SOUTH TEXAS COLLEGE

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, April 08, 2025

3:00 p.m.

Ann Richards Administration Building
Board Room
Pecan Campus
McAllen, Texas

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building Board Room
Pecan Campus, McAllen, Texas
Tuesday, April 8, 2025 @ 3:00 p.m.

AGENDA

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

Approval of Minutes for the Tuesday, January 14, 2025 Committee Meeting

The Minutes for the Education and Workforce Development Committee meetings of Tuesday, January 14, 2025 are presented for Committee approval.

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building A-142 Conference Room
Pecan Campus, McAllen, Texas
January 14, 2025 @ 3:00 p.m.

Minutes

The Education and Workforce Development Committee Meeting was held on Tuesday, January 14, 2025 in the Ann Richards Administration Building A-142 Conference Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:12 p.m. with Ms. Victoria Cantu presiding.

Members present: Ms. Victoria Cantu, Ms. Dalinda Gonzalez-Alcantar via teleconference, and Mr. David De Los Rios via teleconference.

Other Trustees Present: Dr. Alejo Salinas, Jr., Mr. Paul Rodriguez, and Mr. Danny Guzman.

Members absent: None

Also present: Dr. Ricardo J. Solis, Dr. Fernando Chapa, Dr. Jesus Camos, Dr. Anahid Petrosian, Dr. Brett Millan, Dr. Sara Lozano, Dr. Rodney Rodriguez, Mr. Serkan B. Celtek, Mr. Javier Villalobos, Mr. Daniel A Montez, Dr. Matt Hebbard, Mr. Tony Matamoros, Ms. Melissa Pena, Mr. Andrew Fish, Ms. Shannon Perales, Mr. Jose Vela, and Ms. Stephanie Hinojosa.

Approval of October 15, 2024 Finance, Audit, and Human Resources Committee Minutes

The Minutes for the Education and Workforce Development Committee Meeting of October 15, 2024, were presented for Committee approval.

Ms. Victoria Cantu called for any corrections to the Minutes as written. Hearing no corrections, Ms. Victoria Cantu adopted the Minutes for the October 15, 2024 Committee Meeting as presented.

AGENDA ITEM II, Review and Discussion of South Texas College's Key Performance Indicators (KPIs)

Purpose   Information Services, Planning, Performance, & Strategic Initiatives reviewed the College's performance on Key Performance Indicators (KPIs) and will discuss updated targets based on latest performance figures.

Justification   South Texas College evaluates student achievement through the STC Key Performance Indicators (KPIs). KPIs are evaluated annually and used to assess how well STC is fulfilling its Goals as aligned to its Mission and Strategic Plan. KPIs have been defined across the following seven focus areas of student achievement:

1. **Traditional Enrollment** – Number of non-dual students enrolled
2. **Dual Enrollment** – Number of dual credit students enrolled
3. **Dual Credit 15 Credit Hours Earned** – Number of high school students who complete 15 semester credit hours in dual credit courses
4. **Transfer after 15 Credit Hours Earned** – Number of students who transfer to Texas public four-year universities after completing 15 semester credit hours at STC
5. **Fall-to-Fall Persistence of Traditional Students** – Percentage of traditional (non-dual) students persisting from fall-to-fall who did not graduate nor transfer
6. **Degree and Certificate Awards** – Number of certificates and degrees awarded
7. **IPEDS Graduation Rate** – Percentage of students who graduate within 150% of the program length

Enclosed Documents
- Presentation on KPI performance
- KPI Goals Handout

Staff Resources   Dr. Fernando Chapa, Dean for Institutional Research Effectiveness, & Strategic Planning and Dr. Jesus Campos, Interim Vice President of Information Services, Planning, Performance, & Strategic Initiatives.

Recommendation   This presentation was for the Education and Workforce Development Committee's information and feedback. No action is requested.

No action as necessary on this item.

AGENDA ITEM III, Presentation on Valley Promise Program

Purpose	Mrs. Melissa Pena, Director of Valley Promise and Mr. Tony Matamoros, Dean of Enrollment Services, provided an update on the Valley Promise. The presentation will cover updates to key program metrics, highlight successes, and outline upcoming events and activities.
Justification	To provide an update on the Valley Promise Program for the Committee's review and feedback.
Enclosed Documents	• Presentation on the Valley Promise Program.
Staff Resources	Melissa Pena, Director of Valley Promise; Tony Matamoros, Dean of Enrollment Services
Recommendation	This item was for the Education and Workforce Development Committee's information and feedback. No action was requested.

No action was necessary on this item.

AGENDA ITEM IV, Review and Discussion of Establishment of Yearly Goals for the Current Year and Beyond

Purpose Board Chair requested discussion of the identification and establishment of yearly goals that can be set for the Education and Workforce Development Committee for current year and beyond.

Justification In November 2024, the Board of Trustees held a Board Retreat and discussed topics contributed by each of the Board Members. The Board Members each ranked the importance of the topics discussed and the top priorities were tabulated by the Board Chair. The Chairman has compiled the highest ranked topics into a list of potential goals for the current year.

Enclosed Documents

- Memo from Board Chair to Board Members with topics to discuss as potential goals.

Staff Resources Venisa Earhart, Board Relations Administrator

Recommendation The Committee was asked to discuss and provide feedback for the items on the Chairman's list.

No action was necessary on this item.

Adjournment

There being no further business to discuss, the Education and Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 4:11 p.m.

I certify that the foregoing are the true and correct Minutes of the January 14, 2025 Finance, Audit, and Human Resources Committee Meeting of the South Texas College Board of Trustees.

_____
Mrs. Victoria Cantu, Presiding

Review of Dual Credit Programs Eligibility Criteria Assessment and Recommendations

Purpose   Administration will review recommended changes to the Dual Credit Program Eligibility Criteria, specifically regarding the implementation of a pilot program to offer a "non-degree seeking" option for dual credit students.

Justification   The Texas Higher Education Coordinating Board has recently updated eligibility criteria for dual credit programs, introducing a classification for "non-degree seeking" students who have earned fewer than 15 credit hours. Under this new classification, students are not required to meet Texas Success Initiative (TSI) college readiness standards.

Once a non-degree seeking student completes 15 credit hours, they must demonstrate TSI compliance and transition to degree-seeking status to continue enrolling in dual credit courses.

Administration has collaborated with Instructional Deans to review the necessary framework for high school students to participate in this pathway. Policy and Interlocal Agreement revisions will be presented for Board approval as the pilot's final preparations are completed in May 2025.

South Texas College administration has engaged with ISD superintendents, who have expressed strong support for this initiative. This model balances flexibility in dual credit enrollment with safeguards to promote student success, including adherence to academic standing and financial aid eligibility criteria. Key components of this approach include:

- **Internal Eligibility Review** by ISD – Ensuring students are academically supported and prepared for their college coursework.

- **Dual Credit Programs Advisement** – Providing guidance before students reach the 15-credit threshold.

- **Faculty Assessment** – Preparing for anticipated enrollment growth.

- **Adherence to an Established Instructional Plan**– Ensuring non-degree seeking students enroll in approved courses aligned with their academic progress.

Administration will seek Board approval in May 2025 of the necessary steps to pilot the Non-Degree Seeking Dual Credit pathway for the 2025–2026 academic year. The program's performance will be assessed before determining recommendations for future implementation.

Funding

There are no immediate financial implications associated with this initiative. However, enrollment growth driven by the non-degree seeking option may result in increased revenue.

To manage potential faculty cost increases, the College will prioritize the use of ISD faculty where feasible and explore opportunities to consolidate dual credit course offerings across multiple districts when appropriate.

Staff Resources

Dr. Anahid Petrosian, Vice President and Provost for Academic Affairs and Economic Development

Dr. Rebecca De Leon, Associate Vice President for Dual Credit Programs and School District Partnerships

Recommendation

No action is requested.

This item is to provide information and solicit feedback from the trustees.

2025-2026
Dual Credit Programs
Eligibility Criteria Assessment
& Recommendations

Presentation for the
Education and Workforce Development Committee
April 8, 2025

SOUTH TEXAS COLLEGE

Presentation OUTLINE

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▪ **Texas Higher Education Coordinating Board Rules** ▪ **Collaboration and Communication**	**Dr. Anahid Petrosian** Vice President and Provost for Academic Affairs and Economic Development
▪ **Analysis of Changes** ▪ **Proposed Recommendations and Requirements** ▪ **Implementation Plan**	**Dr. Rebecca De Leon** Associate Vice President for Dual Credit Programs and School District Partnerships

1

Texas Higher Education Coordinating Board
Eligibility Changes

The board of the Texas Higher Education Coordinating Board (THECB) adopted amendments to the following rules regarding dual credit eligibility.

- **Texas Administrative Code §4.56:**
  - No longer allows for PSAT/NMSQT, ACT Aspire, English II EOC, or Algebra 1 EOC plus passing grade in Algebra II course to demonstrate eligibility to enroll in a dual credit course.

- **Texas Administrative Code §4.57:**
  - Degree-seeking dual credit students must still demonstrate college readiness by meeting the TSI's minimum passing standards.

Texas Higher Education Coordinating Board
Additional Modifications

- Dual credit students are able to enroll as ***non-degree seeking*** students.

- This change permits ***non-degree seeking*** students to enroll in dual credit courses **without** meeting Texas Success Initiative (TSI) standards.

2

THECB Modifications
Collaboration & Communication

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The THECB modifications have been discussed with the following groups to inform and collect feedback:

- STC Instructional Deans

- ISD Superintendents and Leadership

- Education and Workforce Development Committee **(April 8, 2025)**

Analysis of Changes

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Based on an analysis of the THECB modifications to the eligibility criteria, **Division Administration and Dual Credit Programs Leadership has identified the following three (3) areas of concern:**

(1) **Eligibility Changes:** Dual credit students will no longer be required to meet college readiness standards prior to enrolling in courses.

(2) **Academic Standing:** Without any college readiness standards in place, students may experience low performance in courses, lowering their GPA.

(3) **Financial Aid:** Dual credit students not successfully completing their courses may face adverse consequences with their future financial aid upon graduating from high school.

3

Recommendations

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Division Administration and Dual Credit Programs Leadership is exploring the following proposed recommendations:

• Launch a pilot in AY 2025-2026 introducing the Non-Degree Seeking Option.

• Upon completion of the Fall 2025 semester, academic performance data will be analyzed to determine whether or not to continue for AY 2026-2027.

• Data will be shared with the partnering school districts participating in the Non-Degree Seeking Option for their review and analysis.

Non-Degree Seeking Option
Requirements

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The following provides the components necessary for any school district who seeks to offer dual credit students the non-degree seeking major option:

1. **Internal Eligibility Review**
   • District to determine and conduct internal screening requirements.
2. **Dual Credit Programs Advisement**
   • Advisors to conduct advising session prior to 15 credit hours.
3. **Faculty Assessment**
   • Primary consideration for staffing due to potential increases in enrollment would be on dual credit faculty employed by the district.
   • Smaller districts need to communicate the need for STC Faculty and/or the assessment of combined dual credit courses with other school districts.
4. **Adhere to Established Instructional Plan**

4

Non-Degree Seeking Option
Implementation Plan

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Next steps for potential implementation of a pilot option for non-degree seeking dual credit students:

1. Present findings and recommendations to STC Cabinet **(April 2025)**
2. Provide revised DC Interlocal Agreements for AY 25-26 to the STC board for approval **(May 2025)**
3. Establish timeline for ISDs to report Internal Eligibility Review criteria to STC Dual Credit Programs **(May 2025)**
4. Inform STC Chairs of the Non-Degree Seeking Option **(June 2025)**
5. Launch pilot **(Fall 2025)**

Questions

5

Thank you

Presentation on Library & Learning Support Services

Purpose

Information Services, Planning, Performance, & Strategic Initiatives will review the role and operations of the Library & Learning Support Services group, including Library Services, Learning Commons & Open Labs, and Centers for Learning Excellence.

Justification

It is important for the Committee to be informed periodically about the operations and services offered by Library Services, Learning Commons & Open Labs, and Centers for Learning Excellence and how these departments serve to provide information materials, technology rich spaces, academic support services, and cultural enrichment opportunities to students, faculty, staff, and the community. These services promote teaching and learning at the College and contribute meaningfully to community engagement in furtherance of the Colleges mission, vision, and values.

Enclosed Documents

A copy of the presentation slides is included.

Funding

No funding is requested with this presentation.

Staff Resources

Interim VP of Information Services, Planning, Performance, & Strategi Initiatives and Dean of Library & Learning Support Services Dr. Jesús Campos; Associate Dean of Library Services Elizabeth Hollenbeck, Director of Learning Commons & Open Labs Arturo Solano, and Director of Centers for Learning Excellence Lynell Williams.

Recommendation

This presentation is for the Education and Workforce Development Committee's information and feedback. No action is requested.

Library & Learning Support Services Support
EWD Committee Update

April 8, 2025

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SOUTH TEXAS COLLEGE
LIBRARY AND LEARNING SUPPORT SERVICES

Dean's Overview

Library & Learning Support Services

Dr. Jesús Campos, Dean

Library Services	**Centers for Learning Excellence**	**Learning Commons & Open Labs**
Elizabeth Hollenbeck, Associate Dean	Lynell Williams, Director	Arturo Solano, Director

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SOUTH TEXAS COLLEGE
LIBRARY AND LEARNING SUPPORT SERVICES

Library Services – Primary Functions

Provide a strong collection of educational and research resources that support the academic programs at STC

- o Library research databases
- o Print materials
- o Technology lending
- o Guest speakers and exhibits

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LIBRARY AND LEARNING SUPPORT SERVICES

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Library Services – Primary Functions
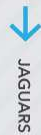
Inform and instruct users on how to properly utilize resources in the library collection

- o Information literacy instruction
- o Student Success Workshops
- o Reference services
- o Database demonstrations and presentations for faculty
- o Library Liaison program

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LIBRARY AND LEARNING SUPPORT SERVICES

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Library Services

Growth of Library Instruction Services
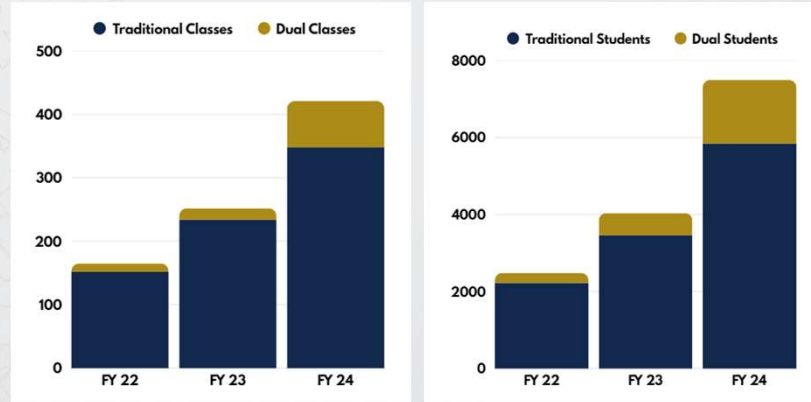
Each year, librarians are collaborating with more faculty and supporting more students, contributing to student success.

The library is consistently supporting more Dual Credit students each year.

Library Services – Vision

To empower our community to reach its full potential through the exchange and cultivation of knowledge and ideas

- Quality library collection
- Timely information literacy instruction
- Guest speakers and art exhibits
- Study spaces on every campus
- Highly trained staff

Centers for Learning Excellence

VISION

Leading the field by setting the new standard in collaborative learning support and student success.

MISSION

...promote student academic success while fostering independent, lifelong learning.

CENTERS FOR LEARNING EXCELLENCE
– Primary Programs

Tutoring

- o In-person - six campus centers
- o Online
- o Embedded
- o By appointment or drop-in
- o Available 24/7
- o Individual and small group

Nationally Certified

CRLA
International Tutor Training
Program Certification

CERTIFIED ONLINE
TUTORING PROGRAM
2023-2026

20

4

CENTERS FOR LEARNING EXCELLENCE
– Online Tutoring: DHSI GRANT

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Pass rates of students attending four or more tutoring sessions
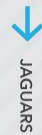
2021-2022 - **93%**

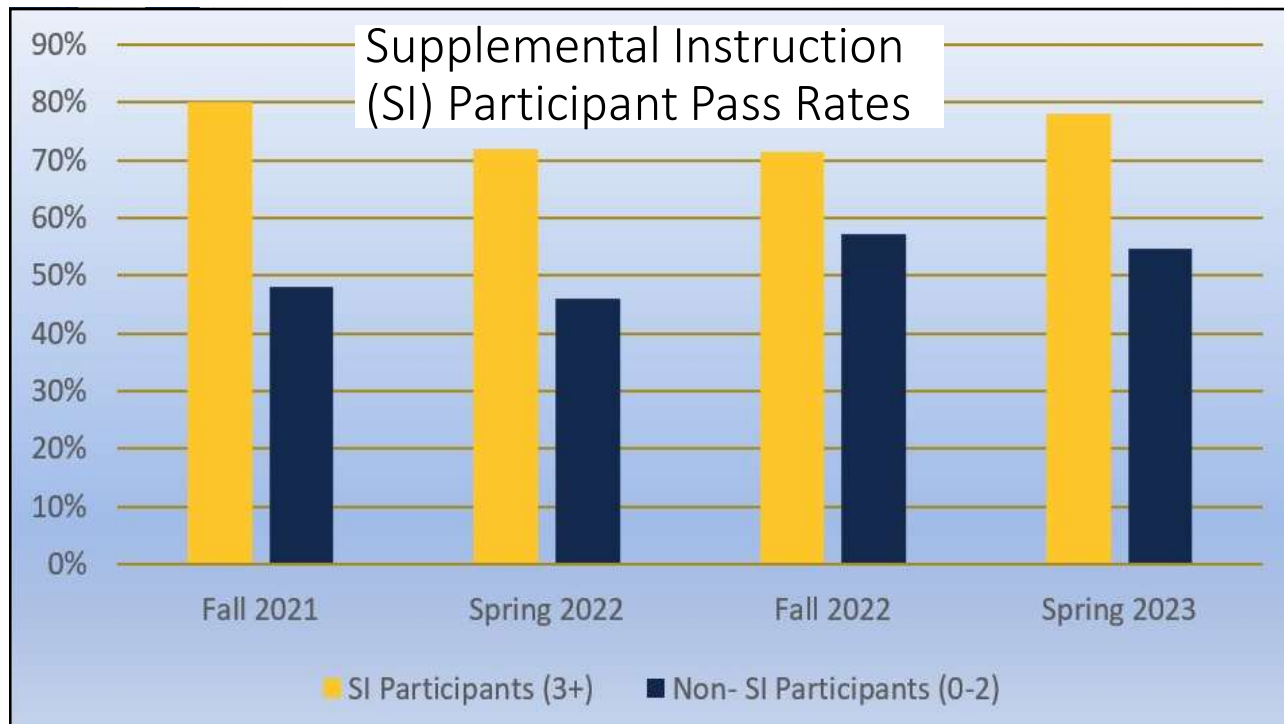2022-2023 - **90%**

2023-2024 - **92%**

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LIBRARY AND LEARNING SUPPORT SERVICES

CENTERS FOR LEARNING EXCELLENCE
– Primary Programs

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Supplemental Instruction

o   Historically challenging courses

o   Partnership with faculty

o   Peer-led study sessions

o   Integration of study skills & content

THE INTERNATIONAL CENTER FOR SUPPLEMENTAL INSTRUCTION

SOUTH TEXAS COLLEGE
LIBRARY AND LEARNING SUPPORT SERVICES

Supplemental Instruction (SI) Participant Pass Rates

CENTERS FOR LEARNING EXCELLENCE – Primary Programs

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Academic Coaching

o Personalized academic skills instruction
o In-person or online
o Student Success Workshops collaboration
o Career & Technical Education Boot Camps

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LIBRARY AND LEARNING SUPPORT SERVICES

ACTP

insidetrack.

National Tutoring Association

CENTERS FOR LEARNING EXCELLENCE
– Some Additional Services/Programs

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TSIA preparation
GED support
Remediation support

*Pilots: Integrated Tutoring
ESL conversation groups*

TSI Resources

The Centers for Learning Excellence (CLE) tutors have compiled resources to help students, both online and in-person, to prepare for any section of the TSI Assessment.

Free Math Department TSI Boot Camp starts March 24. Click to learn more!

Math Videos — Reading/Writing Videos

Schedule Tutoring — Helpful TSI Links

Not yet a member of the STC community? Get a community user card at the STC Library. See User Guidelines for more information. Call the CLE at 956-872-8303 to find out how to schedule a tutoring or Academic Coaching session to prepare for the TSI.

TSI RESOURCES
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SOUTH TEXAS COLLEGE
LIBRARY AND LEARNING
SUPPORT SERVICES

LEARNING COMMONS
& OPEN LABS

Technology-rich, learner-centered spaces that foster collaboration, inquiry, and active learning.

- o Open computer labs
- o Information commons
- o Extended hours commons

SOUTH TEXAS COLLEGE
LIBRARY AND LEARNING
SUPPORT SERVICES

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LEARNING COMMONS & OPEN LABS

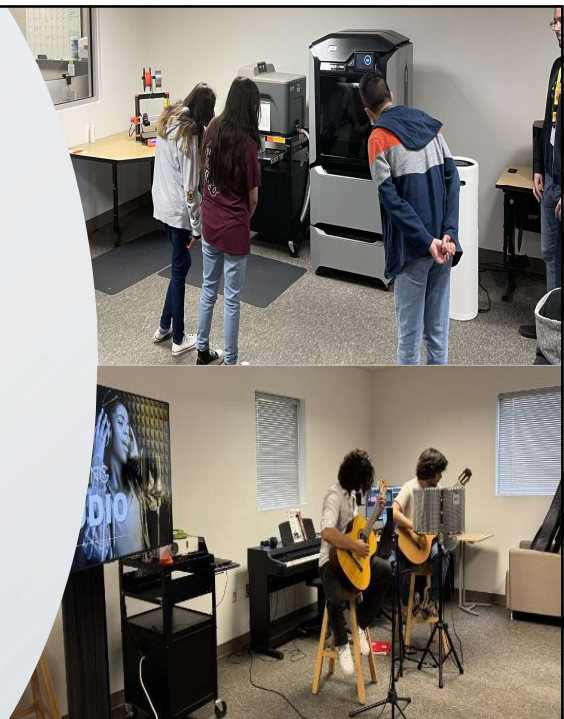A wide selection of technology and service support to promote student success.

- o Single and group workstation setups
- o Laptop checkouts
- o Industry specific software
- o High-Performance computing
- o Interactive displays
- o High-tech study rooms
- o Community access
- o On-site technical support

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LIBRARY AND LEARNING
SUPPORT SERVICES
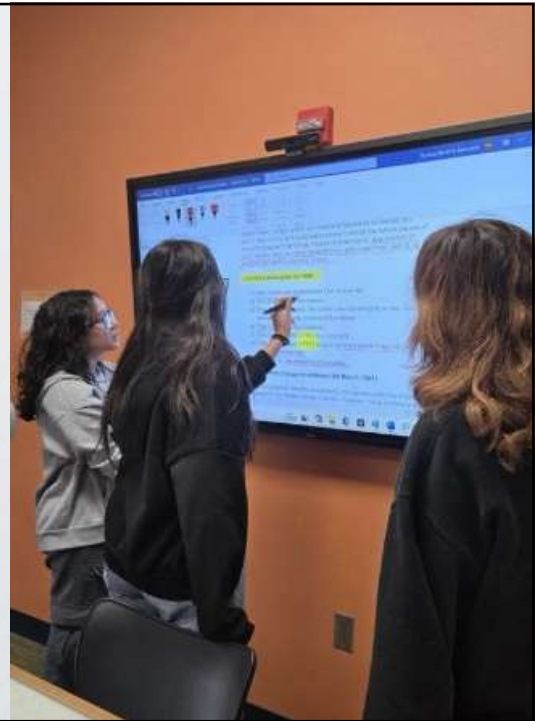
LEARNING COMMONS & OPEN LABS

Adopting the Makerspace concept through the implementation of industry specific technologies.

- o Creating ideation and thinker spaces
- o Matching program technologies
- o Creating academic partnerships
- o Facilitating workshops
- o Career and skills exploration
- o Fostering student engagement

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LIBRARY AND LEARNING
SUPPORT SERVICES

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LEARNING COMMONS & OPEN LABS

Monitoring performance to meet student needs.

Fall 2024 Stats

- o Lab logins/visits - 77,513
- o Students served by print services - 7,271
- o On-Site support requests - 7,044
- o Extended Hours logins/visits – 1,700
- o Makerspace workshop attendance – 96
- o Makerspace reservations - 110

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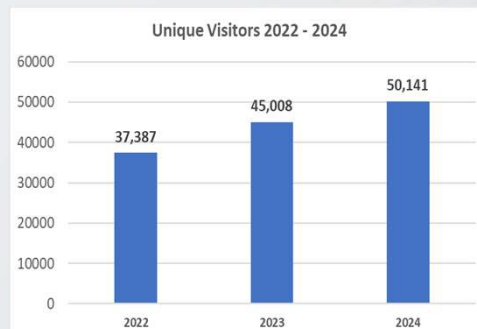LIBRARY AND LEARNING
SUPPORT SERVICES
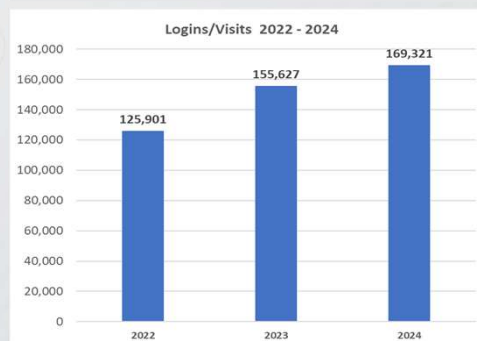

LEARNING COMMONS & OPEN LABS

Showing an increase in both unique and repeated lab visits.

Years 2022 - 2024

- o Unique logins showing an average increase of 16% over the past three years.
- o Repeated logins/visits showing an average increase of 16% over the past three years.

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LIBRARY AND LEARNING
SUPPORT SERVICES

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Unique Visitors 2022 - 2024

Year	Value
2022	37,387
2023	45,008
2024	50,141

Logins/Visits 2022 - 2024

Year	Value
2022	125,901
2023	155,627
2024	169,321

Wrap Up

Library & Learning Support Services

Collaborations
o STC Foundation laptop distributions
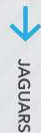o Open Educational Resources (OER)
o Generative Artificial Intelligence

Commitments to students, faculty, and community
o exceptional learning spaces, collections, and services
o cultural and workforce skills enrichment opportunities

JAGUARS

Thank you for your support.

Contacts

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