Yellow	●	Warning Develop targeted interventions to improve this metric
Red	●	Unacceptable Initiate comprehensive interventions to improve this metric

Success Metrics Targets

Targets for each Success Metric are based on thresholds of
acceptable level of achievement

Recommended Targets						
Color Indicator	Status	% Academic Probation/ Suspension	% Unsatisfactory Academic Progress	Average Cumulative GPA	% Average Earned/ Attempted Hours Ratio	% of Withdrawals All Grades
Green	Acceptable	<=8%	<=10%	>=2.50	>=90%	<=8%
Yellow	Warning	>8% to <=10%	>10% to <=12%	>=2.00 to <2.5	>=88% to <90%	>8% to <=10%
Red	Unacceptable	>10%	>12%	<2.00	<88%	>10%

Source: South Texas College Research and Analytical Services

South Texas College Dual Credit Programs
 Comparison of Success Metrics for Partnering School Districts
 Fall 2016, Fall 2017, Fall 2018, Fall 2019

SUCCESS METRICS	FALL 2016	Fall 2017	Fall 2018	Fall 2019
Number of Students	14,011	11,911	13,131	13,708
% Academic Probation/Suspension	7.8%	7.2%	8.9%	9.6%
% Unsatisfactory Academic Progress	13.9%	12%	13.9%	14.5%
Average Cumulative GPA	2.93	2.98	2.93	2.84
% Average Earned/Attempted Hours Ratio	92.5%	92.9%	92%	92.2%
% of Withdrawals All Grades	4.7%	3.8%	5.01%	5.5%

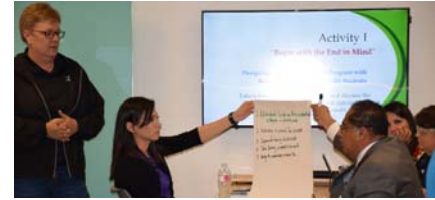


Improvement Strategies

Dr. Rebecca De Leon, Dean Dual Credit Programs

Success Metrics Workshops

- The College offers **Success Metrics Workshops** for ISDs throughout the year.
- The goal is to **collaborate with ISD partners to develop targeted or comprehensive interventions** to improve districts' dual credit student performance in college-level courses.



Monitoring and Improving Student Success

- Since 2017, **Success Metrics Workshops** have been held with partnering school districts.

2020

- Weslaco ISD (February)
- Valley View ISD (October)
- La Villa ISD (October)
- Monte Alto ISD (October)
- Mercedes ISD (October)
- Weslaco ISD (November)
- PSJA ISD (November)

- Workshop scheduling is prioritized based on the number of unacceptable targets



New Strategies to Improve Student Success

Dual Credit Student Advising

- Established in 2019
- Creation of Student **Advising Module** via Blackboard for all first-time dual credit students

New Dual Credit Orientation

- Established in 2020
- Creation of Online Student Blackboard **Orientation** for all first-time dual credit students

Starfish Early Alert System for Dual Credit Students



- Established in 2020
- The College implemented the Early Alert System for all dual credit students
- All STC faculty who teach dual credit courses participate in the program and submit information about students who may need assistance.
- The College generates reports that are shared with ISD's to provide necessary interventions.

Monitoring and Improving Student Success

- Since 2016, in addition to other success strategies, the College has been reviewing and revising the Dual Credit related policies to increase student success.

Policy Number	Policy Title
Policy 3230	Dual Credit Programs with Partnering School Districts
Policy 3232	Dual Credit Student Eligibility Requirements
Policy 3320	Academic Progress Standards
Policy 3322	Student Financial Aid Satisfactory Academic Progress (SAP)

Program Successes

**2019-2020 Academic Year
Total Awards = 6,541**

Traditional Awards = 4,507

Certificates = 1,294

Associate Degrees = 2,758

Bachelor's Degrees = 455

Dual Credit Awards = 2,034

Certificates = 466

Associate Degrees = 1,568



*Thank you
for your Support!*

ISD: DUAL CREDIT PROGRAMS STUDENT PERFORMANCE DATA

SCHOOL DISTRICT-LEVEL DUAL CREDIT PROGRAMS SUCCESS METRICS

The chart below indicates the summary of **school district-level** success metrics for dual credit students enrolled in college-level courses during the Fall 2019 and Fall 2018 semesters. The school district-level metrics include students on **academic probation and suspension, unsatisfactory academic progress (financial aid), withdrawals (W), average earned/attempted hours ratio, and average cumulative GPA.**

DUAL CREDIT PROGRAMS SUCCESS METRICS						
ISD						
Fall 2019						
School Name	# Students	% Academic Probation/ Suspension	% Unsatisfactory Academic Progress	Average Cumulative GPA	Average Earned/ Attempted Hours Ratio	% Of Withdrawals
Target		≤ 8%	≤ 10%	≥ 2.5	≥ 90%	≤ 8%
	296	● 7.8%	● 12.5%	● 2.84	● 93.2%	● 4.8%
	180	● 15.0%	● 15.6%	● 2.80	● 93.4%	● 1.6%
	1	● 0.0%	● 50.0%	● 2.00	● 40.0%	● 80.0%
	556	● 10.8%	● 15.3%	● 2.74	● 93.6%	● 4.5%
	239	● 15.1%	● 22.6%	● 2.72	● 91.3%	● 6.7%
	263	● 8.4%	● 9.1%	● 2.89	● 91.5%	● 5.7%
Total	1,535	● 10.9%	● 14.9%	● 2.79	● 92.8%	● 4.6%

The indicator metrics listed above are as of end of term for Fall 2018. Source: South Texas College Research & Analytical Services

DUAL CREDIT PROGRAMS SUCCESS METRICS						
ISD						
Fall 2018						
School Name	# of Students	% Academic Probation/ Suspension	% Unsatisfactory Academic Progress	Average Cumulative GPA	Average Earned/ Attempted Hours Ratio	% of Withdrawals
Target		≤ 8%	≤ 10%	≥ 2.5	≥ 90%	≤ 8%
	278	● 7.6%	● 12.2%	● 2.79	● 95%	● 4.9%
	200	● 17.5%	● 20.5%	● 2.60	● 86%	● 6.7%
	9	● 0.0%	● 22.2%	● 3.12%	● 92%	● 0.0%
	526	● 7.0%	● 11.2%	● 2.89	● 94%	● 3.2%
	225	● 7.6%	● 12.4%	● 2.89	● 95%	● 4.3%
	247	● 7.3%	● 8.5%	● 2.98	● 93%	● 6.6%
Total	1,485	● 8.6%	● 12.5%	● 2.85	● 92%	● 4.8%

Success Metrics Indicators and Targets

Acceptable	● GREEN	≤ 8%	≤ 10%	≥ 2.50	≥ 90%	≤ 8%
Warning	● YELLOW	>8% to ≤ 10%	>10% to ≤ 12%	≥ 2.00 to <2.5	≥ 88% to <90%	>8% to ≤ 10%
Unacceptable	● RED	>10%	> 12%	< 2.00	< 88%	>10%

The indicator metrics listed above are as of end of term for Fall 2017. Source: South Texas College Research & Analytical Services


COMPARISON WITH AVERAGE ISD DATA

The charts below provide the overall average success metrics for [REDACTED] ISD for Fall 2018 and Fall 2019 compared to average for high-enrolled ISDs data. In addition, the College has provided recommendations for the [REDACTED] ISD success metrics outcomes.

FALL 2019 Success Metrics Compared to Average ISD's						
	# Students	Academic Probation/ Suspension %	% Unsatisfactory Academic Progress	Average Cumulative GPA	Average Earned/ Attempted Hours Ratio	% Of Withdrawals All Grades
Target		≤ 8%	≤ 10%	≥ 2.5	≥ 90%	≤ 8%
[REDACTED] ISD	1,535	10.9%	14.9%	2.79	92.8%	4.6%
Average ISDs	13,708	9.6%	14.5%	2.84	92.2%	5.48%

FALL 2018 Success Metrics Compared to Average ISD's						
	# Students	Academic Probation/ Suspension %	% Unsatisfactory Academic Progress	Average Cumulative GPA	Average Earned/ Attempted Hours Ratio	% Of Withdrawals All Grades
Target		≤ 8%	≤ 10%	≥ 2.5	≥ 90%	≤ 8%
[REDACTED] ISD	1,485	8.6%	12.5%	2.85	92%	4.8%
Average ISDs	13,131	8.9%	13.9%	2.93	92%	5.0%

Source: STC Research & Analytical Services

South Texas College Review and Recommendation [REDACTED] ISD - Success Metrics Comparison of Fall 2019, 2018, 2017						
Fall Semester	# Students	Academic Probation/ Suspension %	% Unsatisfactory Academic Progress	Average Cumulative GPA	Average Earned/ Attempted Hours Ratio	% Of Withdrawals All Grades
2019	1,535	10.9%	14.9%	2.79	92.8%	4.6%
2018	1,485	8.6%	12.5%	2.85	92%	4.8%
2017	1,307	6.3%	11%	2.97	92.5%	3.8%
 South Texas College Recommendations		Develop Comprehensive interventions to improve the metrics	Develop Comprehensive interventions to improve the metrics	Monitor the metrics	Monitor the metrics	Monitor the metrics
Success Metrics Indicators and Targets						
Acceptable	●	≤ 8%	≤ 10%	≥ 2.50	≥ 90%	≤ 8%
Warning	●	>8% to ≤ 10%	>10% to ≤ 12%	≥ 2.00 - < 2.5	≥ 88% to < 90%	>8% to ≤ 10%
Unacceptable	●	> 10%	> 12%	< 2.00	< 88%	> 10%

Review and Discussion of Reimbursement Rates for South Texas College Faculty Teaching Dual Credit Courses

Dr. Rebecca De Leon, Dean for Dual Credit Programs & School District Partnerships, and Dr. Brett J. Millán, Special Assistant to the Office of the Vice President for Academic Affairs, will review and discuss the reimbursement rates for South Texas College faculty teaching dual credit courses.

In Fall 2020, South Texas College's Dual Credit Program supports partnerships with 21 school districts, and at 70 separate high school campuses, across Hidalgo and Starr Counties. With its school district partners, 1,556 dual credit course sections were taught, serving 12,282 dual credit students.

STC ensures that qualified and motivated faculty are engaged to teach these dual credit program courses, whether those faculty are employed by the College, or the partnering district. The success of these faculty has been acknowledged by the College's accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACEP) as well as continued positive remarks from the Southern Association of Colleges and Schools – Commission on Colleges (SACS-COC).

Reimbursement for Faculty Costs

Ideally, partnering districts would directly employ the faculty required to teach their dual credit courses, with oversight and support by the College. Increasingly, though, the dual credit enrollment demands have exceeded many districts' ability to recruit and retain sufficient faculty to fully cover their students' needs. In these instances, STC coordinates to schedule the College's faculty to teach at district sites.

Over the years, the number of faculty and their assigned course loads at district sites have increased.

- In 2010: **103** STC faculty taught **276** sections at high school campuses.
- In 2020: **270** STC faculty taught **620** sections at high school campuses.

While tuition is a major revenue source that supports recruiting and retaining qualified faculty, the College waives all tuition and fees for dual credit students in these sections, even when taught by STC faculty. To recoup the faculty costs for sending STC Faculty to district sites, the Interlocal Agreement with each partnering District outlines the reimbursement to the College by the district.

Due to the complexity of scheduling, especially to accommodate late registration of students, it is not feasible to provide accurate reimbursement costs to districts until after the finalization of semester schedules after the Census Day (12th class day). This has caused difficulty for the College and its district partners in their budget planning.

The partnering districts have requested a simplified flat fee model to help their planning and budgeting procedures.

Current Model - Fixed or Proportional Rate

In the early days of the Dual Credit Program, a fixed rate was established to help the College recoup faculty salary cost. This was sufficient when a faculty member might be assigned to teach one or two courses out of a 15-lecture hour per semester teaching load.

As scheduling has required that some faculty are required to teach more than half their base teaching load as dual credit courses at district sites, the fixed rate was no longer sufficient to cover costs. The proportional rate was implemented to cover this cost.

Under the current model:

- If STC Faculty teaches less than half at dual credit sites, a fixed rate is charged.
 - The fixed rate is established based on the type of course being taught.
- If STC Faculty teaches more than half at dual credit sites, a proportional rate is charge.
 - The proportional rate is based on the assigned faculty member's base salary, and is calculated as a proportion of their full-time teaching load.

Proposed New Flat Fee Reimbursement Model

The Academic Affairs Divisions has proposed a new flat fee model, which establishes a uniform flat cost for a specific course requested at the district site, regardless of the STC Faculty assigned to that course. The flat fee would be determined by whether the course was a Career and Technical Education (CTE) Section or an Academic Section, and then would be based on the number of credit hours for that course.

Such a transparent flat fee per section model would give the districts better ability to control their costs, and would allow the College to more quickly and efficiently calculate a district's reimbursement cost, and to more fully recover faculty costs expended to support dual credit programs.

With the Committee's support, administration would like to develop the proposed model for possible implementation in the 2021-2022 Academic Year.

No action is requested. This information is provided to the Committee for review and feedback to administration.



Dual Credit Programs

Reimbursement Rates for South Texas College Faculty
Teaching Dual Credit Courses

**Presentation for
Education and Workforce Development Committee Meeting**
Tuesday, November 10, 2020

Presenters: Dr. Rebecca De Leon, Dean for Dual Credit Programs & School District Partnerships
Dr. Brett J. Millán, Special Assistant to the Office of the Vice President for Academic Affairs



Presentation Overview

- STC Faculty Salary Reimbursement System
- Dual Enrollment and Section Trends
 - Review Current Model
 - Analysis of Spring 2020 Faculty Cost Reimbursement
- Benefits of Flat Fee Reimbursement System

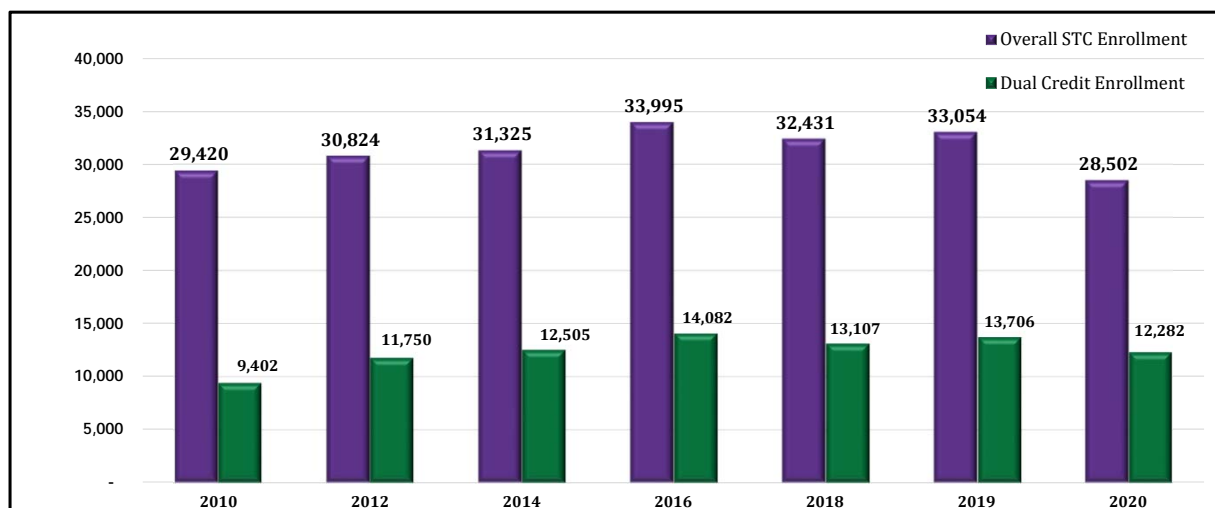
STC Faculty Salary Reimbursement System

- ❖ When established, the initial model utilized by the College to recover faculty salary cost was appropriate, as few STC faculty were teaching Dual Credit sections as part of their contractual load.
- ❖ As the Dual Credit programs have grown, more STC faculty are teaching these sections as part of their contracts.
- ❖ STC Faculty are now teaching 40% of Dual Credit sections.

At this time, the College has outgrown the present model, and to ensure fiscal responsibility, the reimbursement model should be modified.

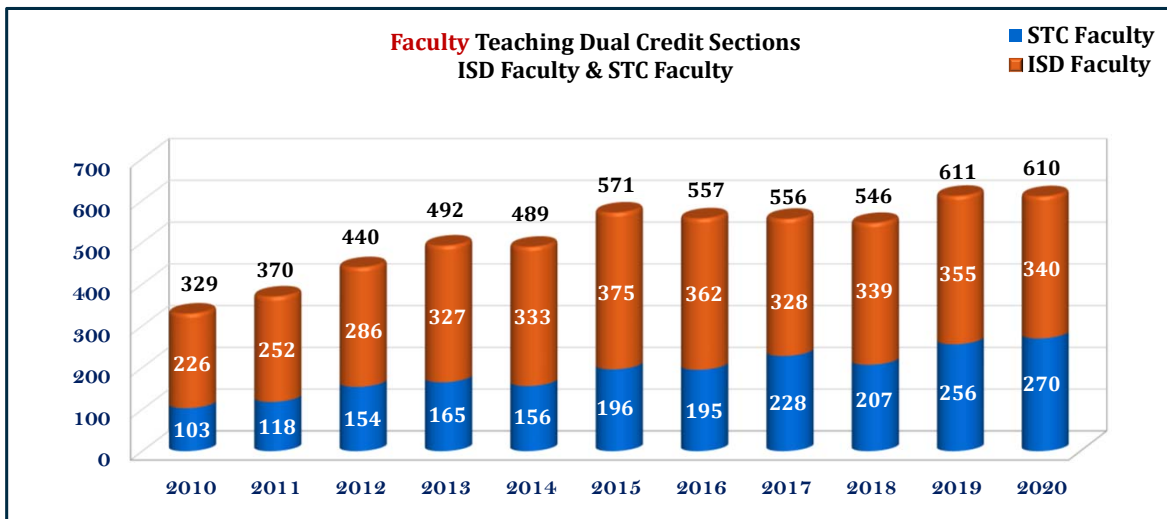
Dual Credit Enrollment

Fall 2010 – Fall 2020

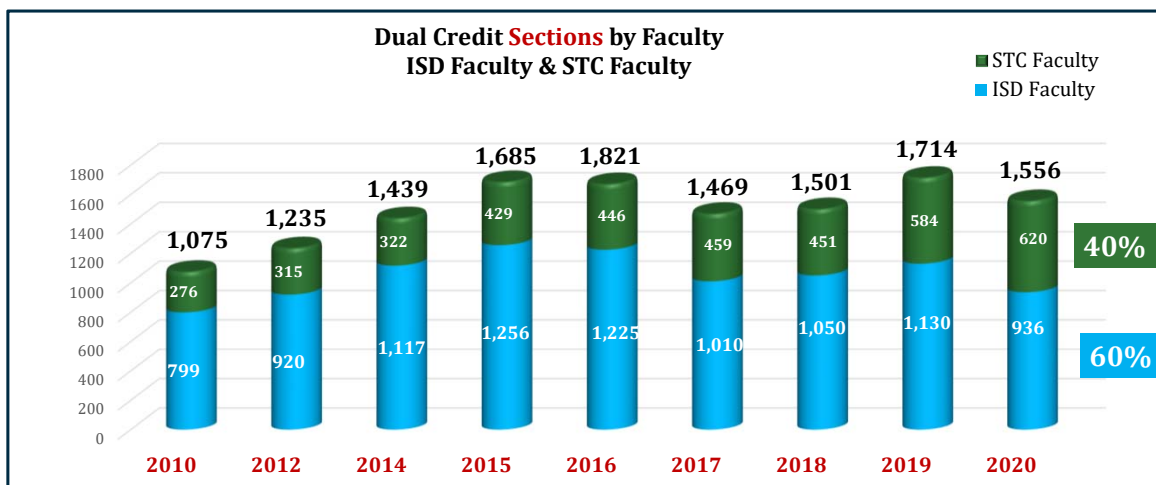


Faculty Teaching Dual Credit Sections

Fall 2010 – Fall 2020



Dual Credit Sections by STC Faculty & ISD Faculty



Trends - Faculty Teaching Dual Credit Sections

- ❖ Historical data indicates that the number of South Texas College faculty teaching dual credit sections has increased overtime.



Sections Taught by STC Faculty		
	2010	2020
Number of Faculty	103	270
Number of Sections	276	620
An increase from 25% to 40% of the sections		

STC Faculty Salary Reimbursement Current Model Analysis

Characteristics of current model:

- ❖ Wide variance in reimbursement for the same course type
 - **\$3,200 to \$9,716** (average of **\$5,798**)
- ❖ STC Faculty Cost Reimbursement charged to ISDs fluctuates:
 - Faculty assigned (educational level and years of experience)
 - Composition of a faculty member's course load
- ❖ Difficult for ISDs to plan budgets for the next year
- ❖ Faculty cost reimbursement cannot be calculated until after census date (12th class day)

Review of Faculty Cost Reimbursement

Analysis of the faculty reimbursement cost for Spring 2020 indicated that the College did not recover the full amount of faculty cost based on the current model of Fixed and Proportional rates

Current Rates:

Cost Recovery Method	Applies When:
Fixed Rate STC charges a fixed rate per section, based on the type of course.	STC Faculty is teaching <u>more Traditional</u> sections than Dual Credit sections (lowest rate per section is \$3,200)
Proportional Rate STC charges a proportional rate based on assigned faculty member's base salary, as a proportion of full-time load.	STC Faculty is teaching <u>more Dual Credit</u> sections than Traditional sections (average rate per section \$5,800)

Results of Faculty Cost Reimbursement Analysis Spring 2020

STC Faculty Reimbursement Cost Charged to ISDs		
Reimbursement Type	# of Sections	Total
Fixed Rate	281	\$909,050
Proportional Rate	277	\$1,654,209
Charged to ISDs	Total Sections = 558	\$2,563,259
Actual Salary Expense for STC Faculty Teaching Dual Credit Sections		
	# of Sections	Total
	558	\$2,635,181
	Difference	(\$71,922)

STC Faculty Cost

Proposed Flat Rate Table applied to Spring 2020 data

Proposed Flat Fee for All Sections			
Academic Sections			
Hours	# of Sections	Cost	Total
3	371	\$4,500	\$1,669,500
4	34	\$5,000	\$170,000
5	6	\$5,600	\$33,600
6	38	\$6,000	\$228,000
	449		\$2,101,100
CTE Sections			
Hours	# of Sections	Cost	Total
3	53	\$4,800	\$254,400
4	56	\$5,500	\$308,000
	109		\$562,400
	558		\$2,663,500



Benefits of Flat Fee Reimbursement System

- **A flat fee per section model for STC Faculty Reimbursement would:**
 - ❖ Enable ISDs to better project faculty cost for dual credit courses in their budgets
 - ❖ Increase the efficiency in calculating individual school's reimbursement cost each semester
 - ❖ Recover a more accurate amount of STC's salary expenditures than the current system
- Flat fee reimbursement system will be recommended for **2021-2022 Academic Year** implementation



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