SOUTH TEXAS COLLEGE

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, November 14, 2023

3:30 p.m.

Ann Richards Administration Building
A 142 Conference Room
Pecan Campus
McAllen, Texas

Online Copy

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building Conference Room A 142
Pecan Campus, McAllen, Texas
Tuesday, November 14, 2023 @ 3:30 p.m.

AGENDA

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

Approval of Minutes for the Tuesday, October 17, 2023 Committee Meeting

The Minutes for the Education and Workforce Development Committee meetings of Tuesday, October 17, 2023 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 17, 2023 @ 3:30 p.m.

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, October 17, 2023 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:35 p.m. with Mr. Danny Guzman presiding.

Members present: Mrs. Victoria Cantu, Mrs. Dalinda Gonzalez-Alcantar, and Mr. Danny Guzman

Other Trustees present: Ms. Rose Benavidez, Dr. Alejo Salinas, Jr., Mr. Paul R. Rodriguez, and Mr. Rene Guajardo

Members absent: None

Also present: Dr. Ricardo J. Solis, Mrs. Mary Elizondo, Dr. David Plummer, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Dr. Brett Millan, Dr. Jayson Valerio, Dr. Ali Esmaeili, Dr. Christopher Nelson, Mrs. Sara Lozano, Mrs. Christina Cavazos, Mr. Lucio Gonzalez, Ms. Olivia De La Rosa, Dr. Carlos Margo, Mr. Luis Gonzalez, Ms. Shannon Perales, Ms. Luisa Rodriguez, Ms. Lisa Aleman, Mr. Daniel Montez, and Mrs. Gardenia Perez, Mr. Andrew Fish.

Approval of Minutes for the Tuesday, August 8, 2023 Committee Meeting

Upon a motion by Mrs. Dalinda Gonzalez-Alcantar and a second by Mr. Danny Guzman, the Minutes for the Education and Workforce Development Committee meetings of Tuesday, August 8, 2023 were approved as written. The motion carried.

Overview of Program and Department Accountability Practices

Dr. Anahid Petrosian, Vice President and Provost for Academic Affairs, and Dr. Brett Millán, Professor and Special Assistant to the VP and Provost for Academic Affairs, provided an overview of program and department accountability practices used by the Division of Academic Affairs at South Texas College to monitor performance, ensure quality, and nurture development of new instructional programs at South Texas College.

Program Performance

During the development process for new academic and workforce programs at South Texas College, administration develops goals for enrollment, graduation rates, job placement and/or transfer, and licensure placement rates as key performance indicators to measure a program's successful delivery of meaningful skills and opportunities to students.

Department Financial Status

The College also estimates program operating margins and anticipated class sizes to help anticipate the budgetary impact of new programs offered by South Texas College.

The College conducts an annual review of all instructional programs. To provide focus to this overview, the current presentation focuses on ten programs that have been approved by the Board in recent years, and have at least five years of data upon which to evaluate their performance in alignment with the goals outlined above:

- Advertising / Public Relations (AA)
- Construction Supervision (Certificate / AAS)
- Diagnostic Medical Sonography (Advanced Technical Certificate / AAS)
- Electrician Technology (Certificate / AAS)
- Fire Science (Certificate / AAS)
- Law Enforcement (Certificate / AAS)
- Public Administration (Certificate / AAS)
- Welding (Certificate / AAS)
- Medical & Health Services Management (Bachelor)
- Organizational Leadership (Bachelor)

After reviewing data for each of these ten programs, Dr. Petrosian and Dr. Millán discussed the steps taken after review, particularly when there is room for program improvement.

No formal action by the Education and Workforce Development Committee was requested. This information was presented as an update to the Committee on the accountability standards used to ensure ongoing and meaningful evaluation of programs of study offered by South Texas College.

South Texas College 2023 Information Security Update

Dr. David Plummer, Vice President for Information Services, Planning, Performance, and Strategic Initiatives, introduced Mr. Luis Gonzalez, South Texas College's Chief Information Security Officer.

October is Cybersecurity Awareness Month, celebrated to raise public understanding of the importance of proactive measures, individual vigilance, and ongoing training to protect information technology

Mr. Gonzalez led the presentation with an overview of compliance requirements, which included continuous planning and investment, regular reporting, and annual training programs to ensure South Texas College stakeholders understand and share their responsibilities to protect the College, its students and personnel, and its resources.

Mr. Gonzalez also provided an overview of the South Texas College *Information Security Program Report*, which evaluates the College's information security protocols against standards developed and measured by Texas Department Of Information Resources (DIR). South Texas College Measures very strongly in comparison to community colleges and other public entities statewide.

The presentation discussed the dominant forms of security threats facing public and private institutions. Specific implementations of security protocols at South Texas College was not discussed, as a matter of best practice for public discussion.

Mr. Gonzalez concluded his presentation with a look forward at areas of specific focus for the 2023 – 2024 fiscal year.

No formal action by the Education and Workforce Development Committee was requested. This information was presented as an update to the Committee, for feedback to administration and to raise awareness of the importance of cybersecurity protocols and training to protect South Texas College's stakeholders.

Adjournment

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:39 p.m.

I certify that the foregoing are the true and correct Minutes of the October 17, 2023 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Victoria Cantu, Presiding

Review of 2022 – 2023 Annual Report on Student Completion Services

On June 12, 2023, Mr. Tony Matamoros, Director of Student Engagement & Completion Services Department, presented on the South Texas College Student Completion Services. This department is focused on improving student access and completion for adult learners, with highly successful strategies to engage, recruit, and support adults seeking career transition, non-credit to credit pathways, or a return to complete degrees after a period of non-enrollment.

As discussed at that June 2023 meeting, this focus on intentional service to adult learners is tied directly to the College's mission supporting the Rio Grande Valley, and aligns with the State of Texas' priorities for junior colleges as supported by the funding model adopted by the 88th Texas Legislature, which includes funding for student success and completion, with specific support for workforce credentials, and funding increases for successful education and credentialing of adult learners.

Student Completion Services has published a 2022 – 2023 Annual Report, its first ever annual report, highlighting its accomplishments in the past year and outlining its vision and goals for the upcoming year.

Mr. Tony Matamoros will present the annual report to the Committee, touching on the following topics:

- 2022 – 2023 Department Statistics
- Strategies tailored to re-engage adult learners
- Ongoing projects and initiatives

No formal action by the Education and Workforce Development Committee is requested. This information is presented as an update to the Committee on the intentional support of adult learners at South Texas College.

STUDENT RE-ENGAGEMENT STRATEGIES

STUDENT COMPLETION SERVICES

SOUTH TEXAS COLLEGE

OVERVIEW OF PRESENTATION

- National Focus on Adult Learners
- STC Adult Learner Survey Findings
- STC Re-Engagement Strategies
- Successes and Ongoing Initiatives

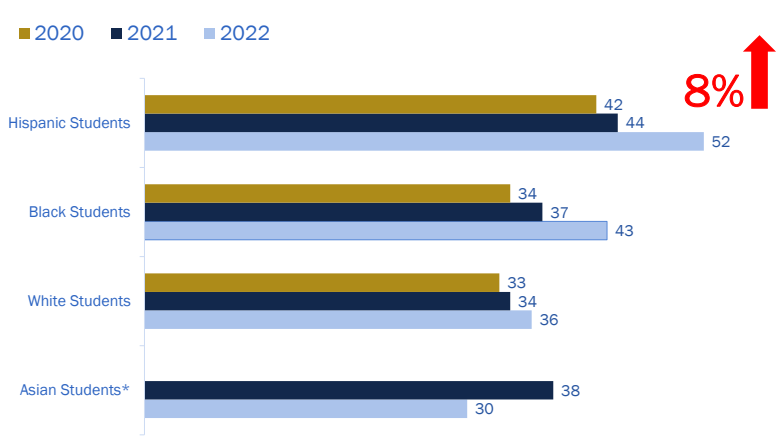
NATIONAL FOCUS ON ADULT LEARNERS

- Increased focus on adult learner enrollment
- New Texas community college funding model
- Basic needs supports (wrap-around services)

Over half of Hispanic Students have considered leaving college

In the past six months, have you considered stopping your coursework (that is, withdrawing from the program for at least one term)?

% Yes



*Sample size for Asian students too low to report in 2020
Lumina Foundation-Gallup State of Higher Education Study

GALLUP

5-YEAR STC STOP-OUT DATA

20,000+
Students stopped out

1,137
1-4 courses away from completion

2023 TRELLIS RE-ENGAGEMENT SURVEY

FACTORS IMPACTING DECISION TO WITHDRAW OR NOT RE-ENROLL

- 44% — Personal financial issues
- 37% — Family or personal reasons
- 30% — Financial aid issues
- 27% — Employment

2023 HOPE CENTER BASIC NEEDS SURVEY

44%
Experienced food/housing insecurity or homelessness

37%
Experienced food insecurity

30%
Experienced lack of safe & affordable housing

11%
Experienced homelessness

STC ADULT RE-ENGAGEMENT FRAMEWORK

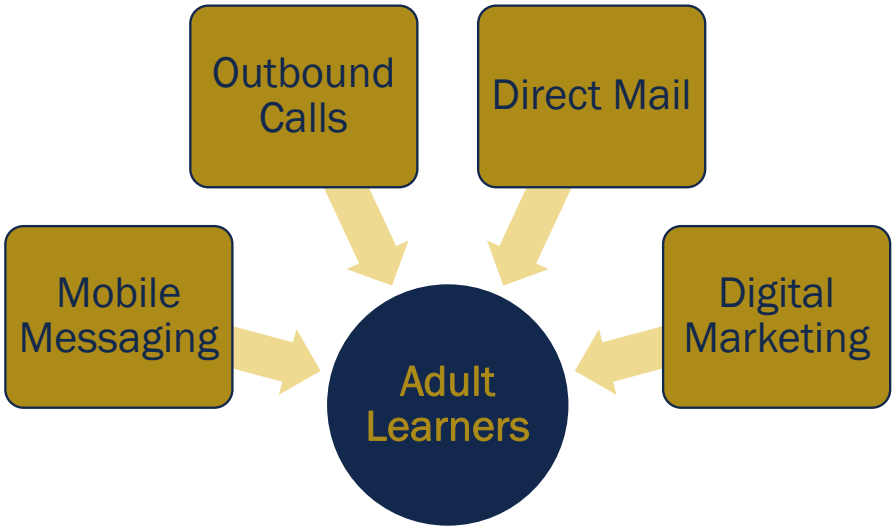

Targeted Messaging


Personalized Support


Virtual Services


Wrap-Around Services

COMPREHENSIVE COMMUNICATION PLAN



TARGETED MARKETING

Digital Marketing Ad

Postcard

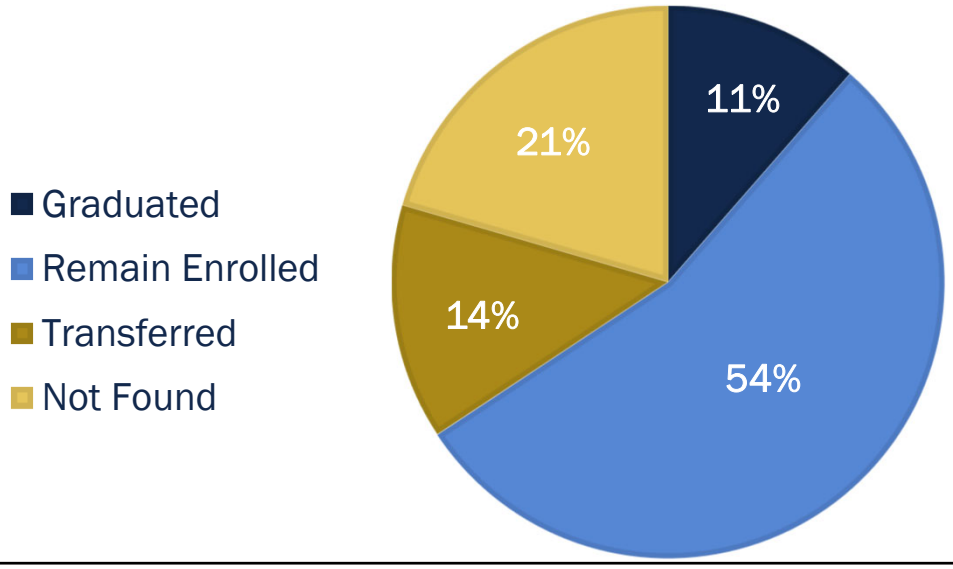
2022-2023 STC RE-ENGAGEMENT DATA

17,787
Students outreached to

1,508
Re-enrolled

8.5%
Re-enrollment Rate

COHORT OF STUDENTS RE-ENROLLED (SPRING 2023 TO FALL 2023)



79% Success Rate

2022-2023 DEPARTMENT CASE MANAGEMENT DATA

1,155
Inquiries received

423
Students re-enrolled

37%
Re-enrollment Rate

SOUTH TEXAS COLLEGE

THANK YOU FOR YOUR CONTINUED SUPPORT

Presentation on South Texas College & HEB Training Partnership – *Partners in Success*

Dr. Brett J. Millán, Associate Vice President for Academic Success and Advancement, will present on South Texas College's partnership in support of HEB's Talent Development initiative to support their partner employees. This endeavor aligns directly with South Texas College's mission and core values.

In 2021, HEB Talent Development began development of an innovative training program to build partner confidence and to improve communication and mathematics skills. South Texas College responded to their proposal, engaging a cross-departmental team of executive, faculty, and administrative staff to meet with HEB Talent Development and propose curriculum and training programs to meet their workforce development goals. A successful program would be launched for statewide support of HEB partners.

In 2022, South Texas College was joined by Alamo Colleges and Lone Star College as pilot colleges that worked independently to develop proposed curriculum and training logistics for review by HEB's leadership. This was a detailed process, during which the colleges worked closely with HEB leadership to fine tune the training program to their partners' needs.

South Texas College's proposal included coursework in Business Communication and Retail Math, with weekly 2 ½ hour class sessions scheduled for seven weeks during the summer. The training resulted in measured improvements in communication and mathematics, partners reporting increased confidence in their jobs, lower turnover among participants, and encouragement of partners to pursue further education. These improvements were again measured in 2023, with even better success. Over the course of two years, STC served six cohorts in La Joya, McAllen, and Weslaco, comprised of 114 HEB partners.

South Texas College's program was so successful that in 2023 HEB adopted the STC curricula for statewide implementation, to be used by their partner colleges across Texas, including fellow pilot colleges as well as three additional newly engaged institutions of higher education. In 2024, South Texas College will be joined by nine other institutions of higher education, providing STC's curriculum to HEB partners across the state.

The training partnership is another innovative program through which South Texas College leads statewide peers in developing and delivering successful career enhancing opportunities. South Texas College thanks HEB for this incredible investment in their partners, and allowing us the opportunity to participate both in developing their statewide initiative and serving as their workforce training partner in the Rio Grande Valley.

STC & HEB

Partners in Success

Presentation for Education and Workforce Development Committee

November 14, 2023

Dr. Brett J. Millán, Associate Vice President for Academic Success and Advancement

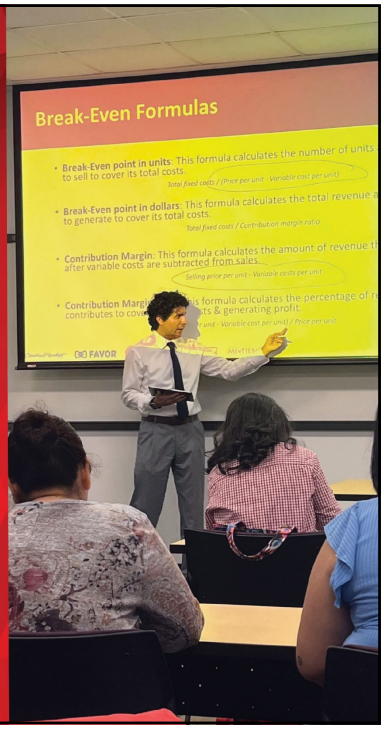
H-E-B YOU

- Imagine the Possibilities
- Ignite your Potential
- Inspire your Passions

SOUTH TEXAS COLLEGE

Outline

- Workforce Development Initiative
- Background and Purpose
- Collaboration
- Courses and Outcomes
- STC's Statewide Impact
- Testimonials



Workforce Development Initiative

In alignment with the College's mission, Academic Affairs provides targeted talent development services:

- Curriculum Development
- One Day Trainings
- Short Term Non-Credit Courses
- Certify & Award CEUs for Non-Profit Organizations

Pricing for these services are calculated on a cost recovery basis for salaries and administrative services.

SOUTH TEXAS COLLEGE
ACADEMIC AFFAIRS

Background & Purpose

In 2021, HEB Talent Development and STC began discussing how to best provide **Talent Development** for HEB partners.

The purpose was two-fold:

- Build HEB partners' confidence
- Increase their communication and mathematics skills

Collaboration

At STC, we took a multi-departmental approach in developing the curriculum and the logistics for the courses.

Executive Leadership (Dr. David Plummer & Dr. Anahid Petrosian)
English Department (Dr. Brett Millán & Dr. Rebecca Millán)
Business Administration Department (Mr. Rene Martinez)
Mathematics Department (Mr. Daniel A. Montez)
Continuing Education Department (Ms. Olivia De La Rosa & Ms. Daniela Masten)
Office of the VPAA (Ms. Michelle Grava)

Pilot Colleges

- Each college was tasked with creating curricula for two courses: Business Communication & Retail Math.
- The process was iterative with draft curricula submitted and then revised according to HEB suggestions.
- Meetings with HEB leadership were held for discovery of curriculum needs, logistics planning, course material revision, and partner registration.

Courses and Delivery

Curriculum for two courses were created:

Business Communication & Retail Math

Schedule:

Each Thursday for 7 weeks during the summer.
Each course was 2 1/2 hours.

Locations:	
2022	**2023**
La Joya HEC	Pecan Campus (2 cohorts)
Mid-Valley Campus	Mid-Valley Campus
Pecan Campus	

NAME

Number of HEB Partners Involved:

2022: 56 partners

2023: 58 partners

Business Communication Course

Topics included:

- Basics of grammar (e.g., sentence structure, punctuation…)
- Best practices in business communication (e.g., clarity, honesty, accuracy, preciseness…)
- Practice on clarity in both electronic written communication and oral communication

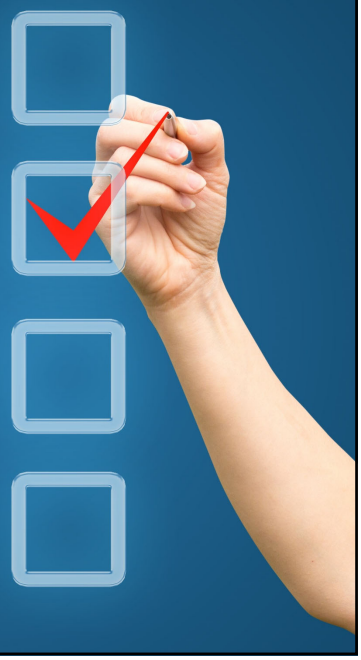
Technical Math Course

Topics included:

- Foundations of Mathematical Computation (e.g., order of operations, fractions, decimals…)
- Common Math used in a Retail Setting (e.g., percentage, percentage change, ratios…)
- More advanced topics (e.g., prorating, break even analysis…)

Outcomes

1. There was a **21%/31%** Improvement in Communication Skills
2. There was a **33%/37%** Improvement in Mathematical Skills
3. Partners responded they felt more confident in their jobs.
4. HEB found significantly lower turnover with the program's participants.
5. It encouraged some partners to pursue further education.



STC's Statewide Impact

2022	2023	2024*
Alamo Colleges	Alamo Colleges	Alamo Colleges
Lone Star College	Lone Star College	Lone Star College
South Texas College	South Texas College	South Texas College
	Austin Community College	Austin Community College
	Del Mar College	Del Mar College
	UT – Permian Basin	UT – Permian Basin
		Blinn College
		Laredo College
		McLennan College
		Texas Southmost College

Starting Summer 2023, HEB selected the STC Curricula for statewide use and all participating Colleges had to use STC curriculum.

What HEB Partners say

"It has opened the doors to continuing my education and pursuing my career with H-E-B."

"It makes me think that I can have better opportunities in my career or in my life."

"I am no longer afraid to ask questions or for help."

"I was able to prove to myself that I am still capable of classroom learning."

"It has given me the confidence to want more and achieve that."

"It's impacted my life by making me a better listener as well as being able to communicate on a more professional level."

SOUTH TEXAS COLLEGE H-E-B


Partners
in Action


Partners
in Action
SOUTH TEXAS COLLEGE
H-E-B

Thank you very much!

Any questions?

Review and Recommend Action as Necessary to Offer the Proposed Associate of Science Degree in Architecture in Fall 2024

The Education and Workforce Development Committee is asked to recommend Board approval to offer an Associate of Science (AS) Degree in Architecture in Fall 2024.

The proposed AS in Architecture prepares students to transfer into a bachelor's degree in Architecture, Construction Management, and other architectural related majors. This program offers an introduction to architecture; architectural history; architectural design; architectural graphics; and architectural technology. Due to a recent shift in the Architecture industry, architectural employers are making a distinction between drafters and architectural designers, thus creating a demand for this field.

Students graduating from the AS in Architecture program will also have the opportunity to gain employment with local employers in the architectural field as architectural designers and architectural/project managers averaging a salary of up to $53,738 for Hidalgo and Starr Counties.

For the College, this degree will pave the way for potential articulation agreements with regional and online universities, including Texas Tech University and Boston Architectural College, providing graduates a pathway for earning a credential from a four-year National Architectural Accrediting Board (NAAB) institution.

The program developers have researched and compiled data from transfer universities, including labor market data from Lightcast™, to support demand for this discipline. A student survey to document program and student demand was also conducted.

The following pages contain the Program Development Packet, which includes:

- Program Development Approval Checklist
- Program Development Process and Review
- Program Development Checklist
- Program Development Summary
- Enrollment Management Plan
- Student Survey
- Proposed Curriculum, Course Descriptions & Learning Outcomes
- Instructional Costs and Projected Revenues
- Letters of Support

Dr. Anahid Petrosian, Vice President for Academic Affairs, will introduce Ms. Christina Cavazos, Director for Curriculum, and Mr. Jose Vela, Compliance and Accreditation Liaison/Architectural and Engineering Design Technology (AEDT) faculty from the Business, Public Safety and Technology division, to review the proposal and respond to questions.

The Education and Workforce Development Committee is asked to recommend Board approval to offer an AS in Architecture in Fall 2024 as presented.

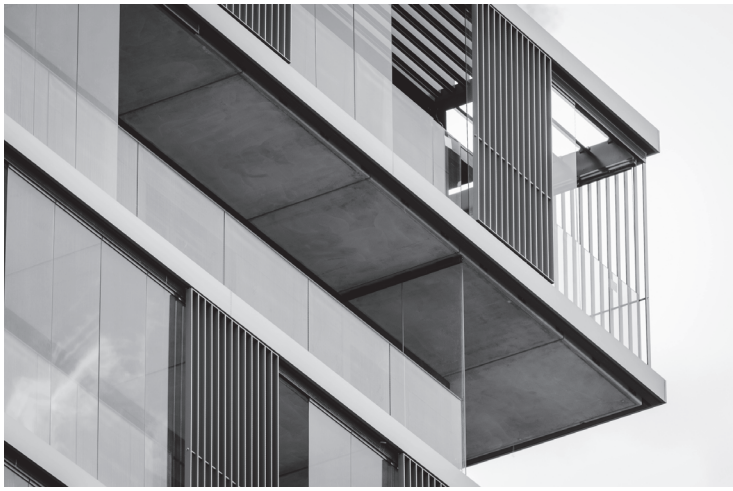
AS - ARCHITECTURE

EDUCATION & WORKFORCE DEVELOPMENT COMMITTEE

NOVEMBER 14, 2023

SOUTH TEXAS COLLEGE

OUTLINE



- **Program Development Process**
- **Program Overview**
  - Student Demand
  - Existing Programs
  - Program Support
  - Occupational Need
- **Educational Pathways**
- **Projected Enrollment**
- **Proposed Curriculum**

NEW PROGRAM: AS ARCHITECTURE

Business, Public Safety & Technology

- **Workforce Programs**
  - 22 Associate of Applied Sciences
  - 27 Certificates
- **Academic/Transfer Programs**
  - 1 Associate of Arts
  - Proposed Program **Associate of Science Architecture**

If Approved: Implement AY 2024-2025

APPROVAL PROCESS

APPROVAL PROCESS FOR IMPLEMENTATION	DATE
Dean Approval	6/14/2023
Vice President and Provost for Academic Affairs Approval	6/14/2023
Division Curriculum Committee	4/12/2023
College-Wide Curriculum Committee	4/18/2023
Substantive Change Committee	6/21/2023
Academic Council	6/22/2023
Institutional Leadership Council (ILC)	9/1/2023
Education and Workforce Development Committee (EWDC)	-
STC Board of Trustees	-
Texas Higher Education Coordinating Board (THECB)	-
Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-

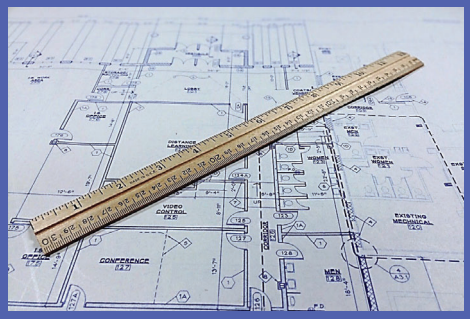
PROGRAM DEVELOPMENT PROCESS

Program Demand and **Projected Outcomes** must be **documented** prior to the development of any new workforce or academic program.

The following categories serve as an **initial guide** for program developers to start the development process.

- **Program Demand**
  - Academic Need
  - Student Demand
  - Curriculum Quality & Articulations
  - Existing Programs
  - Program Linkages
- **Projected Outcomes**
  - Projected Enrollment & Declared Majors
  - Number of Graduates
  - Graduate Earnings

PROGRAM OVERVIEW



The **Associate of Science in Architecture** prepares students to **transfer** into bachelor's degree programs such as **Architecture, Construction Management**, and other architectural related majors.

- The program offers an **introduction** to architecture; architectural history; architectural design; architectural graphics; and architectural technology.
- Students graduating from the Associates of Science in Architecture program will also have the opportunity to gain **employment** with local employers in the architectural field as architectural designers and architectural/project managers.

STUDENT DEMAND

Existing Coursework

Enrollment in Architectural (ARCH) courses offered in the past five years totaled **2,466** students.

Student Survey

A survey administered to 10,000 students :

- **(73%)** of students felt it sounded like a good-paying job;
- **(63%)** of students felt it sounded like a job that would make their family proud; and
- **(55%)** of students felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

EXISTING PROGRAMS

- **Texas Southmost College:** approximately 60 miles from McAllen
  - Associate of Science in Architecture
- **Del Mar College:** approximately 155 miles from McAllen
  - Associate of Science in Architecture
- **Alamo Colleges:** approximately 240 miles from McAllen
  - Associate of Science in Architecture

PROGRAM SUPPORT

SOUTH TEXAS COLLEGE

Faculty
Proposed coursework will be taught by existing faculty who will be re-classified under the new department.

Facilities & Equipment
Existing classrooms and labs would be used for course offerings.

Program Budget
Revenue from performance-based funding and student tuition would offset the cost of this program.

PERFORMANCE-BASED FUNDING

SOUTH TEXAS COLLEGE

The projected funding for the **AS-Architecture** would include:

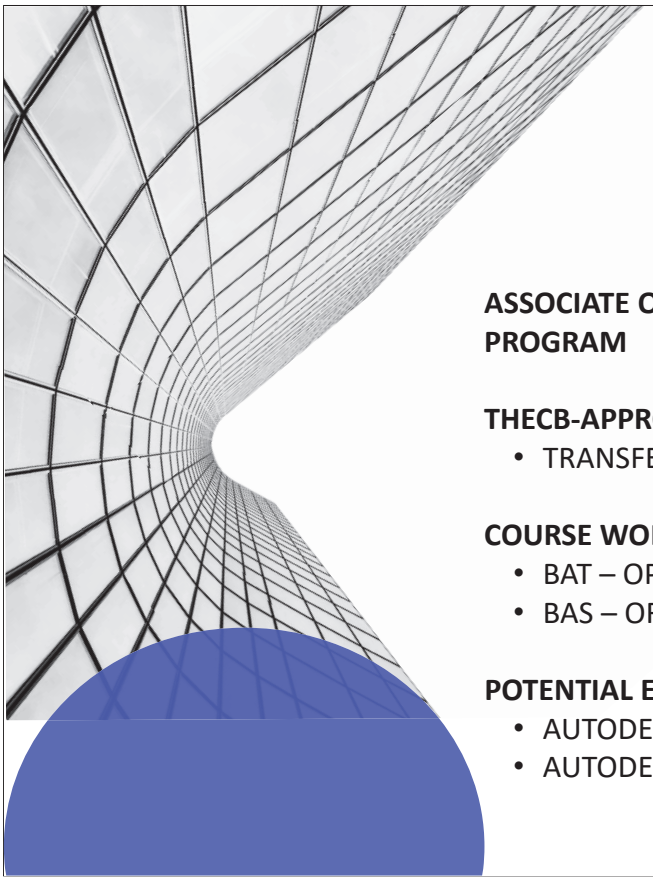
- $3500 per student graduating with the associate degree
- $3500 per student upon transfer to a 4-year institution, based on the institution's overall average of 60%.

State Appropriations	Year 1	Year 2	Year 3	Year 4	Year 5
No. of Unduplicated Students	-	7	8	9	10
Associate Degree	-	$24,500	$28,000	$31,500	$35,000
GAI Transfer w/15 SCH	-	$14,700	$16,800	$18,900	$21,000
State Appropriations Generated	**-**	**$39,200**	**$44,800**	**$50,400**	**$56,000**

OCCUPATIONAL NEED*

Occupational Growth	•Occupational growth in the related fields of **Architecture** for the **South Texas region** is projected to average **21.5%** between 2023 to 2033. •Occupational growth for the State of Texas is projected to average 14.9%.
Number of New Jobs	•In **Texas, approximately 18,896 new jobs** in the related fields of Architecture are expected between 2023 to 2033.
Pay Level	•In the **South Texas region**, the average projected median pay level for professionals in this field is **$34.49 an hour**.

**Averages based on the following six occupational groups: Architectural and Civil Drafters (17-3011), Architectural and Engineering Managers (11-9041), Interior Designers (27-1025), Landscape Architects (17-1012), Architects, except Landscape and Naval (17-1011), and Construction Managers (11-9021).*



EDUCATIONAL PATHWAYS

ASSOCIATE OF SCIENCE IN ARCHITECTURE WILL BE A TRANSFER-TRACK PROGRAM

THECB-APPROVED FOS:

- TRANSFERABLE TO ANY TEXAS UNIVERSITY

COURSE WORK CAN BE APPLIED TO:

- BAT – OPERATIONS MANAGEMENT
- BAS – ORGANIZATIONAL LEADERSHIP

POTENTIAL EMBEDDED MICRO-CREDENTIALS:

- AUTODESK AUTOCAD
- AUTODESK REVIT

EDUCATIONAL PATHWAYS

SOUTH TEXAS COLLEGE

Data from 4-year institutions offering baccalaureate degrees in Architecture show consistent demand:

Transfer Universities	Enrollment				
	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Texas A&M University (04.0201)	452	469	479	466	Not Available
Texas Tech University (04.0201)	551	598	659	719	769
The University of Texas at Arlington (04.0201)	486	607	697	735	782
The University of Texas at San Antonio (04.0201)	391	400	423	498	542
University of Houston (04.0201)	559	623	695	698	634

- **Articulation agreements will be pursued to formalize these transfer pathways**

PROJECTED ENROLLMENT

SOUTH TEXAS COLLEGE

Projected Students Enrolled in ARCH Courses (duplicated students)

Years	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Associate	164	218	231	244	257

Projected Students Majoring in AS Architecture (unduplicated students)

Years	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Associate	24	40	46	50	58

PROPOSED CURRICULUM

Architecture

Associate of Science Degree

AY 2023-2024

TSI LIABLE

FIELD OF STUDY **33 credits**

ARCH 1311	Introduction to Architecture
ARCH 1302	Architectural History II
ARCH 1303	Architectural Design I
ARCH 1304	Architectural Design II
ARCH 2603	Architectural Design III
ARCH 2604	Architectural Design IV
ARCH 1307	Architectural Graphics I
ARCH 1308	Architectural Graphics II
ARCH 2312	Architectural Technology

STC CORE CURRICULUM **27 Credits**

In addition to the courses in the Field of Study, the student is required to take 27 hours from the STC Core Curriculum. Architecture majors must take **ARCH 1301 – Architectural History to fulfill the Creative Arts component of the Core Curriculum.**

FIELD OF STUDY: 33
STC CORE CURRICULUM: 27
TOTAL CREDIT HOURS: 60

Recommended Course Sequence

			Credit Hours
FIRST YEAR - FALL			
ARCH	1311	Introduction to Architecture	3
ARCH	1301	Architectural History I (Creative Arts Elective-Core Curriculum)*	3
ARCH	1303	Architectural Design I	3
ARCH	1307	Architectural Graphics I	3
ENGL	1301	Composition	3
SPRING			
ARCH	1308	Architectural Graphics II	3
ARCH	1304	Architectural Design II	3
MATH	2412	Pre-Calculus Math[1]	4
		Language, Philosophy & Culture Elective – Core Curriculum	3
SUMMER			
ENGL	1302	Composition II – Rhetoric	3
PHYS	1401	College Physics I	4
SECOND YEAR - FALL			
ARCH	1302	Architectural History II	3
ARCH	2603	Architectural Design III	6
PHYS	1402	College Physics II	4
SPRING			
ARCH	2312	Architectural Technology	3
ARCH	2604	Architectural Design IV	6
SPCH	1311	Introduction to Speech Communications	3

Recommended After Completion of Degree to be Core Complete

Students who would like to be Core complete upon transfer should also complete courses from the following Core component areas:

GOVT 2305	Federal Government	3
GOVT 2306	Texas Government	3
HIST 1301	United States History I or HIST 2327 or HIST 2381	3
HIST 1302	United States History II or HIST 2328 or HIST 2382	3
	Creative Arts Elective - Core Curriculum*	3
	Social and Behavioral Sciences Elective - Core Curriculum	3

*Additional Creative Art Elective may be required depending on transferring institution

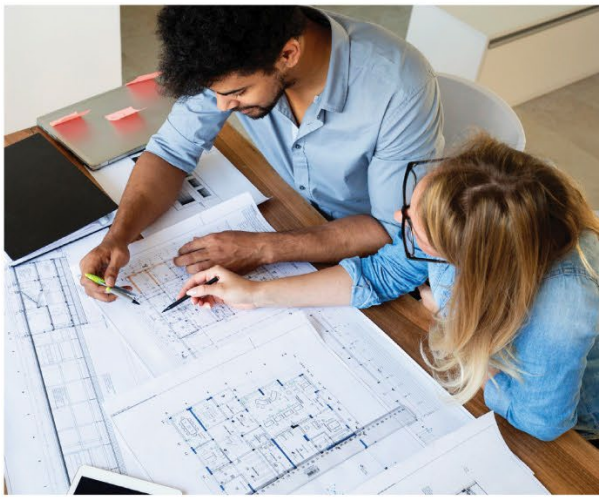
RECOMMENDED COURSE SEQUENCE


ADDITIONAL
QUESTIONS?
17
ARCHITECTURE

South Texas College
Program Development Proposal

Associate of Science in Architecture

Business, Public Safety, & Technology



November 6, 2023

AS - Architecture

AS Architecture

	APPROVAL/NOTIFICATION PROCESS FOR IMPLEMENTATION	DATE
✓	SACSCOC Liaison (Prospectus Review)	6/14/2023
✓	Dean Approval	6/14/2023
✓	Vice President for Academic Affairs Approval	6/14/2023
✓	THECB Planning Notification	6/23/2023
✓	Division Curriculum Committee	4/12/2023
✓	College-Wide Curriculum Committee	4/18/2023
✓	Substantive Change Committee	6/21/2023
✓	Academic Council	6/22/2023
✓	Institutional Leadership Council (ILC)	9/1/2023
☐	Education and Workforce Development Committee (EWDC)	-
☐	STC Board of Trustees (Certification Form)	-
☐	Texas Higher Education Coordinating Board (THECB)	-
☐	Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC)	-
☐	Specific Program Accreditation or Licensing Agencies (if applicable)	-

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 Institutional Leadership Council (ILC) for review and recommendation. A program that receives ILC 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.

Office of Curriculum Review: AS Architecture

The proposed Associate of Science (AS) in Architecture will prepare students who are interesting in pursuing a career in the field of Architecture, Construction Management, and other architectural related majors. The program offers an introduction to architecture; architectural history; architectural design; architectural graphics; and architectural technology. The degree is designed to transfer seamlessly into four-year universities that offer this discipline in the state of Texas.

The AS in Architecture would require students to complete 60 semester credit hours (SCH) of course work from the Academic Course Guide Manual. The curriculum is adopted from the Texas Higher Education Coordinating Board's (THECB) approved field of study which consists of 33 credit hours in Architectural courses and 27 credit hours in the Core Curriculum. The AS in Architecture paves the way for potential articulation agreements with regional and online universities, including Texas Tech University and Boston Architectural College. A student survey administered to 10,000 students yielded a 4% response rate and revealed that 73% of students felt it sounded like a good-paying job; 63% felt it sounded like a job that would make their family proud; and 55% felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Data exists from four-year institutions indicating demand for the program with over 5,100 declared majors at the Texas A&M University and Texas Tech University in the past five years. Additionally, student demand is supported by enrollment in existing coursework (ARCH) which totaled **2,466** students for the past five years. Most of this enrollment is linked to students taking Architectural coursework to meet their general education options.

According to Lightcast™, which utilizes data from the Texas Workforce Commission, occupations for the Architectural program are expected to grow by the following from 2023 to 2033 in the Lower Rio Grande Regional Area: 9.8%, resulting in an additional 24 job openings for Architectural and Civil Drafters; 33.2%, resulting in an additional 55 job openings for Architectural and Engineering Managers; and 22.7%, resulting in an additional 196 job openings for Construction Managers. Architectural and Civil Drafters indicate a 31.9% educational attainment in an associate's degree while Architectural and Engineering Managers, and Construction Managers typically hold a Bachelor's degree.

The cost to implement this program is expected to be average compared to other programs. Some of the reasoning for this is because the program will not require substantial large item purchases since existing facilities and some equipment will be used. However, there are a few purchases that will be needed to replace items due to normal wear and tear. Furthermore, existing faculty will be used to teach the program. The proposed program anticipates offering course work for the field of study utilizing existing full-time faculty and hiring adjunct faculty to supplement the growth. If approved, costs for facilities will be minimal as current classrooms and laboratories will be used for all courses. Expenditures would include plotter paper rolls, ink, computers, and general office supplies with the bulk of funds allocated to purchasing one laser cutter over the subsequent five-year period from program offering totaling $80,000. Revenue from the state's performance-based funding and student tuition & fees, would offset the cost.

A review conducted by the Office of Curriculum indicates the program complies with the criteria set forth from the Texas Higher Education Coordinating Board and recommends the proposed Associate of Science in Architecture continue through the established approval process.

Academic 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.

For Curriculum Office Use Only

Program Developer Info:

Name: Jose Vela/Mario Serna

Division: BPST

Proposed CIP Code: 04.0201

Proposed Award:

Program Title: AS - Architecture

Program Location: Technology Campus

Academic Year to be Implemented: AY 2024-2025

Please list any related programs currently offered by South Texas College, if applicable:

- AAS – Construction Supervision, Certificate – Construction Supervision Assistant, AAS – Architectural and Engineering Design: Specialization – Architectural and Visual Technology, AAS – Architectural and Engineering Design: Specialization – Civil Engineering Technology, Certificate - Architectural and Engineering Design Technology, Certificate - Architectural and Visual Technology, Certificate – Civil Engineering Technology

Documentation of Academic Demand:

Category	Standard	Met the Standard	Did not meet the Standard	Comments
1. Academic Need	The Institution has identified at least 2 specific baccalaureate degree programs that the degree would lead into	✓		• Texas Tech University • University of Texas at San Antonio • University of Houston • Boston Architectural College
	Data exists from four-year schools showing demand for the program and/or information exists demonstrating the emergence of a new discipline to support the transfer of programs	✓		• Texas A&M University • Texas Tech University • University of Texas at Arlington • University of Texas at San Antonio • University of Houston
2. Student Demand	Related programs at South Texas College have increased enrollments in recent semesters/years	✓		
	Related programs at South Texas College have an increased number of graduates in the past years.	✓		

Category	Standard	Met the Standard	Did not meet the Standard	Comments
	High enrollment exists in similar programs at other institutions	✓		
	Student demand is documented through the use of student surveys	✓		
	An enrollment management plan exists for the program	✓		
	Enrollment projections reflect adequate student demand to ensure the financial self-sufficiency of the program	✓		
3. Curriculum Quality & Articulations	The institution has or will initiate a process to establish transfer of credit articulation agreements for the program with senior-level institutions (Please include list of institutions)	✓		• Texas Tech University • Boston Architectural College
4. 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 Southmost College (which is approximately 60 miles from McAllen) offers an AS in Architecture. Del Mar College (which is approximately 155 miles from McAllen) offers an AS in Architecture. Alamo Colleges (which is approximately 240 miles from McAllen) offers an AS in Architecture.
5. Program Linkage	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 ARCH 1301, 1302 and 1311 are being offered. Schools offering course include: La Joya High School, La Joya-Juarez Lincoln High School and Mission Veterans Memorial High School.

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.	✓		

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.	✓		

Program Summary

Institution: **South Texas College, McAllen Texas**

Proposed Award: **Associate of Science in Architecture**

PROGRAM DESCRIPTION

Program Objective: The Associate of Science in Architecture prepares students to transfer into bachelor's degree programs such as Architecture, Construction Management, and other architectural related majors. The program offers an introduction to architecture; architectural history; architectural design; architectural graphics; and architectural technology. This degree requires studio hours. Due to recent shift in the Architecture industry, architectural employers are making a distinction between drafters and architectural designers. Students graduating from the Associates of Science in Architecture program will also have the opportunity to gain employment with local employers in the architectural field as architectural designers and architectural/project managers. Students interested in becoming architects must transfer to a four-year National Architectural Accrediting Board (NAAB) institution.

Curriculum: The Associate of Science in Architecture would require students to complete 60 semester credit hours (SCH) of course work from the Academic Course Guide Manual. The curriculum is adopted from the Texas Higher Education Coordinating Board's (THECB) approved field of study which consists of 33 credit hours in Architectural courses and 27 credit hours in the Core Curriculum. Students that complete and graduate with this degree will not be Core complete but will have the option to complete their Core at STC or at their transfer institution.

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

ACADEMIC NEED & PROGRAM DEMAND

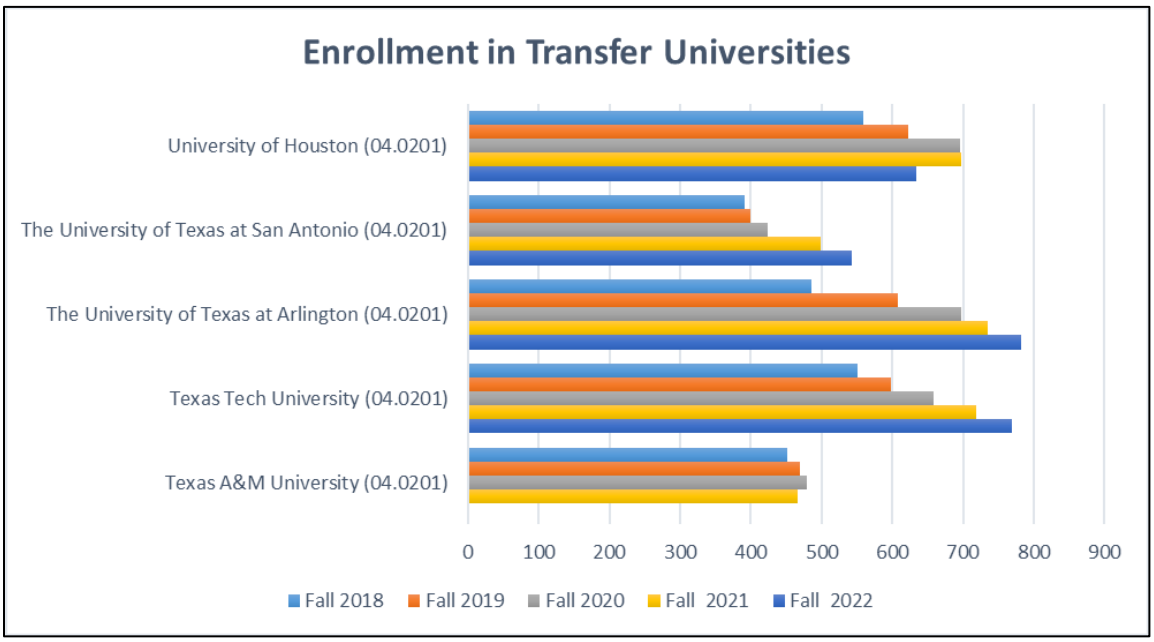
Academic Need:

Potential Articulation Agreements: This is a transfer-track program where graduates are encouraged to transfer to a four-year university offering a Bachelor's in Architecture, or related field, which include the following:

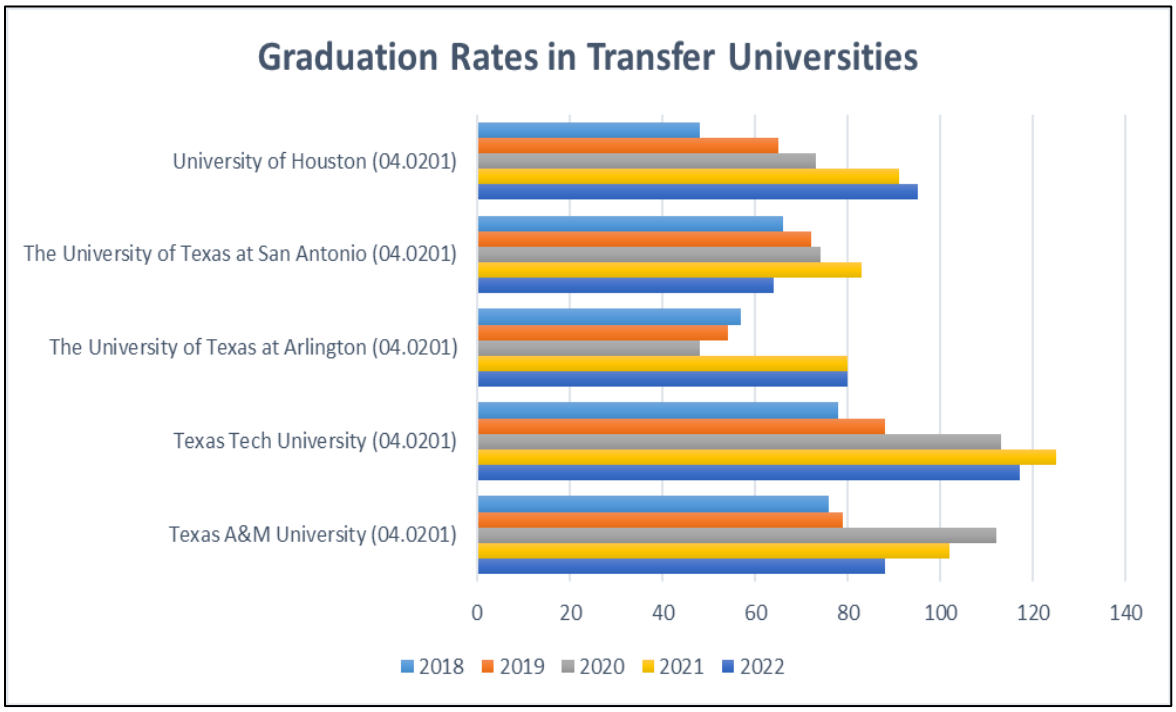
- Texas Tech University
- Boston Architectural College

Program Demand: Student enrollment and graduates in other Texas senior institutions reveals, for the most part, an increase over the past 5-year period, with the biggest enrollment increases at Texas Tech University (40%), The University of Texas at San Antonio (39%) and The University of Texas at Arlington (61%).

Enrollment in Transfer Universities					
School	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
Texas A&M University (04.0201)	452	469	479	466	Not Available
Texas Tech University (04.0201)	551	598	659	719	769
The University of Texas at Arlington (04.0201)	486	607	697	735	782
The University of Texas at San Antonio (04.0201)	391	400	423	498	542
University of Houston (04.0201)	559	623	695	698	634



Graduates in Transfer Universities					
School	**2018**	**2019**	**2020**	**2021**	**2022**
Texas A&M University (04.0201)	76	79	112	102	88
Texas Tech University (04.0201)	78	88	113	125	117
The University of Texas at Arlington (04.0201)	57	54	48	80	80
The University of Texas at San Antonio (04.0201)	66	72	74	83	64
University of Houston (04.0201)	48	65	73	91	95



Student Demand:

Enrollment in Existing Coursework at South Texas College: Enrollment in the Architectural (ARCH) courses currently offered has increased substantially in the past five years. Some of the courses are offered in the Architectural and Engineering Design program as well as options in the Core Curriculum. Student enrollment for these courses totaled **2,466** students for the past five academic years.

Enrollment in ARCH Coursework					
Semester	**AY 2018**	**AY 2019**	**AY 2020**	**AY 2021**	**AY 2022**
Fall	61	11	172	257	473
Spring	111	180	177	247	400
Summer	12	14	72	83	96
Totals	**184**	**305**	**421**	**587**	**969**

Enrollment and graduates in related programs have remained steady over the five-year period, given some factors that have occurred during this timeframe. One of them being the global pandemic that impacted enrollment trends for some awards starting Fall 2020, which unsurprisingly also impacted graduation rates in 2021 for the one-year certificates and 2022 for the associate degrees. In addition, we had some spikes in enrollment due to the Higher Education Emergency Relief Funds (HEERF) provided by South Texas College to students in the form of free tuition for Fall 2021.

Enrollment in Related Programs at South Texas College:

Enrollment in Related Programs					
Award	**Fall 2018**	**Fall 2019**	**Fall 2020**	**Fall 2021**	**Fall 2022**
AAS – Construction Supervision	30	31	34	43	51
CT1 – Construction Supervision Assistant	30	27	12	26	18
AAS – AEDT: Spec. – Architectural and Visual Technology	49	60	46	66	83
AAS – AEDT: Spec. – Civil Eng. Technology	115	134	129	121	77
CT1- Architectural and Engineering Design Technology	110	139	96	117	126
CT1- Architectural and Visual Technology	16	5	11	15	20
CT1- Civil Engineering Technology	62	79	52	27	19

Graduates in Related Programs at South Texas College:

Graduates in Related Programs					
Award	2018	2019	2020	2021	2022
AAS – Construction Supervision	9	6	12	8	3
CT1 – Construction Supervision Assistant	6	6	6	5	6
AAS – AEDT: Spec. – Architectural and Visual Technology	3	5	6	6	6
AAS – AEDT: Spec. – Civil Eng. Technology	7	5	8	11	3
CT1- Architectural and Engineering Design Technology	75	26	56	35	24
CT1- Architectural and Visual Technology	14	15	11	10	10
CT1- Civil Engineering Technology	N/A	N/A	N/A	N/A	6

Occupational Need:
Students pursuing this credential will have employment opportunities at both the associate and bachelor's level. According to Lightcast™, which utilizes data from the Texas Workforce Commission, Architectural and Civil Drafters indicate a 31.9% educational attainment in an associate's degree while Architects, Architectural and Engineering Managers, and Construction Managers typically hold a Bachelor's degree. Job projection for the next 10 years, as well as salary data, can be found in the subsequent table. Regional data includes the College's service areas of Hidalgo and Starr counties.

Occupation Group	Geographic Area (2023-2033)	Projected Growth Rate %	Additional Job Openings	Salary
Architectural and Civil Drafters (17-3011)	**Regional**	9.8%	24	$ 41,878.00
	State	6.5%	783	$ 59,005.00
	National	3.7%	3,998	$ 60,143.00
Architectural and Engineering Managers (11-9041)	**Regional**	33.2%	55	$ 133,879.00
	State	9.9%	1,773	$ 163,757.00
	National	6.3%	12,712	$ 152,285.00
Interior Designers (27-1025)	**Regional**	24.8%	14	$ 65,987.00
	State	19.8%	1,588	$ 56,371.00
	National	11.4%	11,189	$ 59,108.00

Landscape Architects (17-1012)	**Regional**	15.3%	2	$	60,306.00
	State	17.2%	304	$	64,357.00
	National	10.50%	2,748	$	64,934.00
Architects, Except Landscape and Naval (17-1011)	**Regional**	23.5%	16	$	62,800.00
	State	16.4%	1,683	$	78,278.00
	National	11.0%	14,924	$	78,780.00
Construction Managers (11-9021)	**Regional**	22.7%	196	$	65,597.00
	State	19.8%	12,765	$	78,180.00
	National	16.6%	90,529	$	81,534.00

Job posting data for these occupations can be found in the subsequent table and is derived from the September 2022 – March 2023 time frame and sourced from Lightcast™. The job posting intensity indicates the ratio of total job postings to unique (de-duplicated) job postings. The unique job postings indicate de-duplicated job postings. This means multiple postings that list the same job, same company, and same region are reduced to 1 unique posting.

Occupation Group	Area	Job Posting Intensity	Unique Job Postings	Total Job Postings
Architectural and Civil Drafters (17-3011)	**Regional**	1:1	8	9
	State	3:1	821	2,616
Architectural and Engineering Managers (11-9041)	**Regional**	2:1	33	63
	State	2:1	8,495	15,591
Interior Designers (27-1025)	**Regional**	3:1	18	49
	State	7:1	765	5,174
Landscape Architects (17-1012)	**Regional**	1:1	3	3
	State	13:1	329	4,413
Architects, Except Landscape and Naval (17-1011)	**Regional**	1:1	12	16
	State	4:1	1,685	6,906
Construction Managers (11-9021)	**Regional**	2:1	134	249
	State	3:1	10,384	27,216

The following table indicates the educational attainment and sample job titles for each occupational group. The educational attainment is a national breakdown of the education levels attained by the occupation's workforce. These attainment levels will generally exceed the minimum levels required for the occupation but can give an indication of what the expected minimum degree level for the occupation may be.

Occupation Group	Educational Attainment	Sample Job Titles
Architectural and Civil Drafters (17-3011)	Associate Degree 31.9%, Bachelor's Degree 28.2%, Some College, No Degree 20.7%, High School Diploma, 11.1%	Civil Drafter, Computer-Aided Design Designer, Architectural Drafter, Drafting Technician, Draftsman, Architectural Draftsman
Architectural and Engineering Managers (11-9041)	Bachelor's Degree 47.1% Associates Degree 4.8% Some College, No Degree 7.0% HS Diploma 4.3%	Engineering Director, Process Engineering Manager, Mechanical Engineering Director, Global Engineering Manager
Interior Designers (27-1025)	Bachelor's Degree 54.0% Associates Degree 12.2% Some College, No Degree 14.4% HS Diploma 6.3%	Interior Designers, Kitchen and Bath Designer, Interior Design Consultants, Interior Decorator
Landscape Architects (17-1012)	Bachelor's Degree 56.5% , Associates Degree 5.1% Some college, No Degree 6.8% HS Diploma 4.6%	Landscape Designer, Landscape Architect, Professional Landscape Architect (PLA), Land Planner
Architects, Except Landscape and Naval (17-1011)	Bachelor's Degree 45.0%, , Associates Degree 2.8% Some College, No Degree 4.0% HS Diploma 1.4%	Architect, Design Architect, Planner, Project Architect, Specifications Writer
Construction Managers (11-9021)	Bachelor's Degree 27.9%, , Associates Degree 9.1% Some College, No Degree 22.9% HS Diploma 26.6%	Construction Superintendent, Site Manager, Construction Services Manager, Construction Project Manager, Construction Foreman

Student Survey:
A survey sample of 10,000 students yielded 365 responses (4%). The margin of error associated with this survey is plus/minus 5%. The survey revealed the following results:

- Seventy-three percent (73%) felt it sounded like a good-paying job;
- Sixty-three percent (63%) felt it sounded like a job that would make their family proud; and
- Fifty-five percent (55%) felt it sounded like the kind of job that employers are hiring for in the Rio Grande Valley.

Existing Programs:

- Texas Southmost College (which is approximately 60 miles from McAllen) offers an Associate of Science in Architecture.

- Del Mar College (which is approximately 155 miles from McAllen) offers an Associate of Science in Architecture.

- Alamo Colleges (approximately 240 miles from McAllen) offers an Associate of Science in Architecture.

Program Linkage and Opportunities for Further Education:
The Associate of Science (AS) in Architecture would require students to complete 60 semester credit hours (SCH) of course work from the Academic Course Guide Manual. The field of study is adopted from the Texas Higher Education Coordinating Board (THECB) which consists of 33 credit hours in Architectural courses. The remaining 27 credit hours is derived from courses in the Core Curriculum. Within some of the Architectural coursework is the possibility of embedding micro credentials, including certifications in Autodesk AutoCAD and Autodesk Revit. These micro credentials allow for students to gain employment in the architectural field as designers prior to transferring to a four-year institution, even during their coursework in the AS in Architecture."

Currently, some of the Architectural courses are offered as dual credit. Courses offered include ARCH 1301 – Architectural History I, ARCH 1302 – Architectural History II, and ARCH 1311 – Introduction to Architecture. These courses are offered at La Joya High School, La Joya-Juarez Lincoln High School, and Mission Veterans Memorial High School.

This academic degree is transferable to other Texas 4-year public institutions that offer this field of study. In accordance with Texas Administrative Code, Title 19, Part 1, Subchapter B, Rule 4.32, "if a student successfully completes an approved Field of Study Curriculum, a general academic teaching institution must substitute that block of courses for the receiving institution's lower-division requirements for the degree program for the corresponding Field of Study Curriculum into which the student transfers. In addition, "if a student transfers from one institution of higher education to another without completing the Field of Study Curriculum, the receiving institution must grant academic credit in the Field of Study Curriculum for each of the courses that the student has successfully completed in the Field of Study Curriculum of the sending institution.

For online programs, students seeking to continue into their Bachelor's degree online are able to do so at the Academy of Art University or Boston Architectural College. The Academy of Art University offers a Bachelor of Architecture (B.Arch) program, providing an intensive design education and fostering analytical skills. The program is available in a convenient online format for remote learning. The tuition for the program is approximately $25,728 for 24 units or 4 classes per semester. The university has an open admissions policy, accepting all applicants.

Boston Architectural College (BAC) also offers an exceptional online program with a concurrent education model allowing students to apply their studies in real-life practice, gaining valuable

hands-on experience. As for tuition costs, BAC provides financial aid that brings the average cost down to $28,343 after factoring in grants, scholarships, and aid from the institution, state, and federal government. The average cost before financial aid is $42,544.

In addition, Texas A&M McAllen currently offers a Bachelor's degree in Construction Science through their School of Architecture. This program includes 4 courses that are also part of the architectural field of study. As this existing program is offered through the School of Architecture, preliminary meetings have been had with Texas A&M exploring the potential for adding an architecture program at the McAllen campus as this would be the only full program south of San Antonio. Data and development for the Associates of Science in Architecture at South Texas College was shared with Texas A&M in which the response seemed promising. Texas A&M is currently evaluating this data and taking this prospect for review to their strategic plan.

Lastly, coursework from the proposed AS in Architecture could be applied to the lower-division coursework for the Bachelors of Applied Technology in Operations Management and Bachelors of Applied Science in Organizational Leadership, both offered at South Texas College.

Expected Enrollment:
The projected enrollment is based on several factors. The first factor is attributed to the historical enrollment (2,466 students) in current Architecture courses offered at STC, which has substantially increased in the past five years. We also have to consider enrollment for senior transfer institutions that offer a Bachelor's program in Architecture. In Texas, Texas A&M University, Texas Tech University, University of Houston, The University of Texas at Arlington, and The University of Texas at San Antonio rank as the top 5 universities in this discipline, all averaging over 500 students enrolled and over 80 graduates yearly. Both of these factors demonstrate potential demand for the discipline.

The next factor to consider is the demand for the Architecture profession in our area. According to the Lightcast™ labor market data, Architectural and Engineering Managers and Construction Managers are projected to increase job openings in the next 10 years by an average of 28%, resulting in 251 job openings. The credentials for these jobs would be sought out by local and state employers. This demand is also evident in the student survey administered at the College in Spring 2023 in which students' responses indicated that 73% believed this program would provide "good-paying jobs" and 55% expressed it was the type of job that employers were hiring for locally.

Finally, the College will continue its existing partnership with Texas A&M University to increase transfer students to their Construction Management program in their nearby campus in McAllen, TX. Their Construction Management program has had over 5,500 students enrolled in the past five years.

Projected Enrollment in AS - Architecture

Years	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	24	40	46	50	58

PROGRAM SUPPORT

Faculty

It is anticipated that all of the proposed coursework will be taught by existing faculty re-classified from the Architectural and Engineering Design program. Adjunct faculty would be hired to support the program's growth. Faculty credentials would require a minimum of a Master's degree in the discipline area. The courses would average 12 students per course to start and would gradually increase to 19 students by the fifth year but will account for a 61% persistence average rate. One of the existing full-time faculty would oversee the program as a department chair; they would have a 40% course release and would be compensated with the department chair stipend.

Supplies/Materials & Library Resources

Funding from the proposed budget will be allocated for the purchase of plotter paper rolls, ink, and general office supplies. No substantial purchases for supplies and materials are required for this award.

In terms of library resources, $500 will be allocated to the purchase of textbooks with the remaining $250 to be used for drawing and modeling tools which will be on loan to students. The software needed for the courses is already available through the Computer-Aided Drafting & Design.

Facilities, Equipment, Software and Professional Development

Existing classrooms, as well as labs from our Architectural and Engineering Design Technology program, will be utilized for this new credential.

Equipment and software purchases will include the purchase of virtual reality headsets and an Augmented Reality (AR) peripheral in year 3, the purchase of a 3D printers in year 4, and the purchase of computers, a regular printer and plotter in year 3 and year 4. These purchases are to accommodate wear and tear and replace existing equipment that will be used. The most substantive purchase will be the allocation of funding for one laser cutter (averaging $80,000) in year 2. Finally, Adobe Suite licenses will be purchased yearly.

A total of $5,000 would be allocated every other year for expenses related to conferences for the Autodesk University and Coalition of Community College Architecture Programs

New Costs

Total costs for this program are projected to be $382,003.00. The funding to defray the costs of this program will come from state appropriations: $84,000.00 and tuition & fees: $548,088.00.

The total projected 5-year revenue is $632,088.00. Specific budget details can be found within the proposal.

INSTITUTIONAL EFFECTIVENESS

Program Review and Improvement Plans

The Program Review and Improvement Process at South Texas College is embedded within the bi-annual Institutional Effectiveness (IE) Plan cycle. Academic, administrative, and educational support units of the College develop, implement, and monitor IE Plans. This continuous improvement process establishes expected outcomes at the unit level which support the achievement of STC's strategic plan and mission. IE Plans for academic units generally establish goals and action plans that focus on enhancements or innovations, as well as addressing any element of the program that needs to be improved, as indicated by the annual program review criteria, student learning assessment results, or individual program accreditation requirements.

Each educational program undergoes an annual program review, including criteria such as: enrollment, awards of degrees and certificates, persistence, course success rate, transfer rate, job placement rate, professional accreditations or certifications, licensure/credential exam pass rate, and program advisory committee meetings.

Program learning outcomes (PLOs) are developed for each educational program at STC. Each year, all educational programs assess student learning to demonstrate the level to which students have attained the knowledge or skills that make up these outcomes. Assessment data are collected and reported each year and form the bases for improvement strategies developed and implemented by program instructional staff.

Accreditation

The Associate of Science in Architecture 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

RECRUITMENT

Students in the program will primarily be drawn from the general current STC student body, veterans, dual credit students, adult learners employed at local public sector organizations, and STC graduates wishing to pursue a degree in Architecture. The student applicant pool will include, but not be limited to: current students majoring in Architecture and Engineering Design Technology certificate and associate degree programs, high school graduates, adults currently working in the architectural, engineering, and construction (AEC) industry, adults completing their GED education programs, and returning adults seeking a career change. Additionally, the Architecture and Design Technology (AEDT) program has an existing articulation agreement with Texas A&M University – Kingsville to accept several courses already offered in the AEDT program. The Associates of Science in Architecture will expand on this articulation agreement and potentially be an additional source of incoming students.

MARKETING

The program will be promoted through various activities that will include student advising sessions, high school career fairs, presentations at various STC campuses, advertisement media to include print, visual and audio productions, distribution of flyers, brochures, rack cards, and additional advertisement of the program in coordination with STC Public Relations and Marketing Department. Additionally, we will collaborate with the existing AEDT department on specialized events such as Women in Technology, Open House, tours, Summer Camps, and Celebration of Excellence. Furthermore, the program will be marketed to high school students through dual and concurrently enrollment opportunities.

RETENTION

Faculty advising, support, assistance, and tutoring will be a main source of contact for students to ensure retention and graduation from the program. Students would be required to meet with a Guided Pathways Specialist before registering for courses. Student tracking by faculty will help ensure students' progress through the program via the use of Starfish, a third-party application that tracks student progress.

Additionally, students will be encouraged to utilize the various student services available to them. Student involvement activities such as clubs, student workshops, and industry networking events will be offered. The Associates of Science in Architecture program will create partnerships with local architectural, engineering, and construction firms and universities to offer students an experiential learning experience.

The Business, Public Safety, and Technology Division has included the creation of an architectural studio space in its master plan. This will facilitate students in the AEDT program as well as those choosing to pursue this Associates of Science in Architecture. Our specialized staffing includes Guided Pathway Specialists (GPS), who are available to provide students with

personalized support and guidance. These staff members can assist with study skills, time management, and other academic concerns.

STUDENT SUPPORT

The program will offer a range of support services to help students succeed in their studies. Our Center for Learning Excellence (CLE) provides tutoring and study skills workshops, while the Counseling and Advising Center offers personal and career counseling. The Counseling & Advising team is composed of trained professionals who provide guidance and support in their academic and personal lives such as managing stress, developing healthy habits, anxiety, and other personal issues that may impact their academic performance.

Students with disabilities can access ADA accommodations through the Student Accessibility Services department. Services and accommodations may include, academic advisement, short-term personal counseling, assistance with the admission process, registration, financial aid application, applications for TSI testing accommodations, academic appeals, arrangements for sign language interpreters, tutorial assistance, the use of provision of adaptive equipment, readers, scribes, instructional/testing/classroom modifications. Additionally, veterans have access to resources through our Office of Veteran Affairs, which include eligibility for benefits under multiple programs to use towards advancing their education and skills, eligibility for federal and/or state benefits, and financial support for spouses/dependents.

Our library provides access to discipline-specific journals and source materials both on-campus and online, with librarians available to assist with research. We offer a lending library for laptops, cameras and other equipment. The library also offers 3D printing resources. Additionally, students have access to the Virtual Reality (VR) Lab, which provides access to software and equipment necessary for coursework, and to existing lab and equipment in AEDT production lab, such as computers, workstations, laser cutters, 3D printers, VR equipment, augmented reality equipment, and plotters.

ENROLLMENT PROJECTIONS

The projected enrollment is based on several factors. The first factor is attributed to the historical enrollment (2,466 students) in current Architecture courses offered at STC, which has substantially increased in the past five years. We also have to consider enrollment for senior transfer institutions that offer a Bachelor's program in Architecture. In Texas, Texas A&M University, Texas Tech University, University of Houston, The University of Texas at Arlington, and The University of Texas at San Antonio rank as the top 5 universities in this discipline, all averaging over 500 students enrolled and over 80 graduates yearly. Both of these factors demonstrate potential demand for the discipline.

The next factor to consider is the demand for the Architecture profession in our area. According to the Lightcast™ labor market data, Architectural and Engineering Managers and Construction Managers are projected to increase job openings in the next 10 years by an average of 28%, resulting in 251 job openings. The credentials for these jobs would be sought out by local and state employers. This demand is also evident in the student survey administered at the College in

Spring 2023 in which students' responses indicated that 73% believed this program would provide "good-paying jobs" and 55% expressed it was the type of job that employers were hiring for locally.

Finally, the College will continue its existing partnership with Texas A&M University to increase transfer students to their Construction Management program in their nearby campus in McAllen, TX. Their Construction Management program has had over 5,500 students enrolled in the past five years.

Projected Enrollment in AS - Architecture

Years	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
	24	40	46	50	58

PROJECTED NUMBER OF GRADUATES

The department projects a total of 34 students will complete the associate degree in the 5-year period. This is based on projected class offerings for a 5-year period after the program is implemented with a persistence rate of 61%. The persistence rate is based on the current rate of the Architectural and Engineering Design Technology program, which currently utilizes some of the coursework in the proposed curriculum.

Years	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Graduates	0	7	8	9	10

PROGRAM SUCCESS METRICS

We are committed to ensuring the success of our students in the Associates of Science in Architecture program. To achieve this we have established various strategies and resources, including tracking and analyzing graduation rates, to identify any issues preventing students from graduating. We will offer academic support services such as tutoring, coaching, and advising to help students stay on track. We will also monitor student progress and intervene when needed.

In addition to high graduation rates, we aim to achieve high transfer rates. To achieve this, we'll provide guidance and support throughout the transfer process, help students select and apply to transfer institutions, and ensure they have completed the necessary coursework to transfer. We will also establish partnerships with four-year institutions to ensure our program aligns with their requirements and transfer policies.

To ensure our program stays effective, we'll maintain a culture of continuous improvement. We'll regularly assess and evaluate our program, courses, and services, using student feedback to improve them. This process involves gathering feedback from multiple stakeholders, such as faculty, staff, students, and external stakeholders (such as advisory committee members). Feedback will be gathered through collaborating with course instructors to review the curriculum, teaching methods, and assessments to improve student learning outcomes. Using data analysis and feedback, we identify areas of strength and opportunities for improvement,

which we use to inform changes to the program, courses, and services. Our evaluation process is ongoing and responsive to student needs and industry trends.

The program success metrics involves tracking graduation and transfer rates, providing academic support services, establishing partnerships, and promoting a culture of continuous improvement. We're confident that these resources and strategies will help our students achieve success in the Associates of Science in Architecture program and beyond. By regularly assessing and evaluating our program, courses, and services, we can ensure that our program remains current, relevant, and effective.

Student Survey

Student Survey for New Program Development
Associate of Science in Architecture

Field Dates: February 14 - March 19, 2023
Sample Size: n=365, margin of error +/- 5%

Summary

Research & Analytical Services conducted a survey of students for the Curriculum Office. The eligible cohort was traditional students aged 18 and over enrolled in the Spring 2023 semester, from which a sample of 10,000 was drawn. Three hundred and sixty-five (n=365, 4%) responded. The sample was post-stratified and weighted by gender and program division to create a representative portrait of the traditional student body. The margin of error associated with this survey is plus/minus 5%. The data reported in this document is weighted.

Student interest in an AS Architecture program was assessed. RAS tested three programs this semester, and the correct interpretation of the data is to compare against the average of this cohort.

For AS Architecture, students expressed an average interest of 3.6 on a 1-to-10 scale, compared to 4.1 for the cohort average (cohort maximum 4.8). Business, Public Safety & Technology (BPST) majors expressed an average interest of 4.3, and male students averaged at 4.4.

Students rated the program on attributes that included:

- *Prefer this program to my current major* (19% vs. cohort average 25%, cohort maximum 33%, BPST 19%, MSITB 20%);
- *Sounds like a good-paying job* (73% vs. cohort average 63%, cohort maximum 73%, BPST 73%, MSITB 74%);
- *Sounds like the kind of job that would make my family proud* (63% vs. cohort average 57%, cohort maximum 63%, BPST 61%, MSITB 64%); and
- *Sounds like the kind of job that employers are hiring for here in the Valley* (55% vs. cohort average 50%, cohort maximum 66%, BPST 47%, MSITB 56%).

Curriculum, Course Descriptions, and Learning Outcomes

Architecture

Associate of Science Degree

AY 2024-2025

TSI LIABLE

FIELD OF STUDY **33 credits**

ARCH 1311 Introduction to Architecture
ARCH 1302 Architectural History II
ARCH 1303 Architectural Design I
ARCH 1304 Architectural Design II
ARCH 2603 Architectural Design III
ARCH 2604 Architectural Design IV
ARCH 1307 Architectural Graphics I
ARCH 1308 Architectural Graphics II
ARCH 2312 Architectural Technology

STC CORE CURRICULUM **27 Credits**

In addition to the courses in the Field of Study, the student is required to take 27 hours from the STC Core Curriculum. Architecture majors must take the following courses to fulfill specific Core Curriculum requirements:

Creative Arts

ARCH 1301 Architectural History

Life and Physical Sciences

PHYS 1401 College Physics I
PHYS 1402 College Physics II

Mathematics

MATH 2412 Pre-Calculus Math

Component Area Option

SPCH 1311 Introduction to Speech Communications

FIELD OF STUDY: 33
STC CORE CURRICULUM: 27
TOTAL CREDIT HOURS: 60

Recommended Course Sequence

FIRST YEAR - FALL			Credit Hours
ARCH	1311	Introduction to Architecture	3
ARCH	1301	Architectural History I (Creative Arts Elective-Core Curriculum)*	3
ARCH	1303	Architectural Design I	3
ARCH	1307	Architectural Graphics I	3
ENGL	1301	Composition	3
SPRING			
ARCH	1308	Architectural Graphics II	3
ARCH	1304	Architectural Design II	3
MATH	2412	Pre-Calculus Math[1]	4
		Language, Philosophy & Culture Elective – Core Curriculum	3
SUMMER			
ENGL	1302	Composition II – Rhetoric	3
PHYS	1401	College Physics I	4
SECOND YEAR - FALL			
ARCH	1302	Architectural History II	3
ARCH	2603	Architectural Design III	6
PHYS	1402	College Physics II	4
SPRING			
ARCH	2312	Architectural Technology	3
ARCH	2604	Architectural Design IV	6
SPCH	1311	Introduction to Speech Communications	3

Recommended After Completion of Degree to be Core Complete

Students who would like to be Core complete upon transfer should also complete courses from the following Core component areas:

GOVT	2305	Federal Government	3
GOVT	2306	Texas Government	3
HIST	1301	United States History I or HIST 2327 or HIST 2381	3
HIST	1302	United States History II or HIST 2328 or HIST 2382	3
		Creative Arts Elective - Core Curriculum*	3
		Social and Behavioral Sciences Elective - Core Curriculum	3

*Additional Creative Art Elective may be required depending on transferring institution

[1] Prerequisite of MATH 1414 – College Algebra

Architecture
Associate of Science Degree
Field of Study Course Descriptions

ARCH 1301 – ARCHITECTURAL HISTORY I
CRT HRS:03 LEC HRS:03 LAB HRS:00
This course is part one of a survey of the history of world architecture from pre-history to the present. This course focuses on the period from pre-history up to at least the 14th Century. This course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.7 History and Global Culture.
Prerequisite: None.

Course Learning Outcomes
- Identify works of architecture from the period.
- Define key architectural concepts and terms from the period.
- Compare and contrast parallel and divergent histories of world architecture from the period.
- Critically evaluate and/or analyze works of architecture landscape and urban design from the period.
- Explain the relationship between buildings and their cultural, historical, and physical contexts, which may include consideration of vernacular and regional settings appropriate to the period.
- Describe the architectural technology of the period, including building materials and construction techniques.

ARCH 1302 – ARCHITECTURAL HISTORY II
CRT HRS:03 LEC HRS:03 LAB HRS:00
This course is part two of a survey of the history of world architecture from pre-history to the present. This course focuses on the period from pre-history up to at least the 14th Century. This course focuses on the period of neo-classicism up to the modern era. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.7 History and Global Culture.
Prerequisite: None.

Course Learning Outcomes
- Identify works of architecture from the period.
- Define key architectural concepts and terms from the period.
- Compare and contrast parallel and divergent histories of world architecture from the period.
- Critically evaluate and/or analyze works of architecture landscape and urban design from the period.
- Explain the relationship between buildings and their cultural, historical, and physical contexts, which may include consideration of vernacular and regional settings appropriate to the period.
- Describe the architectural technology of the period, including building materials and construction techniques.

ARCH 1303 – ARCHITECTURAL DESIGN I
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is an introductory studio providing foundation in the conceptual, perceptual, and manual skills necessary for two-dimensional and three-dimensional design. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria:A.1 Professional Communication Skills, A.2 Design Thinking Skills, A.4 Architectural Design Skills, A.5 Ordering Systems.
Prerequisite: None.

Course Learning Outcomes

- Use abstract concepts and ideas in design projects.
- Use two-dimensional and three-dimensional media effectively.
- Employ sensitivity to the "craft" of making.
- Use critical and iterative design processes.
- Participate and share ideas in a common dialogue.
- Apply organizational skills and time management.
- Develop cognitive strategies for analysis and implementation of design ideas.

***ARCH 1304 – ARCHITECTURAL DESIGN II**
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course covers creative problem solving and presentation of principles, concepts and ideas as applied to introductory architectural projects. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.1 Professional Communication Skills, A.2 Design Thinking Skills, A.4 Architectural Design Skills and A.5 Ordering Systems.
Prerequisite: ARCH 1303.

Course Learning Outcomes

- Demonstrate an understanding of spatial relationships.
- Engage and apply a design approach across multiple scales and contexts.
- Produce projects that demonstrate an awareness of the natural environment.
- Recognize the use of project programs.
- Recognize the use of precedents.
- Explain the significance of proportion and scale in the built environment.
- Select the appropriate representational media to translate programmatic issues into architectural form.
- Articulate verbal and formal compositional vocabulary of basic architectural concepts.

***ARCH 1307 – ARCHITECTURAL GRAPHICS I**
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is an introduction to basic drawing methods and tools. Exploration of techniques available for the design process with emphasis on two-dimensional and three-dimensional composition. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.1 Professional Communication Skills.
Prerequisite: None.

Course Learning Outcomes

- Execute the major conventions of architectural representation, such as plans, sections, elevations, and other three-dimensional drawings.
- Use tools necessary to produce architectural drawings.
- Use drawings to explore and diagram design concepts.
- Explain/describe the history of techniques associated with representation, visualization, analysis, and presentation.
- Produce well-crafted presentation materials that communicate ideas clearly.

***ARCH 1308 – ARCHITECTURAL GRAPHICS II**
CRT HRS:03 LEC HRS:02 LAB HRS:04
This course is continuation of the study, methodology, and production of architectural drawings. Exploration of techniques available for the design process with emphasis on three- dimensional composition both analog and digital. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.1 Professional Communication Skills and A.5 Ordering Systems.
Prerequisite: ARCH 1307.

Course Learning Outcomes

- Execute the major conventions of architectural representation of pictorial drawings such as axonometric, isometric, and oblique views.
- Use color effectively in design.
- Use shade and shadow techniques effectively in design.
- Create drawings which demonstrate an understanding of design processes.
- Diagram spatial ideas and clarify design concepts.
- Produce well-crafted presentation materials that communicate ideas clearly.

ARCH 1311 – INTRODUCTION TO ARCHITECTURE
CRT HRS:03 LEC HRS:03 LAB HRS:00
An introduction to architecture that explores the practices, principles, and wider context of architecture and design. Focuses on the role of architecture in society, culture, and the broader physical context of the built environment. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.8 Cultural Diversity and Social Equity, D.1 Stakeholder Roles in Architecture.
Prerequisite: None.

Course Learning Outcomes

- Describe the relationship of human behavior and the built environment.
- Summarize relevant processes of architectural education and professional practice and licensure.
- Develop observational skills aimed at understanding and evaluating the physical and spatial qualities in architecture.
- Describe the tools and techniques associated with architectural and other architecture-related design practices.
- Explain the importance of architectural traditions, concepts, theories, history, and technology.

- Explain the importance and role of architecture in relation to ecological and environmental contexts.
- Recognize the formal, spatial, and experiential qualities and principles of architecture.
- Explain the collaborative relationship of architecture and allied professions (including but not limited to interior design, landscape architecture, construction, and fine arts).

***ARCH 2312 – ARCHITECTURAL TECHNOLOGY**
CRT HRS:03 LEC HRS:03 LAB HRS:01
This course is introduction to materials and methods in the design and construction of buildings. Course is intended to fulfill all or part of the following National Architectural Accrediting Board (NAAB) Student Performance Criteria: B.7 Building Envelope Systems and Assemblies and B.8 Building Materials and Assemblies.
Prerequisite: None.

Course Learning Outcomes
- Identify fundamental elements and key components of structural systems.
- Identify different construction types for buildings.
- Describe the properties and uses of building envelope systems and assemblies.
- Recognize the different properties of major construction materials.
- Describe the relationship between material properties and building form.
- Recognize the sustainability and environmental impact of building material use and building performance.

***ARCH 2603 – ARCHITECTURAL DESIGN III**
CRT HRS:06 LEC HRS:04 LAB HRS:08
This course is an intermediate architectural design studio which continues and expands the study of concepts from Architectural Design II. The course is intended to fulfill all or part of each of the following 2014 National Architectural Accrediting Board (NAAB) Student Performance Criteria: A.4 Architectural Design Skills, A.6 Use of Precedents, and B.2 Site Design.
Prerequisite: ARCH 1304 and ARCH 1308.

Course Learning Outcomes
- Demonstrate an understanding of the basic concepts and principles of architectural programming and its role in architectural design.
- Identify, document, and use site specific characteristics and contextual information to develop design proposals.
- Recognize and comprehend the disparate needs of clients, users, and other members of the community.
- Graphically communicate design ideas at various stages during the design process.
- Integrate environmental and architectural principles.
- Initiate and sustain a schematic design process.

***ARCH 2604 – ARCHITECTURAL DESIGN IV**
CRT HRS:06 LEC HRS:04 LAB HRS:08
This course covers concludes architectural design studio for the lower-division which continues from Architectural Design III. Course is intended to fulfill all or part of each of the following 2014 National

Architectural Accrediting Board (NAAB) Student Performance Criteria: B1 – Pre-Design, B3 – Codes and Regulations, and B5 – Structural Systems .
Prerequisite: ARCH 2603.

Course Learning Outcomes

- Articulate and express concretely the specific principles of architecture.
- Exercise an expanded architectural vocabulary.
- Recognize and comprehend the disparate needs of clients, users, and other members of the community.
- Investigate function, the use of space, order, structure, and design methodologies effectively.
- Communicate ideas with graphic methods as required in the practice of architecture.

Program Learning Outcomes

- Communication Skills: Graduate will be able to communicate ideas within the professional and public setting. ARCH 2604
- Design Thinking Skills: Graduate will be able to utilize design thinking to articulate a project through the design development phase. ARCH 2604
- History and Global Culture: Graduate will recognize the relationship between buildings and their cultural, historical, and physical contexts, which may include consideration of vernacular and regional settings appropriate to the period. ARCH 1302
- Professional Practice: Graduate will explain the collaborative relationship of architecture and allied professions. ARCH 2312
- Graphics: Graduate will communicate design ideas graphically in a range of media. ARCH 2604
- Constructability: Graduate will demonstrate basic principles of constructability, such as building materials, building infrastructure, structural systems, building envelope, and sustainability. ARCH 2312

Instructional Costs & Projected Revenue

Projected Budget Impact - AS - Architecture

Faculty Salary & Benefits	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
No. Sections						
LHE Rate	$ 750.00	$ 750.00	$ 750.00	$ 750.00	$ 750.00	
Avg. # of LHE's per Course	5.01	5.01	5.01	5.01	5.01	
Subtotal	$ 3,757.50	$ 3,757.50	$ 3,757.50	$ 3,757.50	$ 3,757.50	
# of Sections Taught by Adj/Sum/OV	3	2	5	5	5	
# of Sections Taught by Re-classifed F/T	6	11	10	10	10	
# of Sections Taught by New F/T	0	0	0	0	0	
Salary Breakdown						
Adjunct/Overload Compensation	$ 11,272.50	$ 7,515.00	$ 18,787.50	$ 18,787.50	$ 18,787.50	
Benefits Rate for Adjunct/Overload (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Adjunct/OV	$ 13,301.55	$ 8,867.70	$ 22,169.25	$ 22,169.25	$ 22,169.25	$ 88,677.00
Re-classified F/T Faculty @ $48,000 avg salary*	$48,000	$48,000	$48,000	$48,000	$48,000	
Benefit Rate for F/T (30%)*	1.30	1.30	1.30	1.30	1.30	
Salary + Benefits for Re-classified F/T faculty*	$62,400	$62,400	$62,400	$62,400	$62,400	$312,000.00
New F/T Faculty @ $48,000 avg salary	$0	$0	$0	$0	$0	
Benefit Rate for F/T (30%)	1.30	1.30	1.30	1.30	1.30	
Salary + Benefits for New F/T	$0	$0	$0	$0	$0	$0.00
Administrative Costs	$3,600	$3,600	$3,600	$3,600	$3,600	
Benefits Rate for Stipends (18%)	1.18	1.18	1.18	1.18	1.18	
Compensation + Benefits for Stipends	$4,248	$4,248	$4,248	$4,248	$4,248	$21,240.00
Cost for Faculty Salary/Benefits	**$ 17,549.55**	**$ 13,115.70**	**$ 26,417.25**	**$ 26,417.25**	**$ 26,417.25**	**$ 109,917.00**

*Note: Salary and Benefits for re-classified faculty are excluded from the final total since funds are being re-allocated to the new program and are not considered a new cost.

Projected Revenue	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
State Appropriations						
Total # of Unduplicated Students per Year		7	8	9	10	
Associate Degree @3500	$ -	$ 24,500.00	$ 28,000.00	$ 31,500.00	$ 35,000.00	
GAI Transfer with 15 SCH @ 21-22 Avg 60%	$ -	$ 14,700.00	$ 16,800.00	$ 18,900.00	$ 21,000.00	
State Appropriations Generated	$ -	$ 39,200.00	$ 44,800.00	$ 50,400.00	$ 56,000.00	
State Appropriations Received	$ -	$ -	$ -	$ 39,200.00	$ 44,800.00	**$ 84,000.00**
Tuition						
Enrollment # Projected (Duplicated)	164	218	231	244	257	
Tuition Rate per SCH	$ 160.00	$ 160.00	$ 160.00	$ 160.00	$ 160.00	
Subtotal	$ 26,240.00	$ 34,880.00	$ 36,960.00	$ 39,040.00	$ 41,120.00	
# of SCH per Course	3	3	3	3	3	
Total Tuition	$ 78,720.00	$ 104,640.00	$ 110,880.00	$ 117,120.00	$ 123,360.00	$ 534,720.00
Mandatory Fees						
Student Activity Fee ($4/SCH)	$ 1,968.00	$ 2,616.00	$ 2,772.00	$ 2,928.00	$ 3,084.00	
Total Fees:	$ 1,968.00	$ 2,616.00	$ 2,772.00	$ 2,928.00	$ 3,084.00	$ 13,368.00
Total Tuition & Fees:	**$ 80,688.00**	**$ 107,256.00**	**$ 113,652.00**	**$ 120,048.00**	**$ 126,444.00**	**$ 548,088.00**

Notes: LHE rate of $750 was used as this program would need faculty with a minimum of a Master's Degree. The average number of LHEs per course was derived from the proposed 5-year course schedule and based on the respective academic year. Number of credit hours per course is averaged at 3 for the ARCH courses. Number of sections is based on projected enrollment due to program demand.

Operating Costs	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Faculty Salaries and Benefits	$17,549.55	$13,115.70	$26,417.25	$26,417.25	$26,417.25	$109,917.00
Supplies and Materials (Operating)	$2,680.00	$2,180.00	$2,180.00	$2,680.00	$2,180.00	$11,900.00
Library Resources	$750.00	$750.00	$750.00	$750.00	$750.00	$3,750.00
Equipment and Software (Capital)	$5,940.00	$85,940.00	$20,880.00	$23,880.00	$11,880.00	$148,520.00
Facilities (Furniture) (Operating)	$0.00	$0.00	$48,958.00	$48,958.00	$0.00	$97,916.00
Faculty Professional Development/(Travel)	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$10,000.00
Subtotal - Instructional & Operating Costs	$26,919.55	$106,985.70	$99,185.25	$107,685.25	$41,227.25	$382,003.00
Total Budget Per Year	**$26,919.55**	**$106,985.70**	**$99,185.25**	**$107,685.25**	**$41,227.25**	**$382,003.00**

Revenue	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
State Appropriations	$ -	$ -	$ -	$ 39,200.00	$ 44,800.00	$ 84,000.00
Tuition & Fees	$ 80,688.00	$ 107,256.00	$ 113,652.00	$ 120,048.00	$ 126,444.00	$ 548,088.00
Total Revenue	**$ 80,688.00**	**$ 107,256.00**	**$ 113,652.00**	**$ 159,248.00**	**$ 171,244.00**	**$ 632,088.00**

Letters of Support

ORANGE MADE architecture

July 27, 2023

Mario Serna, Instructor
3700 W Military Hwy
McAllen, Texas 78503

Re: Associate of Science (AS) in Architecture Program

Dear Mr. Serna,

We are pleased to inform you that ORANGE MADE architecture continues to fully support South Texas College (STC) and their continued endeavors in the field of architectural studies. We are excited to hear of the development of a new Associate of Science (AS) in Architecture program. With this program in place, opportunities for our students continue to grow in our community, especially in the Architecture, Engineering and Construction (AEC) communities. As employers we are always faced with the burden of trying to entice architecture graduates into our region. It has been difficult competing with larger metropolitan communities in the state that have these programs established already. Any program that gives students an education and opportunities to grow is a program we will support.

This program will provide our students the opportunity to study architecture locally, allowing them to transfer to a bachelor's program in the field of architecture, all the while preparing them with the skills to obtain a job with the associate degree.

We are certain that students of STC's new Associate of Science (AS) program in Architecture will have local employment opportunities. We look forward to having a local program that will help prepare students for supplying the local architectural and engineering community with a skilled workforce.

ORANGE MADE architecture is proud to be part of this community and we appreciate all the efforts STC has taken in support of the architecture and engineering community. We welcome any opportunity to help STC in the quest to educate and train the local community for careers in our industry.

Sincerely,

Erick Diaz, AIA
Co-Founder

Carolina Civarolo, AIA
Co-Founder
ORANGE MADE architecture

910 REDWOOD AVE, STE 10 MCALLEN TX 78501 956 800 4384 ORANGE-MADE.COM

able.city

ARCHITECTURE. URBANISM. CITY MAKING

July 31, 2023

To Whom It May Concern,

Adopting the Associate of Science in Architecture program at South Texas College demonstrates your commitment to providing opportunities of access and support for students in the Rio Grande Valley to achieve their academic and career goals—**an investment that my colleagues at Able City and I fully support.**

Able City exists to advance quality of life and place in the built environment through the practice of architecture, planning, and economic development while showing citizens how to be advocates and engage in the democratic process to make policy for resilient societies. **Offering an Associate of Science in Architecture degree aligns with our shared value initiative of equality of opportunity, equitable outcomes, fairness across generations, and fairness to those in society.**

As a multi-campus institute touching over sixty miles of border communities, **adding *this* program compels more students to begin a new chapter in their lives.** The competitive nature of architectural degree programs requires candidates to overcome multiple barriers including thin margins of academic qualifications, high tuition rates, and program distance. For many, beginning their studies at a four-year university is not an option. Whether STC students decide to transfer into related bachelor's degrees or choose to establish their careers locally, **the addition of the Associate of Science in Architecture program makes room at the table for many who would not otherwise have a seat.**

Beyond offering a new avenue in education excellence, I believe South Texas College's installation of **the AS in Arch. program will cultivate good designers and even better citizens.** They will gain valuable insight, learn from their mistakes, and overcome adversity, which is crucial when facing real-world scenarios and which will increase their chance at success out in the field. Finally, for those students completing the program, it will also increase their earning potential, thus bringing economic stability to their households.

I wholeheartedly support the development of the Associate of Science in Architecture program because **I am confident that years from now we will look back and see how the program enhanced the lives of your students, their communities, and the RGV economy for the better.** If you have any questions please feel free to contact me at (956) 431-2726 or via email at claudio@able.city.

Sincerely,

Claudio Leon, AIA
McAllen Studio Lead Architect

ARCHITECTURE. URBANISM. CITY MAKING

Claudio Leon | Able City, LLC | 200 S. 10th St. suite 907 McAllen, TX 78501 | T 956-790-0442 | claudio@able.city

Letter of Support

July 24, 2023

F3 Design & Construction
533 N. Alamo Rd.
Alamo, Tx, 78516

To Whom It May Concern:

F3 Design & Construction would like to extend our support to South Texas College (STC) with their new Associated of Science (AS) program in Architecture. We understand the value of providing a skilled workforce and more opportunities for the students in the Valley to work towards. Being in the Architectural field, we are aware of the need to have a program that provides the necessary and practical skills for a successful career.

Obtaining an Associates of Science from STC in Architecture will help the students be satisfied in their career while allowing them to be motivated to be part of a larger community and move up in their career.

As CEO of F3 Design & Construction, and as an employer, I have seen individuals who do not have the skills and development to pursue Architecture and this program will help those in the area do so.

F3 Design & Construction is committed to supporting South Texas College and their efforts to continuously support and grow the Architectural community in our area. We are excited and welcome any opportunities to help them in their mission and programs.

Sincerely,

Cesar Flores
F3 Design & Construction
CEO

AIA Lower Rio Grande Valley

AIA-LRGV
222 N. Expressway 77/83, Suite 300
Brownsville, TX 78521

November 8, 2023

Jose Vela, M. Arch.
COMPLIANCE AND ACCREDITATION LIAISON
Division of Business, Public Safety, and Technology
Architectural & Engineering Design Technology
3700 W. Military Hwy.
McAllen, TX 78503

RE: Associate of Science in Architecture Development for STC

Dear Mr. Vela,

The American Institute of Architects Lower Rio Grande Valley chapter unanimously supports the development of an Associate's Degree of Science in Architecture for South Texas College.

One of the most important aspects of our work as a local chapter is to assist, advocate for, inspire, and support future architects. We are committed to support emerging professionals and are aware of the need for a local program such as this one that will allow students to remain on this career pathway.

Our industry relies on and is in constant need of qualified designers. This program would ensure not only local students obtain the educational opportunities brought forth by this program at home, but the ability to transfer to an institution to complete their degree and employment opportunities that come thereafter at local firms.

AIA LRGV and STC are a close-knit family that works together to support and inspire students and exemplify the relevance of architecture and the importance of the built environment.

On behalf of our chapter, we are grateful for the opportunity to help and support STC in the quest for this program.

Respectfully,

María Sustaeta

María Sustaeta, Executive Director

AIA Lower Rio Grande Valley

AIA-LRGV
222 N. Expressway 77/83, Suite 300
Brownsville, TX 78521

November 8, 2023

Jose Vela, M. Arch.
COMPLIANCE AND ACCREDITATION LIAISON
Division of Business, Public Safety, and Technology
Architectural & Engineering Design Technology
3700 W. Military Hwy.
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On behalf of our chapter, we are grateful for the opportunity to help and support STC in the quest for this program.

Respectfully,

Maria Sustaeta, Executive Director

ARCHITECTS, INC.

9 November 2023

South Texas College
Attn: Mr. Jose Vela, M. Arch
Compliance and Accreditation Liaison
Division of Business, Public Safety, and Technology
3700 W. Military Hwy.
McAllen, TX 78501

Re: Proposed Associates of Science in Architecture Program for South Texas College

Dear Mr. Vela,

EGV Architects, Inc. wholeheartedly supports the proposed Associates of Science in Architecture program at South Texas College. The need for a local program is well overdue here in the Rio Grande Valley and the entire South Texas region. We certainly can see the benefits, opportunities and training this program will bring, not only for the Rio Grande Valley, but the entire State of Texas.

The process of obtaining an Architectural License is long and tedious. The proposed program will aid in bridging, simplifying and possibly shorten the time needed for students to achieve their dream of becoming Architects.

In conclusion, I appreciate and applaud the efforts of South Texas College in promoting this program that will benefit students and local businesses with resources to train and educate future architects. We believe this is an essential element for the much-needed growth of the Architectural community. We look forward to seeing the program implemented and in full operation in the very near future.

Sincerely,

Eduardo G. Vela, AIA
#14407 State of Texas
EGV Architects, Inc.

P.O. Box 8627 • 220 S. Bridge St. • Hidalgo, TX 78557
Tel: (956) 843-2987 • Fax: (956) 843-9726 • E-mail: egv@egvarch.com

Review of Board Development Opportunities

On April 22, 2022, the Board of Trustees authorized the establishment of a series of Board Work Sessions to provide recommended Board development, including a list of priority topics.

Staff began planning the series of work sessions, including coordination with the Association of Community College Trustees to schedule content experts to present training on the prioritized topics; however, scheduling conflicts arose with other high-priority topics and the Board Development work sessions were placed on hiatus.

Board Chair Rose Benavidez has asked for the previously approved priority topics and additional new topics to be presented for discussion and commitment to a new initiative to provide the trustees with development opportunities, including:

- New Trustee Orientation
- Roles and Responsibilities of the Board
- Strengthening the Board/President Relationship
- Board Ethics and Standards of Good Practice
- Board Planning and Goal Setting
- Parliamentary Procedures
- Texas Local Government Records Act
- Texas Public Information Act

The Committee is asked to provide feedback on the proposed implementation of a Board Development Program and to suggest any additional topics that might be later presented for Board consideration.

No formal action is requested at this time.