

Approval of Minutes for Tuesday, November 10, 2020 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, November 10, 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, November 10, 2020 @ 4:00 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, November 10, 2020 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 4:05 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Dr. Anahid Petrosian, Ms. Olivia De La Rosa, Ms. Christina Cavazos, Dr. Rebecca De Leon, Ms. Sara Lozano, Dr. Jayson Valerio, Mr. Serkan Celtek, Dr. Fernando Chapa, Dr. Brett Millan, and Mr. Andrew Fish.

Approval of Minutes for Tuesday, October 13, 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, October 13, 2020 were approved as written. The motion carried.

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

The Committee was 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. At that time, 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 provided the Program Development Proposal, which included 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 included 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 would 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, introduced 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.

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the proposed new Associate of Applied Science Degree in Culinary Arts - Specialization in Restaurant Management as presented. The motion carried.

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

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

In the Committee packet, administration provided the Program Development Proposal, which included 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 offered a non-credit First Responder (Emergency Care Attendant) program that provided a first step for students interested in beginning a career in emergency care. The proposed 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 could 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 supported 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, introduced 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.

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the proposed new Emergency Medical Technician – Basic Continuing Education Certificate Program as presented. The motion carried.

Review and Discussion of Performance Metrics for Dual Credit Students

The South Texas College Department of Dual Credit Programs developed a series of success metrics that helped them monitor and assess dual credit student performance. Through these metrics, the College was 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, presented the key performance indicators that administration evaluates to monitor student success, and then discussed the five success metrics that have been identified as the cornerstone of the annual assessment and reporting process.

The Committee noted that administration tracks a number of key performance indicators, such as dual credit student matriculation rate, which are not included in the Annual Student Performance Status Report produced for partnering districts.

Administration noted that the Annual Student Performance Status Report was developed to focus on specific issues of dual credit student success at their high school campus. The specific metrics chosen for that report pertain specifically to academic performance while enrolled as a dual credit student.

Administration also clarified that they do discuss all key performance indicators, including dual credit student matriculation rate, at regular intervals with all partners, through various other workshops and ongoing communication, outside the Annual Student Performance Status Report.

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 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, then reviewed the improvement strategies that were 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 presented a brief review of past workshops, as well as the new strategies that have arisen from these partnerships.

Finally, Dr. De Leon reviewed 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 was requested. This information was provided to the Committee for review and feedback to administration.

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, reviewed and discussed 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 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 was not feasible to provide accurate reimbursement costs to districts until after the finalization of semester schedules after the Census Day (12th class day). This caused difficulty for the College and its district partners in their budget planning.

The partnering districts 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 were 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 proposed a new flat fee model, which established 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.

The Current Model and the proposed new Flat-Fee Model were complicated topics, and generated a good initial discussion at the November 10, 2020 Committee meeting. Administration planned to return to the Committee in December to continue the discussion. Based upon that discussion, the Committee may be asked to recommend Board approval of action as necessary, for possible implementation of the proposed new Flat Fee Reimbursement Model in the 2021-2022 Academic Year.

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

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 5:10 p.m.

I certify that the foregoing are the true and correct Minutes of the November 10, 2020 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Presiding

Review and Recommend Action on Reimbursement Rates for South Texas College Faculty Teaching Dual Credit Courses

Dr. Rebecca De Leon, Dean for Dual Credit Programs & School District Partnerships will review and discuss the Proposed Flat Rates for reimbursement for South Texas College faculty teaching dual credit courses.

Dr. De Leon and Dr. Brett J. Millán, Special Assistant to the Office of the Vice President for Academic Affairs, presented this item for an initial discussion at the November 10, 2020 Education and Workforce Development Committee meeting.

Administration will return to the Committee on Tuesday, December 8, 2020, to provide further time for review, and to request a Committee recommendation for Board approval to implement the proposed flat rates for the 2021-2022 Academic Year.

South Texas College Dual Credit Partnerships

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.

Generally, it is expected that school districts will recruit and hire highly qualified teachers, with appropriate credentials to teach as dual credit faculty. South Texas College evaluates all teachers assigned by districts to teach dual credit courses, and provides approved teachers with training, curriculum, and support to ensure the quality of their courses meets higher education rigor and standards.

Increasingly, districts have offered more classes than they can satisfy with their own teachers, and ask South Texas College to provide faculty to cover courses. Over the years, the number of South Texas College faculty assigned to teach at school district sites has 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.

South Texas College Dual Credit Faculty Costs

South Texas College is able to afford to waive dual credit tuition and fees by partnering with school districts to provide faculty, while the College provides curriculum, training, and faculty support.

When faculty members teach traditional College courses at South Texas College campuses, students are assessed tuition and fees, which helps provide revenue to offset faculty costs.

When school districts require College faculty to teach their scheduled courses, the College does not generate tuition or fees. This has led to increased faculty costs to the

College. While the College does collect State Contact Hour funding, it is delayed for two years, and does not adequately cover faculty costs.

Faculty Cost Study

During the Spring 2020 semester, the Division of Academic Affairs analyzed dual credit faculty cost reimbursements covering 558 course sections and determined that the College lost \$71,922 in faculty salary costs by assigning faculty to dual credit courses instead of courses at South Texas College campuses.

Proposed Flat Rates

Administration recommends the adoption of a simple Flat Rate System for Academic Year 2021 – 2022. The proposed flat rates provide a rate schedule to all districts, allowing them to budget according to their need for South Texas College faculty to cover dual credit course assignments.

Flat Rate Academic Year 2021-2022	
Hours	Flat Rates
Academic	
3	\$4,500
4	\$5,000
5	\$5,600
6	\$6,000
CTE	
3	\$4,800
4	\$5,500

Total South Texas College faculty costs, as studied by the Division of Academic Affairs, were used as a basis to identify the minimum flat rate needed to sufficiently cover the College's faculty salary expenditures for Dual Credit courses. Rates were formulated according to number of course requests and class length.

Such a model would offer simplified budgeting and billing practices, offering the College and its partners greater cost control and planning capabilities.

The College would continue to regularly review the flat rate schedule, and work on revisions for subsequent years based upon recoupment strategies and effectiveness.

The Education and Workforce Development Committee is asked to recommend Board approval to implement the proposed model for the 2021 - 2022 Academic Year.



Dual Credit Programs

Proposed Flat Rates for Reimbursement by Partnering School Districts

**Presentation for
Education and Workforce Development Committee Meeting**
Tuesday, December 8, 2020

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

Presentation Overview

- Background
- Academic Affairs Faculty Cost Study - Spring 2020
- Proposed Flat Rates
- Benefits of Proposed Flat Rate Structure
- Request for Approval



Background

- For many years, South Texas College was able to recover the salary costs of STC faculty teaching dual credit sections.
- In more recent years, as the number of STC faculty teaching dual sections has increased over time, STC is not fully recovering this cost.
- In Fall 2010, about 25% of dual credit sections were taught by STC Faculty, compared to 40% in Fall 2020.

At this time, the College has outgrown the current process and to ensure fiscal responsibility, the rates should be modified.

Faculty Cost Study

- During the Spring 2020 semester
- Division of Academic Affairs conducted an analysis of the faculty cost reimbursement received from school districts to recover the salaries of faculty who were teaching dual credit sections
- 558 dual credit sections were reviewed
- Results indicated a cost recovery loss of \$71,922

School District Concerns with Current Rate Structure

- Rates charged to ISDs fluctuate between \$3,200 to \$9,716
- Difficult for ISDs to plan budgets for the next fiscal year
- Faculty cost reimbursement rates cannot be calculated until after census date (12th class day)

STC received requests from school districts to consider a Flat Rate Structure

Proposed Flat Rates Academic Year 2021-2022

Proposed Flat Rate Academic Year 2021-2022	
Hours	Flat Rates
Academic	
3	\$4,500
4	\$5,000
5	\$5,600
6	\$6,000
CTE	
3	\$4,800
4	\$5,500

Benefits of a Flat Rate

- **A flat rate per section 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
- Request Board Approval to implement the proposed Flat Rates for **2021-2022 Academic Year**



Thank you
for your continued support

Presentation on the Associate Degree Nursing Program NCLEX-RN Exam Results for 2020

Dr. Jayson Valerio, Dean of Nursing & Allied Health, will present the National Council Licensure Exam (NCLEX) for Registered Nurses (RN) results for South Texas College students in 2020. Dr. Valerio is proud to report an 88.51% First-Time Pass Rate for STC graduates in 2020. Of South Texas College's 235 Associate Degree Nursing (ADN) graduates this year, 208 of them passed this difficult exam on their first attempt.

The South Texas College ADN Program was established in 1998, with an initial cohort of 53 students admitted in 1999.

The ADN Program received formal accreditation from the Texas Board of Nursing (TBON) in 2001, and was re-approved in 2019 for an additional six-year term. Additionally, the program earned accreditation by the prestigious and rigorous Accreditation Commission for Education in Nursing (ACEN) in 2019.

The NCLEX-RN is required for all nursing graduates who wish to attain licensure as a registered nurse. This is a comprehensive examination, administered by the National Council of State Boards of Nursing, and the resulting licensure is accepted nation-wide. This same test is administered to graduates of Associate, Bachelor, or Master level prelicensure nursing programs. Licensed nurses advancing their academic career, such as through South Texas College's RN-to-BSN Program, are not required to retake the NCLEX-RN because they have previously successfully passed it.

The Texas Board of Nursing (TBON) measures the first-time pass rates for all accredited nursing programs state wide. TBON requires that program graduates attain an 80% pass rate on their first attempt at the NCLEX exam. While students who fail their first attempt are able to re-test for licensure, subsequent success does not affect this TBON measure.

Nursing programs that fail to meet at least an 80% first-time pass rate are sanctioned by TBON, starting with a 1st year warning, and escalating to closure of the program after four consecutive years falling below the 80% rate.

South Texas College's historical first-time NCLEX-RN pass rates since 2016, and a sample of peer institutions for the October 1, 2019 – September 30, 2020 period, are provided within the presentation.

South Texas College is proud of its committed and talented ADN graduates, the next generation of Texas nurses, and thanks our faculty and staff for their leadership, guidance, and support of these great students.

No action is necessary. This item is presented for the Committee's information.



Associate Degree Nursing Program NCLEX-RN Exam Results

Presentation for Education & Workforce Development Committee
December 8, 2020

Presenter:

Dr. Jayson Valerio, RN - Dean of Nursing & Allied Health Center

Outline



- Associate Degree Nursing Program Background
- National Council Licensure Exam (NCLEX) for RN
- Facts about NCLEX-RN Exam
- Importance of First-Time NCLEX-RN Pass Rate
- STC First-Time NCLEX-RN Pass Rate for 2020
- First-Time Pass Rates of Peer Institutions

Associate Degree Nursing Program Background

- **Established in 1998**
- Admitted first class of **53 students in 1999**
- Received **accreditation status in 2001** by the Texas Board of Nursing (BON)
- Received **full re-approval** in 2019 by the Texas Board of Nursing for another six-year term
- **Graduated first class of 48** students in May 2000
- **Accredited** by the Accreditation Commission for Education in Nursing (ACEN) in 2019

National Council Licensure Exam for RN

- **National Council of State Boards of Nursing (NCSBN)** administers the NCLEX-RN exam
- **Passing the NCLEX-RN** is required for an associate degree nursing program graduate to practice as a registered nurse
- **License** is acceptable throughout the United States of America and its territories
- NCSBN reviews and recommends the appropriateness of questions and pass rate **every three years** to keep up-to-date with the demands in nursing

NCLEX-RN Exam

Computer Adaptive Test (CAT)

- Designed to **adjust level of difficulty based on student responses**
- Tests **basic competency** for entry level nurse
- Evaluates **critical thinking, clinical reasoning, and safety skills**
- **COVID-19 Period (Pre and Post)**
 - **Pre:** 6 hour exam with 75 to 265 questions
 - **Post:** 4 hour exam with 75 to 140 questions

FACTS About NCLEX-RN Exam

- Board of Nursing reports NCLEX-RN pass rates for the period of **October 1 to September 30 each year**
- The licensure exam is the **same** for the associate, bachelor, and master level nursing programs
- Texas has **70 Associate, 50 Bachelor, 1 Diploma, and 1 Master** prelicensure nursing programs



Importance of First-Time NCLEX-RN Pass Rate

- Texas BON measures the **first-time test pass rate** for each program. First-time pass rates are important criterion in **evaluating the curriculum effectiveness of nursing programs.**
- Texas BON requires **80% first-time** NCLEX-RN pass rate.
- **What happens if a nursing program falls below 80% first-time NCLEX pass rate?**
 - 1st Year: Warning (Self Study Report)
 - 2nd Year: Initial Warning (BON Survey Visit)
 - 3rd Year: Conditional Warning
 - 4th Year: Closure of the Program
- ❖ Therefore, it is important for the program to maintain its **standards** and **rigor.**

STC NCLEX Pass Rates

- South Texas College produces RN graduates three times per academic year; Fall, Spring and Summer.
- The Spring cohort was affected by the **COVID-19 pandemic.**

South Texas College			
Reporting Period October 1 to September 30	Number of Candidates	Number of Candidates Passed the Test	Pass Rate
2016	149	129	86.58%
2017	234	201	85.90%
2018	222	181	81.53%*
2019	259	229	88.42%
2020	235	208	88.51%

* NCSBN added more NCLEX Prototype Questions with emphasis on culture & spirituality

First-Time Pass Rates of Peer Institutions

October 1, 2019 to September 30, 2020

School	Location	Pass Rate	Number of Candidates Pass/Number of Test Takers
STC	McAllen	88.51%	208/235
Austin CC	Austin	92.34%	253/274
Houston CC	Houston	77.78%	105/135
RGV College	Pharr	95.83%	23/24
TSTC	Harlingen	89.47%	34/38
Delmar	Corpus Christi	84.18%	133/158
Laredo College	Laredo	100%	33/33
Texas A&M	Corpus Christi	84.19%	213/253
UTRGV	Edinburg	92.17%	106/115



**Thank you for your
Support!**

