Comprehensive Operational Plan

FY 2019-2020 to FY 2020-2021

EXCEPTIONAL
FUTURES

SOUTH TEXAS
COLLEGE

August 2019

COMPREHENSIVE OPERATIONAL PLAN
FY 2019-2020 to FY 2020-2021

TABLE OF CONTENTS

Introduction

- Facing the Future Together pg. 1
- Board of Trustees pg. 2
- Strategic Plan for FY 19-20 to FY 20-21 pg. 3
- Overview of the Unique History of STC pg. 5
- South Texas College Fact Sheet pg. 7
- Achievements, Awards, National Rankings, and Accreditations pg. 8
- Statement of Core Values and Professional Ethics pg. 14
- South Texas College Campuses and Higher Education Centers pg. 17

Environmental Scan

- Characteristics of the Area Served by South Texas College pg. 19
- Population Forecasts for Hidalgo and Starr Counties pg. 20
- Economic Impact of South Texas College pg. 21
- Annual Income by Education Level at Career Midpoint pg. 23
- Student Enrollment History pg. 24
- Student Enrollment Projections pg. 26
    - Five Year
    - Long Term
- Traditional Enrollment Planning Assumptions pg. 28

Academic Affairs

- Accreditation History pg. 39
- Instructional Programs Offered by STC pg. 40
    - Bachelor Degrees pg. 40
    - Associate Degrees pg. 41
    - Certificates pg. 43
    - Institutional Awards pg. 44
    - Occupational Skills Awards pg. 44
- Proposed Instructional Programs pg. 45
    - Development/Implementation FY 2019-2020 to FY 2020-2021
- Faculty pg. 46
    - Faculty Profile pg. 46
    - Faculty Development pg. 47
    - Essential Qualities of STC Faculty pg. 48
- Projected Faculty Needs pg. 49
- Instructional Divisions pg. 51
    - Division of Business, Public Safety, and Technology pg. 52
    - Division of Liberal Arts and Social Sciences pg. 55
    - Division of Math, Science, and Bachelor Programs pg. 60
    - Division of Nursing and Allied Health pg. 63
- Campuses pg. 67
    - Distance Learning pg. 68
    - Mid-Valley Campus pg. 73
    - Starr County Campus pg. 74
    - Higher Education Centers
        - La Joya pg. 76
- Academic Advancement pg. 78
    - Academic Excellence Programs pg. 79
    - Academic Initiatives and Projects pg. 81
    - HSI Grant pg. 82
    - Curriculum and Student Learning pg. 83
    - Dual Credit Programs pg. 87
    - Academies and High School Projects pg. 89
    - Dual Credit Pathways pg. 92
    - Professional and Organizational Development pg. 93
    - Project Management pg. 98
    - University Relations, Transfer, and Articulation Center pg. 101

Student Affairs and Enrollment Management

- Student Affairs Operational Plan pg. 107
    - Counseling Services pg. 108
    - Comprehensive Advising pg. 108
    - Student Rights and Responsibilities pg. 109
    - Student Activities and Wellness pg. 110
    - Career and Employer Services pg. 110

- Enrollment Services Operational Plan *pg. 111*
  - Dual2Degree *pg. 112*
  - College Connections & Admissions *pg. 112*
  - Student Financial Services *pg. 113*
  - Student Assessment Services *pg. 114*
  - Degree and Certificate Completion *pg. 115*

Industry Training and Economic Development

- Operational Plan for FY 2019-2020 to FY 2020-2021 *pg. 117*

Continuing, Professional, and Workforce Education

- Continuing, Professional, and Workforce Education Programs *pg. 121*
- Operational Plan for FY 2019-2020 to FY 2020-2021 *pg. 124*

Public Relations and Marketing

- Operational Plan for FY 2019-2020 to FY 2020-2021 *pg. 129*

Resource Development, Management and Compliance

- Operational Plan for FY 2019-2020 to FY 2020-2021 *pg. 133*

Information Services, Planning, Performance, and Strategic Initiatives

- Library and Learning Support Services *pg. 141*
  - Library Services
  - Centers for Learning Excellence
  - Educational Technologies
- Information Technology *pg. 145*
- Research and Analytical Services *pg. 148*
- Institutional Effectiveness and Assessment *pg. 149*
- Information Security Office *pg. 150*

Finance and Administrative Services

- Integration of Planning, Budgeting and Assessment *pg. 153*
- Major Revenue Sources *pg. 157*
- Summary of Current Revenues for FY 2019-2020 *pg. 159*
- Summary of Projected Revenues FY 2019-2020 to FY 2021-2022 *pg. 160*
- Summary of Current Expenditures by Classification for FY 2019-2020 *pg. 161*
- Summary of Unrestricted Fund Expenditures by Function for FY 2019-2020 *pg. 162*
- Summary of Projected Expenditures by Classification & Function *pg. 163*
- Detail of Projected Expenditures by Function & Classification *pg. 164*
- Accountability, Risk, and Compliance Department *pg. 166*
- Office of Internal Audits *pg. 169*
- Business Office *pg. 171*
- Purchasing and Distribution Services *pg. 174*
- Office of Human Resources *pg. 177*
- Food Services Department *pg. 180*

Facilities Planning and Construction

- Facilities Planning and Construction *pg. 183*
- Overview of Campus Facilities *pg. 186*
- District-Wide Campus Master Plan 2010 To 2020 *pg. 187*
- 2013 Bond Construction Program *pg. 188*
  - Pecan Campus
  - Nursing & Allied Health Campus
  - Technology Campus
  - Mid Valley Campus
  - Starr County Campus
- Financial Plan for Future Capital Improvement Projects *pg. 197*
- Capital Improvement Projects FY 2019-2020 and Beyond *pg. 198*
- Designated Funds for Other Non-Bond Major Construction Projects FY 2019-2020 and Beyond *pg. 202*
- Facility Needs Beyond 2013 Bond *pg. 203*
- Proposed Revenue Sources to Fund Facility Needs Beyond 2013 Bond Program *pg. 205*
- Proposed Revenue Sources to Fund Deferred Maintenance *pg. 206*
- Projected Renewals and Replacements-Deferred Maintenance *pg. 207*

Facilities Operations and Maintenance

- Facilities Operations and Maintenance *pg. 211*
- Facilities Summary *pg. 213*
- Facility Inventory
  - Pecan Campus *pg. 214*
  - Pecan Plaza *pg. 221*

    - Dr. Ramiro Casso Nursing and Allied Health Campus *pg. 223*
    - Technology Campus *pg. 224*
    - Mid Valley Campus *pg. 226*
    - Starr County Campus *pg. 230*
    - Regional Center for Public Safety Excellence *pg. 236*
- Portable Building Inventory *pg. 237*

Department of Public Safety

- Department of Public Safety *pg. 240*
- Office of Institutional Equity *pg. 249*

INTRODUCTION

SOUTH TEXAS COLLEGE

Office of the President
3201 W. Pecan Blvd.
McAllen, TX 78501
t 956-872-8366
f 956-872-8368

P.O. Box 9701, McAllen,TX 78502-9701
www.southtexascollege.edu

Facing the Future Together

South Texas College celebrated its 26th anniversary in 2019. Its humble and hopeful beginning in the fall of 1993 with just over 1,000 students on a small campus in McAllen has grown to almost 32,000 students across five campuses and an online campus.

The last 26 years have been a time of unprecedented growth and change in Hidalgo and Starr counties with South Texas College contributing never imagined social and economic benefit to the region.

South Texas College has served as the catalyst for regional economic development and social mobility. The College has been recognized as a world-class institution of higher education and has earned numerous national and state recognitions for the success of its students, quality of its programs, and its many special initiatives to improve the economic and social mobility of all in the region.

It is no small task to achieve such growth with nationally merited scholarship and excellence. It takes bold planning, creative ideas, committed partnerships, a supportive Board of Trustees, and an unwavering commitment to change the lives of communities and transform the quality of life in our communities.

The economic growth in Hidalgo and Starr counties, the lowest unemployment rates in history, increased achievements in the public schools, and a stronger and more capable workforce are the result of South Texas College's commitment to being a world-class institution dedicated to excellence.

A commitment to the success of our students remains our number one priority, and every member of the Board of Trustees, administration, faculty, and staff share wholly in this commitment.

The future planning for South Texas College continues to build on the already established foundation of serving as a dynamic world class, higher education institution in a rapidly growing and developing region of deep South Texas. This two year Comprehensive Operational Plan, taking us from Fall 2019 through Spring 2021, serves as the culmination of detailed systematic planning and includes the broad participation of faculty, staff, and students from across all our campuses. It is the commitment of South Texas College to the people of Hidalgo and Starr counties to continue improving the quality of life for our graduates, their families, and future generations. South Texas College has made the expectation and opportunity to attend college a possibility for every child and every family in South Texas. Exciting opportunities are still to come from South Texas College and greater opportunities are still to come from South Texas College's commitment to excellence and opportunity for all.

An important component of the Strategic Plan and the Comprehensive Operational Plan is the commitment of South Texas College to continue working collaboratively with school districts across our two county service area to make the pathway to college completion affordable and possible for all, with high expectations for student success.

I extend deep appreciation for your commitment to the growth, development, and excellence of South Texas College.
With warm regards,

Shirley A. Reed

Shirley A. Reed, M.B.A., Ed.D.
President

South Texas College Board of Trustees

PAUL R. RODRIGUEZ - Chairman

CEO of Valley Land Title Co

District 3
Representing South McAllen, Southwest Pharr, Hidalgo, Sharyland, Southeast Mission, and Granjeno

First Appointed August 2012; current term through May 2022

Serves as Chairman of the Board.

Serves as a Member of the Facilities Committee and the Finance, Audit, and Human Resources Committee. Previously served as Chair of the Finance and Human Resources Committee.

Formerly served as Secretary of the Board.

ROSE BENAVIDEZ – Vice Chair

President of Starr County Industrial Foundation

District 1
Representing Starr County

First Appointed November 2009; current term through May 2024

Serves as Vice Chair of the Board.

Serves as a Member of the Facilities Committee and the Finance, Audit, and Human Resources Committee.

Formerly served as Chair of the Board.

ROY DE LEÓN - Secretary

Branch Retail Executive, BBVA Compass, Mercedes

District 7
Representing Northeast Hidalgo County, North Weslaco, Edcouch, Elsa, La Villa, Mercedes, Monte Alto, Northeast Alamo, Northeast Edinburg, and Hargill

First Appointed July 1997; current term through May 2020

Serves as Chair of the Finance and Human Resources Committee.

Formerly served as Chair, Vice Chair, and Secretary of the Board.

VICTORIA CANTU - Member

CEO of Children's Education Station, LLC

District 2
Representing La Joya, Western Mission, Palmview, Sullivan City, Penitas, and West Alton

First Term: May 2018 – May 2024

Serves as a Member of the Education and Workforce Development Committee.

GARY GURWITZ - Member

Managing Partner, Atlas, Hall & Rodriguez, L.L.P., McAllen

District 4
Representing North McAllen, Northwest Pharr, Palmhurst, Northeast Mission, and Southwest Edinburg.

First Appointed 1993; current term through May 2022

Serves as Chair of the Facilities Committee and a Member of the Education and Workforce Development Committee.

Formerly served as Chair, Vice Chair, and Secretary of the Board.

DR. ALEJO SALINAS, JR. - Member

Retired Superintendent, Superintendent Emeritus, Hidalgo ISD

District 5
Representing Northwest Hidalgo County, Edinburg, North San Juan, and Northeast Pharr

First Elected May 1996; current term through May 2020

Serves as Chair of the Education and Workforce Development Committee and a Member of the Facilities Committee.

Formerly served as Chair and Vice Chair of the Board.

RENE GUAJARDO - Member

Student Services Director at Crystal City Independent School District

District 6
Representing Donna, South Alamo, South San Juan, Southeast Pharr, South Weslaco, and Progreso

First Term: May 2018 – May 2024

Serves as a Member of the Finance, Audit, and Human Resources Committee.

Strategic Plan for
FY 2019-2020 to FY 2020-2021

Comprehensive Mission and Strategic Directions for South Texas College

VISION STATEMENT

South Texas College will be a global model in educational innovation serving as a catalyst to drive regional prosperity, economic development, and the social mobility of those we serve.

MISSION STATEMENT

South Texas College is a public institution of higher education that provides educational opportunities through excellence in teaching and learning, workforce development, cultural enrichment, community service, and regional and global collaborations.

CORE VALUES

1. ***Student Success***: We are committed to the personal, academic and career goals of each student.

2. ***Excellence***: We are committed to excellence and innovation in teaching, learning, and services.

3. ***Opportunity***: We are committed to providing access and support for students to achieve their academic and career goals.

4. ***Community***: We are committed to equitable results through inclusion, diversity, collaboration, and engagement.

5. ***Integrity***: We are committed to being respectful, professional, honest, accountable, and transparent.

Laying the Foundation: Developing the 2019-2025 Strategic Plan

Strategic planning at South Texas College is a systematic and collaborative process that establishes the future direction for the college and translates its vision into specific achievable goals and objectives.

Lead Community Engagement:

South Texas College is the catalyst for engaging and strengthening the communities through diverse efforts.

1. Enhance and leverage partnerships with school districts to improve college matriculation.
2. Strengthen and develop partnerships with local organizations to align educational opportunities with community and workforce needs.
3. Improve community awareness of South Texas College's educational options, programs and services.

Promote Academic Integrity and Excellence:

South Texas College is dedicated to creating a dynamic and innovative educational environment based on excellence, academic honesty, rigor, and continuous improvement.

1. Promote, support, develop and expand the use of dynamic, innovative, and engaging classroom instruction.
2. Recruit and retain excellent faculty and staff.
3. Expand professional development for all faculty and staff.
4. Nurture a culture that values meaningful assessment of student learning.

Create Educational Opportunities for Students:

South Texas College is committed to providing accessible and inclusive educational opportunities that enable a seamless transfer to advanced degrees or align with emerging workforce needs.

1. Strengthen college readiness for all students in our region.
2. Align programs with emerging technologies and changing needs in the job market.
3. Deliver world class online programs and student experiences.
4. Expand and enhance transfer opportunities

Foster Student Success:

South Texas College is devoted to providing students with accessible pathways and effective support structures that promote persistence, educational attainment, academic achievement, personal and professional growth.

1. Develop pathways to academic and educational achievement to encompass all students.
2. Construct a network of support systems to help students enter and stay on a path leading to employment and/or further education.
3. Provide educational guidance, student mentoring, internship program opportunities, and other experiences.

Cultivate Institutional Excellence:

South Texas College creates a culture of excellence through integrity, collaboration, transparency, accountability, and fiscal responsibility and by leveraging technology.

1. Establish a streamlined, well-structured, and efficient set of communication processes at the College.
2. Improve leadership and personal accountability at every level of the institution to better facilitate regular and effective cross-functional teamwork and dialogue.
3. Safeguard the sound financial condition and financial management of the College.
4. Deliver high level innovative customer-oriented services and business practices.

Overview of the Unique History of South Texas College

Before South Texas Community College began operations in 1993, the Hidalgo-Starr County area was the only area in the state of Texas with a population of over half a million people not served by a community college. South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr counties. It is the only community college in Texas to be established by the Texas Legislature.

A confirmation election, held on August 12, 1995, established a taxing district for the College. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since May 2000, elections have been held for all of the seats and all members have been elected to six year terms.

From its inception, South Texas Community College was mandated by the State Legislature to provide service to residents of Starr and Hidalgo counties. Meeting the population's need for postsecondary education - and the rapid institutional growth experienced by South Texas College in the process - has been an enormous but vital task. It is the one for which the College was founded and charged by the State Legislature, and it is one to which the College is committed.

South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College. It is also approved for veteran's educational training in Certificate, Associate of Applied Sciences, and Bachelor Degree programs by the Texas Education Agency.

Since its inception, South Texas College has been committed to the planning process. South Texas College's initial planning efforts can be traced to December 1992, when the Steering Committee for the proposed South Texas Community College commissioned Dr. Alfredo G. de los Santos, Jr. to prepare a proposal to the Texas Higher Education

Coordinating Board for the creation of a community college in Hidalgo and Starr counties, and the proposal was submitted in April 1993.

In November 1993 South Texas College began its formal planning process with the establishment of a committee charged with developing a mission and purpose for the College. This committee was composed of South Texas Community College trustees, faculty, staff, and community members from both Hidalgo and Starr counties.

The committee met from February to March 1994 and developed a mission statement and purpose for the College, which were presented to the Board of Trustees for approval on April 14, 1994.

Since that time, South Texas College has continued the strategic planning process and has developed an institutional effectiveness cycle for each department. Ongoing planning efforts have included planning workshops and retreats and staff development across all areas of the college. The people of the district approved a bond issue of $20M in 1995, $98.7M in 2001, and $159M in 2012 to support continued growth and service through enlarged and improved facilities. These processes incorporate planned enrollment and program growth.

South Texas College changed its name from South Texas Community College to South Texas College in Fall 2004. South Texas College, along with Brazosport College and Midland College, received Level II accreditation by SACS as the first Texas community colleges accredited to offer the Bachelor’s degree. The announcement was made on December 7, 2004 during the SACS annual meeting in Atlanta, Georgia. The three institutions were selected from among the state’s fifty community colleges to be part of a 10-year pilot project approved by the Texas Legislature in its last legislative session. South Texas College began offering the Bachelor of Applied Technology in Technology Management in Fall 2005.

SOUTH TEXAS
COLLEGE

FACT SHEET

ABOUT

Founded in 1993, South Texas College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate and associate degrees. Over 32,000 credit and over 13,000 non-credit students attend STC, and a faculty and staff of more than 2,600 serve STC's five state of the art campuses, two Higher Education Centers and one virtual campus.

CREATION

South Texas College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr counties. A confirmation election, held on August 12, 1995, established a taxing district for the college. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since then, an election process has been established, and all board members are elected for six year terms.

DUAL CREDIT

South Texas College is a model of collaboration with public schools and has one of the largest dual credit programs in the state of Texas. A variety of dual credit programs have been instituted, including six academies, drop-out recovery programs and other unique initiatives with 24 school districts, and over 70 high school sites throughout Hidalgo and Starr counties. The programs allow eligible students to take college courses while attending high school. The Dual Credit Program at STC is one of the largest in the state of Texas and has provided tuition-free dual credit to over 106,000 high school students, saving families over $200 million in tuition since 2000. In addition, South Texas College leads the nation in the number of Early College High School partnerships developed with area Independent School Districts. This includes 29 Early College High Schools and two Career and Technical Early College High Schools.

CONTINUING, PROFESSIONAL & WORKFORCE EDUCATION

The program provides opportunities for lifelong learners who want to upgrade their skills, change careers, renew licenses and certifications, or seek personal enrichment. There is a wide variety of course offerings including online classes. Additionally the division also offers customized training to area businesses, industries and the community. Training programs are tailored to a client's specific needs in terms of content, schedule and location.

ARTICULATION AGREEMENTS

For those students who wish to continue their education beyond an associate's degree, STC has more than 80 articulation agreements in place with colleges across the country.

ACCREDITATION

South Texas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the Baccalaureate and Associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

South Texas College's offerings are approved by the Texas Higher Education Coordinating Board and the Texas Education Agency.

ASSOCIATE DEGREES AND CERTIFICATES

South Texas College offers 121 degree and Certificate program options, including Associate's degrees in a variety of art, science, technology and allied health fields of study. The college also offers 32 online associate degrees and certificates options through South Texas College Online.

BACCALAUREATE DEGREES

South Texas College is proud to be one of four community colleges in the State of Texas accredited to offer baccalaureate degrees in Applied Technology and Applied Science. South Texas College offers Bachelor of Applied Technology degrees in Technology Management, Computer and Information Technologies, and Medical and Health Services Management. A Bachelor of Applied Science in Organizational Leadership is also offered. Additionally, South Texas College was granted legislative authority during the 85th Legislative Session to offer the Bachelor of Science in Nursing.

SOUTH TEXAS COLLEGE ONLINE

Through South Texas College Online, students not only have access to more than 241 unique online courses, full online library services, registration, advising, counseling, payment services, financial aid, bookstore and testing, and so much more. Currently 19 associate degrees, 9 certificates and all four bachelor programs are available online, making it possible for students to earn their degrees without ever setting foot on campus.

INDUSTRY TRAINING & ECONOMIC DEVELOPMENT

South Texas College is the fiscal agent and home of the executive offices for the North American Advanced Manufacturing Research and Education Initiative (NAAMREI). In addition, the Institute for Advanced Manufacturing (IAM) is linked to all community and technical colleges in the region. South Texas College has taken the lead in helping train workers to fuel a regional manufacturing economy and to support innovations in rapid response manufacturing.

ADA COMPLIANCE

In accordance with the Americans with Disabilities Act of 1990, Title IX of the Education Amendment of 1972, and Section 504 of the Vocational Rehabilitation Act of 1973, South Texas College provides accommodations as required by law to afford equal educational opportunities to all people. For questions about the accreditation of South Texas College, contact the Commission on Colleges at (404) 679-4500.

LOCATIONS

Pecan Campus
McAllen, TX

Mid-Valley Campus
Weslaco, TX

Starr County Campus
Rio Grande City, TX

Technology Campus
McAllen, TX

Dr. Ramiro R. Casso Nursing & Allied Health Campus
McAllen, TX

Regional Center for Public Safety Excellence
Pharr, TX

Higher Education Center: La Joya
La Joya, TX

Higher Education Center: Pharr
Pharr, TX

PRESIDENT

Shirley A. Reed
M.B.A., Ed.D

BOARD OF TRUSTEES

Paul R. Rodriguez
Chairman

Rose Benavidez
Vice Chair

Roy de León
Secretary

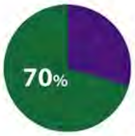
Victoria Cantú
Member

Rene Guajardo
Member

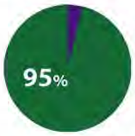
Gary Gurwitz
Member

Dr. Alejo Salinas, Jr.
Member

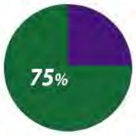
VITAL STATISTICS



More than 70% of student population are the first in their families to attend college



More than 95% of students are Hispanic



More than 75% take advantage of some form of financial aid (excluding dual enrollment students)

Class size averages 26 students per faculty member

SOUTHTEXASCOLLEGE.EDU

Achievements, Awards, National Rankings, & Accreditations

South Texas College has continued its tradition of being recognized and honored for its dedication to excellence and its innovative endeavors. The College has received numerous awards from national, state and local sources that demonstrate its leadership among the community colleges in the State of Texas and the nation. Some of the recent accomplishments and initiatives include:

Achievements

- Over 33,000 students each semester on 5 campuses, a Regional Center for Public Safety Excellence, two Higher Education Centers, and a virtual campus.
- Over 123 degree and certificate options, and 32 fully online programs.
- Authorized by the Texas Higher Education Coordinating Board as one of four community colleges in Texas to offer the Bachelor of Applied Technology and Bachelor of Applied Science degrees.
- South Texas College was granted the legislative authority by the passage of SB2118 during the 85th Legislative Session to offer the Bachelor of Science in Nursing.
- Procurement of more than $250 million in local, state, and federal grant monies to fund student success initiatives, scholarships, and workforce training programs.
- Pioneered tuition-free dual enrollment to over 106,000 high school students at 70 school sites, saving families over $200 million in tuition since 2000.
- South Texas College leads the nation in the number of partnerships that it has developed with area Independent School Districts, which includes collaborative partnerships with 24 school districts, 78 high schools, 66 middle schools, and 191 elementary schools.
- STC has instituted a wide variety of innovations of dual credit programs including 7 Dual Credit Academies, 29 Early College High Schools, and 2 Career and Technical Early College High Schools with over 15,000 students on track to earn up to Associate Degree in addition to their high school diploma.
- Partnered with 6 local high schools to develop the High School Recovery Program which has helped over 5,900 high school dropouts earn a diploma and college credit since 2008.
- South Texas College nationally recognized by Exelencia in Education among 2017 ‘Examples of Excelencia’ institutions for accelerating academic success for Latino students.
- South Texas College has more than 80 articulation agreements in place with colleges across the country.
- Established the North American Advanced Manufacturing Research and Education Initiative (NAAMREI) designed to develop the regional workforce to be the national leader in advanced manufacturing and serve as the Corporate Headquarters/Executive Office.
- Received community approval to establish a taxing district for operation of the College and successfully passed three bond elections resulting in the issuance of $277 million in construction bonds.
- Developed the Valley Scholars Program in 1997 to provide two-year scholarships to top 10% of local high school graduates.

- Recognized as a catalyst for regional economic prosperity and social mobility for Hidalgo and Starr counties.
- Since the creation of South Texas College in 1993, the unemployment rate in its two-county district has dropped significantly from 24.1% to 6.2% for Hidalgo County, and from 40.3% to 9.8% for Starr County, as of June 2019. Additionally, the population below the poverty level has dropped from 41.5% to 31% for Hidalgo County, and from 59.6% to 31% in Starr County.
- The City of McAllen Development Corporation fund awarded a $400,000 grant in 2017 to the Industry and Advanced Manufacturing Department that will support customized training dedicated to local industry.
- Home Depot Foundation and Student Veterans of America awarded the STC Student Veterans Association chapter $10,000 in 2016 for Veterans Center expansions as part of the Vet Center Initiative.

- The Lower Rio Grande Valley Development Corporation and Valley Metro awarded the STC continuing Professional & Workforce Department an $117,000 grant for Public Transit Bus Driver training in 2016.
- Selected by the White House Initiative on Educational Excellence for Hispanics *“Bright Spots in Hispanic Education National Online Catalog.”* Over 230 Bright Spots featured in the catalog are helping ensure the educational attainment for the country’s Hispanic community, from cradle-to-career in 2015.
- Awarded a $2.5 million grant by the U.S. Department of Education, for 5 years, to increase the higher education success of Hispanic students in 2014.
- The North American Advanced Manufacturing Research & Education Initiative at STC received $500,000 grant from Wagner-Peyser program through Office of Texas Governor Rick Perry in 2014.
- Selected to participate in the Integrated Planning and Advising for Success (IPAS) in Higher Education Initiative to engage in bold and holistic institutional change to improve student success.
- Invited by President Barack Obama, First Lady Michelle Obama, and Vice President Joe Biden to participate in the White House College Opportunity Summit in Washington, D.C., on Dec. 4, 2014.
- Selected as one of nine colleges to serve as a Co-Development Partner with the New Mathways Project, led by the Texas Association of Community Colleges and the Charles A. Dana Center, to redesign developmental mathematics course offerings. The project is a statewide approach to reforming mathematics developmental education.
- Developed the JagExpress in partnership with LRGVDC to provide free shuttle service with Wi-Fi, connecting five campuses across Hidalgo and Starr counties.
- Invited to Join Excelencia in Education’s launch of the Presidents for Latino Student Success’ program which included leaders throughout the country to make America stronger by increasing degree attainment for Latino students and all students.
- Received approval from the Texas Board of Nursing to pilot the nation’s first dual enrollment nursing program with Doctors Hospital at Renaissance and the PSJA Independent School District.
- Established the Institute for Advanced Manufacturing (IAM) to focus and support the workforce development needs of the burgeoning advanced manufacturing industry in the region and has trained over 42,400 workers since 2007.
- Certified as a globally recognized FESTO Certified Training Center for Robotics and Industrial Automation.
- Accredited by the National Institute for Metalworking Skills (NIMS) to establish manufacturing skill standards and competency assessments.
- Have hosted an annual College and Career Readiness Summit for four-teen years that is focused on improving College and Career Readiness of all students.

- Established the Regional Center for Public Safety Excellence to provide college level training for Texas Commission on Law Enforcement (TCOLE) Certified Peace Officers.
- Selected as one of five recipients in the State of Texas to be awarded an $800,000 Texas Regional STEM Degree Accelerator (TRSDA) Grant, and Educate Texas initiative, focused on regional collaboration, changing STEM teaching and learning, increasing student success, and ensuring that education and workforce are aligned. The overall goal is to impact up to 100,000 underrepresented students across the state of Texas.
- Established South Texas College Online as a virtual campus with 32 online degrees and certificates and a full complement of online student services.
- Established Center for Mexican American Studies to expand cultural programs promoting Hispanic Heritage and includes the acclaimed Ballet Folklorico South Texas College.

- Established the South Texas College Department of Public Safety with 16 police officers and 33 security personnel.
- Selected as one of four community colleges in the State of Texas to be awarded a $672,021 Accelerate Texas grant from Texas Workforce Commission to provide career pathway training through Continuing Education to individuals lacking secondary credentials.
- Selected as one of six community colleges in the State of Texas to mentor other colleges through Continuing Education in the area of Integrated Education and Training Career Pathways.
- Since the creation of Continuing Education in 2006, enrollment has increased from 1,790 to 26,000 in all eleven institutes: Arts and Design, Business and Corporate Training, College and Career Preparation, Conferences and Workshops, Education, Healthcare, Online Training, Police Academy, Real Estate, Technology and Trades, and Truck and Bus Driving.
- Invited by Catch the Next, a national organization that enhances opportunities for at-risk and first generation students, to develop and implement in the State of Texas, the first of three Puente Projects.
- Partnered with a Healthcare Consortium to provide job training for new and incumbent workers using a $2,602,165 Skills Development Fund grant from Texas Workforce Commission
- Awarded $1.2 million dollar, 4-year grant by Department of Labor to address the critical shortage of Computer and Information Technology (CIT) professions in Hidalgo and Starr counties by establishing strategic partnerships with key members of the business community to identify and address regional workforce challenges. The college and its partners engaged in capacity building activities to develop and tailor CIT training curricula and competency models that are specific to the workforce needs of the region. The activities aligned with the vision and strategies of the four regional economic development corporations that service the two-county area. The program served 1,225 participants and leveraged $775,000 from our partners.

Awards

South Texas College has a two-decade history of national recognition and rankings. It is embedded in the institutional culture to exceed all expectations in our commitment to serve the needs of all residents of deep South Texas.

- Recipient of the 2019 Seal of Excelencia by Excelencia in Education. The Seal of Excelencia documents South Texas College has intentionally implemented evidence-based practices to achieve and exceed the success metrics for all Hispanic students.
- 2019 Pioneer Award from the Community College Baccalaureate Association in recognition of progress toward making baccalaureates accessible to all.

- 2019 recipient of the Institutional Catalyst Award from Teach for America's Honor Roll event for the College's successful educational impact and collective leadership to fostering advancement in educational excellence and equity through a sustained commitment to students, schools and the community.
- 2018 ACCT Western Regional Chief Executive Officer Award for exemplary leadership and significant contributions to the region.
- 2018 Idahlynn Karre Exemplary Leadership Award by The Chair Academy for South Texas College team who developed the Starfish Early Alert system.
- Four-teen South Texas College Faculty and Staff were recognized in the NISOD 2018 Excellence Awards for their extraordinary dedication and contributions to student success.
- Recognized by the U.S. Department of State Bureau of Educational and Cultural Affairs as a 2017-2018 Gilman Greatest Growth Institution in Associate's Colleges for South Texas College's commitment to broadening the student study abroad population.
- South Texas College was recognized by Excelencia in Education as the 2017 national winner in the Baccalaureate category for its Competency-Based Bachelor of Applied Science in Organizational Leadership.
- National Recognition as a National Center of Academic Excellence in Cyber Defense Two-Year Education by the US Department of Homeland Security and the US National Security Agency in 2017.
- The Advanced Manufacturing Technology Program received an award of excellence from the Texas Association of College Education Educators (TACTE) in April 2017.
- Received Texas Comptroller of Public Accounts Transparency Stars Program Awards in 2016 consisting of a Traditional Finance Transparency Star, an Economic Development Transparency Star, and a Debt Obligation Transparency Star, for providing meaningful financial data to Texas taxpayers.
- Commendation in 2016 from Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for the College's Dual Credit program for its commitment to achieving the promise of creating a college-going culture for the lives of students and future generations of students in the South Texas Region through its extensive network of off-campus sites.
- Awarded the Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association, for fiscal year end 2018 for the 16th consecutive year.
- Received the Government Treasurers' Organization of Texas Certificate of Distinction for the sixth consecutive year in 2018. The certificate was issued for the District's success in developing an investment policy that meets the requirements of the Public Funds Investment Act and the standards for prudent public investing established by the Government Treasurers' Organization of Texas. The Certificate of Distinction is effective for a two-year period ending August 31, 2020.
- Early College High Schools Program selected by *Excelencia* in Education for the *¡Examples of Excelencia! 2015.*
- 2013 Leah Meyer Austin Institutional Student Success Leadership Award by the Kresge Foundation.
- Received a Partnership Award from the Texas Workforce Commission, which recognizes South Texas College's work with employers and workers to meet the demands of a global economy by aligning skills with current and future workforce needs.
- Awarded eleven Medallion Awards and three Paragon Awards, including the National Pacesetter Award, by the National Council for Marketing and Public Relations for outstanding achievement in communications at community and technical colleges.
- *In The Making* advertising campaign garnered a Best of Show award from the Higher Education Marketing Report; a Judge's Choice award from the Collegiate Advertising Awards; and an ADDY Silver Star Award for the Visual – Illustration campaign component.
- Awarded 17 National Institute for Staff and Organizational Development (NISOD) Excellence Awards for the commitment to the professional development of faculty, administrators, and staff, and to the continued improvement of teaching and learning, with the ultimate goal of student success in 2014 (With over 150 NISOD awards since 2007).
- Valley Scholars Program recognized in the 2014 edition of *What Works for Latino Students in Higher Education* by *Excelencia* in Education.

- Recognition of the Dual Enrollment Medical Science Academy as Top Finalist for the Association of Community College Trustees *2013 Legacy Award.*

- Recognition as Finalist for the *2013 Student Success Excellence Award* by the American Association of Community Colleges.
- 2013 Harold W. McGraw, Jr. Prize in Education for significant contributions to increase the number of students from disadvantaged backgrounds who enter and succeed in postsecondary education.
- In 2013, President Reed was recognized as part of the Good Samaritan Community Services-Rio Grande Valley's third annual event, for dedicating her career to changing the lives of youth and adults in South Texas.
- Association of Community College Trustees: 2012 M. Dale Ensign Trustee Leadership Award.
- First round Achieving the Dream College in 2004, ATD Leader College since 2009, and selected as an ATD Texas Peer Coach (2012).
- The Texas Higher Education Coordinating Board *Star Award* for the Exemplary Dual Enrollment Medical Science Academy in 2012; and the *Star Award* for development of the PSJA College, Career and Technology Academy for recovering high school drop-outs in 2009.
- 2011 Alfredo G. de los Santos, Jr. Distinguished Leadership in Higher Education Award from the American Association of Hispanics in Higher Education (AAHHE).
- Texas Distance Learning Association Institutional Commitment to Excellence and Innovation Award
- South Texas College Online (Distance Learning) became recognized as a Military Friendly, GoArmy Ed Portal Partner, and Air Force Academic Institutional Partner.
- MetLife Foundation: 2008 Community College Excellence Award for promoting educational and economic advancement.
- Association of Community College Trustees: 2005 Western Region Equity Award.
- North American Council for Staff Professional and Organizational Development (NCSPOD): Institutional Merit Award in 2004.

National Rankings

- Community College Week's Top 100 Associate Degree & Certificate Producers, 2016 ranks South Texas College 2nd in awarding Associate Degrees to Hispanic students and 25th out of more than 1,100 community colleges in awarding Associate Degrees in all disciplines.

TOP
50
Most Affordable
ONLINE
BACHELORS DEGREES
Online
COLLEGE
PLAN
.com

- Ranked 1st in the nation as the most affordable online college for Bachelor Degrees by Online College Plan.
- In 2019, Hispanic Outlook's Top 100 list ranked South Texas College:
  - 3rd in nation for enrolling the most Hispanics among the nation's 4-year institutions
  - 1st in nation for awarding Engineering Degrees to Hispanics
  - 1st in nation for awarding Teacher Education & Professional Development Degrees to Hispanics
  - 4th in nation for awarding Criminal Justice Degrees to Hispanics
- Diverse Issue in Higher Education's 2019 list of "Top 100 Degree Producers" ranked South Texas College:
  - 1st in the Nation in awarding Associate Degrees to Hispanic students in Education

    - 2nd in the Nation in awarding Associate Degrees to Hispanic students in all Disciplines
    - 5th in the Nation for awarding Bachelor Degrees in Business and Commerce to Hispanic students.

- Ranked 1st in Texas and 8th in the Nation in 2018 by Opportunity Insights, a not-for-profit organization based at Harvard University, for advancing the upward economic mobility of the region.
- South Texas College Online Ranked by ONLINEU as No. 1 Most Affordable Online College in the Nation for 2016.
- South Texas College's program for Occupational Therapy Assistant recognized in 2016 as one of the best in the nation by The Community for Accredited Online Schools (AccreditedSchoolsOnline.org), honoring South Texas College as the #27 Best Occupational Therapy Program in the Nation.
- South Texas College's program for Pharmacy Technicians recognized in 2016 as one of the best in the nation by The Community for Accredited Online Schools (AccreditedSchoolsOnline.org), honoring South Texas College as the #22 Best Pharmacy Technician Program in the Nation.
- Ranked 10th in the Nation by The National Institute for Metalworking Skills
- South Texas College's Nursing Program ranked as one of the Top 50 Nursing Schools in the Southwest by the Nursing Schools Almanac, 2016.
- 1st in the nation as the most affordable Public 4 year institution by the Department of Education, the College Affordability and Transparency Center, 2014-2015 Rankings.
- Top 150 for Aspen Prize for Community College Excellence
- South Texas College's program for Pharmacy Technicians recognized as second in Texas by The Pharmacy Technician Guide's Top 30 Pharmacy Technical Schools in Texas 2019-2020

Accreditations

- Southern Association of Colleges and Schools Commission on Collages accreditation to award Baccalaureate and Associate degrees
- Accreditation Council for Business Schools & Programs
- Accreditation Council for Occupational Therapy Education
- American Society of Health-System Pharmacists
- Accreditation Council for Pharmacy Education
- ASE Education Foundation
- Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation for Health Informatics and Information Management Education
- Commission on Accreditation in Physical Therapy Education
- Committee on Accreditation of Educational Programs (Emergency Medical Technology)
- Committee on Accreditation for Respiratory Care
- National Accreditation Commission for Early Care and Education Programs
- National Centers of Academic Excellence in Cyber Defense Education
- National Institute for Metalworking Skills, Inc.
- Texas Board of Nursing
- Texas Department of State Health Services
- Texas Health and Human Services

SOUTH TEXAS
COLLEGE

GET INVOLVED
SOUTH TEXAS COLLEGE
LA FERIA LIONS

Statement of Core Values & Professional Ethics

FOR
SOUTH TEXAS COLLEGE
ADMINISTRATION,
FACULTY, & STAFF

January 2019

Administration, faculty, and staff affirm the inherent worth and dignity of all persons and seek to provide an environment where our core values of student success, opportunity, excellence, innovation, community, professionalism, collaboration, and integrity are esteemed and allowed to thrive.

In order to fulfill their professional responsibilities to their students, to their fellow employees, and to their communities, the administration, faculty, and staff adopt, and hold each other subject to, the following South Texas College Core Values and Professional Ethics:

STUDENT SUCCESS

We are committed to the personal, academic and career goals of each student.

The administration, faculty, and staff shall:

- strive to help each student realize their full potential as a learner and as a human being.
- encourage and defend the free exchange of ideas, respect the inherent worth and dignity of all persons, and express their own ideas with scholarly objectivity and tolerance of other viewpoints.
- demonstrate competence through consistent and adequate preparation and performance, and seek to enhance competence by accepting and applying constructive feedback and evaluation.

EXCELLENCE

We are committed to excellence and innovation in teaching, learning, and services.

The administration, faculty, and staff shall:

- value excellence in teaching, learning, and support services while recognizing the needs and rights of others as embodied in the institution, and fulfill their employment obligations both in spirit and in fact.
- pursue excellence in all services and regularly evaluate their performance and practices with an eye toward continuous improvement in an increasingly dynamic and competitive world.

OPPORTUNITY

We are committed to providing access and support for students to achieve their academic and career goals.

The administration, faculty, and staff shall:

- make reasonable effort to protect students from conditions harmful to learning or to health and safety.
- endeavor to increase access to a better quality of life and opportunities for growth for all of its constituents.

COMMUNITY

We are committed to equitable results through inclusion, diversity, collaboration, and engagement.

The administration, faculty, and staff shall:

- abide by all South Texas College policies, support the goals and ideals of the College, act in public and private affairs in such a manner as to reflect positively upon the institution, and uphold the ethical guidelines of their own discipline or profession.
- exemplify the highest ethical standards in the exploration, development, and maintenance of partnerships, and other relationships within the larger community.

INTEGRITY

We are committed to being respectful, professional, honest, accountable, and transparent.

The administration, faculty, and staff shall:

- observe, practice, and uphold the highest standards of honesty and integrity.
- not engage in, condone, or support unethical or professionally incompetent behavior.

South Texas College Campuses & Higher Education Centers

CAMPUSES

The College has five campuses conveniently located throughout Hidalgo and Starr counties and an on-line virtual campus. The six campuses are as follows:

1. Pecan Campus – McAllen
2. Technology Campus – McAllen
3. Dr. Ramiro R. Casso Nursing and Allied Health Campus - McAllen
4. Starr County Campus – Rio Grande City
5. Mid-Valley Campus - Weslaco
6. South Texas College - Online

The Pecan Campus, Mid-Valley Campus and Starr County Campus offer traditional college programs. The Dr. Ramiro R. Casso Nursing and Allied Health Campus, and the Technology Campus provide specialized training for students entering the workforce.

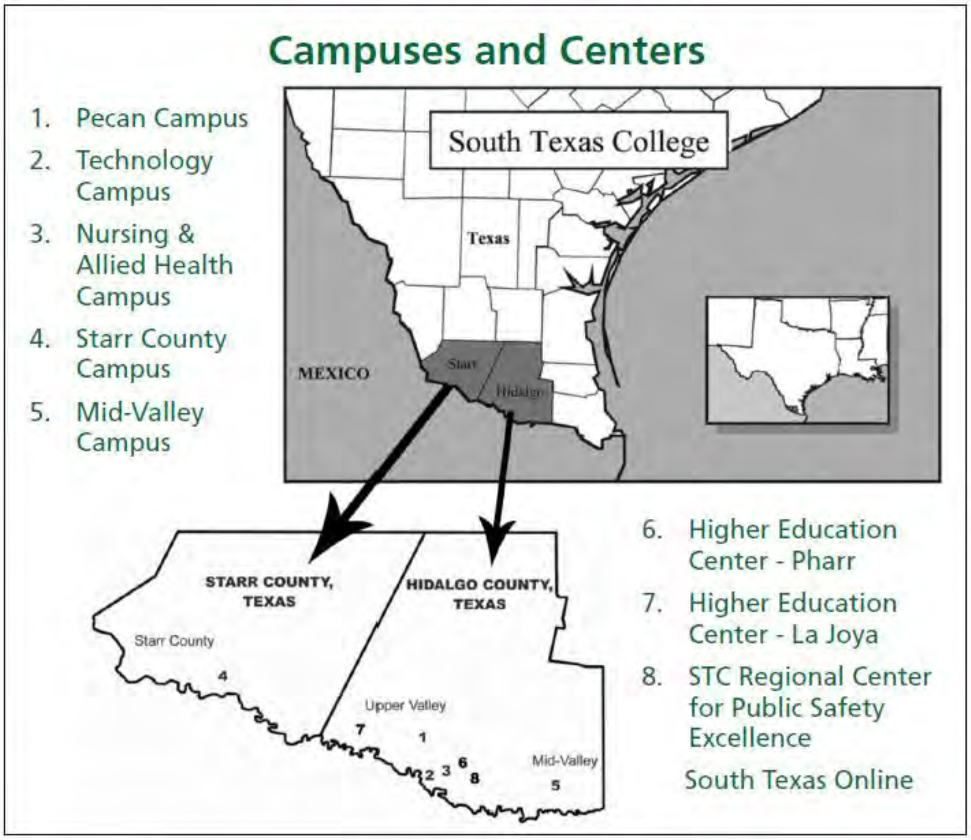
REGIONAL CENTER FOR PUBLIC SAFETY EXCELLENCE

The Regional Center for Public Safety Excellence provides training for local, county, state and federal professionals in law enforcement, public safety, fire science and homeland security along the US/Mexico border. Opportunities for professional growth and access to training will strengthen public safety and benefit those who make public service a career.

HIGHER EDUCATION CENTERS

South Texas College also has two higher education centers, the La Joya Higher Education Center and the Pharr Higher Education Center.

The service area for South Texas College is located in the Rio Grande Valley of Texas, near the southernmost part of Texas along the U.S.-Mexico border. The college serves Hidalgo and Starr counties.


Campuses and Centers
1. Pecan Campus
2. Technology Campus
3. Nursing & Allied Health Campus
4. Starr County Campus
5. Mid-Valley Campus
South Texas College
Texas
MEXICO
Starr
Hidalgo
STARR COUNTY, TEXAS
HIDALGO COUNTY, TEXAS
Starr County
4
Upper Valley
7
1
2
3
6
8
Mid-Valley
5
6. Higher Education Center - Pharr
7. Higher Education Center - La Joya
8. STC Regional Center for Public Safety Excellence
South Texas Online

ENVIRONMENTAL SCAN

Characteristics of the Area Served by South Texas College

Demographic Characteristics:

**Source: United States Census Bureau (June 2019)*

	HIDALGO COUNTY	STARR COUNTY	STATE OF TEXAS
Population *(2018 estimate)*	865,939	64,525	28,701,845
Population change *(April 2010 to July 2018)*	11.8%	5.8%	14.1%
Persons under 18 years *(Note: not 18 & under only under 18)*	33.0%	33.1%	26.0%
Hispanic or Latino *(July 2017)*	92.2%	96.3%	39.4%
Speak language other than English at home	84.3%	96.4%	35.3%
High School graduate or higher, % of persons age 25 years+ *(2013-2017)*	63.7%	48.8%	82.8%
Bachelor's degree or higher, % of persons age 25 years+ *(2013-2017)*	17.8%	9.7%	28.7%

Economic Characteristics:

**Source: United States Census Bureau (June 2019)*

	HIDALGO COUNTY	STARR COUNTY	STATE OF TEXAS
Median Household Income *(2013-2017)*	$37,097	$27,133	$57,051
Median value of homes *(2013-2017)*	$82,400	$67,200	$151,500
Per Capita Income *(2013-2017)*	$15,883	$13,167	$28,985
Persons below poverty level	29.5%	32.0%	14.7%
Unemployment Rate *(U.S. Bureau of Labor Statistics: 2019 Averages)*	5.0%	7.9%	3.0%

Population Forecasts for Hidalgo and Starr Counties

Forecast for next 10 Years

	HIDALGO	STARR	TOTAL	% CHANGE
2019	860,835	64,444	**925,279**	
2020	870,357	64,731	**935,088**	1.06%
2021	879,524	65,010	**944,534**	1.01%
2022	888,641	65,276	**953,917**	0.99%
2023	897,685	65,498	**963,183**	0.97%
2024	906,600	65,708	**972,308**	0.95%
2025	915,389	65,866	**981,255**	0.92%
2026	924,017	65,999	**990,016**	0.89%
2027	932,445	66,109	**998,554**	0.86%
2028	940,599	66,178	**1,006,777**	0.82%

**Texas Demographic Center Population Projections*

Economic Impact of South Texas College

Introduction

An analysis of South Texas College's economic impact and return on investment in education was conducted by Economic Modeling Specialists International (EMSI). EMSI has conducted more than 1,200 economic impact studies for educational institutions in the U.S. and internationally. A report issued by EMSI in December 2014 indicates that South Texas College creates a significant positive impact on the local business community and generates a return on investment to its major stakeholder groups – students, society and taxpayers.

Data used in the study were based on several sources including 2012-2013 academic and financial reports from South Texas College, industry and employment data from the US Bureau of Labor Statistics and US Census Bureau, outputs of EMSI's Social Accounting Matrix (SAM) model and a variety of published materials relating education to social behavior. The study applied a conservative methodology and followed a standard practice using only the most recognized indicators of investment effectiveness and economic impact.

Key findings related to the economic impact and return on investment from EMSI's study are detailed below.

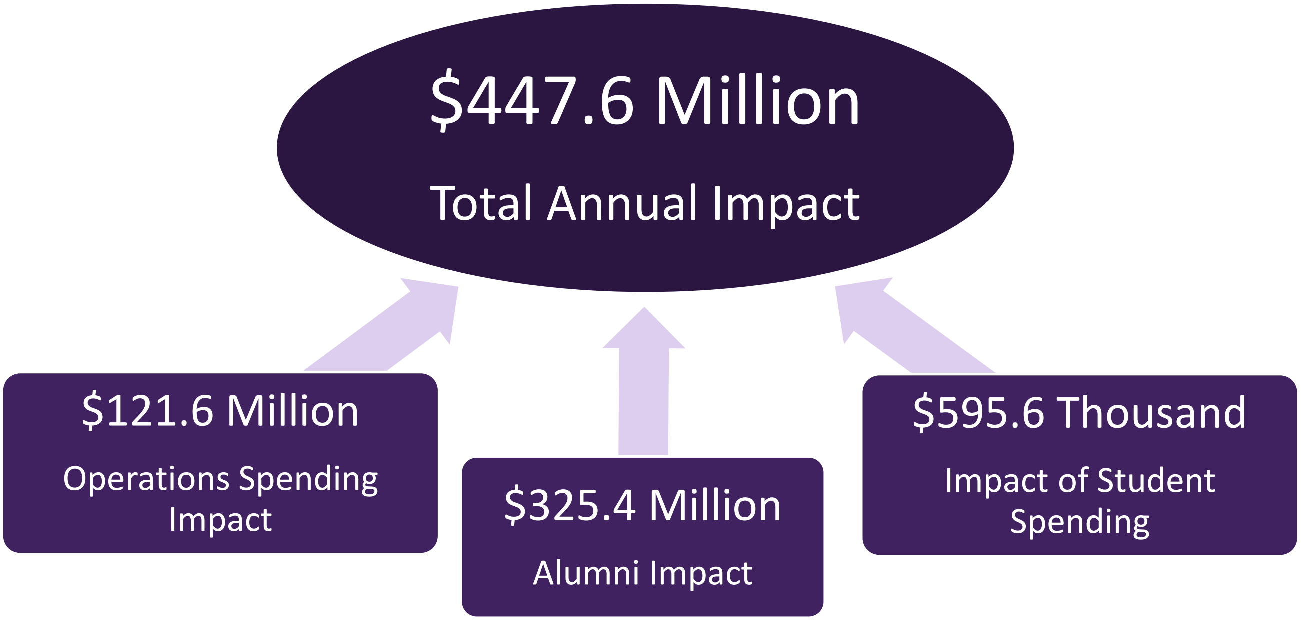
Economic Impact

South Texas College plays an important role in the local economy and creates value in many ways:

- Students benefit from lower tuition costs, advanced skills, increased earnings and additional opportunities all of which help them in achieving their individual potential.
- Taxpayer benefits consist primarily of the taxes that state and local government will collect from the added income created in the state and local economy. As South Texas College graduates earn more, they will make higher tax payments. Employers will also make higher tax payments as they increase their output and purchase more supplies and services. In addition, students are more employable, so the demand for welfare and unemployment benefits reduces.
- The local community benefits from a more prosperous and growing economy, increased consumer spending in the region and a steady flow of qualified, trained workers into the workforce.

South Texas College employed 2,138 full-time and part-time employees in FY 2012-2013. Total payroll amounted to $88.5 million, much of which was spent in the region for groceries, rent, eating out, clothing and other household expenses. Furthermore, South Texas College is itself a large-scale buyer of goods and services. In FY 2012-2013 the college spent $65.2 million to cover its expenses for facilities, professional services, and supplies.

The overall effect of South Texas College on the local business community amounted to $447.6 million, equal to the sum of the college operations spending impact, the student spending impact, and the alumni impact. These three categories are outlined below. This added income was equal to approximately 2.7% of the region's Gross Regional Product.



OPERATIONS SPENDING IMPACT.
The total income that South Texas College created as a result of its day-to-day operations was $121.6 million per year. This figure represents the college's payroll, the multiplier effects generated by the spending of the college and its employees, and a downward adjustment to account for funding that the college received from local sources.

IMPACT OF STUDENT SPENDING.
The significant portion of student spending was for groceries, rent accommodation, transportation, and so on. These expenditures occurred in the region, and generated $595.6 thousand in new income in the economy.

ALUMNI IMPACT.
South Texas College's greatest impact results from the education and training it provides for local residents. During the analysis year, South Texas College's former students generated $325.4 million in added income in the region. This figure represents the higher wages that students earned during the year, the increased output of the businesses that employed the students, and the multiplier effects that occurred as students and their employers spent money at other businesses.

Return on Investment

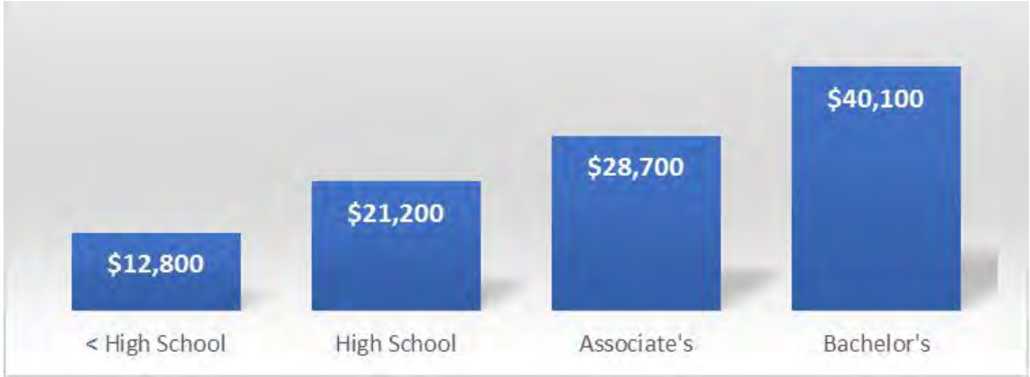
The study presents the results of the investment analysis for South Texas College's major stockholder groups – Students, Society and Taxpayers.

	Return on Investment
Students	23.9%
Taxpayers	13.7%

STUDENT PERSPECTIVE.
In 2012 - 2013, South Texas College served 40,009 credit students and 4,474 non-credit students. South Texas College's students will receive a stream of higher future wages that will continue to grow through their working lives. Over a working lifetime, this increase in earnings amounts to an undiscounted value of approximately $339,750 in higher income. For every $1 students invest in South Texas College in the form of out-of-pocket expenses and forgone time and money, they receive a cumulative of $8.30 in higher future wages. The average annual return on investment for students is 23.9%.

Annual Income by Education Level at Career Midpoint

Annual Income by Education Level at Career Midpoint South Texas College Service Area



Social Perspective

Society as a whole within Texas benefits from the presence of South Texas College in two major ways:

- Added income created in the state. Students earn more because of the skills they acquire while attending South Texas College. Businesses also earn more because the enhanced skills of students make them more productive. Together, higher student wages and increased business output stimulate increases in income across the state, thereby raising prosperity in Texas and expanding the economic base for society as a whole. For every dollar that society spent on South Texas College in FY 2012 – 2013, society as a whole in Texas will receive a cumulative value of $27.10 in benefits, for as long as South Texas College's 2012 – 2013 students remain employed in the state workforce.
- Savings generated by the improved lifestyles of students. Education is statistically correlated with a variety of lifestyle changes that generate social savings across 3 main categories: health, crime, and unemployment. Society will benefit from $169.8 million in present value social savings.

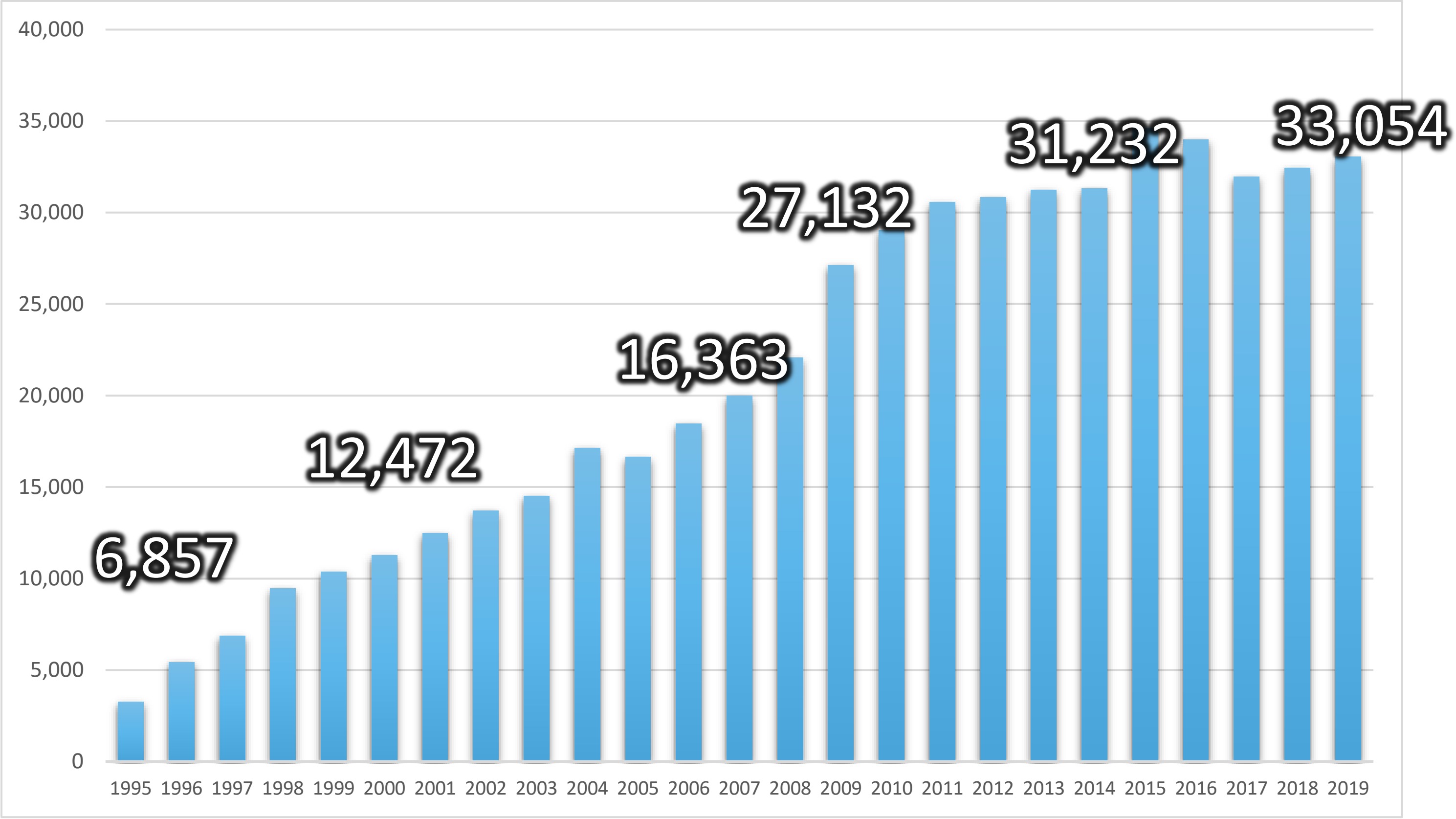
Taxpayer Perspective

Benefits consist primarily of the taxes that state and local government will collect from the added income created in the state. State and local taxpayers in Texas paid $89.8 million to support the operations of South Texas College in 2012 – 2013. The present value of the added tax revenue stemming from the students' higher lifetime incomes and the increased output of businesses amounts to $487.9 million in benefits to taxpayers. Savings to the public sector add another $52.4 million in benefits due to a reduced demand for government-funded social services in Texas. Dividing the benefits to state and local taxpayers by the amount that they paid to support South Texas College yields a 6.0 benefit-cost ratio (i.e. for every $1 of public money invested in South Texas College, taxpayers receive a cumulative value of $6.00 over the course of the students' working lives). Taxpayers also see an average annual rate of return of 13.7% on their investment in South Texas College which is a solid investment that compares favorably with other long-term investments in both the private and public sectors.

Student Enrollment History

The College has experienced continuous growth since its inception in the Fall of 1993. The following tables illustrate the College's enrollment data over twenty-two years.

Student Enrollment History: Fall 1995 to Fall 2019



FALL SEMESTER ENROLLMENT

	FY 2013 Fall 2012	FY 2014 Fall 2013	FY 2015 Fall 2014	FY 2016 Fall 2015	FY 2017 Fall 2016	FY 2018 Fall 2017	FY 2019 Fall 2018	FY 2020 Fall 2019
Academic								
Headcount	30,824	31,232	31,325	34,641	33,995	31,969	32,431	33,054
Full-time equivalent	22,191	22,402	22,257	24,083	24,231	23,652	18,056	18,405
Continuing Education								
Headcount	2,385	6,385	6,801	6,055	5,263	4,366	10,152	7,674
Full-time equivalent	1,431	3,966	3,962	3,238	2,383	1,642	3,706	2,293
NAAMREI / IAM								
Headcount	4,089	5,291	4,042	2,320	2,770	630	488	1,103

DUAL VS TRADITIONAL ENROLLMENT

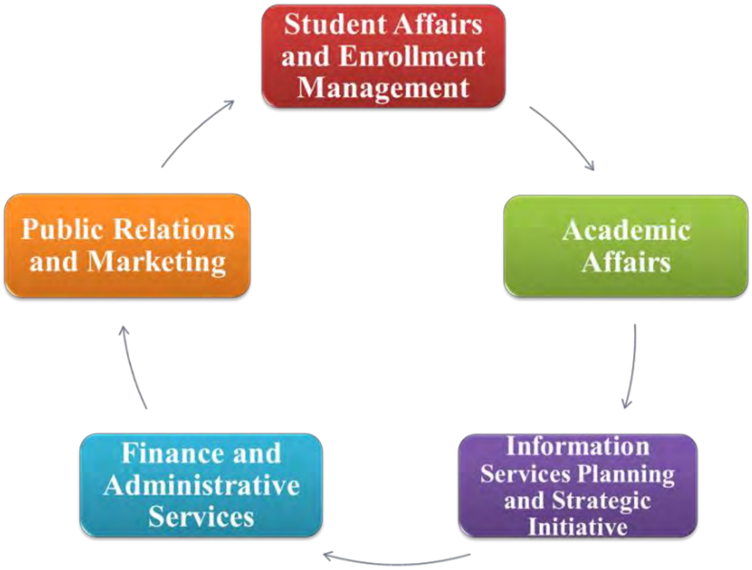
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Dual	11,750	12,809	12,505	15,270	14,082	11,884	13,107	13,706
Traditional	19,074	18,423	18,820	19,371	19,913	20,085	19,324	19,348
Total	**30,824**	**31,232**	**31,325**	**34,641**	**33,995**	**31,969**	**32,431**	**33,054**

Student Enrollment Projections

Goal:

- To build a platform for growth through an institutional model
- Design a traditional student enrollment management framework that will:
    - Sustain growth and student success
    - Foster an environment that stimulates ideas and innovation

ÜDVÖZLET KARIBU


Student Affairs and Enrollment Management
Academic Affairs
Information Services Planning and Strategic Initiative
Finance and Administrative Services
Public Relations and Marketing

Integrated institutional enrollment management framework

Five Year Student Enrollment Projections

	ACTUAL	PROJECTIONS				
	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Dual	13,706	13,912	14,120	14,544	14,747	15,160
		1.5%	1.5%	3.0%	1.4%	2.8%
Traditional	19,348	19,638	19,933	20,232	20,535	20,843
		1.5%	1.5%	1.5%	1.5%	1.5%
Total	**33,054**	**33,550**	**34,053**	**34,776**	**35,283**	**36,004**

Long Term Student Enrollment Projections

	PROJECTIONS				
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027
Dual	14,747	15,160	15,206	15,236	15,312
	1.4%	2.8%	0.3%	0.2%	0.5%
Traditional	20,535	20,843	21,156	21,473	21,795
	1.5%	1.5%	1.5%	1.5%	1.5%
Total	**35,283**	**36,004**	**36,362**	**36,710**	**37,108**

SOUTH TEXAS COLLEGE

TRADITIONAL ENROLLMENT

Planning Assumptions

Fiscal Years 2016-2017 TO 2019-2020

2019 Update

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

SOUTH TEXAS
COLLEGE

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:
2019 UPDATE

CONTENTS

Introduction.. Page 2

Assumptions Model.. Page 3

Executive Assumptions Summary.. Page 4

Assumption #1... Page 5
Increased Competition from other Academic, Workforce, and Allied Health Programs Will Negatively Impact Traditional Enrollment

Assumption #2 .... Page 6
Online Growth Will Positively Impact Traditional Enrollment

Assumption #3... Page 6
Growth in Bachelor Programs Will Positively Impact Traditional Enrollment

Assumption #4.... Page 7
The Perspective Student's Perception of Value, in terms of Usefulness, Of Higher Education Will Negatively Impact Traditional Enrollment

Assumption #5... Page 7
The Local Economy Will Negatively Impact Traditional Enrollment

Assumption #6... Page 8
Dual Enrollment Programs Will Negatively Impact Traditional Enrollment

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

FUTURE AHEAD

INTRODUCTION

South Texas College actively engages in planning at all levels throughout the institution. The college's ongoing institutional planning activities include, but are not limited to, long term strategic planning, two-year comprehensive planning, and annual planning updates. These planning strategies help South Texas College to identify our purpose, desired future, and work towards achieving those future results.

In an effort to balance desired future results with future unknown events of uncertainty, South Texas College utilizes Assumption Based Planning. Assumption Based Planning helps the college to identify the most important assumptions that either may negatively or positively impact the college's desired future results. By investing institutional resources in the identifying of future uncertainties the college can better be prepared.

We understand that in order to plan for future desired outcomes we must invest today in both the planning of desired outcomes, and the forecasting of future events, in order to successfully manage the epoch of uncertainty within higher education.

SOUTH TEXAS COLLEGE

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

SOUTH TEXAS COLLEGE ASSUMPTIONS PLANNING FRAMEWORK

SIX STRATEGIC DIRECTIONS

CLEAR PATHWAYS

ACCESS & SUCCESS

HIGH SUCCESS RATE

COLLECTIVE RESPONSIBILITY

COLLABORATION

COST EFFICIENCY

STRATEGIC FLOW

6 Strategic Directions

42 Strategic Outcomes

3 Strategic Focus Areas

THREE AREAS OF STRATEGIC FOCUS

ENROLLMENT

PERSISTENCE

COMPLETION

TOP 10 COLLEGE WIDE ENROLLMENT ASSUMPTIONS

1

2

3

4

5

6

THREE TASK FORCES

Enrollment Assumptions Testing

Persistence Assumptions Testing

Completion Assumptions Testing

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

FUTURE AHEAD

EXECUTIVE ASSUMPTION SUMMARY

1. Increased Competition from other Academic, Workforce, and Allied Health Programs Will Negatively Impact Traditional Enrollment.
2. Online Growth Will Positively Impact Traditional Enrollment.
3. Growth in Bachelor Programs Will Positively Impact Traditional Enrollment.
4. The Prospective Student's Perception of Value, in Terms of Usefulness, of Higher Education Will Negatively Impact Traditional Enrollment.
5. The Local Economy Will Negatively Impact Traditional Enrollment.
6. Dual Credit Programs Will Negatively Impact Traditional Enrollment.

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

FORWARD THINKING

Assumption #1: Increased Competition from other Academic, Workforce, and Allied Health Programs Will Negatively Impact Traditional Enrollment.

Negative for STC: The community's lack of awareness of everything the College has to offer.

Negative for STC: The community's Affordability vs. Quality perception. STC is low-priced and thus has lower caliber offerings than local Universities.

Negative for STC: Prospective students today are seeking much faster completion of short-term workforce certificates that are available from proprietary institutions.

Positive for STC: STC offers competency based bachelor programs with faster pathways to a Bachelor's degree.

Unknown for STC: Texas A&M's Higher Education Center at McAllen presents new and unique partnership opportunities for STC.

Negative for STC: UTRGV's transfer process is not as seamless as it should be for STC students attempting to complete their pathway from an Associate's to a Bachelor's degree.

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

Assumption #1: Increased Competition from other Academic, Workforce, and Allied Health Programs Will Negatively Impact Traditional Enrollment (continued).

Negative for STC: STC's lacks funds to award scholarships, which limits the College from being more competitive in recruiting.

Unknown for STC: High School population is not growing as same rate as previous years. There is more competition for fewer students.

Assumption #2: Online Growth Will Positively Impact Traditional Enrollment

Positive for STC: Opportunities to recruit military, international, and other student types.

Negative for STC: The College's online success rate is below that of students who attend face-to-face classes that follows the national trend.

Negative for STC: Online students experience the same retention challenges as face-to-face students.

Assumption #3: Growth in Bachelor Programs Will Positively Impact Traditional Enrollment.

Positive for STC: Overall enrollment in Bachelor programs is expected to grow.

Positive for STC: Local industry's need for additional education/certification is expected to grow.

Positive for STC: Local industry's enrollment in needed workforce/career programs is expected to grow.

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

Assumption #3: Growth in Bachelor Programs Will Positively Impact Traditional Enrollment (continued).

Positive for STC: Increased awareness and more marketing specifically for our Bachelor programs will grow enrollment (quality/affordability).

Positive for STC: The low cost of obtaining a Bachelor's degree from STC.

Positive for STC: The Reengineering of competency-based bachelor degree programs will positively impact traditional enrollment.

Negative for STC: There is a need to reinforce the quality of the Bachelor Degree Programs to improve overall community perception.

Assumption #4: The Prospective Student's Perception of Value, in Terms of Usefulness, of Higher Education Will Negatively Impact Traditional Enrollment.

Negative for STC: National media's coverage of student debt and the message that a college degree is not worth the return of investment.

Negative for STC: National media's coverage on high paying jobs and careers that do not require a college degree.

Negative for STC: Student and parents are not getting correct and current information on available college and workforce options.

Assumption #5: The Local Economy Will Negatively Impact Traditional Enrollment.

Negative for STC: Low unemployment rates usually results in drop in traditional enrollment.

TRADITIONAL ENROLLMENT PLANNING ASSUMPTIONS:

2019 UPDATE

Assumption #5: The Local Economy Will Negatively Impact Traditional Enrollment (continued).

Negative for STC: High Risk/High Reward employment opportunities (such as Oil/Gas) outweighs the delayed reward of earning a degree.

Negative for STC: The areas' biggest growth in employment opportunities and increased wage opportunities is in service industry. Service employment positions do not require formal training, certification, or degree.

Positive for STC: There is local growth in workforce jobs such as welding, electrical, other trades.

Negative for STC: Many students have low paying jobs and need additional grants to cover tuition, fees, books, etc.

Assumption #6: Dual Credit Programs Will Negatively Impact Traditional Enrollment.

Negative for STC: The success has not resulted in increased percentage of matriculation into a traditional student.

Negative for STC: Approximately 40% of students with dual enrollment college credits do not matriculate to higher education.

Positive for STC: The College going rate for the region has increased from 40% to 60% over the last 15 years.

ACADEMIC AFFAIRS

Accreditation History

South Texas College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of South Texas College.

South Texas College is authorized to offer selected Bachelor of Applied Technology and Bachelor of Applied Science degrees. South Texas College currently offers 5 baccalaureate degrees:

- *Bachelor of Applied Technology in Computer & Information Technologies*
- *Bachelor of Applied Technology in Technology Management*
- *Bachelor of Applied Technology in Medical and Health Services Management*
- *Bachelor of Applied Science in Organizational Leadership*
- *Bachelor of Science in Nursing*

Several South Texas College programs are also accredited by the following external accrediting organizations:

- *Accreditation Council for Business Schools & Programs*
- *Accreditation Council for Occupational Therapy Education*
- *Accreditation Council for Pharmacy Education/American Society of Health-System Pharmacists*
- *ASE Education Foundation*
- *Commission on Accreditation of Allied Health Education Programs*
- *Commission on Accreditation for Health Informatics and Information Management Education*
- *Commission on Accreditation in Physical Therapy Education*
- *Committee on Accreditation for Respiratory Care*
- *National Accreditation Commission for Early Care and Education Programs*
- *National Centers of Academic Excellence in Cyber Defense Education*
- *National Institute for Metalworking Skills*
- *Texas Board of Nursing*
- *Texas Department of State Health Services*
- *Texas Health and Human Services*

Instructional Programs Offered By South Texas College

For the 2019-2020 academic year, South Texas College has ****123** degrees and certificates available to its students: 5 Baccalaureate degrees, one Associate of Arts Degree in 19 fields of study, one Associate of Arts in Teaching in 3 fields of study, one Associate of Science Degree in 9 fields of study, 31 Associate of Applied Science Degrees, and 56 Certificates.

Bachelor Degrees

South Texas College currently offers three Bachelor of Applied Technology Programs and one Bachelor of Applied Science Program.

Bachelor of Applied Technology:

- *Computer & Information Technologies –*
  The Bachelor of Applied Technology in Computer and Information Technologies (CIT) prepares students for successful careers in the field of CIT. Coursework is balanced between theoretical and technical competencies associated with the CIT profession to prepare graduates for a number of demands placed on CIT professionals.
- *Technology Management –*
  The Bachelor of Applied Technology Degree in Technology Management (TMGT) educates, trains, and develops successful supervisors who will be prepared to utilize technology to create a competitive advantage for their enterprise.
- *Medical and Health Services Management –*
  The Medical and Health Services Management (MHSM) program prepares graduates for entry to mid-level management positions in a health care or medical facility. Course work will focus on the health care facility management principles, technological innovation in delivery of health care services, health information processing technology, and government regulations related to health care services. Graduates of this program will provide valuable expertise in the area of health care systems management, finance, medical staff roles and responsibilities, reimbursement mechanisms, the electronic medical record, privacy issues, and legal issues related to the health care industry.

Bachelor of Applied Science:

- *Bachelor of Applied Science In Organizational Leadership –*
  The Bachelor of Applied Science in Organizational Leadership (BAS-OL) prepares innovative leaders for employment in an increasingly diverse technological and global society. The degree develops practical workplace competencies that meet the current and future challenges through real world coursework utilizing personalized academic mentoring and tutoring. competency-based coursework that focuses on team building, ethical decision-making, enhanced communication skills, critical thinking, and people skills. Graduates of this program pursue careers in education, government, non-profit, and business organizations.

****Bachelor of Science in Nursing:**

- *Bachelor of Science in Nursing (RN-to-BSN) –*
  The Bachelor of Science in Nursing (RN-to-BSN) Degree Program focuses on advancing competencies, skills, and values needed to meet the demands of the current healthcare system. Upper-division coursework includes the BSN role in evidence-based, nursing practice and research, inter-professional communication, professionalism, health promotion, community and population health, leadership for quality care and patient safety, management of information and patient care technology, and healthcare policy.

Associate Degrees

Associate of Arts Degree Fields of Study

- **Business, Public Safety, and Technology Division**
    - Business Administration – Transfer Plan
- **Liberal Arts & Social Sciences**
    - **Fine and Performing Arts**
        - Drama
        - Graphic Arts
        - Music
        - Visual Arts
    - **Humanities**
        - English
        - History
        - Interdisciplinary Studies
        - Language and Cultural Studies
            - American Sign Language
            - Spanish
        - Mexican-American Studies
        - Philosophy
    - **Social and Behavioral Sciences**
        - Anthropology
        - Communication
            - Communication
            - Advertising & Public Relations
        - Criminal Justice
        - Kinesiology
        - Political Science
        - Psychology
        - Sociology
        - Social Work

Associate of Arts in Teaching Fields of Study

- EC-6 Generalist
- 4-8 Generalist
- 8-12

Associate of Science Degree Fields of Study

- **Math, Science, and Bachelor Programs Division**
    - Biology
    - Chemistry
    - Computer Information Systems
    - Computer Science
    - Engineering
    - Interdisciplinary Studies
    - Mathematics
    - Physics
    - Pre-Pharmacy

Associate of Applied Science Degrees

- **Business, Public Safety, and Technology Division**
    - Administrative Office Assistant

  - Architectural and Engineering Design Technology
    -Specialization:
      - Architectural and Civil Engineering Technology
      - Architectural and Visual Technology
  - Automotive Technology
    -Specialization:
      - GM-ASEP
  - Business Administration
    - Specializations:
      - Accounting
      - Import/Export/Logistics
      - Management
      - Marketing
  - Computer and Advanced Technologies
    -Specializations:
      - Computer Maintenance Technology
      - Computer Support and Telecommunications Specialist
  - Construction Supervision
  - Culinary Arts
    -Specializations:
      - Baking and Pastry Arts
  - Diesel Technology
  - Electrician Technology
  - Fire Science Technology
  - Heating, Ventilation, Air Conditioning and Refrigeration Technology
  - Human Resource Specialist
  - Information Technology
    -Specializations:
      - Computer Specialist
      - Cybersecurity Specialist
      - Networking Specialist
  - Law Enforcement
  - Legal Office Assistant
  - Paralegal
  - Public Administration
  - Precision Manufacturing Technology
  - Welding
- **Liberal Arts & Social Sciences Division**
  - American Sign Language and Interpreting Studies
    -Specializations:
      - Sign Language Interpreter
  - Child Development/Early Childhood
- **Nursing & Allied Health Division**
  - Associate Degree Nursing
    - LVN RN Transition
    - EMT Paramedic to RN
  - **Diagnostic Medical Sonography
  - Emergency Medical Technology – Paramedic
  - Health Information Technology
  - Medical Assistant Technology
  - Occupational Therapy Assistant
  - Pharmacy Technology
  - Physical Therapist Assistant
  - Radiologic Technology
  - Respiratory Therapy

Certificates

- **Business, Public Safety, and Technology Division**
  - Accounting Clerk
  - Architectural and Civil Engineering Technology
  - Architectural and Engineering Design Technology
  - Architectural and Visual Technology
  - **Automotive Maintenance and Light Repair
  - Automotive Technology
  - Basic Firefighter
  - Basic Peace Officer
  - Cloud Computing and Virtualization Specialist
  - Combination Welding
  - Commercial Baking
  - Commercial Cooking
  - Computer and Information Technologies Specialist
  - Computer and Internet Specialist
  - Computer and Network Specialist
  - Computer Applications Specialist
  - Computer Maintenance Specialist
  - Construction Supervision Assistant
  - Cybersecurity Specialist
  - Diesel Technology
  - Electrician Assistant
  - Employee and Labor Relations Assistant
  - Fast Start Precision Manufacturing
  - Heating, Ventilation, Air Conditioning & Refrigeration Technology
  - Human Resource Assistant
  - Import / Export
  - Legal Office Specialist
  - Logistics
  - Management
  - Marketing
  - Mechatronics Technology Specialist
  - Multimedia Specialist
  - Office Specialist
  - Payroll Assistant
  - Precision Manufacturing Technology
  - Public Services Assistant
  - Recruiter Assistant
  - Structural Welding
  - Telecommunication Support Specialist
  - Voice and Data Technician

- **Liberal Arts & Social Sciences Division**
  - Child Development and Early Childhood
  - Administration of Early Childhood Programs
    -Specializations:
    - Infant and Toddler
    - Pre-School
  - Deaf Support Specialist
  - Personal Trainer
  - Trilingual Interpreter (Enhanced Skills Certificate)

- **Nursing & Allied Health Division**
    - Diagnostic Medical Sonography (Advanced Technical Certificate)
    - Emergency Medical Technician – Basic
    - **Emergency Medical Technician –Advanced
    - Emergency Medical Technician – Paramedic*
    - Electronic Health Record Specialist
    - Medical Assistant Technology
    - Medical Coding Specialist
    - Medical Information/Transcription Specialist
    - Medical Office Specialist
    - Patient Care Assistant
    - Vocational Nursing

** This is a two-year certificate*
***Pending SACSCOC approval*

Institutional Awards

- ✓ Professional Cooking
- ✓ Import/Export
- ✓ Paralegal
- ✓ Logistics
- ✓ Marketing
- ✓ Small Business Management
- ✓ Accounting
- ✓ Public Accounting
- ✓ Introductory Heating, Ventilation, Air Conditioning & Refrigeration Skills

Occupational Skills Awards

An Occupational Skills Awards is a sequence of credit courses totaling 9-14 semester credit hours or workforce continuing education courses of 144-359 contact hours. Occupational Skills Awards must meet the following criteria:

- This award is TSI-waived;
- The content of the award must be recommended by an external workforce advisory committee or the occupation must appear on the Local Workforce Development Board's Demand Occupations list;
- The award should be composed of WECM courses;
- The award complies with the Single Course Delivery guidelines for WECM courses; and
- The award prepares students for employment in accordance with guidelines established for the federal Workforce Innovation and Opportunity Act (WIOA)

The following occupational skills achievement awards are offered for Fall 2019:

- ✓ Automotive Brake Systems
- ✓ Computer Technology
- ✓ Construction Supervision
- ✓ Electrician's Helper
- ✓ Electronic Technology
- ✓ Emergency Management Specialist
- ✓ Human Resources Clerk
- ✓ Information Processing
- ✓ Legal Office Specialist
- ✓ Office Clerk
- ✓ Patient Care Assistant
- ✓ Precision Manufacturing
- ✓ Suspension and Steering
- ✓ Welding

Proposed Instructional Programs

The Academic Affairs Instructional Leadership Team has developed the following list of Proposed Instructional Programs for the next two academic years, 2019 to 2021. The proposed programs have been identified through environmental scans including regional workforce needs, recommendations by Program Advisory Committees, and local business and industry demand for programs.

Proposed programs will undergo a review process before being approved for development. The approval process includes review by department and division curriculum committees, and by Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review. A program(s) that receives PDC approval to move forward is then presented to the Board of Trustees' Education Workforce Development Committee (EDWC) for review and approval to be developed.

Programs that receive approval to be developed will go through the Program Development Process. The Program Development Process includes many steps and the process is documented in the Faculty Handbook. After the program is developed, it is presented to the Board of Trustees for review and approval before it is implemented.

Development FY 2019-2020 / Implementation Fall 2020		
Division	**Proposed Programs**	**Chair/Assigned Program Developer**
Business, Public Safety & Technology	• Immigration and Litigation Occupational Skills Award	Ruben Garcia
	• AAS –Automotive Collision Repair & Refinishing	Roy Trevino/Ruben Munoz
	• AAS – Law Enforcement – Specialization: Criminal Investigator	Victor Valdez/Robert Vela
	• AAS – Restaurant Management	Ruben Lemus
	• AAS – Meeting & Event Planning	Iris Jasso/Ernesto Pena
	• AAS – Hotel Management	Jose Vela
	• AAS & Certificate Engineering Technology	Erika Guerra
	• Police Leadership Occupational Skills Award	Robert Vela
	• AAS & Certificate – Cybersecurity	Francisco Salinas
	• Electrical Line worker Occupational Skills Award	Jose Vela
	• Security and Loss Prevention Specialist Occupational Skills Award	Robert Vela
Liberal Arts & Social Sciences	• AA – Dance	Joel Jason Rodriguez

Development FY 2020-2021 / Implementation Fall 2021		
Division	**Proposed Programs**	**Chair/Assigned Program Developer**
Business, Public Safety, & Technology	• Telecommunication/Dispatcher Occupational Skills Award	Robert Vela
	• Energy Auditor Certificate	Jose Vela
	• AAS – Business Administration – Specialization: Procurement	Ricardo Olivares
	• AAS – Computer & Advanced Technologies – Specialization: Mechatronics	Arthur Barber
	• Drones Occupational Skills Award	Gustavo Garza
	• AAS – Homeland Security and Emergency Management	Victor Valdez

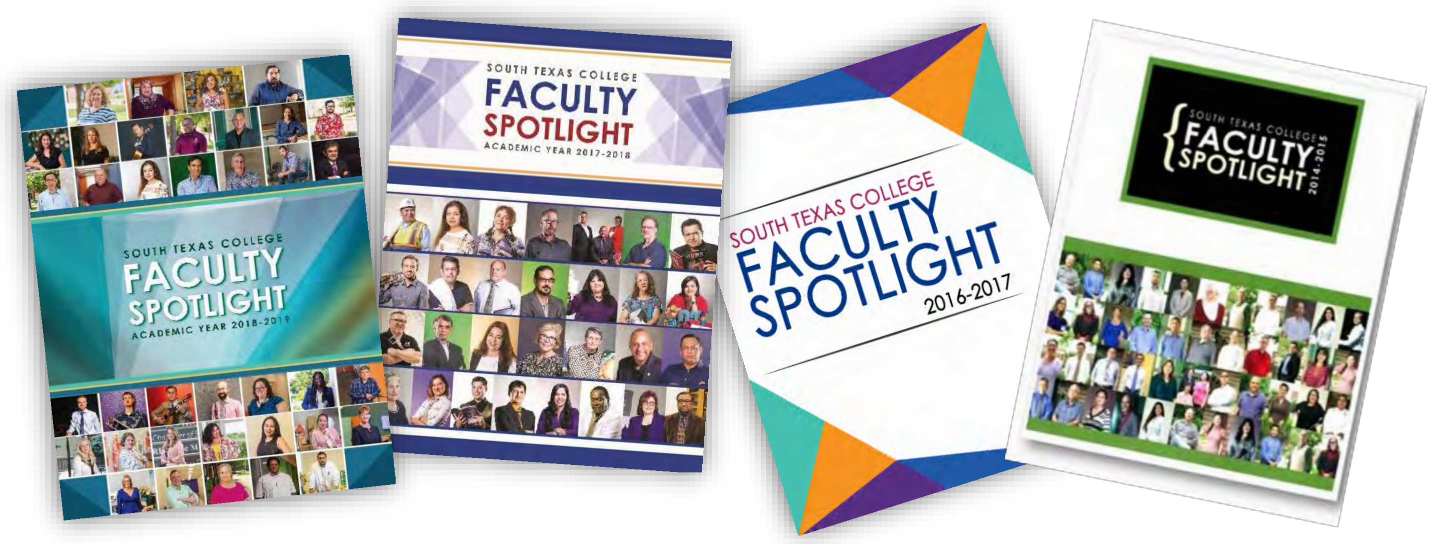
Faculty

Faculty Profile

One of South Texas College's greatest assets is its highly qualified, dedicated and caring faculty. As of Fall 2019, among 633 current full-time faculty, 509 faculty (80.4%) have master degrees, and 153 (24.2%) have doctorate degrees. Faculty whose highest degree is at the baccalaureate level teach courses that are not designed for transfer to the baccalaureate degree, such as coursework in the workforce development programs.

All faculty and staff at South Texas College meet the professional credentials required by the Commission on Colleges, SACS, and many have received national recognition for their publications and contributions to their academic disciplines. When students are asked the reason for selecting South Texas College, the overwhelming reason is the quality of the faculty and their commitment to student success.

Access to full-time faculty is very important to student success and the institution has committed to hire additional new faculty to meet the increased enrollment needs. Currently, 72% of course sections at STC are taught by full-time faculty with approximately 28% of sections taught by adjunct (part-time) faculty.


SOUTH TEXAS COLLEGE
FACULTY SPOTLIGHT
ACADEMIC YEAR 2018-2019
SOUTH TEXAS COLLEGE
FACULTY SPOTLIGHT
ACADEMIC YEAR 2017-2018
SOUTH TEXAS COLLEGE
FACULTY SPOTLIGHT
2016-2017
SOUTH TEXAS COLLEGE
FACULTY SPOTLIGHT
2014-2015

BACKGROUND ON THE DEVELOPMENT AND REVISION OF THE ESSENTIAL QUALITIES AND CHARACTERISTICS OF SOUTH TEXAS COLLEGE FACULTY

South Texas College has endeavored to advance regional prosperity through the educational advancement of its students. However, turning our students' hopes and dreams into realities would not be possible without a strong foundation - the South Texas College faculty, who truly embody the College's mission and values. Thus, South Texas College seeks educators who champion the institution's core values: excellence, student success, innovation, professionalism, community, and integrity.

To communicate this vision, during the Academic Affairs Convocation in August 2014, faculty members from all academic divisions (full time and part time) participated in a collaborative activity titled, "STC Faculty are Champions of Our Students: Turning Hope Into Reality." The purpose of the activity was to define what it means to be a faculty member at South Texas College by capturing the essential qualities and competencies each faculty member must have in order to be successful at South Texas College.

Faculty participants formed collaborative groups and reflected on the following questions:

- How do STC faculty Champions demonstrate excellence in teaching and learning, and a commitment to student success?
- How do STC Faculty Champions demonstrate college service and leadership?
- How do STC Faculty Champions demonstrate a commitment to excellence through professional development?
- How do STC Faculty Champions engage in community service and/or commitment to creating a college-going culture?

The responses were compiled and faculty leaders volunteered to refine the responses by organizing them into themes, removing duplications, and polishing the statements. The result is the "Essential Qualities of South Texas College Faculty" document.

Moreover, the Essential Qualities (EQ) Task Force was established during the 2016-2017 Academic Year. The Taskforce was charged to review and revise "The Essential Qualities (EQ) of South Texas College Faculty." The revised document was to be aligned to the faculty performance expectations and for recruiting faculty.

To determine the "Faculty Characteristics," the Taskforce went through qualitative data collected during one of the previous Professional Development days. Dr. Millán and Dr. Reittinger each identified a list of characteristics that came directly from the faculty responses. They consolidated the list and, in partnership with the College's Research and Analytical Services, created a survey for faculty as to which characteristics they considered most valuable. The survey was distributed during the Spring 2017 semester. About 350 faculty (including full-time regular, full-time temporary, and adjunct) completed the survey.

The final product of the Essential Qualities and Characteristics of South Texas College Faculty is as follows:

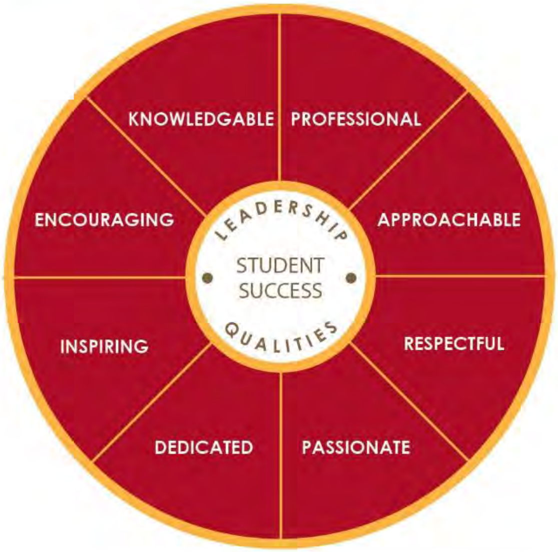
ESSENTIAL QUALITIES & CHARACTERISTICS OF SOUTH TEXAS COLLEGE FACULTY

South Texas College has endeavored to advance regional prosperity through the educational advancement of its students. Nevertheless, transforming our students' hopes and dreams into realities would not be possible without a strong foundation - the South Texas College faculty, who embody the College's mission and values. Thus, South Texas College seeks faculty who champion student success.

FACULTY ESSENTIAL QUALITIES

A COMMITMENT TO EXCELLENCE IN TEACHING AND LEARNING

South Texas College faculty members exhibit the highest levels of professionalism, remain current and competent in their fields, and excel in a collaborative environment. Faculty Members are familiar with diverse teaching methods and use these tools to encourage high levels of student engagement and student understanding.



A COMMITMENT TO STUDENT SUCCESS

South Texas College faculty members are committed to student success. They guide, advise, motivate, and enhance student learning through passion for their discipline and demonstrate compassion and patience for their students. In addition, they are innovative in their teaching and seek all opportunities to identify strategies they can implement, which will motivate students to succeed.

A COMMITMENT TO LEADERSHIP AND COLLEGE SERVICE

South Texas College faculty members lead at local, regional, state and national levels. Faculty leaders at South Texas College recommend and develop programs, trainings, and curricula that meed the ever changing needs of the community. They contribute to student success by participating in committees and serving as student club advisors, mentors to students, and as a vital resource for new faculty.

A COMMITMENT TO EXCELLENCE THROUGH PROFESSIONAL DEVELOPMENT

South Texas College faculty members are committed to life-long learning. They participate in professional development opportunities to improve their teaching, maintain currency with technological advances, and incorporate diverse teaching modalities into their courses.

A COMMITMENT TO COMMUNITY SERVICE AND CREATING A COLLEGE-GOING CULTURE

South Texas College faculty members serve the community by participating in outreach initiatives, public speaking, dual enrollment, or community organizations. They interact with local businesses and schools to promote South Texas College's core values and strategic directions.

SOUTH TEXAS COLLEGE FACULTY - CHAMPIONS OF STUDENT SUCCESS

Updated August 23,2017

Projected Faculty Needs

South Texas College is committed to academic excellence and serves as a premier teaching and learning institution for the residents of Hidalgo and Starr counties. Since full-time faculty are central to student success, it is necessary to increase the number of full-time faculty as student enrollment increases. Long range planning for faculty staffing for FY 2017-2018 to FY 2020-2021 reflects the college’s commitment to academic quality through the hiring of full-time faculty to maintain an appropriate student to faculty ratio.

The current average class size is approximately 25 students. Based on an average base salary of $55,000 per faculty position, the institutional financial commitment to an investment in new full-time faculty positions must be carefully considered in developing the long-range faculty staffing and institutional budgeting plans. As can be seen from the following table, the impact on the College’s budget is substantial as a result of hiring over 70 new full-time faculty over the next 5-year period.

Projected Faculty Needs

OVERALL (INCLUDING ALL COMPREHENSIVE CAMPUSES AND CENTERS)

	Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
Actual	**FY 2015-2016**	34,641	4.5%	583	14	$770,000
	FY 2016-2017	33,995	-1.9%	582	-1	($55,000)
	FY 2017-2018	31,969	-6.0%	630	48	$2,640,000
	FY 2018-2019	32,431	1.4%	642	12	$660,000
Projected	**FY 2019-2020**	33,054	1.2%	652	10	$550,000
	FY 2020-2021	33,408	1.8%	662	5	$275,000

Projected Faculty Needs by Campus

PECAN CAMPUS

	Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
Actual	**FY 2015-2016**	15,859	3.2%	308	10	$550,000
	FY 2016-2017	16,998	7.2%	307	-1	($55,000)
	FY 2017-2018	15,985	-6.0%	327	20	$1,100,000
	FY 2018-2019	16,456	2.9%	330	3	$165,000
Projected	**FY 2019-2020**	16,406	3.3%	333	3	$165,000
	FY 2020-2021	16,647	2.0%	335	1	$55,000

TECHNOLOGY CAMPUS

Actual

Projected

Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
FY 2015-2016	1,184	2.3%	83	1	$55,000
FY 2016-2017	1,258	6.2%	83	0	$0
FY 2017-2018	1,183	-6.0%	91	8	$440,000
FY 2018-2019	1,168	2.9%	92	1	$55,000
FY 2019-2020	1,208	3.3%	93	1	$55,000
FY 2020-2021	1,254	2.0%	94	1	$55,000

MID-VALLEY CAMPUS

Actual

Projected

Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
FY 2015-2016	4,794	3.1%	71	1	$55,000
FY 2016-2017	5,133	7.1%	71	0	$0
FY 2017-2018	4,827	-6.0%	81	10	$550,000
FY 2018-2019	4,870	2.9%	82	1	$55,000
FY 2019-2020	4,886	3.3%	85	3	$165,000
FY 2020-2021	4,939	2.0%	88	1	$55,000

STARR COUNTY CAMPUS

Actual

Projected

Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
FY 2015-2016	1,569	4.3%	33	1	$55,000
FY 2016-2017	1,700	8.3%	33	0	$0
FY 2017-2018	1,598	-6.0%	36	3	$165,000
FY 2018-2019	1,615	2.9%	37	1	$55,000
FY 2019-2020	1,651	3.3%	38	1	$55,000
FY 2020-2021	1,679	2.0%	40	1	$55,000

NURSING & ALLIED HEALTH CAMPUS

Actual

Projected

Fiscal Year	Enrollment	Growth Percent	Full-Time Faculty	Number of New Positions	Salary Expenditure $55,000
FY 2015-2016	2,071	4.3%	83	1	$55,000
FY 2016-2017	2,244	8.3%	84	1	$55,000
FY 2017-2018	2,110	-6.0%	85	7	$385,000
FY 2018-2019	2,172	2.9%	88	6	$330,000
FY 2019-2020	2,245	3.3%	90	2	$110,000
FY 2020-2021	2290	2.0%	91	1	$55,000

Instructional Divisions

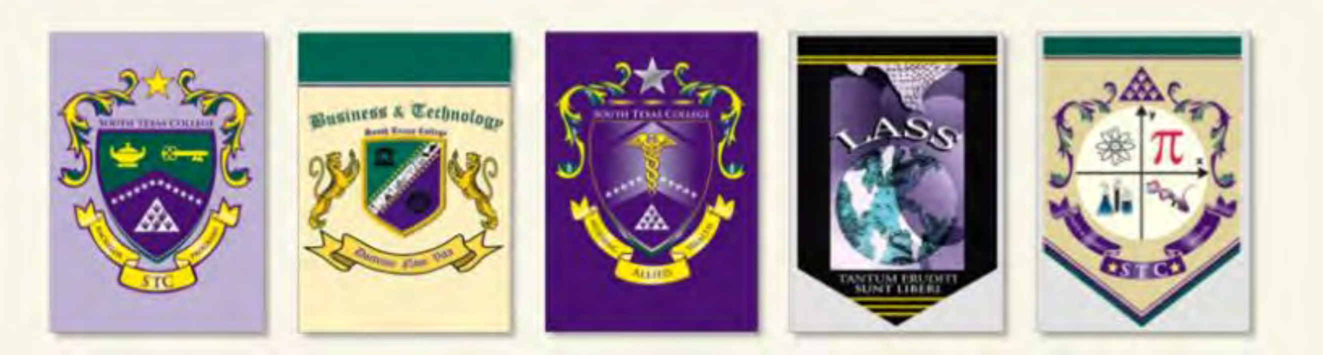
South Texas College has campuses conveniently located throughout Hidalgo and Starr counties.

The Pecan campus in McAllen, Mid-Valley campus in Weslaco and Starr County campus in Rio Grande City offer traditional college programs. The Nursing and Allied Health campus and the Technology campus in McAllen provide specialized training for students entering the workforce.

In addition, the college has two Higher Education centers, the Higher Education Center - La Joya in La Joya, Texas and the Higher Education Center-Pharr in Pharr, Texas.

Instructional Divisions

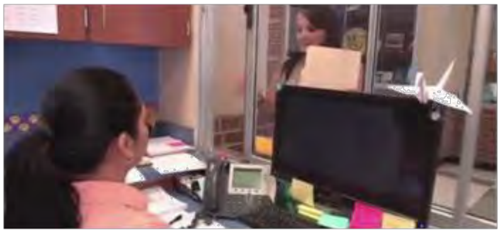
- Business, Public Safety, and Technology
- Liberal Arts and Social Sciences
- Math, Science, and Bachelor Programs
- Nursing and Allied Health


South Texas College
STC
Business & Technology
South Texas College
South Texas College
Allied
LASS
TANTUM ERUDITI SUNT LIBERI
STC

DIVISION OF BUSINESS, PUBLIC SAFETY & TECHNOLOGY

MISSION:

The Business, Public Safety, and Technology Division consists of Business, Technology, and Public Safety programs. The division offers a wide range of degrees, certificates, and occupational skills that help students develop their skills and knowledge to pursue many opportunities in today's changing career fields. The following plan for the Division of Business, Public Safety, and Technology lists the proposed plans for FY 2019-2020 to FY 2020-2021.



Business, Public Safety, and Technology Division

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• The following degrees will go through the Program Development Review Process o AAS Automotive Collision Repair & Refinishing o AAS Hotel Management o AAS Law Enforcement – Specialization: Criminal Investigator o AAS Meeting & Event Planning o AAS Restaurant Management o AAS & Certificate Cybersecurity o AAS & Certificate Engineering Technology o Electrical Lineworker Occupational Skills Award o Immigration and Litigation Occupational Skills Award o Police Leadership Occupational Skills Award o Security and Loss Prevention Specialist Occupational Skills Award • In collaboration with Dual Credit Programs host a CATE Directors meeting during Spring semester to inform them of the Technology programs and assess their needs • Host at least 2 Advisory Committee meetings during the academic year • Collaborate with MSB Division to develop and convert Advanced Manufacturing and Diesel to Competency Based and offer courses in Fall 2020 • Participate in IT Sector activities • Continue to encourage all programs to participate in various events, expos and college fairs throughout the academic year • Coordinate an "STC Talks" to present and post on YouTube • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

Operational Plan for FY 2019-2020 to FY 2020-2021

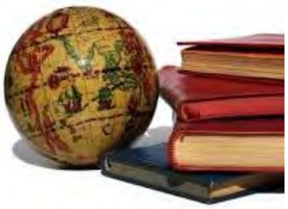
FY 2020-2021	• The following degrees will go through the Program Development Review Process o Telecommunication/Dispatcher Occupational Skills Award o Energy Auditor Certificate o AAS Business Administration – Specialization: Procurement o AAS Computer & Advanced Technologies – Specialization: Mechatronics o AAS Homeland Security and Emergency Management o Drones Occupational Skills Award • In collaboration with Dual Credit Programs host a CATE Directors meeting during the Fall semester to inform them of the Technology programs and assess their needs • Host at least 2 Advisory Committee meetings during the academic year • Participate in IT Sector Activities • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

DIVISION OF LIBERAL ARTS AND SOCIAL SCIENCES

MISSION:

The Liberal Arts and Social Sciences Division consists of three areas 1) Social and Behavioral Sciences, 2) Humanities, and 3) Fine and Performing Arts. Collectively, the three areas serve the students of South Texas College by offering quality, interdisciplinary education with an emphasis on student learning and critical thought. In order to serve our students best, the separate departments have created plans with regards to the areas of Enrollment, Retention, Completion, Professional Development, and Outreach. The Liberal Arts and Social Sciences Division have grouped the proposed plans for FY 2019-2020 to FY 2020-2021 into the three areas.

LENS MADE IN
LENS FD 50mm



Humanities:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Sign Language Interpreters will complete NEFA certification • Increase the number of NEFA certified faculty in all Humanities disciplines • Collaborate with the Advising Department to include "hand-off" points for all continuing students • Partner with Continuing Ed Department to develop and host an ASL CEU conference • Students majoring in Humanities Area program will be referred to faculty advisors and student success specialist for advising • Implement affordable/OER texts/materials in select courses in the Humanities Area Departments • Research the potential demand for classes in other foreign languages (Chinese, Arabic, French, etc.) • Research the potential demand for a Pre-Law degree track • Develop departmental standards for assignments, activities, and grading break-down, preserving academic freedom while offering more specific guidelines to faculty not familiar with college level instruction (English completed) • Implement Dual Enrollment Teaching Academy in collaboration with DCP • Assess granting College Success credit for eligible students • Collaborate with the Office of University Relations, Transfer, and Articulation towards the signing of (8) 2+2 style articulations in History, Philosophy, World Languages, Mexican American Studies, and English (at least 2 with different universities) • Have at least one course each in English, History, Philosophy, and Spanish to be QM certified • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 50% of the developmental education students will be enrolled in co-requisite model
FY 2020-2021	• Collaborate with the Office of University Relations, Transfer, and Articulation towards the signing of (8) 2+2 style articulations in History, Philosophy, World Languages, Mexican American Studies, and English (at least 2 with different universities) • Monitor success of ABE level students and graduates with College Readiness class in high school and adjust placement scale accordingly • Have at least one additional course each in English, History, Philosophy, and Spanish, QM certified • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 75% of the developmental education students will be enrolled in co-requisite model

Fine and Performing Arts:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• The following degrees will go through the Program Development Review Process o AA Dance • Partner with Cont. Ed Department to develop and host a conference that includes area high school art teachers and offer CPU credits • Continue to maintain high visibility across the college and the community through music concerts, art exhibitions, and drama productions • Music and Drama departments will continue to host visiting guest artists to lead master classes or direct a production as a means to develop outreach opportunities for community members and students • Develop a plan to create a scholarship for Drama students • Art Department will host a total of 6 quality art exhibitions and increase attendance by improving PR materials • Explore the possibility of creating a BFA in Music Education by partnering with the Education Department • Partner with DCP to develop a Pre-College program in Music, to be followed with similar programs in Art and Drama • Begin the self-study towards accreditation with the National Association of Schools of Music • Organize and produce Drama Department's 10th Anniversary Season • Art Faculty will visit local High School Art classes, to promote the arts and highlight the necessity of art in everyday life • Music Department will develop at least one summer music workshop for high school students • The Fine and Performing Arts area will assess the need to host a STEAM conference • Art Department will sponsor a juried exhibition of local area high school students' art work to be presented in the gallery of building B of the Art Department on the Pecan Campus • Drama Department will increase season subscriptions and attendance to theatre productions by strengthening media presence and community & inter-departmental relationships • Organize a faculty symposium focused on student success and best teaching practices that include area high school art teachers and offer CPU credits through continuing education • Develop a plan to discuss a Fine Arts Academy with internal stakeholders to provide college-level training and mentoring for high school students interested in the fine arts to be implemented 2018-2019 • Continue to maintain a high level of direct recruitment activities from all areas of the fine and performing arts with the area high schools including collaboration with Dual Credit Programs • Create a fine arts scholarship to assist those students who maintain a high GPA but lack the necessary funds to continue their education • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 50% of the developmental education students enrolled in co-requisite model

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2020-2021	• Apply for accreditation with the National Association of Schools of Music • Create a plan to develop a scholarship for Art students • Drama Department will increase, from previous FY, season subscriptions and attendance to theatre productions by strengthening media presence and community & inter-departmental relationships • Music and Drama departments will continue to host visiting guest artists to lead master classes or direct a production as a means to develop outreach opportunities for community members and students • Art Department will host a total of 6 quality art exhibitions and increase attendance by improving PR materials • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 75% of the developmental education students enrolled in co-requisite model

Social and Behavioral Sciences:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Explore the possibility of becoming NAEYC (National Association for the Education of Young Children) accreditation (child development program) • Host four conferences organized to provide CEUs for child care community • Offer four outreach events (Turkey Trot, Sexuality Conference, Role Model Panel, Literary Presentations) • Host Communication Arts festival • Two more departments will adopt cost effective, interactive textbooks • Increase the number of faculty who participate in Innovative Based Learning • Continue to provide training for faculty on Literacy Based Learning • Explore ways to become a national commercial fitness testing center • Create and produce stoles for high major programs such as Criminal Justice, Psychology, Education, and Kinesiology • Explore grant funding for success programs such as Ascender, Reading Week, and Student Motivation conferences such as the one organized by Catch the Next • Assess the needs for renovations for the Mid Valley Child Development Center • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs

Operational Plan for FY 2019-2020 to FY 2020-2021

	• As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 50% of the developmental education students enrolled in co-requisite model
FY 2020-2021	• Explore the implementation of a Psychology lab to offer students the opportunity to get acquainted with psychology lab equipment • Organize an Innovation Based Learning conference • Host Four conferences organized to provide CEUs for child care community • Host Four outreach events: Turkey Trot, Human Sexuality Conference, Role Model panels, Literary presentations • Host Communication Arts Festival • Two more departments with adopt cost effective, interactive textbooks • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 75% of the developmental education students enrolled in co-requisite model

DIVISION OF MATH, SCIENCE, AND BACHELOR PROGRAMS

MISSION:

The Division of Math, Science, and Bachelor Programs is committed to students' success by assisting them to develop and obtain knowledge and skills in the field of Math, Science, Engineering, and Leadership. The following plan for the Division of Math, Science, and Bachelor Programs lists the proposed plans for FY 2019-2020 to FY 2020-2021.

BIOLOGY @ STC

Mathematics & Sciences:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Promote faculty credentials and accomplishments • Host (1) STEM Summit • Develop STEM Connection Newsletter and publish at least one issue in FY • Assess the need to establish an Engineering, Chemistry & Physics Department by splitting the Physical Science Department • Expand Competency Based course offerings in Math and Science • Develop Competency Based developmental mathematics courses • Restructure Math 100 and Math 200 curriculum to align with recent ACGM guidelines for STEM and non-stem majors to prepare students for stem majors • Math division will promote alternative math pathways for students in Math 100 • Expand the offerings of STEM courses at La Joya Higher Education Center • Additional 30% of online CS/CIS courses will undergo Quality Matters (QM) internal Peer Reviews • Evaluate the need to establish a Competency Based Center to support faculty, provide teaching material (OER) and Academic Coaching training • Collaborate and assist all instructional Divisions to create and develop Competency Based programs courses • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified • At least 50% of the developmental education students enrolled in co-requisite model
FY 2020-2021	• Remaining 40% of online CS/CIS courses will undergo Quality Matters (QM) internal Peer Reviews • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • At least 75% of the developmental education students enrolled in co-requisite model • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

Bachelor Programs:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Work with consultant who will provide guidance in developing CBE Certificate • Collaborate with Distance Learning to develop online version of CBE faculty and student certificate • Establish a Competency-Based Center to support faculty, provide training and teaching material (OER), training for Academic Coaching, and program development support • Create a Data Dashboard for all CB programs in collaboration with RAS and reporting team • Establish 2+2 Articulation Agreements for the bachelor programs with Central Texas College, Del Mar College, Texas State Technical College, and Coastal Bend College • Update the Bachelor Degree Annual Report • Collaborate with RAS to implement a survey for graduates' job placement information • Lead the establishment of the Texas Community College Baccalaureate Consortium (TCCBC) at the state level • Hold 1 Competency-Based Education Advisory Committee meeting per semester • Collaborate with NAH to establish a BSN Advisory Committee • Collaborate with Distance Learning to develop online orientation for all BAT & BAS students • Collaborate with Distance Learning and OPOD to develop an online CBE training for faculty & students • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified
FY 2020-2021	• Form a partnership with STC's Career Employment Services and Workforce Solutions to provide employment opportunities to graduates • Continue to collaborate with RAS follow-up with program graduates' satisfaction survey • Update the Bachelor Degree Annual Report • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Hold 1 Competency-Based Education Advisory Committee meeting per semester • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

DIVISION OF NURSING AND ALLIED HEALTH

MISSION:

The Division of Nursing and Allied Health offers associate degrees and certificate programs to prepare graduates to be professional health care practitioners in their chosen field. Each program is designed to prepare the graduate for entry into the workforce upon completion. The following plan for the Division of Nursing and Allied Health lists the proposed plans for FY 2019-2020 to FY 2020-2021.

Nursing and Allied Health:

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Host at least two meetings with the Advisory committee members per semester • Collaborate with RAS to follow up on program graduates • Research the process to become the first certified Healthcare Simulation Center in South Texas • Designate Nursing & Allied Health to be the Regional Center for Simulation Excellence in South Texas • Designate Nursing & Allied Health to be the Center for Certification and Recertification for Healthcare Practitioners • Collaborate with Dual Enrollment to create a Healthcare Academy including pathways for Patient Care Assisting, Medical Assisting Technology, Emergency Medical Technician, and Pharmacy Technology. • Collaborate with Continuing Education to develop comprehensive CE offerings, that are designed by Nursing and Allied Health programs, for licensed professionals in allied health fields. • Expand Paramedic to RN AAS to Starr County via Collaborate • Implement progressive pathway from Patient Care to LVN to ADN Pathway in Mid-Valley and Starr County Campus • Recruit new experiential location sites to include a greater variety of clinical experience • Continue to market allied health programs through PR, face-to-face, high school career fairs, and online advising • Conduct a Total Program Evaluation for PCA, VN, and AND • Review NAH organizational structure for one assistant dean to support Allied Health and one assistant dean to support Nursing program • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified
FY 2020-2021	• Complete and submit Application for National League for Nursing: Center of Excellence in Nursing Education • Conduct analysis of faculty course evaluation every semester • Host at least two meetings with the Advisory Committee per semester • Recruit new experiential location sites to include a greater variety of clinical experience • Continue to market allied health programs through PR, face-to-face, high school career fairs, and online advising • Continue to collaborate with Early College High Schools and Traditional High Schools for Dual Credit Program Recommended Pathways from Certificate to Associate of Applied Science Workforce Programs • Continue to collaborate with South Texas Healthcare Industry partners for recruitment of students and evaluation of graduates and curriculum • Continue to work with Curriculum department for assessment and evaluation of PLOs • Provide yearly orientation and professional development for all distance learning faculty and students • Work with Texas Workforce to conduct community needs assessment for healthcare fields

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Continue to recruit new and home-grown faculty to teach in the program depending on the need analysis • Conduct a Total Program Evaluation for PCA, VN, ADN, and BSN • Collaborate with RAS to follow up with program graduates • Complete and submit Application for Association of Schools of Allied Health Professions: Center of Excellence in Allied Health Professions • Continue to be an active member of Texas Society Allied Health Professions • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan • Collect and analyze assessment data from PLOs, CLOs, and assessments and develop an action plan to enhance the curriculum • Review existing programs to monitor enrollment, graduation, and placement; create an action plan for low performing programs • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

Bachelor of Science in Nursing:

IN COORDINATION WITH BACHELOR PROGRAMS

Note: South Texas College was granted by the 85th Texas Legislature to offer Bachelor of Science in Nursing through Senate Bill 2118 this May 29, 2017

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Collaborate with Distance Education to identify and discuss faculty and student support services for hybrid online delivery • Collaborate with CLE department for student support services for hybrid online students • Formulate course syllabus, requirements, and evaluation • Develop a BSN Program Handbook • Develop a comprehensive orientation for the students • Conduct face-to-face and online advising sessions for the program • Establish and recruit BSN Advisory Board Committee • Hold a meeting with the BSN Advisory Committee twice a year • Admit first cohort of 30 students for the program • Monitor students' progress and completion of courses • Continue to market the program through PR, face-to-face, and online advising • Continue to collaborate with South Texas Rio Grande Valley Chief Nurse Executives monthly for recruitment of students and evaluation of graduates and curriculum • Continue to collaborate with Curriculum department for assessment and evaluation of PLOs • Conduct assessment and evaluation of the program based on ACEN requirements • Collaborate with RAS to follow up with program graduates • Establish new articulation agreements with several universities in-state and out-state for BSN to MSN
FY 2020-2021	• Hold a meeting with the BSN Advisory Committee twice a year • Continue to market the program through PR, face-to-face, and online advising • Continue to support College's recruitment, retention, persistence, and graduation efforts • Continue to collaborate with South Texas Rio Grande Valley Chief Nurse Executives monthly for recruitment of students and evaluation of graduates and curriculum • Continue to work with Curriculum department for assessment and evaluation of PLOs • Conduct a program evaluation for the first RN-to-BSN graduation cohort • Conduct assessment and evaluation of the program based on ACEN requirements • Collaborate with RAS to follow with up program graduates • Continue to establish new articulation agreements with several universities in-state and out-state for BSN to MSN • Re-evaluate and revise program learning outcomes as needed depending on the current demands of the healthcare delivery system

Campuses

South Texas College has locations conveniently located throughout Hidalgo and Starr counties. The Pecan Campus in McAllen, Mid-Valley Campus in Weslaco and Starr County Campus in Rio Grande City offer traditional college programs.

The Nursing and Allied Health Campus and the Technology Campus in McAllen provide specialized training for students entering the workforce.

In addition, South Texas College has Workforce Training Centers at the Technology, Mid-Valley, and Starr County Campuses. The South Texas College Higher Education Center offers a great alternative for students who would normally have to commute to campus.

Furthermore, South Texas College offers students the opportunity of a quality education in the comfort of their home or office. Through South Texas College Online, students can choose from **32** fully online programs to complete a degree, regardless of their location.

- **Distance Learning**
- **Mid-Valley**
- **Starr County**
- **South Texas College Higher Education Centers**
    - **Higher Education Center - La Joya**

Mid-Valley Campus

Nursing & Allied Health

STUDENT SERVICES
Pecan Campus

Starr County Campus

Technology Campus

STC Online

Distance Learning:

MISSION

The Distance Learning Department, through its Online Campus, provides entire online degree programs supported by fully integrated and responsive student services delivered any time and any place to traditional and non-traditional learners with academic, professional, and life enrichment goals.

BRIEF HISTORICAL OVERVIEW

South Texas College's Distance Learning Department began operation in 1998, offering interactive television Dual Enrollment courses, TeleCourses, and Online courses. Since then, the department has helped the faculty develop over **247** unique online courses. To accomplish this, three face-to-face and online training modules were created for faculty to be trained to teach online (Blackboard Certification and Online Teaching Certification). **As of Spring 2019, 762**, representing **62%** of all faculty have completed the training modules and are now certified to either web enhance or teach online. All **762 (62%)** faculty have received their Blackboard Certification while **281** have completed the Online Teaching Certification training and are eligible to teach fully online courses.

IMPORTANT MILESTONES

- 1997 – STC began offering distance education courses
- 1998 – STC began offering online courses
- 2002 – Distance Learning was recognized by Texas Higher Education Coordinating Board as Exemplary Program
- 2007 – STC began offering full online programs
- 2010 – Launched the Virtual Campus (only college out of 50 community colleges that offers totally online programs and online student services
- 2012 – Institutional Commitment to Excellence and Innovation Award from Texas Distance Learning Association
- 2013 – South Texas College is authorized to offer its online courses and programs to students in 11 states including Texas
- 2015 – South Texas College becomes a Quality Matters partner
- 2016 – South Texas College becomes part of NC-SARA Consortium
- 2016 – South Texas College is authorized to offer its online courses and programs in 42 states.
- 2017 – The Bachelor's in Computer Information Technology becomes the first Competency Based degree to be offered fully online at South Texas College
- 2018 – South Texas College Online implemented 24/7 support for online users

ONLINE PROGRAMS

As of **Fall 2019**, South Texas College's distance learning program is approved to offer **35-degree** programs fully online:

BACHELOR DEGREES

- Computer and Information Technology
- Medical and Health Services Management
- Technology Management
- Organizational Leadership

ASSOCIATE DEGREES

- Anthropology
- Accounting
- Business Administration
- Criminal Justice
- Computer Information Systems
- Computer Science
- Communication
- Education - Elementary
- Education - 4-8 Generalist
- Education - Secondary
- English
- Interdisciplinary Studies (AA)
- Interdisciplinary Studies (AS)
- Philosophy
- Political Science
- Human Resource Specialist
- Interdisciplinary Studies
- Language – Spanish Concentration
- Mathematics
- Philosophy
- Political Science
- Psychology
- Sociology
- Social Work

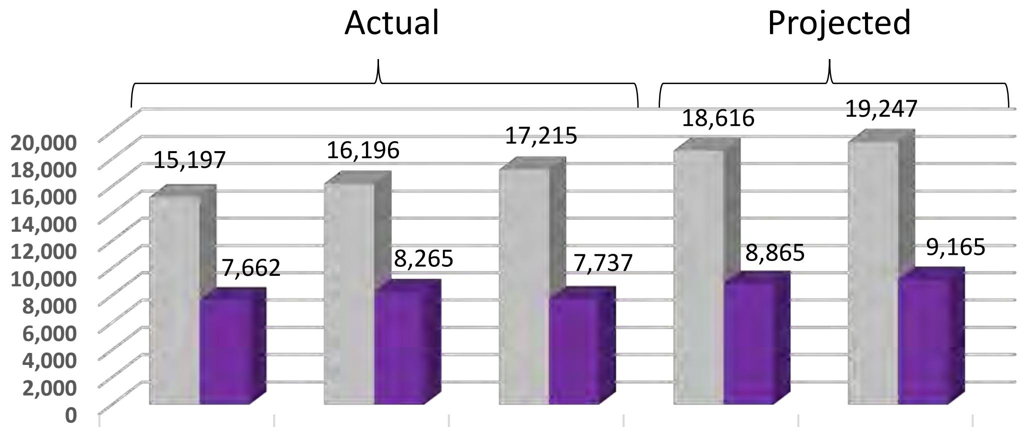
CERTIFICATE

- Accounting Clerk
- Administration of Early Childhood Programs
- Computer and Network Specialist
- Computer Application Specialist
- Human Resources Assistant
- Management
- Marketing
- Employee and Labor Relations Assistant
- Payroll Assistant
- Recruiter Assistant

In addition, each year over 700 online course sections are offered, representing an enrollment of over 7,500 students per semester. Online learners are a growing population of the college's student body. The chart on the following page indicates the **Distance Learning enrollment projection** (duplicated and unduplicated) for FY 2017-2018 to FY 2021-2022. In the Fall 2019 semester, South Texas College offered over **700** online sections with over **7,737** unduplicated student enrolled in those courses.

Students may be enrolled in more than one class and would therefore be counted in each class. Unduplicated headcount is the actual number of individual students enrolled. Students may be enrolled in one or more classes, but they are counted only once.

ENROLLMENT PROJECTION: FY 2017-2018 TO FY 2021-2022



	FY 2017-2018	FY 2018-2019	FY 2019-2020	FY2020-2021	FY2021-2022
▨ **Enrollment (Dup)**	**15,197**	**16,196**	**17,215**	**18,616**	**19,247**
■ **Enrollment (UnDup)**	**7,662**	**8,265**	**7,737**	**8,865**	**9,165**

Three new degrees will be added to the inventory in 2019/2020 with a projected growth of 9%. These projections are based on trends in national distance learning growth and dependent on marketing campaigns and program expansions.

Distance Learning Enrollment
Projections FY 2017-2018 – FY 2021-2022

	Fiscal Year	STC Enrollment	# of Online Degrees	Online Enrollment (Unduplicated)	Online Enrollment Calculated (Duplicated)
Actual	FY 2017-2018	31,969	32	7,662	15,197
	FY 2018-2019	32,430	33	8,265	16,196
	FY 2019-2020	32,814	35	8,565	17,987
Projected	FY 2020-2021	33,408	37	8,865	18,616
	FY 2021-2022	33,807	40	9,165	19,247

To support the projected enrollment reassessment of needs will determine future staffing needs and its related space needs.

Between FY 2019-2020 and FY 2020-2021, the Distance Learning Department is planning to engage in both short-term and long-term initiatives. These initiatives include: strengthening the Online Campus services, using learning analytics technologies for student retention; marketing and expanding access to fully online certificate and associates degrees; enhancing professional development activities for faculty and staff; and increasing online student success. Each of these initiatives will require acquisition of new technologies and training for staff.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Develop the following associate degrees for online delivery: o History o Law Enforcement o Paralegal • Hold 1 Distance Learning Advisory Committee meeting per semester • Offer trainings on Blackboard Fundamentals, Blackboard Certification, and Online Teaching Certification • Collaborate with IS&P division to research and implement Blackboard Instant Messaging tool/app to increase student engagement and connect with students real-time • Collaborate with IT to modify credential database to include all faculty certified to teach online • Continue to audit online courses and develop strategies to provide recommendations for courses needing to be redesigned on quality matter concepts • Perform audits of existing programs and evaluate to determine if those courses can be offered online to increase the number of online programs • Promote and offer SPARK Online Academy in collaboration with the Office of Professional Development to online faculty to improve their current online course • Implement Blackboard accessibility to be ADA compliant within each course and its content • Offer ADA compliant training for online faculty • Gather data and develop a list (categorized by division) of online courses that are transitioning to using open education resources (OER) • Collaborate with departments to develop online courses based on OER • Collaborate and assist with Competency Based degree programs in online format • Develop recruitment strategy to increase active duty military and veteran enrollments in online programs • Review current trainings and update content and titles, if needed • Offer First Time Online Blackboard Orientation for students each semester • Evaluate and improve student First Time Online Blackboard Orientation based on pass rates and survey • Develop and implement a Dean/Chair Dashboard in Blackboard Analytics to improve faculty performance in online courses • Develop and implement an in-house web application in collaboration with IS&P Department to track faculty's certifications and course approval forms with distance learning • Develop a Competency Based associate degree program in partnership with Business Administration Department (Accounting) • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • As part of the Academic Continuity Plan, over 90% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified
FY 2020-2021	• Add the following associate degrees for online delivery: o Business Administration (Marketing) o Child Development o Communication (Advertising and PR) o Biology • Hold 1 Distance Learning Advisory Committee meeting per semester • Offering trainings on Blackboard Fundamentals, Blackboard Certification, and Online Teaching Certification • Implement Risk Assessment Mitigation Strategies • Promote and offer SPARK Online Academy in collaboration with the Office of Professional Development to online faculty to improve their current online course • Offer ADA compliant training for online faculty • Collaborate with departments to develop online courses based on Open Education Resources • Collaborate and assist with Competency Based degree programs

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Offer First Time Online Blackboard Orientation for students each semester • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • As part of the Academic Continuity Plan, 95% of all faculty (FTR, Lecturers, Adjunct, and Dual Credit) will become Blackboard Fundamentals certified

Due to the projected increase in online enrollment, online-only students, and the rapidly changing environment, Distance Learning will continue to assess and evaluate South Texas College students and the community's changing needs. Also, the department will identify and provide opportunities for the community to participate and complete a higher education degree. Distance Learning's commitment to remove the barriers of time and location in the pursuit of a higher education degree has strengthened with the development of a comprehensive Virtual Campus, and through this initiative, be able to offer a wide range of services for development, academic, technical/workforce, and professional development needs.

Mid Valley Campus:

BRIEF HISTORICAL OVERVIEW

The Mid-Valley Campus (MVC) began offering courses in Fall of 2000, on 46.5 acres and is home to more than 3,400 students. The campus is located in Weslaco, TX which gives higher education opportunities to the surrounding Mid-Valley area cities such as Weslaco, Donna, Edcouch-Elsa, La Villa, Mercedes, Progresso, Monte Alto, La Feria, Harlingen, Santa Rosa, and Santa Maria.

Through the College's 2013 Bond Issue, the MVC recently expanded facilities that include the new 77,573 sq.ft. Health Professions & Science Building, a new 3,888 sq. ft. thermal plant, and the College has added approximately 14,000 sq.ft. to our Student Services Building which is now 31,196 sq. ft. and our expanded library now boasts an area of 34, 965 sq. ft.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Continue to Increase enrollment by meeting with Deans and program chairs to offer more core courses as well as Technical and Nursing & Allied Health offerings at MVC • Host 1 large event per month to promote enrollment and feature existing programs at MVC • Host 5 smaller events per month to promote student success and persistence • Represent the College and campus at Chamber and Economic Development Corporation events to promote our campus • Improve instruction/support services with increase of facilities after bond construction completed • Evaluate schedules on a semester basis to ensure student needs are being met as well as to enhance enrollment at MVC • Work with all Divisions to ensure adequate support services are available to MVC students such as counseling/advising/technical support/financial aid • Work with credit and non-credit program offerings to ensure needs of local community are being met • Work with Distance Learning and Bachelor Degree Programs to increase offerings at the MVC for students from Texas Southmost College and Texas State Technical College seeking Bachelor-level degrees • Work with other colleges in the area such as TAMUK and OLLU to promote articulation agreements that enhance our enrollment and benefit students

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Promote MVC among Chambers, EDCs, ISDs, and area businesses to attract more training/grant opportunities • Increase Welding Lab and AUMT courses to attract more workforce students to the MVC • Collaborate with Edcouch-Elsa ISD to provide Delta Area Registration Round-Up • Develop/Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies
FY 2020-2021	• Work with colleges who may be coming to the area, as well as existing colleges and universities to promote programs of study that students can commence at South Texas College and complete elsewhere • Work with local Chamber and EDC to create partnerships with local businesses to promote programs of study at the MVC • Work with Bachelor Programs and NAH to promote bachelor opportunities to students in underserved areas such as the Delta Area • Host 1 large event per month to promote our programs of study at MVC • Host 5 smaller events per month to promote student success and persistence • Evaluate course offerings to meet the demands of our students and help increase enrollment • Update Handbook of Operating Procedures • Implement Risk Assessment Mitigation Strategies

Starr County Campus:

BRIEF HISTORICAL OVERVIEW

Starr County Campus began offering courses in a portable building at the historic Fort Ringgold located in Rio Grande City in 1995. Due to limited space, additional instruction was held at Rio Grande City CISD, Roma ISD, and a vacant former beer distribution company building.

The official site of the Starr County Campus was previously farm land producing cantaloupes and honeydews and broke ground on March 25, 1999 with three buildings for administration, student services, and instruction. The Starr County Campus currently consists of an academic building, student services and student activities building with a cafeteria, Workforce education building, Library, and administration buildings.

Through the College's 2013 Bond Issue, the Starr County Campus recently expanded facilities that include the new 51,789 sq.ft. Health Professions & Science Building, a new 18,831 sq. ft. Library, a new 4,148 sq. ft. Physical Plant, and the College has added approximately 5,293 sq.ft. to our Student Services Building, which is now 13,117 sq. ft., as well as add approximately 4,148 sq. ft. to the Student Activities Building, which is now 14,870 sq. ft.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Continue to increase enrollment by comparing previous sections offered • Increase enrollment by offering new programs on campus • Host events on campus to engage community to promote visibility and enrollment • Continue to sponsor combined small scale events on campus to engage students • Promote awareness by presenting on campus activities and student success at ISD school board meetings • Increase Dual Enrollment participation by creating a summit event • Host a community-based group meeting at the Starr County Campus to promote awareness and enrollment • Target recruiting efforts to focus on Technical Programs and Nursing Allied Health programs • Promote new cafeteria contractor to begin Fall 2019 through banners, fliers, and personal contact • Finalize Starfish cohort of 20 faculty and 200 students to complete annual academic cycle • Work with NAH Dean to ensure that facilities and bandwidth are met for Paramedic to RN degree • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies
FY 2020-2021	• Establish complete technical and NAH programs for students to start and complete program on campus • Continue to increase enrollment by comparing sections offered in previous semester • Increase enrollment by offering more programs on campus • Host business and industry large scale events on campus to engage community to promote awareness and enrollment • Continue to sponsor small scale events on campus to engage student population and community engagement to promote visibility and enrollment • Promote awareness by presenting on campus activities and student success at ISD school board meetings • Increase Dual Enrollment participation by offering more specific programs • Use local radio media (remote) during enrollment peak time • Implement full-scale Starfish to include all faculty and all students across campus • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies

Higher Education Center: La Joya

JIMMY CARTER BUILDING
2003

BRIEF HISTORICAL OVERVIEW

The South Texas College Higher Education Center La Joya, located at the Jimmy Carter Building in La Joya, Texas was established in 2010, in partnership with the La Joya Independent School District. The South Texas College Higher Education Center La Joya offers a great alternative for students who would normally have to commute from western Hidalgo and eastern Starr counties to the Pecan campus. The range of classes available makes it possible for students to build a schedule and take their courses in one location.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Assess technology needs for classes offered at LJTC • Collaborate with IS&P to provide adequate instructional technology for classroom instruction as required • Collaborate with SAEM Division to provide student and enrollment services on a monthly basis • Continue to collaborate with DCP, D2D, and LJ ISD administration in supporting dual enrollment program offerings • Focus on recruitment for the following: STEM courses, Criminal Justice, Education, and Welding programs • Update website to correspond with current courses and programs • Provide office space to house full-time faculty, support staff, and program administrators • Host community events to showcase new and existing programs • Host events for graduating high school seniors for the following programs: Criminal Justice, Education, Nursing & Allied Health, and Welding • Evaluate existing course and program offerings to ensure needs of community are being met • Provide combined developmental and college level courses to expedite completion of development sequence • Identify and establish additional certificate and degree programs to meet the needs of changing community and industry • Enhance partnerships with businesses, Chambers, and EDCs in the Western Hidalgo County community • Enhance partnership with credit-recovery program to offer more opportunities to graduating students • Enhance partnerships with CTE for graduating seniors seeking/completing certificates in Technology Programs • Enhance partnership with J. Carter Early College High School to review and manage Emergency Evacuation Plan • Support new program course offerings • Update and expand educational technology to support STEM programs • Improve campus signage, including but not limited to, exterior building signage and way-finding signage

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Conduct appropriate recruitment activities to meet the needs of Western Hidalgo County community • Explore expanding parking areas for South Texas College students, staff, and faculty • Develop the program offering brochure/booklet for the next academic year • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies
FY 2020-2021	• Explore the feasibility of developing nursing courses that may lead to Bachelors of Science in Nursing • Provide diverse programs of study to meet the needs of the community and service area so that students will be prepared to compete in a global economy • Provide facilities and grounds that support a conducive learning and social environment. • Conduct appropriate recruitment activities to meet the needs of Western Hidalgo County community • Support teaching needs of courses offered at the LJTC • Provide programs of study to meet the needs of Western Hidalgo County community • Explore expanding parking areas for South Texas College students, staff, and faculty • Develop the program offering brochure/booklet for the next academic year • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies

Academic Advancement

Mission

The Academic Advancement Area comprises **departments, programs, academic services, and innovative initiatives** that support the instructional programs and collectively perform an essential role in **advancing student learning** at South Texas College.

The following areas listed below collectively form the Academic Advancement area, which supports the mission of the Academic Affairs Division.

ACADEMIC ADVANCEMENT

- Academic Excellence Programs
    - Valley Scholars
    - Phi Theta Kappa
    - Honors Program
- Academic Initiatives & Projects
- HSI Grant
- Curriculum & Student Learning
    - Program Development & Revisions
    - Program Review of Degree & Certificate Programs
    - Student Learning Outcomes Assessment
    - Student Evaluations
    - Course Scheduling
    - Pathway Projects
- Dual Credit Programs
    - Dual Credit Programs & School District Partnerships
    - Academies & High School Projects
    - Early College High Schools
    - Instructional Pathways
- Professional & Organizational Development
- Project Management: Internal and External Communications
- University Relations, Transfer, and Articulation Center

Academic Excellence Programs:

MISSION

The Academic Excellence Programs at South Texas College provides exceptional and challenging programs to enrich educational opportunities for high-achieving students. The programs are designed to promote and foster continued excellence in the college's academic programs and activities. They offer students unique opportunities for enrichment of educational studies, practical experiences, good citizenship, and leadership skills. The main goal of the Academic Excellence Programs is to empower students so that they can achieve their goals of academic excellence and be of service to their communities.

CURRENT PROGRAMS

- **Valley Scholars Program**
  The Valley Scholars Program was established in 1997 with a mission "to recognize and promote academic excellence by providing financial assistance, academic support services, mentoring, and leadership development. The program provides a foundation that empowers students to excel in their academic achievements and to become leaders that will make significant contributions to their communities."

  The mission statement serves as a blueprint for planning and implementing support programs that help Valley Scholar students succeed in college. Since the Program's inception, more than 925 students have participated in the program and continued their education at premier universities around the state and nation.

  Students receive a $500 scholarship each semester contingent upon enrolling full time and maintaining a 3.0 cumulative GPA. Scholarship funds are raised through various fundraising initiatives including an annual gala, *A Night with the Stars*, private donations, employee donations, grants, and endowments.

- **Phi Theta Kappa Honor Society**
  Phi Theta Kappa serves to recognize and encourage the academic achievement of two-year college students and provide opportunities for individual growth and development through honors, leadership and service programming. South Texas College chartered the Beta Epsilon Mu Chapter in 1997. From its inception, the Beta Epsilon Mu Chapter has strived to meet all four Phi Theta Kappa hallmarks and has inducted over 3,900 new members. Beta Epsilon Mu believes in participating in the Five Star Chapter Plan and Honors Study Programs. The members strive to create projects that will benefit not only the academic community but the Rio Grande Valley community as well.

- **Honors Program**
  The Honors Program provides progressive opportunities and innovative challenges to students who are highly motivated, intellectually gifted, academically well-prepared, and/or exceptionally creative. Students participating in this program are formally recognized for their academic achievements and receive benefits that help them pursue their personal, academic, and professional goals.

ACADEMIC EXCELLENCE PROGRAMS:

The Academic Excellence Programs are committed to student success and will work to continue increasing student recruitment, retention, and graduation rates. Between FY 2018-2019 to FY 2020-2021 the department will enhance collaboration with local high schools to promote each program and recruit new students. The

Academic Excellence Office plans to develop a new system of tracking graduates to create an alumni database of student success and contact information. For the Valley Scholars Program, the program plans to increase fundraising to raise additional funds to expand the Program to students pursuing a bachelor degree at South Texas College.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Monitor student success through case management, early alerts, and monthly meetings to ensure students remain continuously enrolled in pursuit of an Associate's Degree • Increase volunteer opportunities for students by building relationships with local nonprofits • Increase scholarship fundraising for the Valley Scholars Program through A Night with the Stars, K-12 Chess Tournament, private donations, and grants • Promote all the Academic Excellence program through events and outreach • Collaborate with STC Honor Societies to create an informational booklet outlining benefits and eligibility requirements for each organization • Evaluate Valley Scholars Program fundraising to determine viability of increasing or extending scholarship award • Enhance collaboration with local high schools to promote the Academic Excellence Programs and increase recruitment • Increase community service opportunities for Valley Scholars Program & Phi Theta Kappa • Continue to enhance our internal marketing strategy to increase STC employee donations to the Valley Scholars Program by presenting at division meetings, information tables at events (CWPOD), emails, brochures, etc. • Increase alumni outreach to graduates from the Academic Excellence Programs for data collection on success stories, degrees earned, etc. • Increase Phi Theta Kappa student participation at Mid-Valley and Starr County campuses through information tables, meetings, etc. • Continue to collaborate with division deans and department chairs to promote and increase number of Honors classes offered each semester • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies
FY 2020-2021	• Continue to grow membership and engagement in the Phi Theta Kappa Honor Society • Evaluate Valley Scholars Program fundraising to determine viability of increasing or extending scholarship award • Enhance collaboration with local high schools to promote the Academic Excellence Programs and increase recruitment • Increase community service opportunities for Valley Scholars Program & Phi Theta Kappa • Continue to enhance our internal marketing strategy to increase STC employee donations to the Valley Scholars Program by presenting at division meetings, information tables at events (CWPOD), emails, brochures, etc. • Increase alumni outreach to graduates from the Academic Excellence Programs for data collection on success stories, degrees earned, etc. • Increase Phi Theta Kappa student participation at Mid-Valley and Starr County campuses through information tables, meetings, etc. • Continue to collaborate with division deans and department chairs to promote and increase number of Honors classes offered each semester • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies

Academic Initiatives & Projects:

MISSION

The Office of Academic Initiatives & Projects supports student learning and success by overseeing a coordinated effort for grant review, application, and compliance across all areas of Academic Affairs. The Office also leads and facilitates innovative strategies that promote student success, retention, and persistence in partnership with faculty, staff, and administrators from all areas of South Texas College.

CURRENT GRANTS

The Division of Academic Affairs had 34 active grants as of October 2019. These grants serve to support student success. Some of the major grants awarded are to support ongoing student success initiatives and are listed below.

Grant	Description
Carl Perkins Career & Technical Education	$1.8 million grant that supports student success in the career and technical education (CTE) fields. • Support Division by providing Perkins Grant Planning Training; • Work with departments within the Division to provide guidance for applying for funding; • Serve as liaison between the Division and the Grants office to collect data and information for Bi-Annual and Final Reporting
Hispanic Serving Institution (HSI) Title V Grant	$2.5 million, 5-year grant received in support of active learning classrooms, faculty professional development, faculty advising, and technology infrastructure. An additional $115,722 was awarded by the Department of Education to provide financial literacy workshops for college students.
US Department of Education (USDOE) Child Care Access Means Parents in School (CCAMPIS)	This grant awarded is well over $929,000 and provides campus-based child care for low-income students who meet eligibility requirements.
JET Grant	TWC awarded $249,096 to support the Information Technology Program by providing funds to help purchase equipment needed to enhance instruction and student learning

CURRENT PROJECTS

The Division of Academic Affairs leads several college-wide initiatives and division-wide projects that promote student success and persistence. A few of the major projects are listed below.

Initiative/Project	Description
DegreeWorks Assignment	The assignment requires that students access their degree audit through DegreeWorks and complete an online Reflection Activity, which asks students to take a critical and reflective look at their progress. The assignment has been offered in all academic divisions, and has been expanded to some of the dual credit high schools.
Starfish and Starfish Assignment	Starfish is utilized to track the Financial Aid Roster Verification and monitored to ensure students are attending their assigned courses the first two weeks of the semester. It is also used as an early alert system and Progress Surveys are collected during fall and spring semesters. The Starfish assignment requires that students activate their STC emails, set up their profiles in Starfish, and then raise their hand to show that the assignment has been completed.

The Office of Academic Initiatives & Projects will continue to support the pursuit of grants throughout the Division of Academic Affairs and will work collaboratively with grant managers to ensure compliance with grant requirements. In addition, the Office will continue to lead and collaborate on student success initiatives in alignment with South Texas College's Strategic Plan.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Assess grant opportunities that support STC's strategic plan and the mission of Academic Affairs • Continue to monitor existing grants to ensure that goals and compliance requirements are met • Provide support to review Co-Requisite models created to align with HB2223 requirements to meet the 50% threshold • Revise the Developmental Education Policy and Procedures Manual as needed • Expand Starfish to: o Chair the college-wide Starfish Committee, and conduct at one least one meeting per semester to assess progress of Starfish activities o Develop an action plan and a management plan o Provide Starfish training at least once per semester o Develop video and written tutorials to guide faculty, staff, and students to navigate Starfish o Collect Starfish survey data and usage to assess effectiveness for continuous improvement o Facilitate technical issues • Research to learn if there are additional tools that support the existing Early Alert Systems • Continue to collect and assess data to evaluate the impact of the Early Alert System on student success outcomes and develop continuous improvement strategies • Continue to collect data and evaluate the impact of the Degree Progress Report Assignment • Provide ongoing support to the Division by serving on special projects, taskforces, and initiatives • Provide support to the Developmental Math program to develop new courses or initiatives, such as a NCBO Summer Bridge Program, to help support student needs • Continue to participate as a QEP Committee member to provide leadership, guidance, and support for the upcoming SACSCOC Reaccreditation • Provide support for Institutional Effectiveness (IE) Planning and Reporting by: o Coordinating trainings o Reviewing IE Plan and Report for the Academic Affairs Division o Assess effectiveness • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support the Guided Pathway Action Plan
FY 2020-2021	• Assess grant opportunities that support STC's strategic plan and the mission of Academic Affairs • Continue to monitor existing grants to ensure that goals and compliance requirements are met • Provide support to review Co-Requisite models created to align with HB2223 requirements to meet the 75% threshold • Continue to collect and assess data to evaluate the impact of the Early Alert System on student success outcomes and develop continuous improvement strategies • Continue to collect data and evaluate the impact of the Degree Progress Report Assignment • Provide ongoing support to the Division by serving on special projects, taskforces, and initiatives • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support the Guided Pathway Action Plan

HSI Grant:

South Texas College received a Title V Hispanic Serving Institute (HSI) Grant in 2014 from the Department of Education. The grant will span over 5 years (2014-2019) in the amount of $2.5 million dollars. The HSI Grant will cover 3 projects, simultaneously, 1) FOCUS on Learning: FOCUS Academy & Active Learning Classrooms, 2) FOCUS on Advising: Faculty Advising Program, and 3) FOCUS on Technology: Technology Infrastructure.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Institutionalize the Active Learning Classrooms initiative in conjunction with the FOCUS Academy faculty professional development • Institutionalize the Faculty Advising initiative to continue training, certification and support • Continue Emergency Medical Technician course offerings at Starr County to maintain accessibility • Schedule the Active Learning Classrooms with diverse content areas of eligible faculty for optimized usage • Continue evaluative measures to determine the effectiveness of programming and efforts • Continue inventory monitoring of grant supplies and equipment • Launch Spark Academy to full scale • Restructure Faculty Advising designated caseload process • Pilot JagAdvise in three academic programs to improve documentation process • Revise Financial Literacy curriculum and evaluation plan • Attain 25% increase in student financial literacy knowledge • Further develop transitional plan and conclude grant activities
FY 2020-2021	• Submit comprehensive summative Department of Education Title V Grant report with a sustainability plan for initiatives • Develop additional institutionally funded Active Learning Classrooms (ALCS) to the campuses with the highest necessity • Research additional courses for remote delivery to the Starr and Mid-Valley campuses to improve accessibility • Schedule the Active Learning Classrooms with diverse content areas of eligible faculty for optimized usage • Continue to recruit and train faculty for the Faculty Advising professional development program • Continue evaluative measures to determine the effectiveness of programming and efforts • Continue inventory monitoring

Curriculum & Student Learning:

MISSION

The Curriculum and Student Learning Department is to support student learning by facilitating the development and ongoing revision of instructional programs, and ensuring efficient processes for assessment of student learning outcomes, student evaluations of faculty and course scheduling. In addition, the Curriculum and Student Learning Department ensures that the most accurate and up-to-date information regarding the Curricula is reflected in the **South Texas College** Catalog, Degree Plans and other College publications.

PROGRAM DEVELOPMENT AND PROGRAM REVISION

The Curriculum and Student Learning Department supports instructional program development by providing faculty program developers support in navigating the internal and external processes required to develop a new program. The department staff meet individually with faculty developing programs to assist with the development of a Program Development Summary, which outlines the initial program objectives, labor market demand and required resources for a proposed new program. All proposed programs undergo a review process before being approved for development. The approval process includes a review by department, and approval by the division, and college-wide curriculum committees, and Academic Council. Programs that receive approval to proceed are then presented to the Planning and Development Council (PDC) for review and recommendation. A program that receives PDC approval to move forward is presented to the Board of Trustees' Education Workforce Development Committee for review and recommendation before being presented to the full Board of Trustees for final review and approval.

The Curriculum and Student Learning Department supports instructional program development by providing faculty with the necessary information for compliance with the Texas Higher Education Coordinating Board and the Southern Association of Colleges and Schools Commission on Colleges. The Curriculum and Student Learning staff ensure all recommended revisions are compliant and reviewed, and approved by the required curriculum committees. After approval of proposed curriculum revisions, Curriculum and Student Learning staff update the necessary curriculum information in the Banner Student Information System, South Texas College Catalog, and update all degree requirements in the Degree Works student advising system. The Curriculum and Student Learning Staff also ensure the accuracy of all course related data for State reporting and submit the necessary documentation for Department of Education notifications.

PROGRAM REVIEW OF DEGREE AND CERTIFICATE PROGRAMS

Instructional programs are subject to Program Review by the Institutional Effectiveness Process on a yearly basis. Required Program Review standards are incorporated into the Institutional Effectiveness plans for each instruction program in order to assess program viability, effectiveness, and student achievement through a variety of outcomes including the number of graduates, transfer rates, licensure/certification pass rates, graduate placement, program specific accreditations, and use of community advisory committees.

Instructional Programs report on the required standards through the mid-biennium and biennial Institutional Effectiveness (IE) reporting cycles. The results for each instructional program are evaluated yearly by the Academic Council and the Planning and Development Committee (PDC), the college-wide committee charged with oversight for planning, plan implementation, and reporting.

ACADEMIC ASSESSMENT

The Curriculum and Student Learning Department assists instructional programs and faculty in using assessment data to inform and strengthen student learning and achievement at South Texas College. Curriculum and Student Learning supports a cycle of continuous program improvement by assisting academic departments to develop and assess student learning outcomes, ensuring maintenance and collection of accurate assessment data, and providing training.

- **Program Learning Outcomes Assessment**
  In addition, to traditional student success measures which are included in each program Institutional Effectiveness plans such as, course completion, graduation rate, and student retention, a specific program learning outcomes have been developed for each instructional program that are not only related to STC’s institutional mission and goals, but also unique to the student's discipline or field of study. The program learning outcomes are assessed and data are collected and reported on a yearly basis. This systematic process across all programs allows for significant amounts of dialogue among faculty members, and has a consistent structure for collecting and assessing data while allowing for the academic freedom of faculty members. Instructional programs utilize a variety of assessment methods, including embedded assessment, exit exams, exit interviews and portfolios to assess the program learning outcomes.
- **General Education Outcomes Assessment**
  South Texas College also assesses general education competencies in the General Education program known as the STC Core Curriculum. The general education competencies for the Core Curriculum are called the *Core Objectives* and were defined by the Texas Higher Education Coordinating Board. Measures to determine the extent to which *Core Objectives* are being achieved and assessed every semester. Data are collected and reviewed by Core Assessment Leads, Department Chairs and Faculty Representatives. Final report and recommendations is submitted to academic departments and administrators to evaluate the extent to which the *Core Objectives* are being met and to have in place improvement action plans.

STUDENT EVALUATIONS OF FACULTY

Student evaluations of faculty are administered for every course section offered by South Texas College. Utilizing an online system for the administration of the surveys, over 62,000 individual evaluations were completed by students for the AY2018-2019 semester. Each individual faculty member has access to the data gathered for each of their classes and comments provided by their students in order to utilize this information to improve instruction. Information gathered through the student valuation process is also included in the overall evaluation process for faculty.

COURSE SCHEDULING

South Texas College offers more than 6,300 individual credit course sections to meet the many unique needs of the students. The Curriculum and Student Learning Department coordinates the course scheduling process from initial schedule development through registration for each semester. The department establishes the schedule development and revision deadlines each semester and enters the course schedules submitted by the instructional programs.

The department ensures compliance with uniform class times to ensure efficient utilization of facilities and is responsible for accuracy of all scheduling data. Initial schedules for each semester are developed approximately one year in advance and monitored throughout the registration process. The following table outlines the short/long-term initiatives for the Curriculum and Student Learning Department for the next five years.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Continue to conduct labor market analysis for all proposed programs for the upcoming academic years to comply with our mission of facilitating the development and ongoing revisions of instructional programs • Provide 1-2 trainings annually and develop training videos and additional best practice resources for faculty • Develop a new strategy to address core objectives process, reporting and outcomes • Offer a program development workshop to provide resource materials for development of proposed instructional programs • Provide curriculum revision training for program chairs (per IE Plan) • Support the development of new proposed instructional programs that have been approved • Conduct a Strategic Course Schedule Analysis to determine effectiveness of implemented strategies and continue the scheduling effectiveness process • Research best practices in Strategic Scheduling Analysis and recommend a process for use by Academic Affairs leadership to ensure efficient and effective course scheduling • Support the planning and implementation of Banner FLAC (Faculty Load & Compensation) for full implementation for Spring 2020 • Collaborate with IS&P to develop a new Dashboard for Classroom Use and Efficiency • Collaborate with SAEM division in the implementation of clear pathways and restriction of courses to students to help them stay on track to degree completion • Research course evaluation software demos and compare the benefits to our existing tool for possible upgrade/improvements • Monitor High School sites to not go over 50% or more of coursework towards degrees and certificates for Fall 2020 • Chair the TSI Advisory Committee to review and address any new changes to TSI Benchmarks to ensure that institutional practices are aligned with state policies • Hold 1 Learning Outcomes Assessment Committee meeting per semester • Monitor the Program Learning Outcomes Assessment Plan, including a second-year evaluation/assessment of the Plan itself • Monitor the Core Objectives Assessment Plan, and coordinate/oversee implementation of the first year Core Objective improvement strategies

Operational Plan for FY 2019-2020 to FY 2020-2021

	• Investigate nationally normed Core Objective Assessment instruments/practices • Identify enterprise software systems that monitor student learning outcomes assessment and determine whether an enterprise software tool should select a system to be purchased and utilized in place of JagPRIDE • Conduct an evaluation of the integrated Institutional Effectiveness/Program Review model • End of Course Evaluations • Complete the planning, integration, feed/security, and implementation of the Concourse – Syllabus Management System phases and train all faculty • Facilitate the Guided Pathway Action Plan o Coordinate webpage development to showcase programs of study (meta-majors) o Ensure programs of study are included in 2020-2021 Course Catalog o Develop tools for advising o Finalize alignment booklet (from HS endorsements to meta-majors) • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation
FY 2020-2021	• Support the development of new proposed instructional programs that have been approved • Coordinate the writing of CSL related standards for the Compliance Certification for the 10 year SACSCOC Reaffirmation • Monitor High School sites to not go over 50% or more of coursework towards degrees and certificates for Fall 2021 • Hold 1 Learning Outcomes Assessment Committee meeting per semester • Monitor the Core Objectives Assessment Plan, and coordinate/oversee implementation of the second year Core Objective improvement strategies • Continue to chair the TSI Advisory Committee to review and address any new changes to TSI Benchmarks to ensure that institutional practices are aligned with state policies • Offer trainings for Concourse end users throughout the academic year and during professional development events • Continue to offer trainings for Courseleaf (Catalog) end users • Begin the process of acquiring an online curriculum management software tool by obtaining quotes, mapping the curriculum process, seeking faculty/chair feedback, and board approval for purchase • Continue to facilitate the Guided Pathway Action Plan • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation

Dual Credit Programs:

MISSION AND GOALS

South Texas College provides a clear pathway to a better quality of life for high school students in our community through higher education.

Goal 1: Facilitate completion of a credential or degree
Goal 2: Establish clear educational pathways for student success
Goal 3: Improve preparedness of high school students to be successful in college courses
Goal 4: Collaborate with school districts to provide a college-level learning environment
Goal 5: Expand college-level support structure and services for student success
Goal 6: Foster strong partnerships with school district partners

- **Dual Credit Courses**
  - Grown from 61 sections in 1999, to offering over 1,400 sections in 2018
- **Dual Credit Academies**
  Includes six Academies:
  - Academic: Medical Science, Computer Science, Engineering, Criminal Justice, and Business
  - School to Career: Welding
- **Dual Credit Pathways**
  - South Texas College leads the nation in the number of Early College High Schools (ECHS) partnerships that it has developed with area Independent School Districts, which includes 29 Early College High Schools with two of them in the area of Career & Technology.
- **High School Recovery Program**
  - This program is designed to assist 5th year high school students to graduate from high school and transition to college. Since 2008, this initiative has produced over 6,600 high school graduates in partnership with high schools.

FINANCIAL STRUCTURE

South Texas College waives tuition and fees for all students enrolled in cohort “S” sections held at the high school or on the STC campus. STC approves credentialed and well qualified high school teachers to become Dual Credit Faculty (DCF) to teach college courses during the school day at their high school. STC pays them a stipend of $350 per section per semester. In addition, STC charges for faculty time and travel (on average $2,600) when an STC faculty member is requested by an ISD to teach a cohort class at the high school, as stated above.

Enrollment in Dual Credit Courses grew rapidly starting the fall of year 2000, when STC enacted Board Policy #3230 in Spring 2000 to waive tuition and fees for dual credit courses. However, South Texas College receives contact hour reimbursement from the state for College-level courses, which helps keep the program in the black.

SOUTH TEXAS COLLEGE ENROLLMENT PROJECTIONS FALL 2016 TO FALL 2021

The Dual Credit Program projects that by 2021 there will be over 13,000 students taking dual courses from South Texas College.

	ACTUAL				ORIGINAL PROJECTIONS	
	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Dual	14,084	11,884	13,106	13,706	13,500	13,600
Traditional	19,911	20,085	19,325	19,348	19,908	20,207
Total	**33,995**	**31,969**	**32,431**	**33,054**	**33,408**	**33,807**

Operational Plan for FY 2019-2020 to FY 2020-2021

FY 2019-2020	• Full Implementation of the Dual Credit Course Submission Request online portal • Collaborate with IS&P to develop a textbook communication system or addendum to the existing Dual Credit portal • Complete the NACEP Accreditation application process and become the first in the State of Texas to become accredited • Continue collaborating with HR on creating a Dual Credit Faculty application process • Coordinate candidate's interviews with program chairs and hiring committees • Oversee the development of the 4-year instructional plans for each high school • Meet with ECHS and Traditional HS Directors, Principals and Counselors to plan schedules for the academic school year • Develop district-wide Dual Credit scheduling for Fall 2020 implementation • Develop CTE Institute – Cohort Based Programs o Cybersecurity o Medical Office Specialist o Patient Care o Medical Assistant o Pharmacy Technology o Emergency Medical Technology • Host targeted events for Superintendents, Leadership Teams, and CTE Programs to disseminate essential information during the academic year • Expand opportunities for ISD partners to host events at our STC sites for Dual Credit student engagement • Conduct surveys with partnering school districts Administration and Counselors; Dual Credit Students; and Dual Credit Faculty to improve the current program operations • Conduct meetings with Program chairs to discuss DCF processes, updates, and approval • Collaborate with IS&P to develop and pilot the online process for "non-S" Section form to comply with Policy 3232 • Establish a communication plan and marketing content for Dual Credit Programs within the community • Partner with LASS Fine & Performing Arts to develop a Pre-College program in Music, to be followed with similar programs in Art and Drama • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan
FY 2020-2021	• Coordinate candidate's interviews with program chairs and hiring committees • Consult with high school administrators/counselors on the dual enrollment schedules • Work with program chair on scheduling and STC faculty assignments • Meet with ECHS Directors, Principals and Counselors to plan schedules for the academic school year • Host targeted events for Superintendents, Leadership Teams, and CTE Programs to disseminate essential information during the academic year

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Assess and expand opportunities for ISD partners to host events at our STC sites for Dual Credit student engagement • Host targeted events for Superintendents, Leadership Teams, and CTE Programs to disseminate essential information during the academic year • In collaboration with IS&P fully implement the online process for “non-S” Section form to comply with Policy 3232 • Meet with HR personnel to improve the DCF electronic application & NOE production via BANNER • Expand surveys with partnering school districts, Dual Credit Students, Alumni and Dual Credit Faculty to enhance the current program operations • Conduct meeting with Program chairs to discuss DCF processes, updates, and approval • Continue expanding communication plan and marketing content for Dual Credit Programs within the community • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies • Support and prepare for the SACSCOC reaffirmation • Support the Guided Pathway Action Plan

Academies & High School Projects:

MISSION

The mission of the Academies and High School Projects Program is to provide an opportunity for high achieving high school juniors to earn an Associate’s degree or Certificate from South Texas College before graduating high school.

BRIEF HISTORICAL OVERVIEW

The Dual Enrollment Academies began in 2005 with seventeen (17) students enrolled in the Dual Enrollment Medical Science Academy. Since then, the department has expanded to offer twelve (12) Dual Enrollment Academy Programs across three (3) of the South Texas College campuses with an enrollment exceeding 1,000 students since inception. These Academy Programs provide students the opportunity to earn an Associate’s degree during their last two years of high school. In addition, the department has expanded to include a School to Career Dual Enrollment Academy where students earn a certificate in structural welding, cybersecurity, medical office specialist, medical assistant technology, emergency medical technology, pharmacy technology, and patient care.

HIGHLIGHTS AND ACHIEVEMENTS:

The following items highlight the achievements of the Academies Program since its inception in 2005;

- All Academy programs provide annual college tours so that students may be exposed to university life through specific departmental presentations, campus tours, resident hall tours, and student panels with Academy alumni
- Ten Academy students have received the Bill and Melinda Gates Millennium Scholarship
- Academy Programs-Examples of Excelencia Award Finalist 2014
- DEMSA program- finalist for the Bellwether Legacy Award in 2014
- DEMSA program- finalist for the Bellwether Legacy Award 2013
- Texas Higher Education Coordinating Board 2012 Star Award Recipient

MEASURE OF EFFECTIVENESS:

The following data showcases the student success measures for the Academies programs

- **Enrollment Growth:** From 17 students in 2005 to 176 in Fall 2018
- **Graduates:** 1,120 total graduates
- **Graduation Rate for High School Seniors who earn Associate Degree:** 82.2%
- **Transfer:** 100% university transfer rate
- **Scholarships:** Over $20.2 million in scholarships offered to Academy graduates

PROJECTED ENROLLMENT FOR FY 2018-2019 to FY 2020-2021

The chart below includes the projected Dual Enrollment Academies over the next five years. For 2020-2021, projects were estimated based on the steady enrollment we've experienced in DEEA and DECJA. DECSA has experienced a major decline in enrollment, therefore, evaluations are being made to revamp recruitment and internship opportunities for student engagement.

SOUTH TEXAS COLLEGE
COHORT ENROLLMENT BY DUAL ENROLLMENT ACADEMY

Fiscal Year	**Dual Enrollment Academies**				
	DEMSA	**DEEA**	**DECSA**	**DECJA**	**DEBAA**
	Enrollment	Enrollment	Enrollment	Enrollment	Enrollment
FY 2016-2017	78	37	28	28	
FY 2017-2018	86	40	31	31	10
FY 2018-2019	95	44	35	35	22
FY 2019-2020	105	50	40	40	24
FY 2020-2021	115	48	40	40	30

*DECJA academy did not have enough interest from the three participating school districts in 2014; therefore, we are planning to open enrollment to all school districts in the future.

DUAL ENROLLMENT ACADEMIES: Proposed Plans for FY 2018-2019 to FY 2020-2021

The Dual Enrollment Academy Programs has continued to grow since it began in 2005 at the Starr County Campus. Due to the predicted increases in interest for the Dual Enrollment Academies, it is expected that the percentage of students interested in this rigorous program will continue to grow. The vision for increasing the Academies Program includes expanding current Academies to other campuses, adding additional Dual Enrollment Academies, and increasing enrollment by approximately 10% each academic year.

Between **FY 2018-2019 to FY 2020-2021** the department is planning to grow the Dual Enrollment Academy Programs. The plans involve expanding academies to other South Texas College Campuses and adding additional Academy Program options. As the program continues to grow, the department will need a tracking system implemented in order to follow students throughout their participation in the program and maintain contact upon graduation. Because of the projected growth, additional dual enrollment sections will be needed on the Pecan, Mid-Valley, and Starr County campuses as well as the addition of one additional specialist.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Implement the following Academy Programs o DEPA – Dual Enrollment Pharmacy Academy o DETA – Dual Enrollment Teaching Academy • Explore the development of expanding the Academies College Tours to three days in order to increase student engagement • Expand the TexPREP Program career speaker series to promote awareness and the significance for middle and high school aged students to earn higher educational degrees • Develop online registration opportunities for students to self-register for courses offered through the Academies Program • Expand course offering for the Academy Programs participants by providing the selection of concentrations within their fields of study

Operational Plan for FY 2019-2020 to FY 2020-2021	
	• Expand on internship opportunities for all student cohorts • Coordinate with partnering school districts to identify students' field of interest by collecting endorsement data and evaluate the programs offered through the Academies • Collaborate with Student Activities to increase Academy Program on-campus involvement through the creation of clubs focused on volunteering and extracurricular activities • Continue dialogue with the University of Texas-Rio Grande Valley School of Medical to form seminars for the DEMSA Program participants • Establish a summer STEM Program specific for rising 9th and 10th grade students interested in pursuing the Academy Programs to support recruitment and retention • Explore the development of expanding the Academy Program workshop sessions to off-site businesses to enhance career awareness • Develop a tracking system for students who participate and graduate from the Academy Programs • Continue to meet with the Starr County school districts administration to Actively promote the Dual Enrollment Engineering Academy and Dual Enrollment Medical Science Academy being offered at Starr County Campus • Collaborate with TR to develop a tracking system for students who graduate from the Academy Programs to gather data on job placement and enrollment in graduate programs • Expand Supplemental Instruction tutoring services for Academies students in upper level courses
FY 2020-2021	• Develop a plan with partnering school districts to restructure the current Academy Program degree offering to three years. • Explore the opportunity to provide open source textbooks for all participants in the Academy Programs. • Collaborate with the Grants Department to identify funding opportunities to provide Academy participants with a technology device to assist in their educational success. • Development of summer residential internships for Academy students with the University of Texas Rio Grande Valley School of Medicine and College of Engineering & Computer Science. • Establish a scholarship fund through the Academy Program Alumni Association to award to graduating participants

Dual Credit Pathways:

MISSION

The mission of Dual Credit Pathways at South Texas College is to provide a seamless transition between high school and college through Early College High Schools. We aim to help first generation, low-income students who would traditionally not attend college, an opportunity to earn an Associate's Degree or up to 60 hours towards a Bachelor's Degree while still in high school.

BRIEF HISTORICAL OVERVIEW

Early College High Schools are small, innovative high schools that allow students who are least likely to attend college, an opportunity to earn a high school diploma and two years of college credit. College coursework and high school curriculum are blended into a cohesive unit. Dual Credit Pathways has experienced tremendous growth and now boasts a partnership of **29** Early College High Schools. Two of the existing Early College High Schools focus solely on Career and Technology Pathways.

Based on 29 Early College High Schools

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Update program materials to include new state goals and requirements • Hold informational presentations for all ECHS campuses to introduce and support new ECHS Blueprint changes • Implement and help train schools on the use of Starfish for purpose of helping students stay on track towards completion • Continue to work closely with the ISD Partners to ensure that all students are on track to complete their degree plans • Continue to work with RAS to submit ECHS pipeline enrollment data and graduate data for the support of the annual Dual Credit Report • Support the annual Dual Credit Leadership Meeting • Host student and ECHS counselor workshops or informational presentations, once a semester, to provide consistent and uniform STC success knowledge • Ensure that all ECHS submit a certified 9th and 12th grade cohort list (by October 31st) for each ECHS and code with ECHS attribute • Continue to work with SAEM division (director of traditional enrollment) to provide ECHS data of "non-completers" to assist in recruitment process • Collaborate with Region One and TEA to be part of the planning session for the agenda items for the South Texas Early College Consortium (STECC) • Communicate to all ECHS students and ECHS counselors, that student have open access to IHE campuses and resources such as computers/library services/tutoring as required by TEA ECHS Blueprint; plan will include campus learning tours and presentations customized to meet the needs of ECHS partners • Collaborate with IS&P to create processes that manage and distribute sensitive student data to key ECHS stakeholders; data will include student enrollment status, progress and academic standing • Make ECHS orientation available to all new ECHS administration and staff such as counselors • Host recognition events of academic achievement for ECHS scholars-top performers • Assist with review and recommendations of student success metrics • Update 4-year instructional plans for each ECHS • Increase student advising count to over 4,000 in upcoming academic school year • Extend ECHS department services to 7 newly designated TSTEM schools

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2020-2021	• Hold informational presentations for all ECHS campuses to introduce and support new ECHS Blueprint changes • Implement and help train schools on the use of Starfish for purposes of helping students stay on track towards completion • Continue to work closely with the ISD Partners to ensure that all students are on track to complete their degree plans • Continue to work with RAS to submit ECHS pipeline enrollment data and graduate data for the support of the annual Dual Credit Report • Support the annual Dual Credit Leadership Meeting • Hold student and counselor workshops to provide consistent and uniform STC success knowledge • Ensure that all ECHS submit a certified 9th and 12th grade cohort list (by October 31st) for each ECHS and code with ECHS attribute • Continue to work with SAEM division (director of traditional enrollment) to provide ECHS data of "non-completers" to assist in recruitment process • ECHS staff will be available to Collaborate and contribute to Region One agenda items for the South Texas Early College Consortium (STECC) • Communicate to all ECHS students and ECHS counselors, that student have open access to IHE campuses and resources such as computers/library services/tutoring as required by TEA ECHS Blueprint. Plan will include campus learning tours and presentations customized to meet the needs of ECHS partners • Collaborate with IS&P to create processes that manage and distribute sensitive student data to key ECHS stakeholders. Data will include student enrollment status, progress and academic standing • Make ECHS orientation available to all new ECHS administration and staff such as counselors • Host recognition events of academic achievement for ECHS scholars-top performers

Professional & Organizational Development:

PURPOSE

South Texas College embraces professional development as an important function in support of the College's comprehensive mission. The Office of Professional and Organizational Development (OPOD) is committed to serve our students and communities by providing world-class organizational, professional and personal development for the faculty and staff of South Texas College and the South Texas Region.

MISSION

Our mission is to serve our students, our communities, and each other through professional and organizational development of our staff and faculty in an enriching, positive and dynamic way.

The Office of Professional and Organizational Development (OPOD) supports academic and student learning by providing high-quality personal, professional and organizational development offerings for South Texas College faculty and staff as well as specialized days for both full-time and part-time faculty.

The OPOD also delivers innovative training utilizing the Academy Model. This model delivers timely professional development while building cohorts and creating buy-ins among participants. The academies help to implement institutional priorities and increase college-wide communication.

As of Fall 2019, the Office of Professional & Organizational Development offers the following academies, trainings, and events for South Texas College employees:

- Employee Onboarding
- Faculty Offerings
- Faculty/Staff Offerings
- Supervisory
- Relationship Management
- Customized Trainings
- Major Events

EMPLOYEE ONBOARDING

- **New Faculty Orientation** (NFO): Provides new faculty with a two-day orientation which includes a service area tour as well as activities that will help them be successful starting their first day in the classroom.
- **Jaguar Academy** (JAG): Provides guidance, support, and confidence in new employees as they adopt to their new roles at STC by engaging them beyond the standard first-day orientation

FACULTY OFFERINGS

- **Teaching and Learning Academy** (TLA): Provides new faculty with support, guidance, and training as they transition into their role as an instructor and culminates every Spring semester in a retreat in which they are able to network, exchange ideas, create solutions, and celebrate teaching.
- **Great Teachers Seminar** (GTS): During the Spring semester, TLA culminates with the Great Teachers Seminar (GTS). The (GTS). helps faculty build a network, engage in introspection and self-appraisal, search for the transferable ideas, analyze challenges, create solutions, and celebrate great teaching.
- **FOCUS Academy**: Provides in-depth training on andragogy and pedagogy contextualized in the teaching and learning environment where they are provided opportunities to build learning modules for their classes based on the principles and techniques they have learned.
- **STLA for Chairs**: Since 2007, the OPOD has hosted its annual South Texas Leadership Academy (STLA) for Chairs. This half day event gives all department/program chairs and assistant chairs the opportunity to receive updates on curriculum, learning outcomes, dual enrollment taskforce, and professional development opportunities. Each department/program chair and assistant chair receives a reference guide that provides guidance, guidelines, and resources to help them be successful in their role.
- **DELTA Online**: The Dual Enrollment Learning and Teaching Academy (DELTA) Online will help Dual Enrollment Faculty to become part of the South Texas College family. DELTA Online will provide participants with support and guidance as well as information on faculty expectations, resources, policies, procedures, and creating a college environment.

Academies for Faculty
Academic Year

	2007 -2010	2011	2012	2013	2014	2015	2016	2017	2018	TOTAL
TLA	129	72	16	32	23	52	**52**	**56**	**31**	**432**
FOCUS		14	12	15	43	35	**72**	**64**	**56**	**342**
STLA		60	75	68	60	55	68	**68**	**62**	**454**
DELTA						23	49	**80**	**57**	**209**

FACULTY/STAFF OFFERINGS

- **Ambassadors Cross-Training Academy** (ACTA): Provides employees with the opportunity to continually improve their knowledge of all aspects of the College and increase their ability to assist students and colleagues.
- **Ambassadors Leadership Academy** (ALA): Provides current and those who aspire to become STC leaders the structure and guidance to develop and refine their leadership skills.
- **Distinguished Leadership Academy** (DLA): Provides individualized leadership training at the highest level in which participants receive personalized, strengths-based guidance for continued development of coherent leadership styles.
- **STLA for Staff:** The South Texas Leadership Academy (STLA) for Staff was introduced in the Summer of 2007 as an opportunity for classified and professional/technical staff at South Texas College to attend a conference dedicated to their specific needs and interests. Because many staff have few opportunities to travel to pursue professional development at the state and national level, the OPOD has created that experience for them.

	FACULTY/STAFF OFFERINGS ACADEMIC YEAR													
	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	TOTAL
ACTA	34	67	58	75	50	44	47	77	60	62	38	38	25	637
ALA							19	25	18	13	N/A	N/A	N/A	75
DLA								12	13	13	N/A	N/A	N/A	38
STLA	155	110	86	71	115	126	164	103	100	118	126	108	96	1,478

*cohorts currently in progress

CUSTOMIZED OFFERINGS

- PROFESSIONAL GROWTH
  - Appreciative Inquiry Training/Retreats
  - Leadership Presentations
  - Understanding and Managing Customers' Behavior Styles
  - Dealing with Challenging Customers
  - Communication and Collaboration
  - Determine Your Direction-Goal Setting
  - Creating Your Personal Mission Statement
  - Working from your Strengths
  - Power Up: Professional Development System
  - Building Trust as a Worthy Investment
  - Public Speaking
  - Customer Service – Super Hero
- TEACHING AND LEARNING
  - The Reflective Educator
  - Improving Student Metacognition
  - Student-Cantered Lectures
  - Growth Mindset
  - One-to-One Collaboration Sessions

MAJOR EVENTS

- College-wide Professional and Organizational Development Day
- Academic Affairs Convocation
- South Texas Leadership Academy
- Adjunct and Dual Credit Professional Development Day

PROPOSED PLAN FOR THE OFFICE OF PROFESSIONAL AND ORGANIZATIONAL DEVELOPMENT:

The Office of Professional and Organizational Development is committed to serving the students and the community by providing quality professional development opportunities to South Texas College employees. Our goal is to ensure staff and faculty remain up to date in the best practices and latest teaching strategies in order to remain a competitive, world-class institution of higher learning.

As the South Texas College student, staff, and faculty populations continue to grow, the OPOD is dedicated to developing new and additional pathways in order to reach each and every employee. Our office has developed both short and long-term initiatives which will expand and enhance professional development opportunities for faculty and staff. These initiatives include expanding the number of current academy offering based on the scheduling needs of our employees, expanding offerings to adjunct and dual enrollment faculty, creating a brand new academy designed specifically for executive level leadership, and serving as a regional training center for higher education in South Texas. The following table outlines the short/long-term initiatives for the Office of Professional and Organizational Development for the next five years.

As South Texas College continues to grow, the Office of Professional and Organizational Development will continue to conduct frequent needs assessments and environmental scans to ensure that all offerings are timely and cutting-edge for all South Texas College employee groups. The OPOD will continuously identify new and innovative methods of delivery of professional development opportunities in order to remove time and location barriers and continue to participate in employee engagement activities, organizational development, strategic planning and implementation in order to assist South Texas College and its employees to achieve institutional goals in line with the comprehensive mission of the College. The OPOD commits to maintaining currency in the field of Professional Development to ensure that its offerings are truly world-class and will attract leaders nation-wide to take part in our training programs that will be recognized by state, national, and international organizations.

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Continue to provide in-house Customer Service/Relationship Management workshops with the intent to deliver to all South Texas College staff and faculty • Continue to establish a greater presence at each of the 5 South Texas College campus locations • Evaluate existing virtual professional development workshops for faculty and staff online via Blackboard and modify as necessary • Continue to offer FOCUS Academy opportunities and train faculty • Continue to offer new faculty and staff onboarding academies: Jaguar and NFO • Continue to offer leadership training – ACTA • Support STC Administration and VP's in evaluating PD needs for each division • Continue to develop and provide virtual professional development modules focused on increasing student engagement in online environment via Blackboard • Reinstate revised Ambassador's Leadership Academy • Increase number of users and provide ongoing support and training to departments • Hold 1 OPOD Advisory Committee meeting per semester • Make professional development workshops available to all faculty and staff through online modalities • Review and update DELTA Academy to enhance the understanding of Learning Outcomes • Offer customized professional development opportunities for Adjunct and Dual Credit faculty • Identify adjunct and dual credit faculty needs by administrating a needs survey • Continue to partner with other departments to offer professional development to faculty and staff • Create a needs-based assessment survey for staff and refine and improve professional development offerings based on feedback • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies

Operational Plan for FY 2019-2020 to FY 2020-2021	
	- Support and prepare for SACSCOC reaffirmation - Support the Guided Pathway Action Plan
FY 2020-2021	- Assess the need to offer a Global Perspective Academy through partnership with the study abroad program - Collaborate with RAS to create a needs-assessment survey for faculty and staff - Continue to offer FOCUS Academy opportunities and train faculty - Continue to offer new faculty and staff onboarding academies: Jaguar and NFO - Continue to offer leadership training – ACTA, ALA, and DLA - Continue to provide in-house Customer Service/Relationship Management workshops with the intent to deliver to all South Texas College staff and faculty - Hold 1 OPOD Advisory Committee meeting per semester - Support STC Administration and VP's in evaluating PD needs for each division - Continue to refine and improve faculty professional development based on faculty survey feedback - Continue to develop and provide virtual professional development modules focused on increasing student engagement in online environment online via Blackboard - Reinstate revised Distinguished Leadership Academy - Offer collaborative, online webinars for faculty and/or staff - Develop and offer Innovation and Creativity Conference - Continue to partner with other departments to offer professional development to faculty and staff - Update Handbook of Operational Procedures - Implement Risk Assessment Mitigation Strategies - Support and prepare for SACSCOC reaffirmation - Support the Guided Pathway Action Plan

Project Management

MISSION

The Office of the Vice President for Academic Affairs is committed to effective communication as the foundation for successful organization. This objective is achieved by designing activities and procedures to support effective internal and external communication.

Development of annual reports, booklets, and presentations has been a successful strategy to provide program specific information and student success data to the South Texas College internal and external communities. Some of the internal and external communication efforts, annual reports and booklets include:

INTERNAL COMMUNICATION EFFORTS

- Academic Council Meetings and Campus Visits
- Presentations for Education & Workforce Development Committee (EWDC)
- Updated Academic Affairs Webpage – Division and Program Information
- Development of Highlights to showcase student and program success stories
- Recognition of Faculty Achievements: Retirement Ceremony and Faculty Spotlight
- Annual Academic Affairs Convocation to Celebrate Achievements and Recognize Faculty and Staff
- Development of Information Manuals and Handbooks for Faculty, Chairs, Adjunct/Dual Credit Faculty, and Students

EXTERNAL COMMUNICATION EFFORTS

- Academic Excellence Programs
- Bachelor’s Degree Programs
- Center for Mexican American Studies – Ballet Folklórico
- Dual Credit Programs
- Dual Credit Programs Instructional & Quality Standards Manual
- Delta Area Registration Round-Up
- ISD Success Metrics
- Information Technology Cybersecurity Program
- Law Enforcement Pathways
- Regional Center for Public Safety Excellence
- Starr County Leadership Meeting
- STC & UTRGV Leadership Collaborative
- STEM Connection Newsletter

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Collaborate with Academic Affairs Leadership team to coordinate any special projects/reports/presentations/events for the Division • Support the Academic Affairs Division with academic and college-wide projects • Develop new academic information booklets o Distance Learning Information Booklet o Nursing and Allied Health Information Booklet o Dual Enrollment Academy Programs Booklet • Collaborate with Academic Programs to update annual academic booklets o Associate Degree Nursing Student Handbook o Bachelor Programs o Dual Credit Programs

Operational Plan for FY 2019-2020 to FY 2020-2021

    - ISD Success Metrics
  - Faculty Qualifications & Credentials
  - Nursing & Allied Health Division Student Handbook
  - Prior Learning Assessment Guidelines and Procedures Manual
  - Professional & Organizational Development
  - Regional Center for Public Safety Excellence
  - RN-to-BSN Prospective Student Guide
  - Workforce Programs
- Continue to develop Highlights showcasing student and program success
- Continue to enhance collaboration with other Project Managers across South Texas College
- Continue to collaborate with Public Relations & Marketing to maintain and update content (Academic Affairs and Academic Advancement) in the College's website
- Collaborate and coordinate with Dual Credit Programs on the following
  - Dual Credit Leadership Meeting
  - Dual Credit Programs ISD Partnership Workshops, ISD Reports
  - Superintendents Leadership Meeting
  - PSJA College for All Conference
- Support Academic Affairs Division with the development of Education & Workforce Development Committee (EWDC) presentations
- Work with RAS to request, collect, and compile data on behalf of the division
- Coordinate with the Academic Affairs leadership team to update Comprehensive Operational Plan and complete Status Report
- Continue to assist coordinating faculty and staff recognition process and ceremonies
- Continue working with SAEM Division on facilitating and processing student grade appeals
- Continue working with FAS Division on staffing plan, pay plan, budget development, and facilities
- Support the planning and implementation of Banner FLAC (Faculty Load & Compensation) for full implementation for Spring 2020
- Develop/Update Handbook of Operating Procedures
- Implement Risk Assessment Mitigation Strategies
- Support and prepare for the SACSCOC reaffirmation

FY 2020-2021

- Collaborate with Academic Affairs Leadership team to coordinate any special projects/reports/presentations/events for the Division
- Support the Academic Affairs Division with academic and college-wide projects
- Collaborate with Academic Programs to update annual academic booklets
  - Associate Degree Nursing Student Handbook
  - Bachelor Programs
  - Dual Credit Programs
    - ISD Success Metrics
  - Faculty Qualifications & Credentials
  - Nursing & Allied Health Division Student Handbook
  - Prior Learning Assessment Guidelines and Procedures Manual
  - Professional & Organizational Development
  - Regional Center for Public Safety Excellence
  - RN-to-BSN Prospective Student Guide
  - Workforce Programs
- Continue to develop Highlights showcasing student and program success
- Continue to enhance collaboration with other Project Managers across South Texas College
- Continue to collaborate with Public Relations & Marketing to maintain and update content (Academic Affairs and Academic Advancement) in the College's website
- Collaborate and coordinate with Dual Credit Programs on the following

Operational Plan for FY 2019-2020 to FY 2020-2021

  - Dual Credit Leadership Meeting
  - Dual Credit Programs ISD Partnership Workshops, ISD Reports
  - Superintendents Leadership Meeting
  - PSJA College for All Conference
- Support Academic Affairs Division with the development of Education & Workforce Development Committee (EWDC) presentations
- Work with RAS to request, collect, and compile data on behalf of the division
- Coordinate with the Academic Affairs leadership team to update Comprehensive Operational Plan and complete Status Report
- Continue to assist coordinating faculty and staff recognition process and ceremonies
- Continue working with SAEM Division on facilitating and processing student grade appeals
- Continue working with FAS Division on staffing plan, pay plan, budget development, and facilities
- Update Handbook of Operating Procedures
- Implement Risk Assessment Mitigation Strategies
- Support and prepare for the SACSCOC reaffirmation

University Relations, Transfer and Articulation Center:

TEXAS A&M
AGGIES
HARVARD
LLU
UTRGV
TEXAS TECH
TEXAS

MISSION

The mission of the University Relations, Transfer and Articulation Center is to support the comprehensive mission of the College and the mission of Academic Affairs by providing up-to-date and relevant information to students, staff, faculty and administration regarding the transfer process to other institutions of higher education. By providing students with pertinent and easily accessible information regarding the transfer process, students are able to better understand the necessary planning and associated timelines involved along this significant journey towards a students' attainment of their educational goals.

The creation, support and oversight of articulation agreements is another key element to the University Relations, Transfer and Articulation Center's mission. These articulation agreements can be developed in a variety of distinctive forms including: General Collaborative Agreements, Memorandums of Understanding, 2+2 Articulation Agreements, 3+1 Articulation Agreements and Co-Operative Program Partner Agreements. Each agreement design helps to serve a unique population of students within various educational programs and provides a direct and accelerated pathway incentive to students interested in transferring to another educational institution. By creating a multitude of agreements with a large number of educational partners in a significant number of educational areas, the University Relations, Transfer and Articulation Center strives to provide the students of South Texas College with an array of educational options and choices to benefit them as they pursue their professional goals.

The University Relations, Transfer and Articulation Center also serves to support the development and implementation of various Study Abroad programs. These experiential learning programs allow students to garner a better understanding of different educational models from around the country and around the world. Working closely with the faculty of the college, these scholastic programs are designed to maximize the learning experience of the students while embracing new cultures and forming lasting bonds amongst their classmates and faculty mentors.

CURRENT SERVICES PROVIDED

Transfer Services & Articulation

The transfer process may be regional transfer, transfer within the state, across the nation and sometimes internationally. The University Relations, Transfer and Articulation Center supports students by:

- Reviewing student transcripts
- Providing contact and program information from representative transfer institutions
- Providing information about existing articulation agreements in-place that may support the students' transfer
- Providing and researching scholarship opportunities and financial aid information for students
- Maintain an up-to-date library of transfer resources within the University Relations, Transfer and Articulation Center including, brochures, handouts, pamphlets, program overviews, and event promotions

- Create and maintain a welcoming environment for students within the University Relations, Transfer and Articulation Center, including supporting student organization club meetings

Division/Department

Assistance is also provided to various academic college programs in the creation, development and implementation of articulation agreements with partnering transfer institutions.

- Provide guidance and oversight regarding template and terms & conditions for various agreements
- Organize and facilitate all formal meetings between institutions in the development of articulation agreements
- Garner all review of agreements between South Texas College administration and partnering administrative teams before officially accepting conditions
- Manage the University Relations, Transfer and Articulation Center website including relevant contact information, up-to-date articulation agreements, relevant upcoming events, etc.

Study Abroad

- Provide information to students regarding current Study Abroad programs, including program faculty contact information
- Assist in the development of new Study Abroad program opportunities, including the creation of articulation agreements guaranteeing the acceptance of college credits earned while studying abroad
- Assist in the coordination of timely communication with College administration and Business Office regarding Study Abroad logistics

SOUTH TEXAS COLLEGE

University Relations

- Establish and develop relationships with various college/university representatives to provide information to students regarding transferring to another institution
- Support visits from representative staff from partnering institutions and coordinate information table set-ups, program presentations, classroom visits, dissemination of Faculty/Staff News flyers, and hosting office hours within the University Relations, Transfer and Articulation Center
- Create and manage various college events to inform and advocate for transfer opportunities i.e. South Texas College district-wide Transfer Fairs, University of Texas Rio Grande Valley's One Stop Shop, Texas A&M University-Kingsville's Javelina Days, etc.
- Organize and oversee various visits/events from transfer partner Administrative teams
- Administer all Signing Ceremony events including sending invitations to relevant personnel and transfer partners, room reservations and set-up, possible catering and ensuring media coverage for the event
- Provides informational presentations at various college meetings i.e. department meetings, Ambassador Cross-Training Academy (ACTA), Dual Enrollment orientation events, Summer Leadership Academy for high school counselors, JagFest, Academic Council, President's Advisory Staff, Board of Trustee meetings, etc.
- Manage and coordinate use of computer lab within the University Relations, Transfer and Articulation Center

TRANSFER PARTNER INSTITUTIONS

- **United States**
  - Ashford University
  - Baylor University
  - Bellevue University
  - Colorado State University – Global Campus
  - Concordia University – St. Paul
  - Concordia University – Texas
  - Excelsior College
  - Georgetown University

  - Grand Canyon University
  - Lamar University
  - Midwestern State University
  - National American University
  - Our Lady of the Lake University
  - Stephan F. Austin State University
  - Texas A&M University
    - School of Public Health
    - College of Nursing
    - Irma Lerma Rangel College of Pharmacy
  - Texas A&M International University
  - Texas A&M University – Corpus Christi
  - Texas A&M University – Kingsville
  - Texas A&M University – San Antonio
  - Texas State University
  - Texas Tech University
  - University of Houston
  - University of Houston – Clear Lake
  - University of Houston – Victoria
  - University of Phoenix
  - University of Texas at Austin
  - University of Texas – Dallas
  - University of Texas Medical Branch
  - University of Texas San Antonio
  - University of Texas – Rio Grande Valley
  - Wayland Baptist University
  - Western Governors University

- **International Institutions**
  - Canterbury Christ Church University (United Kingdom)
  - Instituto Internacional de Estudios Superiores de Reynosa (México)
  - Technologico Nacional de Mexico
  - Universidad Autónoma de Nuevo Leon (México)
  - Universidad de Guadalajara (Mexico)
  - Universidad Tecnológico de Gutierrez Zamora (México)

- **For Transfer Into Bachelor's Programs**
  - Domestic
    - Laredo Community College
    - Texas Southmost College
    - Galveston College
    - Austin Community College
    - Tyler Junior College
  - International
    - The China Project with Baocheng Education Group

- **For Study Abroad**
  - M.S. Panwar Vocational and Technical College (India)

Operational Plan for FY 2019-2020 to FY 2020-2021	
FY 2019-2020	• Meet with representatives from Distance Learning to determine how to offer the services of URTAC to online students • Collaborate with HS counselors and D2D to schedule presentations at the high schools • Develop and implement at least 5-7 new or revised articulation agreements, memorandums of understanding and/or educational alliance agreements • Develop articulation agreements with the McAllen campus of Texas A&M University for all programs that are being offered • Implement Transfer University Summit, an event where colleges and universities present to South Texas College faculty and staff on their programs and offerings, especially in regards to support for transfer students • Develop a program to engage students and their parents in the transfer process to share more information • Work with four-year transfer partners on establishing 3+1 transfer agreements • Work with Texas A&M University – Corpus Christi to establish 2+2 agreements with at least ten programs • Collaborate with LASS towards the signing of eight 2+2 style articulations in History, Philosophy, World Languages, Mexican American Studies, and English (at least 2 with different universities) • Develop transfer maps for the top 10 transfer universities • Establish an institutional articulation review committee to provide input on processes and advise on new and/or renewed agreements based on current and best practices • Develop a plan to establish virtual transfer assistance via teleconferencing equipment in the Transfer Center for students and representatives • Collaborate with SAEM division to discuss the possibility of establishing transfer resources within the DegreeWorks software • Establish office hours on the Starr County Campus • Use JagAdvise to track center usage • Explore the option of Study Away Programs • Review Study Abroad Program and establish criteria for participation • Develop/Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies
FY 2020-2021	• Implement Parent and Student transfer event • Work with Texas State University to establish at least five new 2+2 agreements • Form High School Transfer Advisory Committee to determine how to remove barriers that exist in the RGV that prevent students from pursuing higher education • Develop and implement at least 5-7 new or revised articulation agreements, memorandums of understanding and/or educational alliance agreements • Update Handbook of Operational Procedures • Implement Risk Assessment Mitigation Strategies

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

Student Affairs Operational Plan

Mission and Purpose

The Office of Student Affairs at South Texas College will provide quality district-wide counseling, advising, career/employer services, judicial/conflict resolution, and student activity services to engage and help students meet their academic, personal, and educational goals.

Directional Goals

- Expand leadership and management professional development training opportunities for Student Affairs leaders and staff.
- Enhance Student Affairs services district-wide to support institutional enrollment, persistence, and completion goals.
- Provide expert guidance and leadership in the support services needed for student success initiatives.
- Increase student participation in community-based activities and service learning opportunities.
- Partner with K-12 Counselors and educators on various initiatives to support student transition to college.

ader. New Vision.
T LIFE AND

SOUTH TEXAS COLLEGE
STUDENT ACTIVITIES

COUNSELING SERVICES

Operational Plan for FY 2019-2020 to FY 2020 -2021	
FY 2019-2020	• Provide comprehensive counseling services to increase student success • Ensure staff receive training on best practices in the emerging field of student mental health counseling • Expand services to help students connect with internal and external services (mental health, physical health, food insecurity, housing, etc.) to help students continue in their educational goals and be successful • Redesign ADA Awareness Day and enhance communication plan for students, parents, and counselors
FY 2020-2021	• Increase case management services for students that may benefit from additional resources for academic success • Identify new and emerging student mental health issues to inform the College community on the trends among the student population and to provide recommendations to faculty, staff, and administration regarding best practices to support students • Expand Student Disability Services to include a summer bridge program to enhance student persistence through graduation • Implement the educational coaches model to enhance Student Disability Services

COMPREHENSIVE ADVISING

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Analyze staffing needs to maintain adequate advisor to student ratio • Enhance Academic Advising Services to ensure best practices are implemented district-wide for all students • Continue providing Advising training for high school counselors in collaboration with Dual2Degree Department • Provide training and support for College Pathways initiative including Faculty Advisor program expansion • Implement appointment-based advisement services using Qless software
FY 2020-2021	• Analyze staffing needs to maintain adequate advisor to student ratio • Analyze technology advising tools being utilized to enhance face-to-face services and maximize use of available resources (appointment scheduling, Starfish Early Alert System) • Continue providing Advising training for high school counselors in collaboration with Dual2Degree Department

STUDENT RIGHTS AND RESPONSIBILITIES

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Full Time Student Rights and Title IX Compliance Trainer (Technician) • Secure additional funding for: o Training and Travel o Development of national partnerships and become the premier host site in the region o Reporting Database/ Software (Completed October 2016) • Secure funding for dedicated staff for Victims Services
FY 2020-2021	• Dedicated confidential and private office space for Victims Services • Expand Office of Student Rights & Responsibilities Student Academy to Starr and Mid-Valley Campuses • Fully utilize Restorative Justice in the Student Conduct Process • All full time staff obtain full Cinergy Certification on Conflict Coaching

STUDENT ACTIVITIES AND WELLNESS

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Integrate the College Student Government Association and Student Leadership Academy with Nationally recognized associations. • Expand First Year Connection Events to all campuses and redesign events to meet the needs of adult students and returning students • Promote voter registration drives to increase student voter participation • Work with Faculty leaders and PR & Marketing to develop new online SharePoint site to promote student clubs and organizations • Expand food pantry services to other campuses in district • Promote student financial literacy knowledge through presentations to students in various locations
FY 2020-2021	• Identify projects for facilities improvements districtwide in relation to intramural sports • Work with Advising and Faculty to enhance First Year Experience for all First Time in College students • Continue to partner with Faculty to promote student clubs and organizations • Work with Enrollment Services to ensure all new students are registered for First Year Connection events during the Enrollment process

CAREER AND EMPLOYER SERVICES

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Implement District-wide utilization of “Career Coach” web-based career planning tool • Certify all staff as trained Career Coaches to be able to train College faculty and staff on student career coaching • Continue implementation of • School2College “Career Pathway Program” at for Dual Credit students in Starr and Hidalgo Counties • Development and planning of College-Wide Career Discovery Day • Implement front-line career exploration services for students during the enrollment process for different types of students (high school, first-time, adult learners, returning)
FY 2020-2021	• Launch redesign of Suited for Success combined with Career Award Project. • Implement College Wide Career Discovery Day 2020 • Expand Jaguars Get Hired Academy for transfer students and College alumni • Continue to work with Enrollment Services and Advising to integrate career planning into the enrollment and advisement processes to support institutional Pathways project

Enrollment Services Operational Plan

Mission and Purpose

Enrollment Services departments will provide students an exceptional experience by implementing student-centered and seamless services that support students throughout their educational journey from entry through completion. Enrollment Services will strive to eliminate barriers to student enrollment, persistence, and completion by developing clear and efficient processes, providing good customer service, and utilizing user-friendly cutting-edge technology.

Directional Goals

- Redesign Enrollment Services to ensure students complete enrollment and financial aid processes.
- Maintain and update communication plans for all student groups to increase enrollment and retention
- Expand use of the Customer Relationship Management (CRM) software to maintain a single repository for all student communications and interactions
- Rework all processes to ensure maximum efficiencies in all departments and to prevent student "run-around" and frustration.
- Implement recruitment outreach strategies to support the College's new enrollment markets and adult learner market
- Adopt new technologies to facilitate exceptional student experiences online and on-campus

DUAL2DEGREE:

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Scale up Self-Service Advisement and Registration Initiative to 20 schools • Host Regional/State Dual Enrollment Summit for Higher Ed Institutions • Develop Dual2Degree Department Logo • Continue Data Collection of Dual Enrollment Student Success • Continue DegreeWorks and Career Coach Student Success Initiatives • Streamline reporting system for partner schools
FY 2020-2021	• Create Dual Credit Senior Recruitment packets • Expand fall semester registration of dual credit students in spring semester (early enrollment)

COLLEGE CONNECTIONS AND ADMISSIONS

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Submit for Coordinator of Recruitment • Continue Department involvement in Campus Tours & College/Career Fairs • Continue Data Collection and reporting for FTIC and Seniors enrolled • Expand Adopted Elementary Program • Continue streamlining enrollment process by function
FY 2020-2021	• Expand “Coffee Talk” sessions at community centers to connect with parents and the community • Increase recruitment staff • Add Admissions Specialist at NAH/Technology Campus • Expand Call Center services and telemarketing team • Support recruitment efforts for new and emerging enrollment markets

STUDENT FINANCIAL SERVICES

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Hire additional FA Specialist to assist with Pell Calculations (R2TIV) • Continue streamlining the FASFA application process to increase submissions and support enrollment • Work with Community-based advocacy groups to outreach to underserved neighborhoods to increase FAFSA and TASFA completion • Redesign Veterans services to provide more outreach initiatives and to increase utilization of benefits among the Veteran population • Ensure all operating procedures are updated and in-line with all federal and state regulations • Pilot online submission of financial aid required documentation for students through JagNet student portal • Implement Qless appointment system to eliminate financial aid lines and to help students plan better to complete financial aid process
FY 2020-2021	• Explore resources and develop new process for Return of Title IV funds • Expand use of online submission of financial aid required documentation for all students through JagNet student portal • Identify new technologies that assist students in financial aid application completion and verification requirements • Purchase individual scanners for other campuses to assist with record imaging • Hire Assistant Director of Scholarships and FA Outreach • Hire Assistant Director of Student Financial Services

STUDENT ASSESSMENT SERVICES

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Implement phase III of TSI College Readiness cut scores as per THECB • Assess, evaluate, and research all current and new testing services and functions • Budget to increase staff to include a Testing Specialist and a Testing Technician to offset the increase number of students based on the five year enrollment projection • Enhance partnerships with educational and testing entities such as THECB, College Board Pearson Inc., and other testing providers • Expand HiSET testing services to Starr Campus • Work with academic departments to provide testing opportunities for students for industry certifications • Work with IT to ensure all student TSI status are updated on a continual basis • Partner with Center of Learning Excellence to develop interventions for students prior to retaking TSI exam • Process map testing process for students and identify gaps as well as areas for improvement
FY 2020-2021	• Explore and research new exams that may be of benefit to students. • Continue to offer the TSI workshop in partnership with Region One to update HS counselors and administrators on TSI updates. • Expand partnership with Center of Learning Excellence and redesign the process for students retaking the TSI exam in order that students attend review sessions prior to retaking exam • Review testing scheduling software and make recommendations for redesign in scheduling reservation and payment system • Work with Enrollment Services departments to provide testing support staff and guidance for students

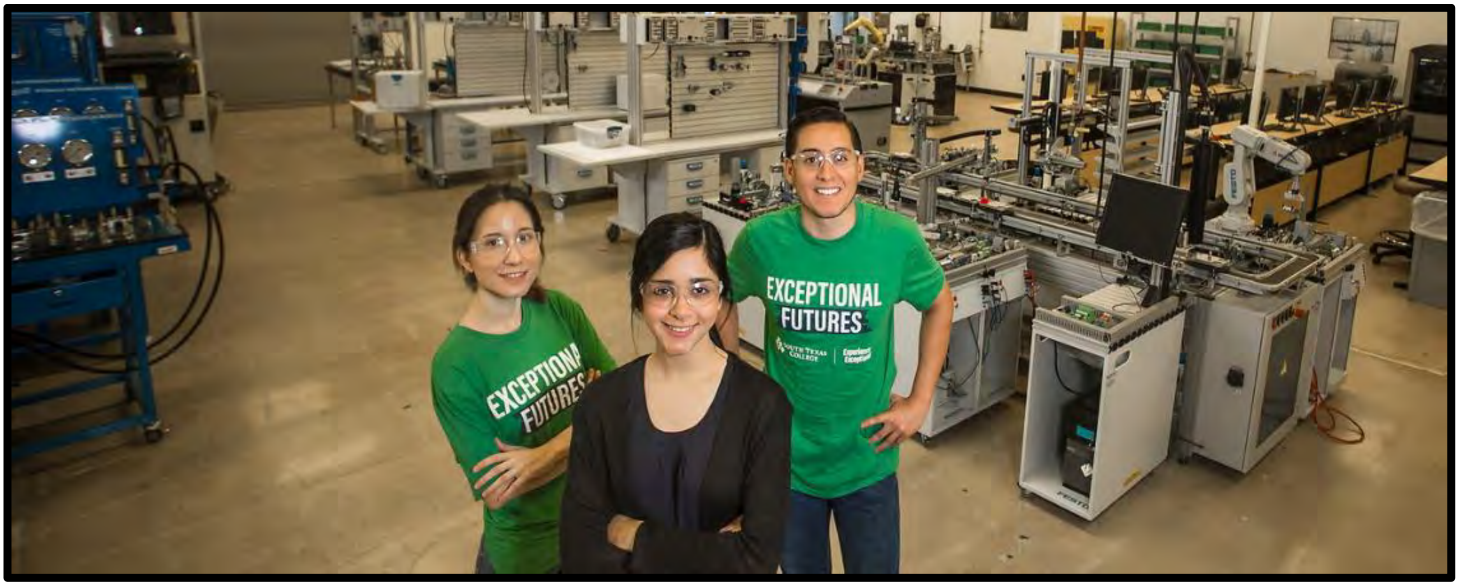
DEGREE AND CERTIFICATE COMPLETION STUDENT RECORDS AND REGISTRAR

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Enhance student progression, success and retention by collaborating with academic community. • Continuously assess and improve processes and services to facilitate student success and outcomes • Explore technologies and develop services to connect current and prospective students • Implement Banner wait-listing for gateway courses • Implement Qless appointment software for improved front-line services
FY 2020-2021	• Assess and improve student-centered services campus-wide • Explore technologies to identify course demand to meet student needs to remain on career pathway • Continuously evaluate access to services and develop mechanisms to automatically update records

STUDENT ASSESSMENT CENTER

INDUSTRY TRAINING & ECONOMIC DEVELOPMENT

Industry Training & Economic Development



The Office of Industry Training and Economic Development (ITED) at South Texas College is committed to fostering long-term sustained economic growth in Hidalgo and Starr counties by serving the following interrelated industry sectors: manufacturing, petrochemical, construction, logistics/ transportation, and food and beverage processing.

Through the Institute for Advanced Manufacturing (IAM), ITED provides customized training to new and incumbent workers in these sectors which include suppliers to end producers and supporting services. The goal of the IAM is to develop and deliver customized training to local industry partners. The IAM provides training to an average of 2,000 workers annually.

Within the ITED is The North American Advanced Manufacturing Research and Education Initiative (NAAMREI), a regional alliance of over 100 public and private organizations dedicated to promoting advanced manufacturing within the seven-county region that spans from Laredo to Brownsville.

This alliance includes institutes of higher education, economic development organizations, industry and community organizations, governmental agencies, and numerous private industry partners. NAAMREI's ultimate goal is the increase the economic output of the regional manufacturing sector.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020	• Renew NAAMREI's Strategic Plan (through 2030) • Expand the STC IIES Maquiladora Training Program. Increase enrollment by 25% • Conduct a workforce asset mapping study • Increase ITED trainee enrollment by 25% • Conduct the annual Robotics and Automation Summer Camp • Enroll cohorts 8--10 in the Festo Automation Technology Program/ Implement Program • Expand the North American Advanced Manufacturing Research and Education Initiative (NAAMREI) Alliance • Implement and expand the German education/industry training model. • Expand the Manufacturing Skills Standards Council Certified Production Technician (CPT) Program • Develop partnerships with private industry for entrepreneurial tooling projects • Provide National Institute for Metalworking Skills (NIMS) credentials to trainees • Partner with STC Precision Manufacturing Technology Program in the development and delivery of machining training programs • Secure TWC Skills Development Fund Grants 30 & 31 • Continue the City of McAllen NAAMREI Manufacturing Partnership Grant Program • Work with the economic development organizations in Hidalgo and Starr counties to help recruit and retain industry in the region. • Conduct annual NAAMREI Manufacturing Summit • Expand the Maquiladora Technology Training Program • Evaluate and modify district-wide Workforce development Plan to meet the community's workforce training needs. • Expand school district automation and robotics training program by 25% • Expand TWC Skills for Small Business program by 25%
FY 2020-2021	• Review and/or Renew NAAMREI's Strategic Plan (through 2030) • Expand the STC IIES Maquiladora Training Program. Increase enrollment by 25% • Conduct a workforce asset mapping study • Increase ITED trainee enrollment by 25% • Conduct the annual Robotics and Automation Summer Camp • Enroll cohorts 10-11 in the Festo Automation Technology Program/ Implement Program • Expand the North American Advanced Manufacturing Research and Education Initiative (NAAMREI) Alliance • Implement and expand the German education/industry training model. • Enroll the fifth cohort of students in the Engineering Tooling Academy • Expand the Manufacturing Skills Standards Council Certified Production Technician (CPT) Program • Develop partnerships with private industry for entrepreneurial tooling projects

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
	• Provide National Institute for Metalworking Skills (NIMS) credentials to trainees • Partner with STC Precision Manufacturing Technology Program in the development and delivery of machining training programs • Secure TWC Skills Development Fund Grants 32 & 33 • Continue the City of McAllen NAAMREI Manufacturing Partnership Grant Program • Work with the economic development organizations in Hidalgo and Starr counties to help recruit and retain industry in the region. • Conduct annual NAAMREI Manufacturing Summit • Evaluate and modify district-wide Workforce development Plan to meet the community’s workforce training needs. • Expand TWC Skills for Small Business program by 25%

CONTINUING, PROFESSIONAL, & WORKFORCE EDUCATION

Continuing, Professional, and Workforce Education Programs

Continuing, Professional, and Workforce Education
SOUTH TEXAS COLLEGE
Your gateway to lifelong learning

Continuing, Professional, and Workforce Education provides quality lifelong education opportunities through programs that College and Career Preparation, Career Training, Customized Corporate Training and Economic Development, Professional Education and Development, Professional Conferences, and Personal Enrichment. The department is committed to empowering all individuals and employers with necessary knowledge, skills, and credentials to help them fulfill personal and professional goals for a better quality of life.

Programs by Institute

Arts and Design

- Cake Decorating
- Floral Design
- Guitar
- Oil Painting
- Photography
- Piano
- Sewing

2. ***Business and Corporate Training***

- Computerized Accounting
- Customer Service
- Effective Coaching
- Employability Skills (Job Readiness Skills)
- Frontline Supervisor
- Interpersonal Skills and Styles
- Leadership Skills
- Performance Standards and Measures
- Presentation Skills
- Process Mapping
- Productivity
- Professional in Human Resources
- Stress Management
- Telephone and Email Etiquette
- Time Management

3. ***College and Career Preparation***
   - ACT Preparation
   - GED Preparation
   - Kids College
   - Teens College
   - TSI Assessment Preparation

4. ***Workshops***
   - Child Development
   - College Success
   - Education
   - Healthcare
   - Technology

5. ***Education***
   - Child Development Associate
   - Substitute Teacher

6. ***English as a Second Language***
   - Beginning Level ESL
   - Intermediate Level ESL
   - Advanced Level ESL
   - High-Advanced Level ESL
   - Conversation Level ESL
   - Citizenship Preparation
   - Spanish
   - TOEFL Preparation

7. ***Healthcare***
   - Activity Director
   - Billing and Coding Specialist
   - Certified Nurse Assistant (CNA)
   - Community Health Worker (Promotora)
   - Computed Tomography
   - CPR
   - Dementia Certificate
   - Dental Assistant
   - EKG Technician
   - Emergency Care Attendant (First Responder)
   - Emergency Medical Technician - Basic
   - First Aid
   - Health Information Management Clerk
   - ICD 9 and 10
   - Medical Administrative Assistant
   - Medical Receptionist
   - Medication Aide
   - Medication Aide Update
   - Patient Care Assistant

- Pharmacy Technician Trainee
- Phlebotomy Technician

Online Courses and Programs

8. ***Real Estate***
    - Finance
    - Law of Agency
    - Law of Contracts
    - Principles I
    - Principles II
    - Promulgated Contracts

9. ***Technology and Trades***
    - Computer Assistant
    - Computer Basics
    - Construction
    - Cybersecurity Technician
    - Excel
    - Forklift Certification
    - Internet Basics
    - Maintenance and Repair
    - Microsoft Office Specialist
    - OSHA Training
    - Pipe Welding
    - PowerPoint
    - Shipping and Receiving Logistics
    - Structural Welding
    - Web Developer
    - Word

10. ***Truck and Bus Driving***
    - School Bus Driving
    - Truck Driving

Operational Plan for FY 2018-2019 TO FY 2020-2021

PROPOSED PLAN

1. Increase annual enrollment by 5 to 10% each year: The department is committed to increase enrollment each year to meet and exceed the goals of community members.
2. Maintain student and employer satisfaction above 97%: The department develops and delivers programs and courses while maintaining student and employer satisfaction with instruction, curriculum and support services.
3. Maintain program completion above 90%: The department delivers quality instruction and provides student support leading to program completion and certifications.
4. Establish high expectations: The department empowers employees to achieve high levels of professionalism, performance, and quality through professional development, coaching, and continuous improvement discipline.
5. Maintain 100% programmatic and financial compliance with grants and contracts: The department meets grant and contract obligations by complying with all financial and programmatic provisions. The department is committed to continue securing grants and contracts to assist individuals and employers.
6. Expand existing training programs: The department identifies initiatives to expand existing programs and make them accessible to larger numbers of community members.
7. Develop and implement new training programs: The department identifies new training programs to benefit the community, develops them, implements them, and assesses impact.
8. Develop and implement initiatives that support annual enrollment targets: The department identifies initiatives that facilitate the enrollment of students in training programs that lead to credentialing, certification, employment or credit-bearing programs.
9. Maintain recovery of costs at 100% minimum: The department demonstrates fiscal responsibility and financial self-sufficiency through accountability, reasonableness, and total recovery of costs.

The department is committed to increase enrollment each year, and develop and implement new training programs. The department identifies new training programs to benefit the community, develops them, implements them, and assesses impact.

Additionally, the department identifies initiatives that facilitate the enrollment of students in training programs that lead to credentialing, certification, employment or credit-bearing programs.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020

Enrollment: 26,993 (10% increase)

New Programs

- Career training programs
- Professional CEU programs
- Community programs
- Corporate training programs
- Pell-funded training programs

New Initiatives

- Apply for Skills Development Fund grant.
- Apply for a Self-Sufficiency Fund grant.
- Apply for a Skills for Small Business grant.
- Identify new agencies that support training for their clients and offer our services.
- Explore other grant opportunities.
- Submit training programs to Eligible Training Provider System.
- Engage school districts in training programs for students.
- Engage school districts in training programs for parents, faculty, and staff.
- Expand Kids and Teens College.
- Develop new economic development plan with EDCs, chambers of commerce, and municipalities.
- Identify employers interested in customized corporate training.
- Expand Volunteer program.

Ongoing Commitments:

1. Expand existing training programs: The department identifies initiatives to expand existing programs and make them accessible to larger numbers of community members.
2. Maintain student and employer satisfaction above 98%: The department develops and delivers programs and courses while maintaining student and employer satisfaction with instruction, curriculum and support services.
3. Maintain student program completion rates above 92%: The department delivers quality instruction and provides student support leading to program completion and certification.
4. Establish high expectations: The department empowers employees to achieve high levels of professionalism, performance, and quality through professional development, coaching, and continuous improvement discipline.
5. Maintain 100% programmatic and financial compliance with grants and contracts: The department meets grant and contract obligations by complying with all financial and programmatic provisions. The department is committed to continue securing grants and contracts to assist individuals and employers.
6. Maintain recovery of costs at 100% minimum: The department demonstrates fiscal responsibility and financial self-sufficiency through accountability, and reasonableness and total recovery of costs.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2020-2021

Enrollment 29,692 (10% increase)

New Programs

- Career training programs
- Professional CEU programs
- Community programs
- Corporate training programs

New Initiatives

- Apply for Skills Development Fund grant.
- Apply for a Skills for Small Business grant.
- Apply for a Self-Sufficiency Fund Grant.
- Apply for a GED grant
- Apply for a MADISSAR grant.
- Explore other grant opportunities.
- Submit training programs to Eligible Training Provider System.
- Identify new agencies that support training for their clients and offer our services.
- Engage school districts in training programs for students.
- Engage school districts in training programs for parents, faculty, and staff.
- Expand Kids and Teens College.
- Develop new economic development plan with EDCs, Chambers of commerce, and municipalities.
- Identify employers interested in customized corporate training.
- Identify training opportunities for the senior population.

Ongoing Commitments:

1. Expand existing training programs: The department identifies initiatives to expand existing programs and make them accessible to larger numbers of community members.
2. Maintain student and employer satisfaction above 98%: The department develops and delivers programs and courses while maintaining student and employer satisfaction with instruction, curriculum and support services.
3. Maintain student program completion rates above 93%: The department delivers quality instruction and provides student support leading to program completion and certification.
4. Establish high expectations: The department empowers employees to achieve high levels of professionalism, performance, and quality through professional development, coaching, and continuous improvement discipline.
5. Maintain 100% programmatic and financial compliance with grants and contracts: The department meets grant and contract obligations by complying with all financial and programmatic provisions. The department is committed to continue securing grants and contracts to assist individuals and employers.
6. Maintain recovery of costs at 100% minimum: The department demonstrates fiscal responsibility and financial self-sufficiency through accountability, and reasonableness and total recovery of costs.

PUBLIC RELATIONS & MARKETING

Public Relations & Marketing

EXPECT EXCEPTIONAL
Success starts at STC.
SOUTH TEXAS COLLEGE
Experience Exceptional

Ongoing Commitments of the Office of Public Relations and Marketing:

- Build positive perceptions about South Texas College throughout the region.
- Reinforce community pride in South Texas College
- Increase “top-of-mind” awareness, throughout Hidalgo and Starr Counties, of the programs offered at the College’s five campuses (as well as online) and support enrollment efforts.
- Position South Texas College as the premiere educational choice for general education, career education and lifelong learning, in the region and beyond
- Raise awareness, through engaging content, about the learning and career advancement opportunities that exist at South Texas College
- Promote the cultural and enrichment opportunities, such as music, art and theater performances, of South Texas College.
- Credit faculty and staff for their crucial role in the college experience, and in shaping and supporting their students’ outstanding destinies.
- Promote and highlight South Texas College alumni achievement.
- Support the College’s enrollment marketing and branding efforts
- Provide marketing and communication support for College programs, departments, and initiatives
- Provide professional development and cross training opportunities for staff
- Enhance and expand marketing and branding opportunities with Interact Communications
- Provide marketing, design, and communication training for programs and departments
- Continue to expand and enhance the functionality and usability of the College’s website.
- Administer and maintain productivity of the college’s major publications
- Explore & develop new community relations opportunities for South Texas College.
- Continue partnership with media outlets to promote college programs, events and other initiative
- Foster internal communications strategies for faculty, staff, and administrators *faculty emails*
- Keeps public informed on STC related news including upcoming projects and possible crises on campus

- Reinforces South Texas College's mission of promoting a "College going culture" to community
- Uses data to identify target audiences and implements specific messages to those audiences through multiple media channels

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Develop college-wide integrated communication plan • Expand targeted audiences to include current students, returning students, and proprietary schools into paid advertising efforts • Incorporate Over-The-Top advertising into marketing plan • Incorporate Snapchat into marketing plan • Develop Content Marketing Strategy • Develop video content to educate prospective students in their journey (How Do I Become, STC in 60 seconds, etc.) • Expand Geofence strategies to include high schools in Mexico and proprietary schools • Update radius communication plans for prospective, current, and returning students • Incorporate GeoFence conversions for Out of Home (billboards) • Develop real-time dashboard for paid marketing • Conduct annual student media preference research • Update campaign landing pages • Expand department-sponsored trainings • Expand SiteImprove services • Evaluate staff computers and upgrade as deemed necessary • Evaluate emerging advertising opportunities • Sunset underperforming advertising strategies • Evaluate and expand branding opportunities • Conduct Intake Pipeline realignment • Expand community relations partnerships • Conduct review print collateral and sunset underperforming collateral • Incorporate collateral with new branding • Develop templates and process for Design Conductor for use of templates for fliers, posters and stationery • Develop re-vamped major publications (i.e. Viewbook) • Evaluate & develop guidelines for displays/postings of collateral, banners, etc. • Evaluate online campus map systems with way-finding and virtual tours. • Develop social media contributor accounts for students/departments • Develop Campaign Calendar for Admithub • Deploy Admithub Chatbot on Future Student Landing Page • Implement content marketing piece for adult learners

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2020-2021	• Continue Year 2 of integrated communication plan project • Incorporate Hulu into marketing plan • Conduct annual student media preference research • Conduct Failure to Appear/Return research • Evaluate emerging advertising opportunities • Sunset underperforming advertising strategies • Evaluate and expand branding opportunities • Conduct Retention Pipeline Review • Expand Design Conductor templates • Develop fiscal year calendar for repeating projects • Explore streaming services/equipment for graduation and large events • Develop and Implement YouTube Content Strategy • Implement content marketing piece for High School students

RESOURCE DEVELOPMENT, MANAGEMENT & COMPLIANCE

Resource Development, Management & Compliance

Purpose

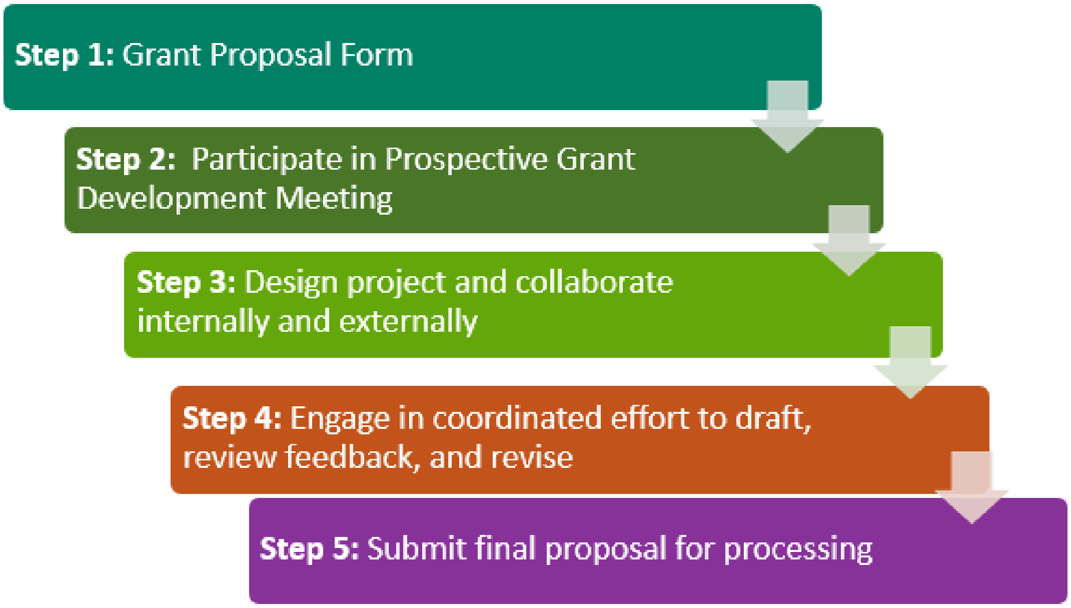
The Resource Development, Management and Compliance (RDMC) Department promotes the identification and acquisition of external funds from state and federal grants, as well as public and private resources for the college. Staff members provide internal pre-award services, which promote the long-term financial growth of the institution by providing technical assistance with the development of fundable proposals. Post-award support is provided to departments that manage the implementation of grants to ensure consistent compliance with applicable regulations, policies, and guidelines from funding agencies. The Department of Resource Development, Management and Compliance is in the Office of the President at South Texas College and coordinates with all Divisions and Departments of the college to secure assets that expand the capacity of the institution to achieve its vision, mission, and goals.

Services

Pre-award Support

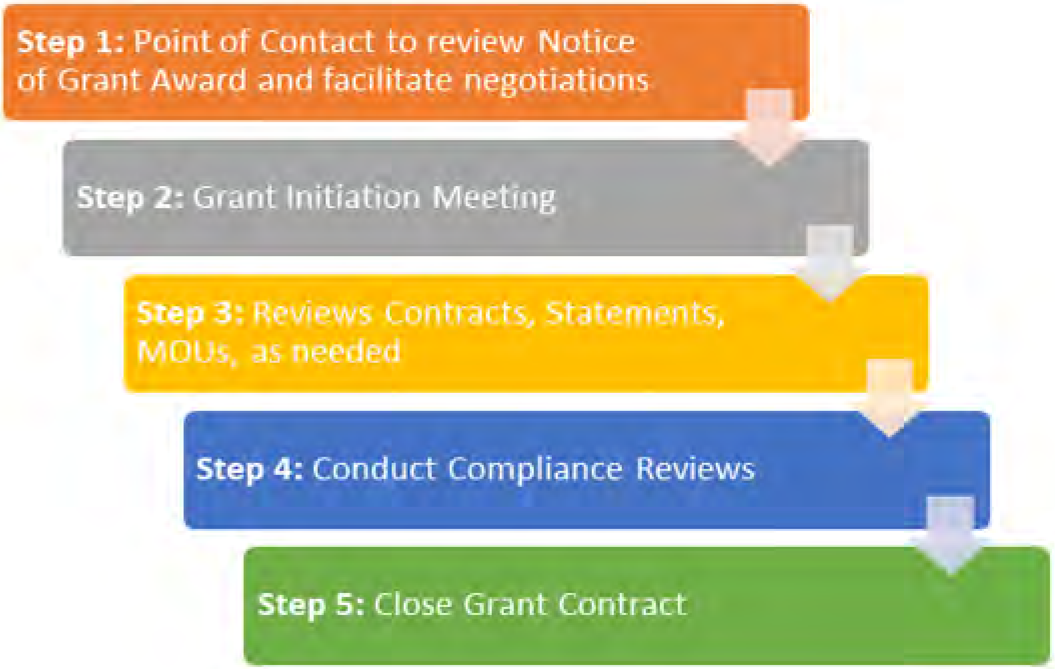
Pre-award support involves assistance with the identification of funding opportunities, collaborative development and technical assistance for the development of Notices of Intent to Apply, Letters of Inquiry, Case Statements, Concept Papers, proposals, applications for funding. Additionally, staff assist in the development of letters of support or commitment, agreements, coordination to establish partnerships or projects that involve a consortium of organizations, grant budgets, budget narratives or justification, subaward agreements, and proposal submission to grantors. The process that is utilized by South Texas College for the submission of a proposal for funding begins with the submission of a Request for External Funding for South Texas College, which is posted to our webpage. This form is submitted to our department prior to submission to a grantor from the Department of Resource Development, Management and Compliance, the primary point of contact for grants for South Texas College.

Pre-award Support


Step 1: Grant Proposal Form
Step 2: Participate in Prospective Grant Development Meeting
Step 3: Design project and collaborate internally and externally
Step 4: Engage in coordinated effort to draft, review feedback, and revise
Step 5: Submit final proposal for processing

Post-award Support

Post-award support involves facilitating grant negotiations, revisions, or extensions, assisting in subrecipient award processing, coordinating account set-up process, providing guidance for effective grant management and compliance, providing customized trainings for principal investigators, financial managers and support staff, reviewing and assisting with the development of program and fiscal reports, reviewing records, and assisting in preparations for grant related audits desk reviews and site visits. The post-award process that is utilized by Resource Development, Management and Compliance ensures continuous support for effective management and compliance of grant awards.


Step 1: Point of Contact to review Notice of Grant Award and facilitate negotiations
Step 2: Grant Initiation Meeting
Step 3: Reviews Contracts, Statements, MOUs, as needed
Step 4: Conduct Compliance Reviews
Step 5: Close Grant Contract

Maximizing Resources through Partnerships

South Texas College continues to expand its partnerships with local, state, and national organizations to enhance services and programs for students, faculty and staff. The Department of Resource Development, Management and Compliance plans to continue to build upon extensive partnerships that strengthen grant programs. Partnerships play an important role in successfully addressing critical issues facing higher education. Some of South Texas College's partners are:

- **American Association of Community Colleges (AACC)** collaborates with private foundations and corporations to address issues faced by community college students, faculty and staff. The College will continue to pursue grant opportunities that are supported by AACC.
- **Texas Workforce Commission (TWC)** oversees and provides workforce development services. South Texas College plans to expand upon programs supported by TWC funding opportunities.
- **Lower Rio Grande Workforce Development Board/Texas Workforce Solutions** is a local and statewide network that oversees and provides workforce development services. South Texas College plans to expand partnerships with Workforce Solutions to outreach, recruit and refer individuals to training programs offered at the college.
- **Texas Higher Education Coordinating Board (THECB)** provides leadership and coordination for the Texas higher education systems. South Texas College is committed to continue its many partnerships with other Texas Community Colleges on projects sponsored by the THECB and other funding agencies.
- **Texas Education Agency (TEA)** encourages school districts to partner with colleges to create a solid educational base from which students can build postsecondary success in college and the workplace. South Texas College is committed to continuing to partner with school districts in Hidalgo and Starr Counties.
- **Local School Districts and Charter Systems** in Hidalgo and Starr Counties provide the pipeline of future South Texas College students. South Texas College will continue to expand upon partnerships and consortia proposals for funding with local school districts and charter systems.
- **Region One Education Service Center s**erves school districts and charter systems located in Hidalgo and Starr Counties, as well as other neighboring communities. South Texas College will continue to engage in collaborative efforts with Region One ESC to support k-12 public schools in preparing students to graduate college ready and to implement programs that improve and expand services for the communities that we serve.
- **Economic Development Corporations (EDCs)** are 501 (c)(3) non-profit organization whose mission is to promote the economic development within a specific geographical area. These organizations are complementary to Chambers of Commerce and South Texas College will continue to seek to expand upon partnerships with EDCs to provide college services to residents in their areas.
- **Private Foundations** Private foundations generally make use of grants to individuals or others. They are typically a non-profit charitable entity that is created by a single benefactor, usually an individual or business. South Texas College will seek resources partnerships with private foundations whose funding priorities and/or strategic plans align to the mission, priorities and needs of the college.
- **Corporations and Businesses** Corporate donors may provide funds, equipment or other tangible resources to institutions of higher education for educational or mutually supportive purposes. South Texas College will pursue the acquisition of gifts from corporations that align to the Strategic Plan of the college.
- **Texas Higher Education Foundation** The Texas Higher Education Foundation is a non-profit 501 (c) (3) 509 (a)(3), Type I corporation established in 2001 as the official nonprofit partner of the Texas Higher Education Coordinating Board in raising awareness and financial support for the state's higher

education plan. South Texas College will continue to seek financial resources to expand competency based education and other initiatives that provide affordable educational opportunities for students.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020

Goal 1: Strengthen and cultivate relationships to expand partnerships with funding agencies, foundations, the local Workforce Board/Workforce Solutions, Economic Development Corporations, local education agencies, and other organizations.

Obj. 1.1 - Increase the number of sponsored projects with public and/or private partnerships that support college priorities and needs by at least 6% annually.

- Develop proposals with partnerships aligned to college priorities and needs, including but not limited to workbased learning opportunities/apprenticeships, STEM, CTE, equipment, FTIC student advising, retention, persistence, enrollment, completion, etc.,
- Increase network with other organizations to plan and collaboratively develop proposals.
- Host Annual Jobs and Education for Texans (JET) Networking Meeting.

Goal 2: Provide pre-award support, training and resources to assist in the identification and pursuit of resources for the college.

Obj. 2.1 – Increase the annual number of submissions of proposals, letters of inquiry, subaward agreements, etc. by at least 4.5%

- Develop and implement a FY20 plan for the identification and pursuit of resources
- Conduct Fall and Spring Grant Proposal Development Training.
- Provide monthly follow-up for 5 college faculty and staff (new e-Civis users) to research and identify funding opportunities.

Obj. 2.2 – Provide resources to support collaborative development of fundable proposals awarded to increase revenue from external sources by at least 6% annually.

- Create a resource document with compensation rates for IAM/CPWE and pertinent sections of the Faculty Handbook to support grant budget development.
- Develop grant/resource development Research Logs that demonstrate continuous grantseeking aligned to the priorities and needs of the college.
- Develop customized narrative guidance documents, provide technical reviews based on grant evaluation criteria, and offer constructive feedback for the development of strong, fundable proposals.

Goal 3: Be responsive to feedback and input from internal stakeholders.

Obj. 3.1 – Host at least 3 Grant Advisory Committee meetings to gather input, feedback, and to engage members in MADISSAR grant reviews.

- Engage Grant Advisory Committee in planning to pursue resources, to provide feedback on processes and procedures related to the development, management and/or compliance with awards, and to participate in MADISSAR grant application review and selection process.

Goal 4: Provide post-award support, training, and resources to promote effective management and compliance with funding agency guidelines, regulations, and contracts.

Obj. 4.1 – Implement the Grant and Contract Compliance Review Process, including Risk Assessment and strategies to monitor and mitigate risk of non-compliance with 100% of grants/contracts that receive Grant Compliance support.

- Conduct Risk Assessment for each grant or contract that receives Grant Compliance support.

	• Provide training, including Grant Management Training, Financial Manager Training and Subrecipient Monitoring Training. • Develop and post at least 2 new sections of the Grant Management Handbook to include Record Retention and Property Management in coordination with other college departments. • Monitor grants and contracts and mitigate risk of non-compliance. • Develop a Report to include a summary of all awards that includes Risk Level, number of Status Reviews, Close-out Review and/or Comprehensive Review (if applicable), and any pending concerns or challenges. *Obj. 4.2* – Implement the Subrecipient Monitoring Process for grants awarded with a subrecipient, including Risk Assessment and strategies to monitor and mitigate risk of non-compliance among subrecipient(s) of awards to South Texas College. • Complete Risk Assessment for all subrecipients of grants awarded to South Texas College. • Develop template for Annual Report of Active Grants with Subrecipients. Goal 5: Engage career and technical education staff in data-driven planning for the Carl Perkins Basic Application, manage Perkins activity, and respond to reporting requirements from THECB. • Develop and lead college-wide data-driven planning for CTE. • Develop a Management Plan for the Carl D. Perkins Basic Grant • Create a CTE/Perkins tab on the department webpage to include a Toolkit for Perkins V
FY 2020-2021	Goal 1: Strengthen and cultivate relationships to expand partnerships with funding agencies, foundations, the local Workforce Board/Workforce Solutions, Economic Development Corporations, local education agencies, and other organizations. *Obj. 1.1* - Increase the number of sponsored projects with public and/or private partnerships that support college priorities and needs by at least 6% annually. • Develop proposals with partnerships aligned to college priorities and needs • Increase network with other organizations to plan and collaboratively develop proposals. • Host Annual Jobs and Education for Texans (JET) Networking Meeting. Goal 2: Provide pre-award support, training and resources to assist in the identification and pursuit of resources for the college. *Obj. 2.1* – Increase the annual number of submissions of proposals, letters of inquiry, subaward agreements, etc. by at least 4.5% • Develop and implement a FY20 plan for the identification and pursuit of resources • Conduct Fall and Spring Grant Proposal Development Training. • Provide monthly follow-up for 5 college faculty and staff (new e-Civis users) to research and identify funding opportunities. *Obj. 2.2* – Provide resources to support collaborative development of fundable proposals awarded to increase revenue from external sources by at least 6% annually. • Develop grant/resource development Research Logs that demonstrate continuous grantseeking aligned to the priorities and needs of the college. • Develop customized narrative guidance documents, provide technical reviews based on grant evaluation criteria, and offer constructive feedback for the development of strong, fundable proposals.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

Goal 3: Be responsive to feedback and input from internal stakeholders.

Obj. 3.1 – Host at least 3 Grant Advisory Committee meetings to gather input, feedback and to engage members in MADISSAR grant reviews.

- Engage Grant Advisory Committee in planning to pursue resources, to provide feedback on processes and procedures related to the development, management and/or compliance with awards, and to participate in MADISSAR grant application review and selection process.

Goal 4: Provide post-award support, training, and resources to promote effective management and compliance with funding agency guidelines, regulations, and contracts.

Obj. 4.1 – Implement the Grant and Contract Compliance Review Process, including Risk Assessment and strategies to monitor and mitigate risk of non-compliance with 100% of grants/contracts that receive Grant Compliance support.

- Conduct Risk Assessment for each grant or contract that receives Grant Compliance support.
- Provide Grant Management Training, Financial Manager Training and Subrecipient Monitoring Training.
- Develop and post at least 2 new sections of the Grant Management Handbook
- Monitor grants and contracts and mitigate risk of non-compliance.
- Report a complete summary of all awards that includes Risk Level, number of Status Reviews, Close-out Review and/or Comprehensive Review (if applicable), and any pending concerns or challenges.

Obj. 4.2 – Implement the Subrecipient Monitoring Process for grants awarded with a subrecipient, including Risk Assessment and strategies to monitor and mitigate risk of non-compliance among subrecipient(s) of awards to South Texas College.

- Complete Risk Assessment for all subrecipients of grants awarded to South Texas College.
- Develop template for Annual Report of Active Grants with Subrecipients.

Goal 5: Engage career and technical education staff in data-driven planning for the Carl Perkins Basic Application, manage Perkins activity, and respond to reporting requirements from THECB.

- Develop and lead college-wide data-driven planning for CTE.
- Develop a Management Plan for the Carl D. Perkins Basic Grant
- Create a CTE/Perkins tab on the department webpage to include a Toolkit for Perkins V

INFORMATION SERVICES, PLANNING, PERFORMANCE, & STRATEGIC INITIATIVES

Library & Learning Support Services

Library and Learning Support Services enhances teaching and learning at South Texas College by providing environments rich in technology, knowledgeable staff, and quality information resources.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020

New Initiatives:

Library Services:
- Implement and market toolkit (videos, handouts, and activities) to help faculty integrate information literacy into their course curriculum.
- Plan makerspace services in collaboration with Learning Commons and Open Labs in accordance with needs assessment
- Implement two additional integrated library system (ILS) enhancement modules.
- Evaluate potential improvements to patron bill payment processes.
- Evaluate potential solutions for hardware & software asset management system in partnership with IT.
- Evaluate potential Office 365 tools and applications
- Implement and market OER tools.
- Implement a materials library in the Technology Campus and Mid-Valley libraries.
- Evaluate the needs of the Technology Campus Library including the possible relocation, expansion, and merger of the Library, CLE, and Open Labs.
- Evaluate and implement new types of programming for students and faculty.
- Make library systems and applications more resistance and resilient to catastrophic disasters and align these for increased use of cloud environment.

Learning Commons and Open Labs:
- Plan makerspace services in collaboration with Library Services in accordance with needs assessment.
- Conduct trial of Asset Management System.

Centers for Learning Excellence:
- Purchase skeleton, muscle, and heart models for Pecan campus CLE.
- Pilot Virtual Tutoring for Math Course sections
- Deploy Intercampus Tutoring at the Nursing and Allied Health CLE.
- Create a Writing Center at the Nursing and Allied Health CLE.
- Assist the National Science Foundation Grant by providing tutors and supplemental CLE services to the S3 Academy.
- Add a full-time Supplemental Instruction staff member at the Pecan Campus.

- Deploy Roaming Tutoring at Mid-Valley, Starr, Pecan, and Technology campuses.
- Embedded Tutoring will expand to the Mid-Valley Campus.

Educational Technologies:

- Develop and implement a user satisfaction survey for Educational Technologies in consultation with RAS.
- Partner with RAS, Student Services and Academic Affairs to integrate analytic software into Digital Signage program.
- Expand classroom AV system upgrades to transition older classrooms to current standard.
- Develop and expand Wayfinding systems for additional building and campuses
- Create proof-of-concept virtual reality (VR) learning lab.

Ongoing Commitments:

1. Maintain a collection that is appropriate and adequate to meet the needs of users, including the acquisition of digital resources to maximize access and save space at each campus library.
2. Support student learning needs, including those of dual enrollment and online students and faculty, with services that are appropriate and adequate to meet their needs.
3. Support the Active Learning Classrooms to promote student engagement and learning with infusion of High-engagement learning strategies into Student Learning Assistant training.
4. Offer professional development opportunities to maintain staff's skillset required to provide exceptional customer service.
5. Provide speakers, art exhibits, and other programming which aligns with and supports the academic curriculum and contributes to an improved student experience.
6. Develop and deliver training in the use of classroom technology to faculty.
7. Support communication with other College departments through regular meetings and the use of departmental liaisons.
8. Support remote access to reference, instruction and other library services and tutoring services through use of technology
9. Upgrade analog audiovisual systems to digital systems.
10. Maintain and replace classroom and presentation technology to provide optimum performance.
11. Cross training and professional development opportunities to all staff members to provide relevant support and continuity of service.
12. Ongoing classroom updates with 5-7-year plan to provide state of the art technology in all learning spaces.
13. Build and develop dedicated classroom support team
14. Continue full integration of AV system network monitoring and controlling system.
15. Continue examining alternative classroom instructional technologies equipment options through the use of proof of concept classrooms.
16. Provide ADA support for students and staff of the institution.
17. Evaluate resources to improve classroom teaching technology. Identify resources that improve user experience for interactive learning, bring your own device (BYOD), and assistive technologies. Identify and explore emerging technologies and trends.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
	18. Assess user satisfaction with library services to distance users. **19.** Develop and update online library instruction tutorials. **20.** Study options for adopting a library electronic resource management system. **21.** Continue redesign of library instruction curriculum. **22.** Continue to develop plans for an ongoing partnership with academic departments to integrate information literacy into academic curriculum. **23.** Continue the Pecan Campus library building renovation. **24.** Support the integration of OER in the curriculum.
FY 2020-2021	**New Initiatives:** **Library Services**: **1.** Align library instruction curriculum with local K-12 information literacy curriculum **2.** Study need and feasibility for a digital repository. **3.** Investigate the staffing needs (technicians, specialists, Librarian) in all libraries. **4.** Pilot integrated information literacy instruction in two additional courses. **Learning Commons and Open Labs:** 1. Develop and implement makerspace services if feasibility study is favorable. 2. Explore training needs for makerspace (VR and other emerging technologies) 3. Implement asset management system. **Centers for Learning Excellence:** **1.** Design Supplemental Instruction and multi-purpose room at the Mid-Valley campus for workshops, training, and SI Sessions. **2.** Upgrade furniture and facilities at Staff and Pecan centers. **3.** Create a Writing Center at the Mid-Valley campus. **4.** Provide CLE services to the Regional Center for Public Safety Excellence campus. **5.** Tutor Tablets (would be used by tutors on floor to work on subject matter and allow more efficient logging into student tutoring sessions) **6.** Portable clear touch screen—one for each campus CLE (should be portable to move from session to session—or to classroom—if tutoring session is embedded or an SI session) **Educational Technologies:** **1.** Expand VR learning lab program to additional campuses **2.** Expand Wayfinding systems for additional buildings and campuses **3.** Implement tiered pay scale for part-time direct wage ET staff to reflect skill and training.
	Ongoing Commitments: **1.** Maintain a collection that is appropriate and adequate to meet the needs of users, including the acquisition of digital resources to maximize access and save space at each campus library. **2.** Support student learning needs, including those of dual enrollment and online students and faculty, with services that are appropriate and adequate to meet their needs. **3.** Support the HSI Grant and Active Learning Classrooms to promote student engagement and learning with infusion of High-engagement learning strategies into Student Learning Assistant training.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

4. Offer professional developmental opportunities to maintain staff’s skillset required to provide exceptional customer service.
5. Provide speakers, art exhibits, and other programming which supports the academic curriculum and contributes to an improved student experience.
6. Develop and deliver training in the use of classroom technology to faculty.
7. Participate in the Library and Learning Support Services satisfaction survey to gather data on patron library service’s needs.
8. Support communication with other College departments through regular meetings and the use of departmental liaisons.
9. Support remote access to reference and other library services and tutoring services through use of technology
10. Upgrade Open Lab equipment to provide adequate services to students, faculty and staff.
11. Upgrade analog audiovisual systems to digital systems.
12. Continue classroom AV system updates transitioning to current standard.
13. Maintain and replace classroom and presentation technology to provide optimum performance.
14. Cross training of staff and professional development to provide relevant support and continuity of service.
15. Assess user satisfaction with library services to distance users.
16. Continue with the Pecan Campus library building renovation.
17. Support the integration of OER in the curriculum.
18. Continue to implement new types of programming for students and faculty.

Information Technology

The Information Technology department's mission is to deliver quality technology and services through effective collaboration supporting student success and the South Texas College community.

The department remains true to the core values of the ISPP&SIP division to enhance the student learning experience by innovation, collaboration, and service while it continues to balance the general technology trends to create flexible, agile, open, and secure IT.

South Texas College Department of Information Technology seeks to provide innovative and reliable technology and information services by understanding the needs of students, faculty, and staff, demonstrating customer service and operational excellence, and facilitating efficient and effective utilization of emerging technologies in alignment with South Texas College's mission and goals.

Proposed Plan

Information Technology's proposed operation plan for FY 2017-2018 to FY 2020-2021 is designed in alignment with the College's six strategic directions. The foundations of the proposed plan are described below

- **Support institutional initiatives for student success:** IT will develop initiatives that focus on the integration of people, processes, and technology that will deliver the most value and benefits to South Texas College.
- **Pursue technology excellence across the College district:** IT will develop a services framework based on best practices to reduce technology complexity and streamline technology acquisition and utilization.
- **Develop and implement robust technology solutions:** IT will maintain a reliable and scalable technology infrastructure enabling innovative uses of technology for educational excellence.
- **Maintain compliance with governance best practices:** IT will ensure the privacy, integrity, reliability and appropriate use of information resources.
- **Improve technology cost efficiencies:** IT will provide reliable operation of computer equipment, support of software applications, and assessment of new technologies to increase and strengthen productivity.
- **Establish high expectations:** IT will provide continuous quality services to students, faculty, and staff by placing an emphasis on customer satisfaction.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020	**New Technology Solutions:** ▪ Banner Self Service 9-Employee ▪ Travel & Expense replacement ▪ Electronic disbursements for student books ▪ Parking Citation System ▪ Employee pay card implementation ▪ FLAC for Direct Wage ▪ Self Service Copy Center ▪ Streamline reporting system for HS partners ▪ JagNet redesign for Faculty & Staff ▪ SharePoint & Forms rollout ▪ Windows 10 implementation ▪ DFS storage replacement ▪ Update DR & Main Data Center generators ▪ FLAC for Dual Credit Faculty & Adjunct ▪ Purchasing contract tracking system ▪ Receiving & Mail Services tracking system **New Initiatives:** ▪ Research Electronic ID implementation ▪ Conduct reporting solution & environment assessment ▪ Develop Cloud services strategy ▪ Formalize JagNet strategy for faculty & staff ▪ Review Banner Mid mod. & e-signature **Ongoing Commitments:** 1. Assess all IT services for continuous improvement and in accordance with the Information Technology Infrastructure Library (ITIL) framework for best practices 2. Assess the IT multi-tiered service desk for efficiency and productivity 3. Continue replacement cycles for systems and network equip. to replace with scalable, enterprise equipment 4. Build redundancy into core technologies to mitigate service outages or disaster scenarios 5. Assess and improve Wi-Fi network capacity and availability across all campuses 6. Provide quarterly scorecards and metrics related to services 7. Maintain compliance with governance and security initiatives (PCI, TAC202, FERPA, etc.) 8. Meet regularly with stakeholder groups to stay in touch with technology needs 9. Update technology procurement/implementation process and Technology committee functions
FY 2020-2021	**New Technology Solutions:** ▪ Next generation ERP implementation ▪ Enterprise reporting tool replacement ▪ Business Intelligence & Data Analytics platform ▪ Electronic ID implementation for students ▪ Jagmobile for Faculty & Staff ▪ Virtual Assistance camps-to-campus ▪ Oracle Database Firewall ▪ Conduct Network infrastructure assessment ▪ Upgrade DR data center to route traffic during pick hours & system down time.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

New Initiatives:

- Formalize Cloud services strategy

Ongoing Commitments:

1. Incorporate mobile apps and enhanced social media sites for IT services/functionality
2. Continue replacement cycles for sys & network to replace with scalable enterprise equipment
3. Build redundancy into core technologies to mitigate service outages or disaster scenarios
4. Assess and improve Wi-Fi network capacity and availability across all campuses
5. Provide quarterly scorecards and metrics related to services
6. Maintain compliance with governance and security initiatives (PCI, TAC202, FERPA, etc.)
7. Meet regularly with stakeholder groups to stay in touch with technology needs
8. Formalize a technology procurement/implementation process & Technology committee

Research & Analytical Services

Research and Analytical Services (RAS) helps College administrators, faculty and staff at all levels make informed decisions by analyzing and reporting the College's performance and effectiveness. RAS also supports the planning, evaluation and effectiveness initiatives throughout the College.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

FY 2019-2020	**New Initiatives:** • Work with IEA to design improve transfer reports as necessary • Work with stakeholders to automate Dual Metrics Report **Ongoing Commitments:** 1. Conduct analysis for the yearly Research Agenda items identified by Cabinet. 2. Provide data and narrative where needed for SACSCOC re-affirmation. 3. Assist with the Strategic Planning process 4. Support QEP writing team. 5. Support the Starfish Committee's data and evaluation needs. 6. Provide co-requisite enrollment and success data. 7. Support the Pathways Project Committee's data and evaluation needs. 8. Support the IEA plans with student data, surveys and qualitative studies. 9. Provide gainful employment data as needed. 10. Report IPEDS data and coordinate the submission of IPEDS data from other involved departments. 11. Conduct the Institutional Review Board for the college. 12. Administer college wide student surveys. 13. Support enrollment data reporting and forecasting. 14. Disseminate and present reports periodically on research and analysis conducted.
FY 2020-2021	**New Initiatives:** • Review data standards issues and improve the top issue with involved stakeholders. **Ongoing Commitments:** 1. Conduct analysis for the yearly Research Agenda items identified by Cabinet. 2. Provide data for SACS accreditation (as needed). 3. Support the IEA plans with student data, surveys and qualitative studies. 4. Provide gainful employment data as needed. 5. Report IPEDS data and coordinate the submission of IPEDS data from other involved departments. 6. Conduct the Institutional Review Board for the college. 7. Administer college wide student surveys. 8. Support enrollment data reporting and forecasting. 9. Perform dual enrollment success rate analysis for Dual Enrollment Taskforce. 10. Disseminate and present reports periodically on research and analysis conducted.

Institutional Effectiveness and Assessment

The Office of Institutional Effectiveness and Assessment (IEA) works collaboratively with all work units throughout the College to ensure data-driven decision making and continuous quality improvement by facilitating and coordinating systematic, integrated, research-based institutional effectiveness planning and reporting. The Office of IEA also assists the College's administrators, faculty, and staff with designing evaluation plans for innovative strategies, projects, and programs, assessing the outcomes of the interventions, and using results for continuous improvement and further planning.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	**New Initiatives:** • 2019-2021 IE Planning • 2017-2019 IE Success Stories • Factbook Dashboard Design • Learning Outcomes IE Integration • Data Enterprise Warehouse for Factbook Updates **Ongoing Commitments:** 1. Completion of integration of Assessment and Program Review processes 2. Data User training 3. HSI (Title V Hispanic Serving Institutions Grant) 4. Data needs for Assessments 5. STC Institutional Effectiveness Handbook updates 6. Substantive Change SACS COC Reporting 7. Compliance Certification Preparation 8. QEP Preparation
FY 2020-2021	**New Initiatives:** • SACS COC On Site Visit • SACSCOC Focus Report • 2020 Mid Biennium Reporting • Develop Institutional Survey Process • Develop new Initiative Assessment Plan Tool **Ongoing Commitments:** 1. Completion of integration of Assessment and Program Review processes 2. Data needs for Assessments 3. Illume Impact Analysis 4. Substantive Change SACS COC Reporting 5. Data User Training 6. Factbook Data Warehouse & Dashboard

Information Security Office

Mission Statement

The Information Security Office is dedicated to the development of an information security program that delivers high-quality technology infrastructure and services that are protected from harmful sources and unauthorized use.

Long-Range Operational Plan

The Information Security Office's long-range operational plan for FY 2018-2021 aligns with the College's strategic directions.

- **Continuously identify and assess risks to information resources:** Create a comprehensive risk management plan to cover all risk management activities that are part of the information security program.
- **Accurately communicate risk to information resources to the College leadership:** Create a closer partnership with data owners and other critical business process stakeholders.
- **Find effective and efficient ways to reduce risk to information resources:** Create information security governance documents that are comprehensive to our current information security framework, that is easy to understand, and adapted to our needs.
- **Monitor and report on the effectiveness of our security controls:** Document metrics at different parts of the information security program and work to develop each one of them.
- **Maintain an information security program that is modeled from a proven framework:** Perform internal assessments against the proven framework.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

	New Initiatives:
FY 2019-2020	• Conduct an assessment against a proven information security framework (TAC202, Texas Cyber Security Framework, NIST SP 800) to identify gaps in our program. • Continue developing governance documents that describe the College's information security standards based on business objectives and the recommendations from proven information security frameworks. • Implementation of a system security plan to capture critical computer system information together with the results of a risk assessment. • Track critical computer systems with a system security plan that is completed and acknowledged by stakeholders. • Document information resource risk and security controls based on criticality, impact, and likelihood. • Enforce two-factor authentication on critical college applications.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

	Ongoing Commitments: 1. Continuously identify and assess risks to information resources. 2. Periodically review and verify Incident Response Plan. 3. Accurately communicate risk to information resources to the College leadership. 4. Find effective and efficient ways to reduce risk to information resources. 5. Monitor and report on the effectiveness of our security controls. 6. Maintain an information security program that is modeled from a proven framework.
FY 2020-2021	**New Initiatives:** • Capture 100% of all risk management practices on the risk management plan document, distribute to stakeholders and review annually. • Capture statistics and metrics that communicate risk and track the progress of the information security program. • Document KPIs and KRIs based on information risk management plan security control ownership responsibilities. • Perform independent assessment of information security program and security controls to identify efficiency and implement improvements. • Identify our target cybersecurity profile to improve the information security program to a level that matches the risk appetite for the organization. **Ongoing Commitments:** 1. Continuously identify and assess risks to information resources. 2. Periodically review and verify Incident Response Plan. 3. Accurately communicate risk to information resources to the College leadership. 4. Find effective and efficient ways to reduce risk to information resources. 5. Monitor and report on the effectiveness of our security controls. 6. Maintain an information security program that is modeled from a proven framework.

FINANCE & ADMINISTRATIVE SERVICES

Integration of Planning, Budgeting and Assessment

Budget Planning

As aligned with Strategic and Institutional Effectiveness Planning

South Texas College budget allocations are based on prioritizing initiatives that support the College's Strategic Directions. To operationalize the College's Strategic Plan, the President's Office coordinates with each Vice President's Office to develop a five-year Comprehensive Plan which includes the identified and prioritized major initiatives to be undertaken by each division and the areas directly reporting to the President. The objectives and initiatives identified in the Comprehensive Plan form the basis for budget allocation decisions.

STC BUDGET PLANNING AS ALIGNED WITH UNIT GOALS AND OBJECTIVES IN UNIT IE PLANS

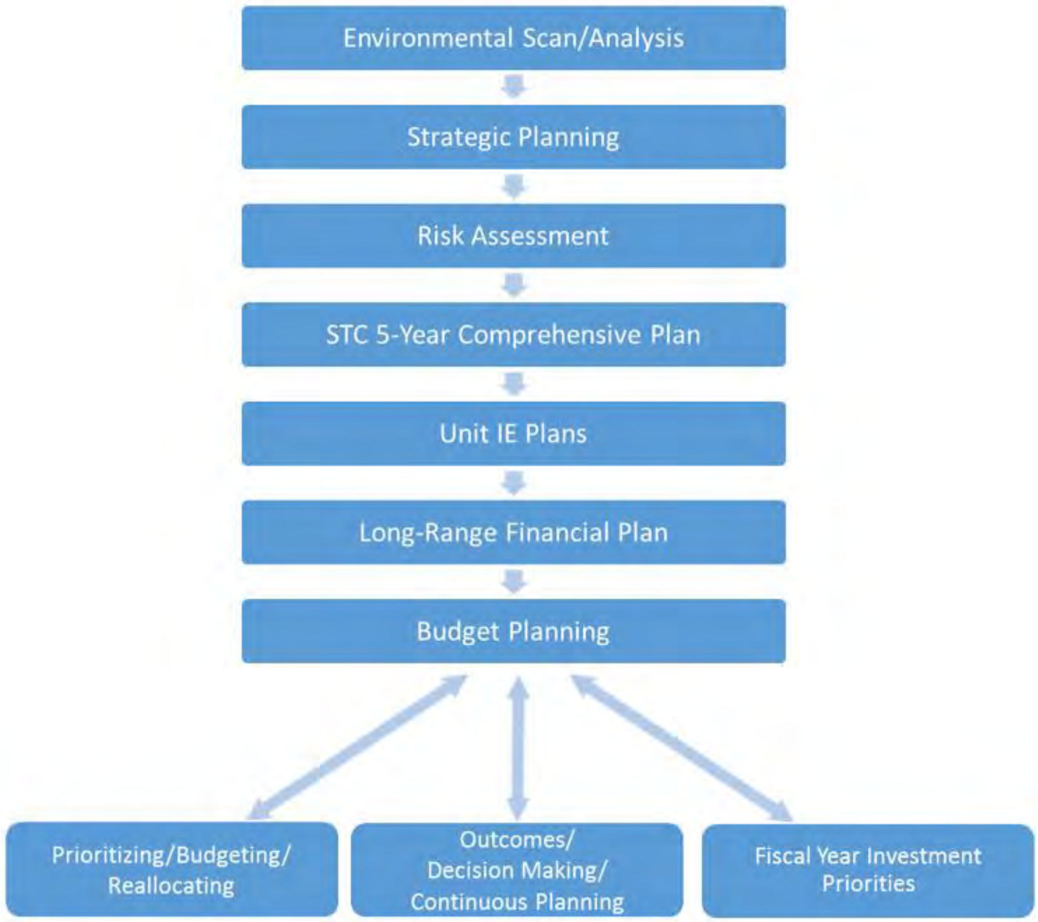
Historically, the Institutional Effectiveness (IE) Plans have required plan writers to think through and document the resources needed to carry out the plans in a "Resources Needed" section in the planning instrument. The College's IE planning cycle is a biennial cycle to align with the State of Texas legislative cycle. This change further strengthened the integration of planning and the College's commitment to precede budgeting with sound planning. STC always strives to use IE planning to drive budget and staffing planning through direct links to budgets or documentation of resources needed within the planning documents (IE Plans). Budgetary decisions are made to support the College's mission and each work unit's goals, objectives, and IE plan. Beginning with the 2008-2009 IE plan cycle, STC work units used the WEAVE online database to document new dollars being requested in support of IE planning. The Action Plan Tracking section of the IE Plan allows for requests for additional resources in budget and staffing. Once the needed resources (funding) have been identified in the planning documents, the requests are also submitted via an integrated budget and staffing process facilitated by the Division of Finance and Administrative Services. Beginning in Fiscal Year 2015, the new reporting portal for IE planning is Xitracs, which replaces WEAVE.

PLANNING AND BUDGET CALENDAR

A budget calendar is developed with input from the Office of Institutional Effectiveness and Assessment. The calendar includes the institutional assessment activities, the planning activities, the budget activities/processes, the person or division responsible, and the target dates.

Integrated STC Budget Planning Process

South Texas College uses a continuous planning process that integrates institutional priorities with available projected resources and employs assessment methods to demonstrate use of the results of the planning and evaluation process.


Environmental Scan/Analysis
Strategic Planning
Risk Assessment
STC 5-Year Comprehensive Plan
Unit IE Plans
Long-Range Financial Plan
Budget Planning
Prioritizing/Budgeting/ Reallocating
Outcomes/ Decision Making/ Continuous Planning
Fiscal Year Investment Priorities

Budget Evaluation Process

The Budget is continuously evaluated by the following means:

- Financial performance reports are submitted to the Board of Trustees for approval on a monthly basis.
- Formative evaluations are reviewed by the Budget Committee and include financial performance of both revenues and expenditures.
- Variances between the original budget and year-to-date financial results are reviewed and included in the monthly reports submitted to the Board of Trustees.
- Expenditures and revenue trends are discussed with the Budget Committee.
- The institution's plan and departmental Institutional Effectiveness Plans are updated based on institutional effectiveness data.

Budget Committee

The College maintains a Budget Committee for the purpose of assisting in planning, developing, and evaluating the College's budget for each fiscal year. In accomplishing this task, the Committee:

- Approves the budget development calendar
- Reviews the projected revenues
- Reviews needs for new programs based on priorities
- Reviews budget expenditure allocations
- Provides input on budget plan

1. **Development of Revenue Projections**
    - The Vice President for Finance and Administrative Services, the Comptroller, and the Business Office staff prepare projections for state appropriations, tuition and fees, taxes, grants and contracts, federal aid, and other sources of revenue based on past trends, expected changes, and projected enrollment figures before submitting to the President.
2. **Budget Planning Guidelines**
    - After the development of revenue projections, budget guidelines are approved by the President and disseminated to Vice Presidents and Financial Managers to incorporate into their budget planning to ensure consistency across the College.
    - Budget planning guidelines will depend on whether the revenue projections for the new fiscal year are less than, equal to, or greater than the current fiscal year. Depending on the revenue projections, the budget planning guidelines may include instructions for budget reductions, no changes, budget redirections, or budget increases.
    - Budget revisions, per budget planning guidelines are identified and deployed collaboratively by each division's vice president and financial manager based on objectives and priorities identified in respective institutional effectiveness plans.
3. **Development of Departmental Requests for Budget Expenditures**
    - Departments submit a staffing plan detailing the cost of salaries to the appropriate vice president and provide rationale or objectives from institutional effectiveness plans.
    - Departments review operating, travel, and capital outlay needs based on institutional effectiveness plans for the upcoming fiscal year.
    - Financial managers receive Budget Development reports comparing the original Board Approved budget for the current year to their proposed budget requests for the upcoming year. Budgetary guidelines provided by the President are also provided to the financial managers.
    - Financial managers review the current year's budget and make budget requests for the upcoming year based on their department's needs.
    - Deans, program chairs and faculty analyze projected increases/decreases in enrollment and plan accordingly for equipment, travel, supplies, and capital needs.
    - Budget requests are entered into the Banner Budget Development Application with stated rationale based on institutional effectiveness plans and reports are prepared for the President and Vice Presidents after the application has been closed.
    - Proposals for new programs, including costs, are presented to the Planning and Development Council for review and approval.
4. **Development of Preliminary Budget**
    - Proposed Budget Summary Reports are discussed with division deans, directors, and the appropriate vice president. Changes are entered into the database system after approval by the vice president and the President for preparation of a preliminary budget.
    - The preliminary budget is reviewed and discussed by administration and Budget Committee.

- The preliminary Staffing Plan is presented to the Board of Trustees and the Finance Audit, and Human Resources Committee.
- Modifications to the budget are made as necessary to develop a balanced budget and preliminary reports are sent to each of the vice presidents.
- Preliminary revenue and expenditure reports are presented to the Finance, Audit, and Human Resources Committee and the Board of Trustees prior to finalizing the budget.

5. **Approval of Final Budget**
   - A public hearing is held before the final budget is approved by the Board of Trustees.
   - Approval of the final budget is made before the beginning of the fiscal year on September 1st.
   - Once approved, the final budget is distributed to administrators and all other agencies as required.

The College's Total Major Revenue Sources Are as Follows:

State Appropriations

Public community colleges receive general revenue funds from the Legislature based on a community and technical college funding formula. These funds are limited to cover instructional and administrative costs for the College. The funding formula is determined by multiplying the formula rates by the number of contact hours for each of the instructional programs. The formula rate for each of the instructional fields is based on the *Report of Fundable Operating Expenses* from all colleges. Each biennium new rates are determined based on the *Report of Fundable Operating Expenses*. The contact hours for each of the instructional programs are based on the enrollment levels from a base year counting period.

The formula system is used by the Legislature as a means for distributing funds for public community colleges rather than using the formula as a basis for the appropriations. Once the total amount for the appropriation to community colleges is established by the Legislature, the Legislative Budget Board determines the actual appropriation for each community colleges district based on the formula rates. South Texas College has experienced an increase in enrollment levels over the years, which has allowed for state appropriations to also increase.

Local Taxes

Each governing board is authorized to have the taxable property in its district assessed for ad valorem taxation. The annual ad valorem taxes are used to pay the principal and interest of negotiable coupon bonds, which are issued for the construction and equipping of school buildings and the purchase of land. The annual ad valorem taxes are also used to pay for the further maintenance of the College. As per the Texas Education Code 130.122, the state caps the annual bond tax for community colleges districts.

Local taxes have increased over the last few years due to an increase in property values and the addition of new properties. For budget purposes, the College takes a conservative approach on local tax revenue. Due to the current economic conditions, the assessed property value is projected to increase slightly from the prior year. Due to the slight increase in the appraised property, local tax revenue is also projected to increase slightly. South Texas College reviews and analyzes actual tax levies for prior years and based on the year-to-year increase, the College determines its local tax revenue for the current year budget. The College takes into consideration current economic conditions and other factors that may impact the tax levy to determine the local tax revenue increase from prior year actual amounts.

Tuition and Fees

The Board of South Texas College is responsible for setting the institution's tuition rate and fees. The College estimates tuition and fee revenue based on the Board approved tuition and fees rates and the projected student enrollment for the next fiscal year. The Board of South Texas College assesses fees for educational purposes, such as registration fees, information technology fees, and lab fees. The total cost of education is considered in setting the tuition rate and fees. Projected student enrollment figures are determined based on trend and input from the President, the Division of Student Affairs and Enrollment Management, and the Division of Finance and Administrative Services. The budget is developed using conservative enrollment growth.

Projections do indicate that student enrollment at South Texas College will increase over the next decade due to the population growth in the area causing tuition revenue to increase over the next few years.

Grants and Contracts

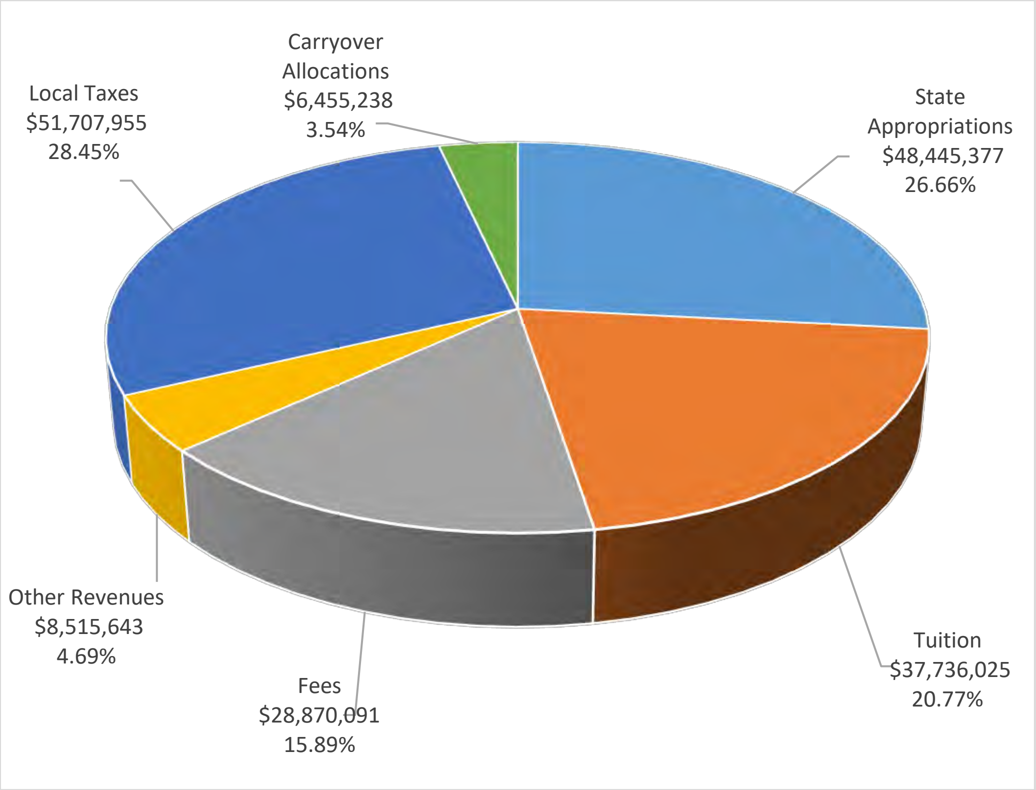
Grants and contracts provide another major source of revenue for South Texas College. These sources of revenue are divided into federal, state, local & private grants and contracts. Monies received from grants and contracts should be expended for a specific purpose as stipulated by the grant or contract. A majority of the grants and contracts are from federal and state sources. Federal and state revenues are mainly derived from Federal Pell and Texas Grants for student financial aid.

The College projects grants and contracts revenue based on prior year actual amounts and by anticipating new grants and contracts for the budget year.

Summary of Current Revenues for FY 2019-2020

Current Operating Budget Revenues by Source

FY 2019-2020 Unrestricted Fund Revenues by Source

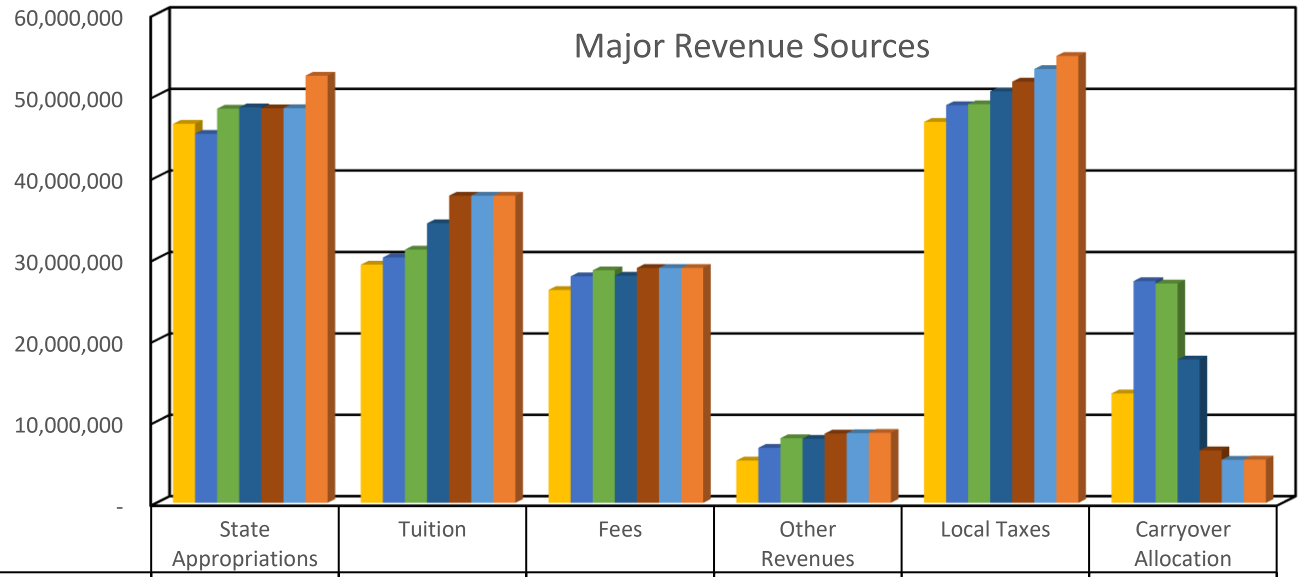


FY 19-20 Unrestricted Fund Revenues by Source			
Source of Revenues	FY 19-20 Budget		%
State Appropriations	$	48,445,377	26.66%
Tuition		37,736,025	20.77%
Fees		28,870,091	15.89%
Other Revenues		8,515,643	4.69%
Local Taxes		51,707,955	28.45%
Carryover Allocations		6,455,238	3.54%
Total	**$**	**181,730,329**	**100.00%**

Summary of Projected Revenues
FY 2019-2020 to FY 2021-2022

Revenue	FY 2019-2020	FY 2020-2021	FY 2021-2022
State Appropriations	$ 48,445,377	$ 48,451,265	$ 52,438,750
Tuition	37,736,025	37,736,025	37,736,025
Fees	28,870,091	28,870,091	28,870,091
Other Revenues	8,515,643	8,558,221	8,601,012
Local Taxes	51,707,955	53,259,194	54,856,970
Carryover Allocation	6,455,238	5,295,584	5,322,062
Total	**$ 181,730,329**	**$ 182,170,380**	**$ 187,824,910**

Major Revenue Sources

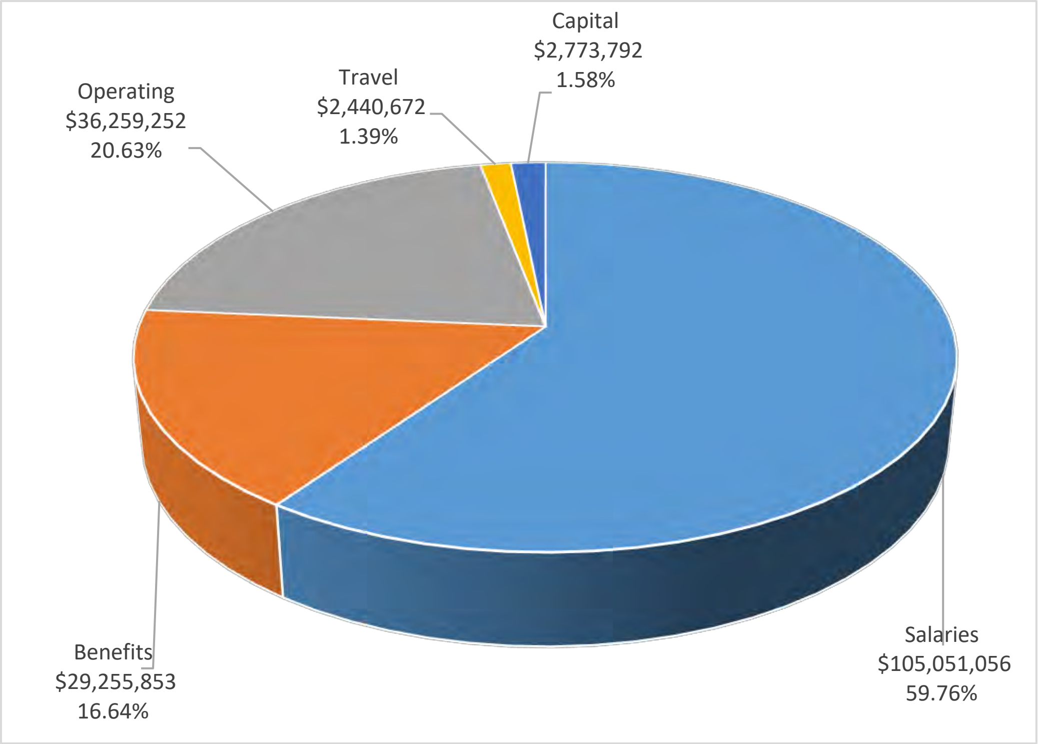


	State Appropriations	Tuition	Fees	Other Revenues	Local Taxes	Carryover Allocation
🟨 FY16 Actual	46,537,235	29,275,005	26,161,813	5,201,506	46,781,602	13,454,060
🟦 FY17 Actual	45,315,830	30,162,469	27,844,621	6,759,776	48,822,561	27,249,271
🟩 FY18 Actual	48,398,217	31,123,078	28,572,893	7,942,611	48,931,234	26,946,624
🟦 FY19 Estimated	48,551,086	34,347,564	27,915,959	7,870,236	50,516,741	17,609,914
🟫 FY20 Estimated	48,445,377	37,736,025	28,870,091	8,515,643	51,707,955	6,455,238
🟦 FY21 Estimated	48,451,265	37,736,025	28,870,091	8,558,221	53,259,194	5,295,584
🟧 FY22 Estimated	52,438,750	37,736,025	28,870,091	8,601,012	54,856,970	5,322,062

Summary of Current Expenditures by Classification – FY 2019-2020

Current Operating Budget Expenditures by Classification (Excluding Transfers & Reserves)

FY 2019-2020 Unrestricted Fund Expenditures by Classification



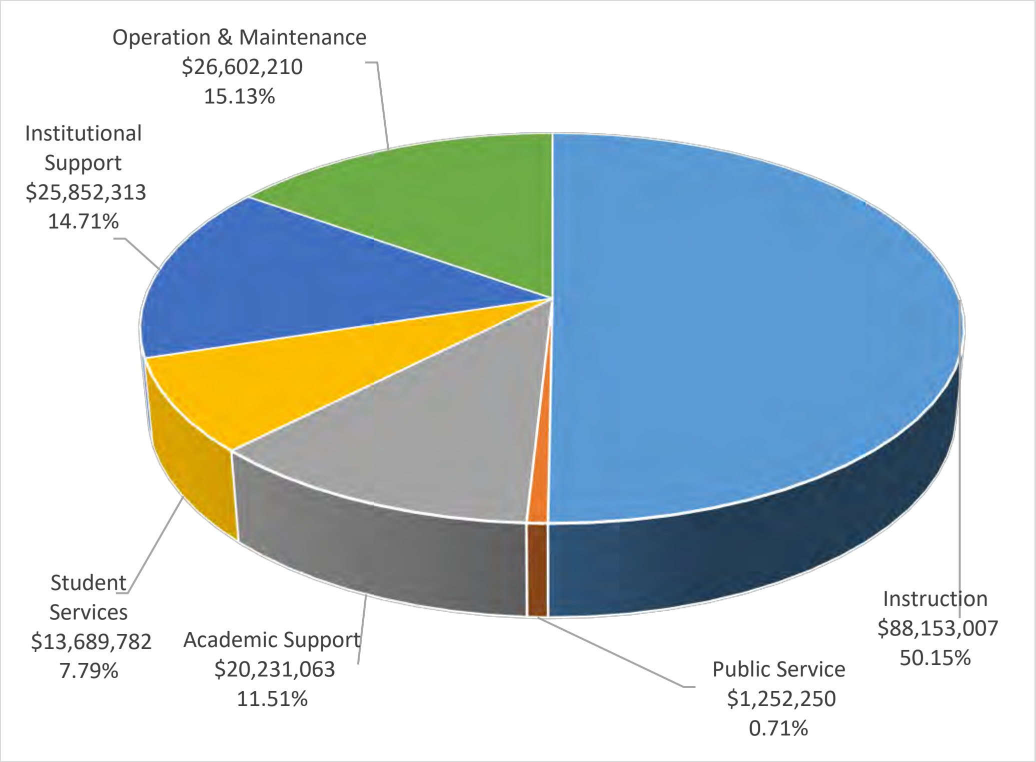
FY 19-20 Unrestricted Fund Expenditures by Classification

Classification	FY 19-20 Budget		Percentages
Salaries	$	105,051,056	59.76%
Benefits		29,255,853	16.64%
Operating		36,259,252	20.63%
Travel		2,440,672	1.39%
Capital		2,773,792	1.58%
Total	**$**	**175,780,625**	**100.00%**

Summary of Unrestricted Fund Expenditures by Function – FY 2019-2020

Current Operating Budget Expenditures by Function (Excluding Transfers & Reserves)

FY 2019-2020 Unrestricted Fund Expenditures by Function



FY 19-20 Unrestricted Fund Expenditures by Function			
Function		FY 19-20 Budget	Percentages
Instruction	$	88,153,007	50.15%
Public Service		1,252,250	0.71%
Academic Support		20,231,063	11.51%
Student Services		13,689,782	7.79%
Institutional Support		25,852,313	14.71%
Operation & Maintenance		26,602,210	15.13%
Total	**$**	**175,780,625**	**100.00%**

Summary of Projected Expenditures by Classification and Function

FY 2019-2020 to FY 2021-2022 BY CLASSIFICATION

Expenditures by Classification	**FY 2019-2020**	**FY 2020-2021**	**FY 2021-2022**
Salaries	$ 105,051,056	$ 105,051,056	$ 107,634,987
Benefits	29,255,853	29,255,853	30,041,833
Operating	36,259,252	36,694,554	38,694,215
Travel	2,440,672	2,440,672	2,566,968
Capital	2,773,792	2,773,792	2,902,682
Subtotal	**$ 175,780,625**	**$ 176,215,927**	**$ 181,840,685**
Transfers & Reserves	5,949,704	5,954,453	5,984,225
Total	**$ 181,730,329**	**$ 182,170,380**	**$ 187,824,910**

FY 2019-2020 to FY 2021-2022 BY FUNCTION

Expenditures by Function	**FY 2019-2020**		**FY 2020-2021**		**FY 2021-2022**	
	%	**Budget**	**%**	**Budget**	**%**	**Budget**
Instruction	50.15%	$ 88,153,007	50.09%	$ 88,261,949	50.09%	$ 91,092,210
Public Service	0.71%	1,252,250	0.71%	1,258,415	0.72%	1,302,834
Academic Support	11.51%	20,231,063	11.51%	20,275,237	11.46%	20,836,072
Student Services	7.79%	13,689,782	7.78%	13,713,733	7.74%	14,069,912
Institutional Support	14.71%	25,852,313	14.73%	25,963,458	14.75%	26,828,078
Operation & Maintenance	15.13%	26,602,210	15.18%	26,743,135	15.24%	27,711,579
Subtotal	**100.00%**	**$ 175,780,625**	**100.00%**	**$176,215,927**	**100.00%**	**$ 181,840,685**
Transfers & Reserves		5,949,704		5,954,453		5,984,225
Total		**$ 181,730,329**		**$182,170,380**		**$ 187,824,910**

Detail of Projected Expenditures by Function and Classification

FY 2019-2020 to FY 2021-2022 BY FUNCTION

Instruction	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	%	Budget	%	Budget	%	Budget
Salaries	67.87%	$ 59,831,510	67.79%	$ 59,831,510	67.53%	$ 61,518,407
Benefits	18.70%	16,484,223	18.68%	16,484,223	18.65%	16,992,566
Operating	10.29%	9,074,517	10.40%	9,183,459	10.63%	9,683,910
Travel	1.33%	1,172,946	1.33%	1,172,946	1.35%	1,233,642
Capital	1.80%	1,589,811	1.80%	1,589,811	1.83%	1,663,685
Total	**100.00%**	**$ 88,153,007**	**100.00%**	**$ 88,261,949**	**100.00%**	**$ 91,092,210**

Public Service	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	%	Budget	%	Budget	%	Budget
Salaries	48.51%	$ 607,500	48.28%	$ 607,500	47.55%	$ 619,551
Benefits	7.26%	90,944	7.23%	90,944	7.13%	92,921
Operating	41.01%	513,560	41.30%	519,725	42.07%	548,048
Travel	2.99%	37,484	2.98%	37,484	3.03%	39,424
Capital	0.22%	2,762	0.22%	2,762	0.22%	2,890
Total	**100.00%**	**$ 1,252,250**	**100.00%**	**$ 1,258,415**	**100.00%**	**$ 1,302,834**

Academic Support	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	%	Budget	%	Budget	%	Budget
Salaries	61.57%	$ 12,456,004	61.43%	$ 12,456,004	60.97%	$ 12,703,098
Benefits	16.33%	3,304,725	16.30%	3,304,725	16.21%	3,376,565
Operating	18.19%	3,679,585	18.37%	3,723,759	18.85%	3,926,685
Travel	2.09%	422,579	2.08%	422,579	2.13%	444,446
Capital	1.82%	368,170	1.82%	368,170	1.85%	385,278
Total	**100.00%**	**$ 20,231,063**	**100.00%**	**$ 20,275,237**	**100.00%**	**$ 20,836,072**

Student Services	FY 2019-2020		FY 2020-2021		FY 2021-2022	
	%	Budget	%	Budget	%	Budget
Salaries	64.95%	$ 8,891,565	64.84%	$ 8,891,565	64.45%	$ 9,067,950
Benefits	18.27%	2,500,459	18.23%	2,500,459	18.16%	2,554,815
Operating	14.57%	1,995,060	14.72%	2,019,011	15.13%	2,129,037
Travel	1.86%	255,059	1.86%	255,059	1.91%	268,257
Capital	0.35%	47,639	0.35%	47,639	0.35%	49,853
Total	**100.00%**	**$ 13,689,782**	**100.00%**	**$ 13,713,733**	**100.00%**	**$ 14,069,912**

	FY 2019-2020		FY 2020-2021		FY 2021-2022	
Institutional Support	**%**	**Budget**	**%**	**Budget**	**%**	**Budget**
Salaries	47.80%	$ 12,357,387	47.60%	$ 12,357,387	46.98%	$ 12,602,524
Benefits	14.07%	3,638,456	14.01%	3,638,456	13.86%	3,717,551
Operating	35.81%	9,258,053	36.09%	9,369,198	36.83%	9,879,770
Travel	1.47%	380,610	1.47%	380,610	1.49%	400,305
Capital	0.84%	217,807	0.84%	217,807	0.85%	227,928
Total	**100.00%**	**$ 25,852,313**	**100.00%**	**$ 25,963,458**	**100.00%**	**$ 26,828,078**

	FY 2019-2020		FY 2020-2021		FY 2021-2022	
Operations & Maintenance	**%**	**Budget**	**%**	**Budget**	**%**	**Budget**
Salaries	41.00%	$ 10,907,090	40.78%	$ 10,907,090	40.14%	$ 11,123,457
Benefits	12.17%	3,237,046	12.10%	3,237,046	11.94%	3,307,415
Operating	44.13%	11,738,477	44.42%	11,879,402	45.20%	12,526,765
Travel	0.65%	171,994	0.64%	171,994	0.65%	180,894
Capital	2.06%	547,603	2.05%	547,603	2.07%	573,048
Total	**100.00%**	**$ 26,602,210**	**100.00%**	**$ 26,743,135**	**100.00%**	**$ 27,711,579**

Subtotal	**$ 175,780,625**	**$ 176,215,927**	**$ 181,840,685**

	FY 2019-2020		FY 2020-2021		FY 2021-2022	
Transfers & Reserves	**%**	**Budget**	**%**	**Budget**	**%**	**Budget**
Transfers & Reserves	100.00%	$ 5,949,704	100.00%	$ 5,954,453	100.00%	$ 5,984,225

Grand Total	**$ 181,730,329**	**$ 182,170,380**	**$ 187,824,910**

Accountability, Risk, & Compliance Department

Mission Statement

The Accountability, Risk, and Compliance Department is dedicated to supporting South Texas College through services, programs, and initiatives aimed at facilitating process improvement, accountability, risk mitigation and prevention, compliance, and reinforcing a culture of integrity.

Accountability

Provides business process improvement services, analytical studies, and performs procedure reviews to the College to sustain efficiency and effectiveness through the transparency, accountability, and continuous improvement of the organization.

Risk Management

Supports the College's educational mission by its commitment to identify potential loss exposures and develop strategies to minimize their negative effects on the College's mission through avoidance, prevention, assumption, or transfer.

Compliance

Serves to strengthen the compliance infrastructure by carrying out the College's mission with integrity and adherence to legal, regulatory, and ethical obligations imposed by all levels of government and other agencies.

Services Offered

Accountability

- Process Improvement: Works closely with department personnel and management to research, analyze, diagnose problems, and provide recommendations for improvement.
- Special Projects: Undertakes various assignments delegated by administration such as research projects, training initiatives, analytical studies, etc.

Risk Management

Insurance

- Manage all insurance and issues that may expose the College District to litigation or insurance claims, including and not limited to identifying, evaluating, controlling and minimizing the College's exposure to loss or damage due to physical assets, fidelity losses, and losses arising out of liability claims.
- Manage all automobile, liability, fire and property insurance damage claims including communications with staff, attorneys, claims reviews, and investigations.
- Prepare Insurance Reports and communicate risk and insurance information as needed.
- Review and evaluate insurance policies and insurance bid specifications for the purpose of obtaining premium fees and update on an ongoing basis.
- Maintain insurance and related records.

Business Continuity

- Assist departments in identifying mission-critical processes and manual workarounds for those processes to be implemented in the event of a disaster or business interruption.
- District-wide All Hazards Emergency Plan. Recommend changes and updates to the Plan for the purpose of providing efficient utilization of District financial resources and ensuring the safety of students, staff and patrons during and after disaster events.

Risk Assessment

- Conducts and risk assessments which involve identifying, analyzing, and mitigating risks through the development and implementation of mitigation plans and risk strategies.
- Provides support to college departments in performing risk assessments.

Records Management and Disposition

- Coordinates with departments to turn in their documents to the Retention Center for processing and coordinating with a third-party record retention vendor in processing and determining how long documents must be stored or when they must be picked up for destruction.
- Maintains procedures per regulatory requirements according to the Texas State Library and Archives Commission.
- Oversees the destruction and disposition of records and works closely with third-party to satisfy regulatory requirements.

Environmental, Health, and Safety

- Develop, implement, and maintain an Environmental, Health, and Safety program in conjunction with Facilities Operations and Maintenance and Department of Public Safety.
- Assist in the development, implementation, and maintenance of an Environmental, Health, and Safety program in conjunction with Facilities Operations and Maintenance and Department of Public Safety.

Compliance

- Develops and implements education and training programs for employees and students to increase awareness of their rights, responsibilities, and resources regarding regulatory laws and college policies, including Title IX.
- Execute consistent and effective strategies to build awareness of compliance throughout the College;
- Maintain internal policies and procedures and provide input on policy development to ensure compliance;
- Evaluate emerging compliance trends in higher education and government and implement best practices;
- Accountability Assessments: Performs college-wide internal reviews of institutional procedures, policies, and programs to ensure compliance with accreditation standards, federal and state regulations, implementation of best practices, and commitment to the College's mission and values.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Process Improvement Review o Purchase Requisition o Space Management o Records Retention o Facilities Maintenance Inventory o Payroll o Faculty Assignments o New Employee Onboarding o Overtime o Travel Reimbursement o Request for Proposal

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021

	o Accounts Receivable o Food Services • Special projects • Business Impact Analysis/Continuity Plan – Phase Three: test manual workarounds and refine as needed. • Execute college compliance survey • Perform a thorough review of existing departmental processes and procedures for effectiveness, efficiency, and relevance and develop updated processes and procedures, as appropriate, in written and process map form. • Lean process improvement methodology training for FAS Division • Develop and implement Policy Management Program. • Propose new programs and initiatives for campus regarding compliance awareness • Transition the current records management training module to online format and incorporate an assessment to measure comprehension. • Develop a risk assessment 101 training module and issue college-wide. • Analyze loss runs and host trainings specific to the results of the data. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Develop and implement a training program focused on customer service for all department's employees. • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results.
FY 2020-2021	• Re-evaluate Business Impact Analysis critical processes (RTO 0-24 hours) • Departmental trainings • Evaluate Policy Management Program • Process Improvement Review o Purchase Requisition o Space Management o Records Retention o Accounts Payable o Fixed Assets o Food Services Inventory • Special projects • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals.

Office of Internal Audits

Mission Statement

The Office of Internal Audits provides independent, objective assurance and consulting services designed to add value and improve operations. Internal Audits help the College accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

Internal Audit Activity

The Internal Audit Activity works in support of the Board of Trustees and President and in collaboration with management and external auditors to assess the effectiveness of the internal controls framework devised by the College. The internal controls consist of policies, procedures and activities that protect the assets of the College and ensure that the financial reporting of the College is reliable.

The internal audit activity governs itself by adherence to The Institute of Internal Auditors' mandatory guidance including the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing (Standards). This mandatory guidance constitutes principles of the fundamental requirements for the professional practice of internal auditing and for evaluating the effectiveness of the internal audit activity's performance. In addition, the internal audit activity adheres to the College's relevant policies, procedures, and the internal audit activity's operating procedures manual.

Internal Audit performs audits with a focus on financial, operational, compliance, strategic and related risks. Internal Audit is also responsible for auditing information systems and the controls embedded within to support organizational processes and goals. Audits are designed to ensure that the College is functioning in the most efficient manner, and that controls are both adequate and effective. Audits are based on an annual risk-based audit plan, as well as at the request of the Board of Trustees or President.

Risk Assessment

A risk assessment is conducted every two years in order to develop the respective audit plans by reviewing the external and internal risk landscape. The following risk categories are considered in the development of the annual audit plan:

- Strategic Risk - Impairment to the strategic mission of the College.
- Operational Risk - Impairment of the ability to carry out day-to-day operations of the College.
- Compliance Risk - Failure to comply with laws, regulations and internal policies designed to safeguard the University.
- Financial Risk - Loss of financial resources or assets.

Internal Audit Plan

At least annually, the Internal Auditor submits to the Board of Trustees and the President, for approval, an internal audit plan for review and approval. The internal audit plan will consist of a work schedule as well as budget and resource requirements for the next fiscal/calendar year.

The internal audit plan is developed based on a prioritization of the audit universe using a risk-based methodology, including input of Board of Trustees and the President. The Internal Auditor will review and adjust the plan, as necessary, in response to changes in the College's business, risks, operations, programs, systems, and controls. Any significant deviation from the approved internal audit plan is communicated to Board of Trustees and the President through periodic activity reports.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• MOU's For Early College High Schools and Dual Credit • Blueprint Expectations for Early College High Schools • Science and Lab Safety and Storage Compliance • Human Resources Processes • Travel • Compile and Review SAS 99 Fraud Surveys • Assist External Auditor with Annual Financial Audit (Internal Controls) • Review Scholarships • Conduct Accounts Receivable Audit • Conduct Follow-up reviews • Complete Entity-wide Risk Assessment • Develop Risk-based Audit Plan • Complete Internal Audit Annual Report
FY 2020-2021	• Compile and Review SAS 99 Fraud Surveys • Assist External Auditor with Annual Financial Audit (Internal Controls) • Hire a (FTE) or part-time administrative assistant • Hire additional auditor staff (pending board approval) • Ensure that the Office of Internal Audit undergoes an external quality assurance review (QAR) completed in accordance with IIA Standards. • Conduct Follow-up reviews • Complete Entity-wide Risk Assessment • Develop Risk-based Audit Plan • Complete Internal Audit Annual Report

Business Office

Mission Statement

The Business Office is committed to:

- Promoting and facilitating excellence in relevant and reliable fiscal management, reporting and services to its internal and external users.
- Securing compliance and accountability through a controlled cost effective environment.
- Contributing to the district wide success and growth of the College and its students by anticipating needs and implementing innovative solutions.
- Enabling each staff member to, individually or as a team, serve internal and external entities professionally, competently, and with respect to ensure customer satisfaction.
- Providing a supportive working environment for our staff which facilitates their career development and is conducive to the attainment of the above objectives.

The Business Office is an integral part of the Division of Finance and Administrative Services and consists of the following departments:

- **Accounts Payable** - The mission of the Accounts Payable department is to process payments to vendors in a timely manner for goods and services purchased by South Texas College. Accounts Payable is also responsible for the printing and distribution of checks with the exception of payroll checks.
- **Accounts Receivable** - The Accounts Receivable department is the centralized billing and collection point for delinquent or bad debt student accounts and third party accounts. The Third Party Agency Accounting department is responsible for performing the accounting functions of state and federal student aid programs.
- **Budget** - The Budget department is responsible for assisting the College's departments in maintaining their budget throughout the fiscal year. The department processes budget transfers and performs non-sufficient fund checking.
- **Cashiers** - The Bursar's office provides cashiering services to its customers. The primary customers are the College's students and the main function is to receive payments, post charges, credits, and maintaining the integrity of the student accounts. The department is committed to providing excellent customer service to our customers by striving for options and answers to their financial questions and concerns.
- **Construction Accounting** - The Construction department is responsible for maintaining accounting and budgetary records for all of the College's construction projects, maintaining accounting records of construction in progress, buildings, infrastructure, and land improvements, setting up funds and account codes, and reconciliation of the College's fixed assets. Budget information and funding sources are coordinated with the Facilities Planning and Construction department.
- **General Accounting** - The mission of the General Accounting department is to maintain South Texas College's general ledger and accounting records.
- **Grants** - The mission of the Grants & Contracts office is to serve as a financial and administrative liaison between College faculty-staff and grantors. It also assists insuring that the College carries out all sponsored program activities in accordance with applicable regulations.

- **Payroll and Position Control** - The mission of the Payroll Department is to provide accurate and quality payroll operations for all South Texas College faculty, staff, and administration.
- **Travel** - As part of the Accounts Payable department, the Travel office's goal is to provide dependable and timely services to South Texas College faculty, staff and students involved in business related travel. The Travel office performs functions such as reimbursement of incurred travel expenses and the payment of conference registration fees on behalf of the individual, group and/or student travelers. It also assists travelers with monetary and policy questions related to travel before or after the travel occurs.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Implement Employee pay card as alternate payment method for salary disbursements. • Develop online cash handling training. • Implement electronic approvals for account payable invoices • Obtain the Government Finance Officers Association (GFOA) Distinguished Budget Presentation Award. • Provide students with capability to apply and pay emergency loans online. • Apply for GFOA Budget Certification • Document and Flowchart Processes in Preparation for changes in ERP System • Ellucian Ethos Workflow and Analysis • Ellucian Ethos Analytics • Entrinsik (Informer) • Implement practices and policies needed to obtain the Government Finance Association (GFOA) Distinguished Budget Presentation Award. • •Complete Student Club Training videos for all forms listed on the Business Office website. • Streamline approval process for investments. • Maximize return on investments. • Increase Payroll Direct Deposit to 90%. • Develop and implement electronic TARF Form 7700 (Time Adjustment Request Form). • Develop and implement electronic Overtime Time Request Form 7721. • Upgrade CRC to begin utilizing the Customer Web Access (CWA) feature which allows students to view and pay on their Uncollectible and Emergency Loan accounts on-line. • Streamline Travel status reports. • Reduce invoice payment turnaround time. • Implement electronic approvals for all Business Office documents. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results. • Develop and implement a training program focused on customer service for all department's employees.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2020-2021	- Document and Flowchart Processes in Preparation for changes in ERP System - Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. - Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. - Review and update, as necessary, Board policies that are owned by the department. - Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. - Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills

Purchasing and Distribution Services

Mission Statement

Purchasing and Distribution Services will support the College's educational mission by its commitment to: securing the best value in the acquisition of goods and services; maintaining an efficient system for the delivery of goods; processing mail for College departments; and maintaining an accurate and up-to-date inventory of the College assets. These services shall be conducted in adherence to applicable laws, policies and best practices.

Services Offered

The Purchasing and Distribution Services Departments include: Purchasing, Central Receiving, Fixed Assets, Surplus, Mail Services and Copy Center.

Major Activities

- Requisition Deadline for Operating Funds: The College has an annual deadline of May 31st for all purchases using unrestricted budgets.
- Requisition Deadline for Capital Funds: The College has an annual deadline of April 30th for all purchases using unrestricted and restricted budgets.
- Physical Inventory Verification: An annual verification of College property is conducted to confirm the location of assets and to maintain accuracy of asset records. An e-mail is sent to Financial Managers as a reminder to run their department inventory report. This is to physically verify that assets at each location match the inventory report. If changes are needed, each financial/equipment manager or proxy utilizes Banner Workflow to complete updates. Once the verification process is complete, a certificate of completion is completed online.
- Annual Request for Proposals (RFP's): The Purchasing Department solicit proposals annually for insurance, childcare services, etc.
- Construction Projects: The Purchasing Department works with the Planning and Construction Department to develop and advertise requests for proposals related to construction and renovations throughout the district. As soon as the construction projects are completed, the faculty or staff are relocated to the new areas which creates moves and relocations.
    - Moves/Set Ups: Workflow is utilized to request relocation of assets and to help financial managers fulfill their responsibility to administer, account for, and preserve the institution's property, plant and equipment. Approval process to relocate or move items go through various departments to make sure space is adequate and in compliance with ADA & fire code specifications. Other departments included in the approval process are: Information Technology – to make sure data lines and computers are installed upon request. Maintenance – to make sure room/office are clean, keys and repairs are done if needed. Central Receiving – once the workflow request is received, the requests are scheduled to be relocated.

- Surplus Property: The purpose of surplus auctions or the recycle of assets is to properly dispose of assets for the College. Workflow requests is the current method used to request items to be picked up to auction or recycle. The workflow process goes through an approval process to make sure the Financial/Equipment Manager approves each item before pick up. The disposal methods used are through: sale at auction (furniture and non-electronic items); recycling via the Texas Department of Criminal Justice (technology and electronics); and, for disposal of spent toner cartridges, via an approved vendor certified to follow Environmental Protection Agency standards. These disposal methods have been adopted to be in compliance with policy, approval from the Board of Trustees, President, and EPA standards.

Services

Purchasing and Distribution Services provides the following services throughout the year:

- Competitive bidding for products and services to comply with state law and College policy
- Contract review and negotiations
- Maintenance of College contracts
- Intercampus mail services for all departments
- Copy services for faculty and staff
- Coin-operated copiers for students
- Delivery of purchased products to all College departments
- Online and live auctions for surplus property
- More services to relocate faculty and staff

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Begin the implementation of providing Receiving/Fixed Assets and Mail Services one day a week at the Mid Valley Campus. • Upgrade the Banner document imaging and electronic signature for Purchasing Documents. • Expand the Receiving Department office space for Staff to accommodate the growth of the department with additional shelving. • Request for additional staff to stay abreast of workload. • Purchase (3) three evaporators units for the Receiving Warehouse • Online Copy Center (copy job) request system • Begin the implementation of providing Purchasing Department services one day a week at the Mid Valley Campus • Research and implement the delivery of Request for Proposals (RFP) or Request for Qualifications (RFQ) electronically • Research the ability to qualify for the Excellence of Procurement Award • Implement a quarterly Purchasing newsletter with helpful tips for all faculty and staff • Research for online training programs for the Central Receiving and Mail Services staff • Purchase of one (1) battery power forklift, two (2) electric pallet jackets, and two (2) evaporator units for the Warehouse • Request one (1) cargo delivery truck for Central Receiving • Request one (1) delivery van for the Mailroom • Begin discussions with IT on a tracking system for all vendor insurance certificates and vendor contracts end dates. • Begin discussions with IT on a tracking system for all incoming and outgoing packages. • Develop and implement a professional development plan for all department employees

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
	• Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department’s major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Access and benchmark departmental metrics gathered in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results • Develop and implement a training program focused on customer service for all department’s employees
FY 2020-2021	• Begin the implementation of providing Purchasing Department services two days a week at the Mid Valley Campus • Plan to establish a Shipping & Receiving department at the Starr campus to provide services one day a week • Research for online training programs for the Central Receiving and Mail Services staff that provide certifications • Evaluate the need for additional staff in all areas and submit the request • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department’s major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills

Office of Human Resources

Mission Statement

The Office of Human Resources will provide "Services for Success" in innovative ways to ensure a cooperative relationship with all Divisions of the College. The Office of Human Resources will be responsible for fiscal responsibility, for acquiring Human Resources in a timely manner, for recruiting personnel, for providing safe and adequate facilities, and for all other support services necessary to ensure a productive learning and working environment.

SOUTH TEXAS COLLEGE
OFFICE OF HUMAN RESOURCES

Services for Success

The Office of Human Resources supports academic and student learning by actively recruiting, rewarding, and retaining the best faculty and staff.

Staffing and Recruiting

The Office of Human Resources actively recruits by providing faculty and staff job fairs, providing staff attendance at state, local, and veterans' job fairs, and increasing the number of advertising sites for assurance of adequate applicant pools. The Office of Human Resources currently serves 1,425 full time employees, and 918 part-time/adjunct employees.

New Hire Orientation

The Office of Human Resources provides new hire orientation to all hired faculty and staff of the College. The full day orientation covers a brief history of the College; discussion of some basic policies and procedures of the College; a review of all onboarding forms requiring employee's signature; a discussion of and enrollment in the benefits plans offered; a discussion of applicable retirement information; a collaboration with other departments, such as Information Services & Planning, Security, and Institutional Effectiveness for new hire training for their respective areas.

Benefits

The Office of Human Resources offers benefits to all full-time benefits-eligible employees through the Texas Employees Group Benefits Program (GBP). As a full-time employee, the total value of the College's benefits package is equal to base salary plus an average of 30%.

Payroll

The Office of Human Resources, in collaboration with the Business Office, is responsible for fiscal responsibility in providing timely processing of employees' salary and benefits.

Employee Relations

The Office of Human Resources provides guidance and mentoring for all employees of the College. Online trainings have been incorporated to provide employees the opportunity to have the required knowledge to support professionalism, productivity, and highly motivated team-oriented behavior.

Systems and Reporting

The Office of Human Resources actively supports enhancing services to better support and develop highly trained faculty and staff who are committed to student success.

The Office of Human Resources (HR) function must become cultivators of the College culture by aligning all of our responsibilities with South Texas College's Comprehensive Mission for the following interrelated functions:

- Ongoing Recruitment processes
- Continuous successful Onboarding
- Enhancing Automation
- Improved Performance Appraisals
- Implementation of Employee Recognition and Appreciation
- Enhanced Training and Leadership Development
- Develop continuous Compensation Analysis
- Producing Analytics and Measurement
- Assessment of efficiency, effectiveness, and productivity improvement

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Develop process mapping for Human Resources process improvement in preparation of conversion to cloud-based enterprise system. • Develop a fully automated new hire orientation and training program. • Create an automated self-service of direct deposit updates, address changes, emergency contacts. • Conduct a compensation study to ensure College is remaining competitive. • Develop analytics and dashboards for metrics tied to personnel efficiency and ability to meet the College's strategic outcomes • Incorporating of the Oz principal and lean methodology for all Human Resources functions and processes • Implement fully automated personnel actions via enterprise system • Automate performance evaluation process. • Increase of employee self-service on Jagnet (Direct Deposit, Change of Address, Emergency Contact, Annual Nepotism disclosures, etc.) • Implement Salary Planner to automate budget and staffing plan process. • Implement Job Description software (JDXPERT) create exports for PeopleAdmin. • Acquire and implement a Learning Management System (LMS). • Paperless issuance of all Letters of Appointment and new fiscal year salary notices. • Increase payroll accuracy from current 99% to 100%. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Access and benchmark departmental metrics gathered in FY18 and FY19 and refine processes and procedures as necessary for improving results

	• Develop and implement a training program focused on customer service for all department's employees
FY 2020-2021	• Incorporate mobile apps and enhanced social media sites for human resources functionality • Develop career progression to retain highly qualified faculty and staff • Enhance performance management and talent recruitment functions • Enhance internal and external communications • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills.

Food Services Department

Mission Statement

The South Texas College Food Services Department provides a place where students, faculty, staff, and campus visitors can meet and enjoy a nutritious, appetizing and affordable meal. We accomplish this by following the strictest health and sanitation guidelines set by the state and the municipalities.

Our Mission is to serve our students and College community in providing affordable nutritious meals, while at the same time, supporting the Strategic Plans of South Texas College.

To Fulfill the College's Mission with Distinction:

- By supporting our Students, Faculty and Staff through:
  - Integrity: We value integrity through honest and transparent communication and courageous dialogue.
  - Promote cost-efficiency and financial transparency in district-wide operations and processes.
  - Supporting Administrative functions by catering meals in venues outside of our normal dining spaces.
  - Supporting student programs through the provision of special meals geared to their interest.
- By educating those dining with us by encouraging them to explore a wider array of cultural, ethnic and healthy culinary experiences.
- By employing a diverse workforce that truly understands and supports the mission of the Food Services Department.

Fiscal Responsibility:

- By operating as efficiently as we can while maintaining an attractive dining experience for our Students, Faculty and Staff.
- By generating auxiliary income by serving external groups while visiting our premises.

Our Motto: Yes, we can!

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Create Food Service Orientation for new food service employees. • Conduct customer service satisfaction survey for all cafeterias • Review delivery service after 1 year of implementation • Create structured training program for new staff members to assist operations • Reduce FY19 deficit by additional $100,000. • Find another location for second food cart. • Increase catering sales by 15%. • Work in conjunction with IT to establish payment accessibility from mobile devices. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results • Develop and implement a training program focused on customer service for all department's employees. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department.
FY 2020-2021	• Conduct a few caterings outside STC for benchmarking of future operations • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills.

FACILITIES PLANNING & CONSTRUCTION

Facilities Planning and Construction

Mission Statement

The mission of South Texas College Facilities Planning and Construction Department is to coordinate integrated planning, design, and quality construction. Additionally, providing an efficient, accessible, and cost-effective facilities to support higher education goals of students, faculty, and staff on multiple campuses within the College district.

It will be accomplished through effective communication and coordination with the Board of Trustees, administration, end users, design professionals and construction teams. All components of the building environment will be safe and accessible to all occupants, while complying with all local, state and federal building codes, regulations and ordinances. Resources made available to the department for construction of College's built environment, will be managed ethically, to ultimately create the best possible built environment where the College's mission can reach its highest potential.

Services Provided Annually

Service	Purpose	Resources
• Capital Improvement proposals	Coordinate with College administrators to identify Capital improvement type construction projects needed throughout the College District	• Board approval of fiscal year funds • Design professionals • Construction contractors • Owner InSite Software Program
• Capital Improvement project management	Manage the design and construction of Capital Improvement projects that have been Board approved and budgeted for the fiscal year	• Design professionals • Construction contractors
• Identify deferred maintenance projects needed	Coordinate with Facilities Operations and Management staff to project and identify Capital Renewal type construction projects needed throughout the College District	• Input from Facilities Operations and Maintenance Department staff to identify projects
• Deferred maintenance project management	Manage the design and construction of Capital Renewal type construction projects that have been Board approved and budgeted for the fiscal year	• Design professionals • Construction contractors
• Bond Construction Program coordination	Assist the Bond Construction Program Management consultant with planning, design and construction	• Design professionals and contractors

• Space modification requests	Review and approve or disapprove space modification requests submitted from across the College District	• Input from Facilities Operations and Maintenance Department staff to identify projects
• Furniture purchase approvals	Review and approve or disapprove requests for purchase of furniture from across the College District	• Standards used to manage the types of furniture used in each type of space
• Furniture replacement program	Identify furniture which has met its life expectancy, and replace as needed	• Board approval of annual renewal and replacement funds • Inventory of furniture items to be replaced
• Staff and equipment move request approvals	Assist faculty and staff in confirming the need to relocate, where space is available and if the request is equitable	• Move request forms • Various department's staff to assist • Use of space management software

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2019-2020	• Hire consultant to update District Wide campus master plan • Coordinate design and construction of master planned major Capital Improvement projects • Management of College-Wide Capital Improvement Projects • Update the Deferred Maintenance Plan • Assist in Management of College-Wide Deferred Maintenance Plan Projects • Complete Construction, Renovation, and Renewal & Replacement projects as per the project schedule. • Automate the Capital Improvement Proposal Process to an Online System. • Automate the Space Modification Request Process to an Online System. • Automate the Furniture Request Process to an Online System. • Complete Faculty and Staff Moves as requested. • Develop and install District Wide Interior Directional Signage. • Update and installation of District Wide Exterior Building Names. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results • Develop and implement a training program focused on customer service for all department's employees.

Operational Plan for FY 2019 - 2020 to FY 2020 - 2021	
FY 2020-2021	• Develop funding plan for updated District Wide campus master plan • Implement action plan for construction of District Wide master plan project • Management of design and construction of major Capital Improvement projects • Management of College-Wide Capital Improvement Projects (Non-Bond) • Manage and update Deferred Maintenance Plan • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills.

Overview of Campus Facilities

The following table summarizes the gross square feet of facilities at the College's five campus locations based on the designated function of the facility.

Use of Campus Floor Space	Summary of Gross Square Footage by Campus and by Function						
	Pecan Campus/ Pecan Plaza	Mid Valley Campus	Nursing & Allied Health Campus	Starr County Campus	Technology Campus	Regional Center for Public Safety Excellence	Total Square Footage
Administrative	21,129	497	1,075	452	1,214	432	21,129
Communication Arts	37,488	-	-	-	-	-	37,488
Instructional	550,649	263,640	201,746	185,762	269,371	27,708	1,498,876
Library	66,760	34,954	13,540	18,831	6,067	-	140,152
Wellness Center	11,074	16,482	-	1,051	-	-	28,607
Student Activities	63,109	-	886	18,565	3,288	-	85,848
Student Support	68,354	38,837	2,263	13,628	2,795	-	125,877
Institutional Support	53,034	-		5,828	12,703	-	71,565
Operations and Maintenance	19,912	3,888	3,697	4,148	1,514	-	33,239
Total Square Footage	891,509	357,881	222,132	247,813	295,738	27,708	2,042,781

** As of August 31, 2019*

District-Wide Campus Master Plan 2010 to 2020

Executive Summary

The 2010 District-Wide Campus Expansion Master Plan will guide campus development for 10 years on all five of South Texas College campuses. The master plan provides a vision for the campus physical environment to promote and support the academic values and goals of the College, while addressing enrollment and space needs. The planning process was highly interactive, resulting insignificant consensus and support from a wide range of constituency groups. Participation in the planning process was encouraged by the President, Dr. Shirley Reed, and key campus leadership to various campus users in order to develop a plan accepted and shaped by everyone's input.

Recommendations

STC's future plans and strategies will rely on recommendations outlined in the master plan. Because campus facilities and utilities are fairly new in most cases, the master plan focused on enrollment growth and resulting facility needs.

Each campus features new construction and physical enhancements to meet enrollment increases and space needs to the year 2020, and addresses the planning principles established for each campus. The master plan is the reflection of countless hours of collaboration with STC staff, administration, Board, and users. The master plan reflects several important campus recommendations to be implemented in a three-phase approach on each campus. There is flexibility in the plan to allow progress to be made in a future climate of change and uncertainty. There were several district-wide recommendations in the master plan addressed on all five campuses: expanded parking, landscape enhancements, well-defined entries, and new facilities in all three phases.

During the next 10 years, recommended new facilities on all five campuses include: 10 new academic/classroom buildings, four student service/activity expansions, two health professions and science centers, nursing and allied health expansions, technology campus expansion and institute for advanced manufacturing, logistical support center expansion, child-care center, two library expansions, cultural arts center, performing arts center, library renovation and a College administration building. A pedestrian bridge and new campus entry is also recommended on the Pecan Campus. In all new campus developments, pedestrian malls will be maintained and created in respect to existing campus axes. An expectation for green campus sustainability in all future endeavors is also recommended. Whether for new or renovated facilities or campus-wide energy saving initiatives, it is recommended that STC continue to move toward campus sustainability principles and goals.

2013 Bond Construction Program

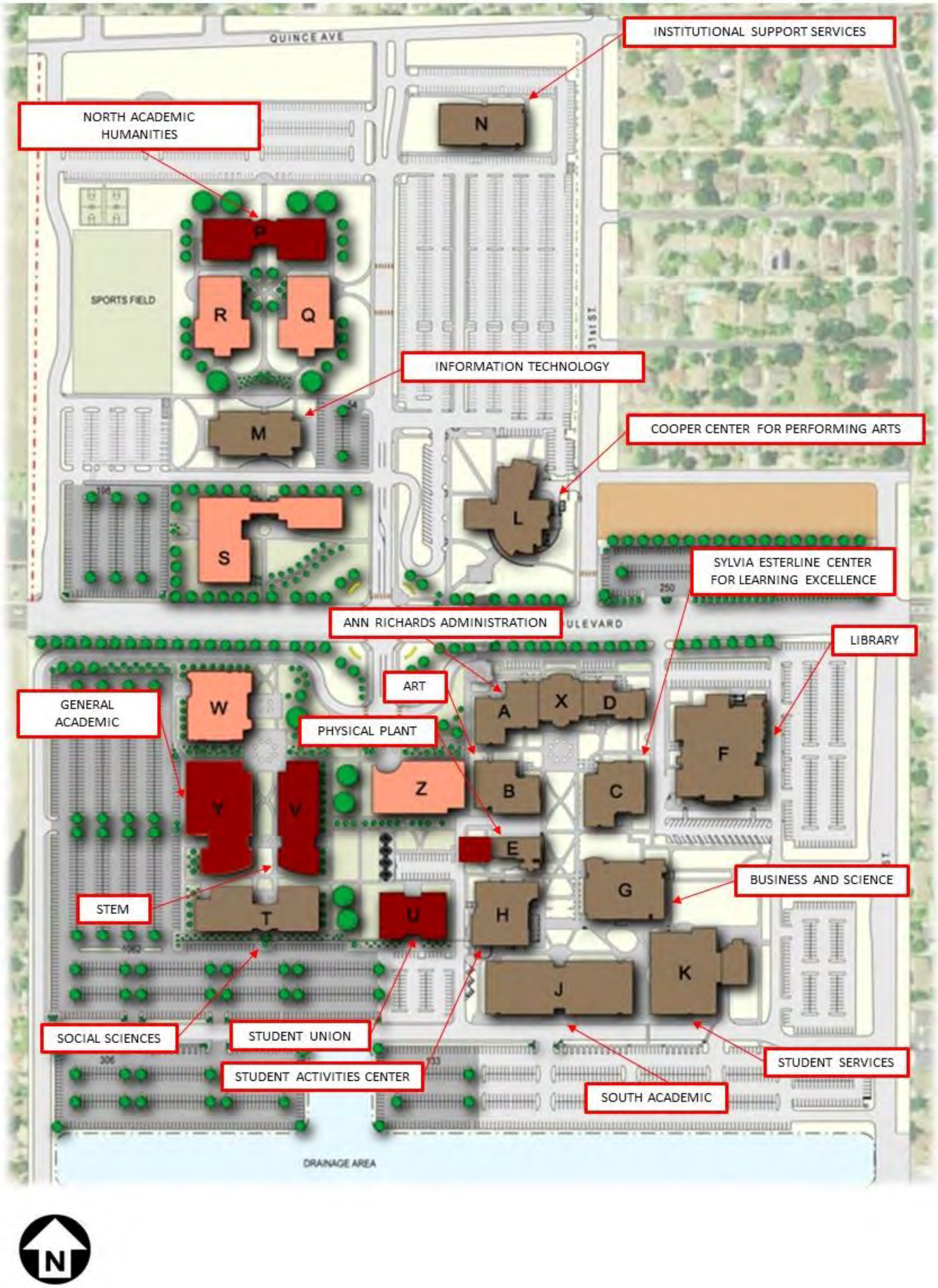
In November 2013, voters approved ballot propositions allowing the College to levy a half-cent property tax increase and fund $159 million for new building construction and renovations. A 3-cent property tax increase was approved to fund expanded operations as a result of the new construction and renovation of approximately 564,548 square feet. The 2013 Bond Construction program will address only a portion of the facility needs identified in the 2010 district-wide Campus Expansion Master Plan.

South Texas College enrollment had increased by 147% since the 2001 bond election. Fall 2001 enrollment was 12,472 students and increased to over 31,000 in Fall 2017. South Texas College was therefore unable to accommodate the growth in student enrollment without additional classrooms, science and health care teaching labs, and technical training facilities in Hidalgo and Starr counties.

PROJECTS AND ESTIMATED COSTS

Pecan Campus - McAllen	
New North Academic Building with Classrooms, Computer Labs, and Support Area to Accommodate Student Enrollment Growth	$17,296,899
New South Academic Building with Classrooms, Computer Labs, and Support Area to Accommodate Student Enrollment Growth	11,292,888
New STEM (Science, Technology, Engineering, and Math) Building with Related Classrooms and Labs	16,018,393
Multi-purpose Area for Student Support Services and Activities	10,434,690
Subtotal	**$55,042,870**
Nursing and Allied Health Campus – McAllen	
Major Campus Expansion for New and Expanded Nursing and Allied Health Professional Programs, Hospital Simulation Center, and Library	$24,015,721
Subtotal	**$24,015,721**
Technology Campus – McAllen	
Technical Workforce Training Facilities Expansion for New Programs in Response to Local Employment Opportunities	$15,642,496
Subtotal	**$15,642,496**
Mid-Valley Campus – Weslaco	
Health Professions, STEM (Science, Technology, Engineering and Math) and Academic Program Related Classrooms and Labs	$24,024,365
Facilities Expansion for High-Wage, High-Demand Workforce Training	2,934,033
Library Expansion	3,042,299
Student Advising and Student Services Building Expansion	4,186,572
Subtotal	**$34,187,269**
Starr County Campus – Rio Grande City	
Health Professions and Science Center with Classrooms and Labs to Offer Nursing and Allied Health Programs and STEM (Science, Technology, Engineering and Math) Programs	$14,440,646
Technical and Workforce Training Facilities Expansion for High-Wage, High-Demand Employment Opportunities	2,733,748
New Library and Renovation of Exiting Area for a Cultural Arts Center	3,118,928
Student Services, Advising, Admissions, Financial Services Building Expansion	2,101,815
Student Activities Building Expansion	2,069,447
Subtotal	**$24,464,584**
Regional Center for Public Safety Excellence - Pharr	
Regional Center for Public Safety Excellence to Provide Regional Law Enforcement, and Public Safety Training	$4,240,000
Subtotal	**$4,240,000**
STC Teaching Site (Jimmy Carter Early College High School) – La Joya	
STEM (Science, Technology, Engineering and Math) Labs and Entry Level Workforce Training Programs	$1,436,000
Subtotal	**$1,436,000**
TOTAL	**$159,028,940**

PECAN CAMPUS: 2013 Bond Construction Program Projects


QUINCE AVE
INSTITUTIONAL SUPPORT SERVICES
N
NORTH ACADEMIC HUMANITIES
P
SPORTS FIELD
R
Q
31st ST.
INFORMATION TECHNOLOGY
M
COOPER CENTER FOR PERFORMING ARTS
L
S
SYLVIA ESTERLINE CENTER FOR LEARNING EXCELLENCE
ANN RICHARDS ADMINISTRATION
ULEVARD
LIBRARY
ART
GENERAL ACADEMIC
W
A
X
D
PHYSICAL PLANT
F
Z
B
C
Y
V
E
G
BUSINESS AND SCIENCE
STEM
T
U
H
K
J
SOCIAL SCIENCES
STUDENT UNION
STUDENT SERVICES
STUDENT ACTIVITIES CENTER
SOUTH ACADEMIC
DRAINAGE AREA
N

Pecan Student Union Building

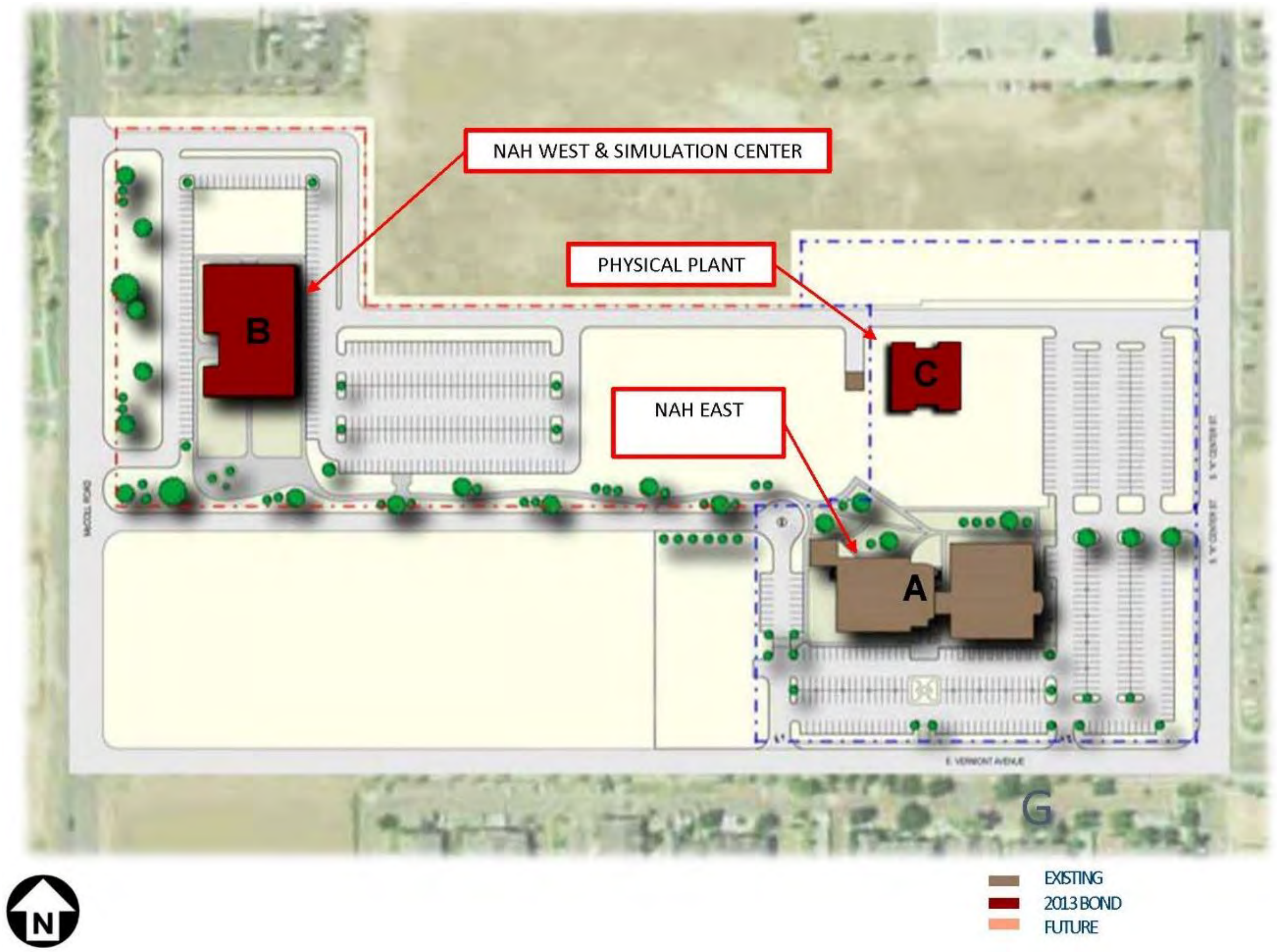
Pecan STEM Building

Pecan General Academic Building

Pecan North Academic Humanities Building

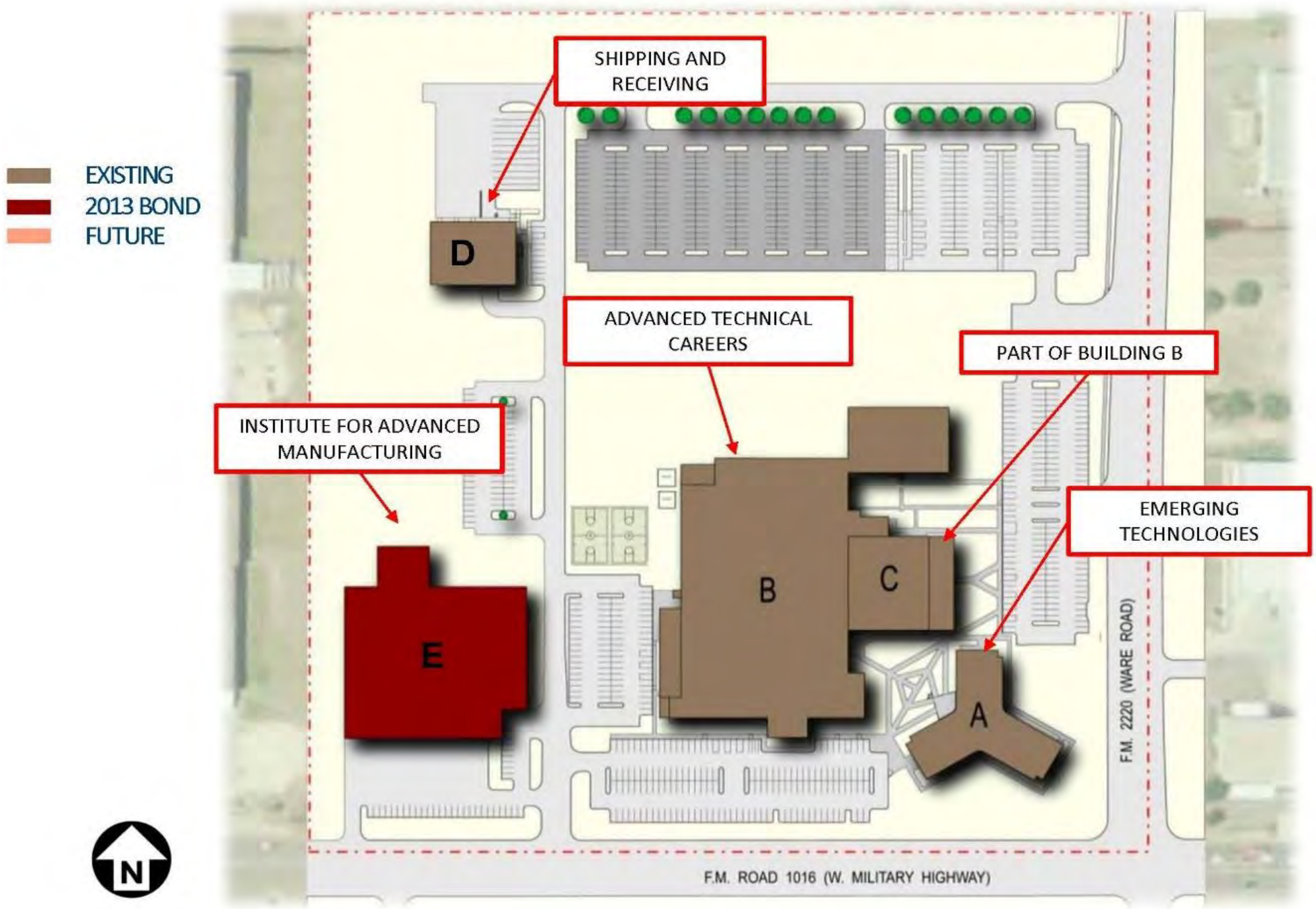
Physical Plant

NURSING & ALLIED HEALTH CAMPUS: 2013 Bond Construction Program Projects


NAH WEST & SIMULATION CENTER
PHYSICAL PLANT
NAH EAST
B
C
A
E. VERMONT AVENUE
N
EXISTING
2013 BOND
FUTURE

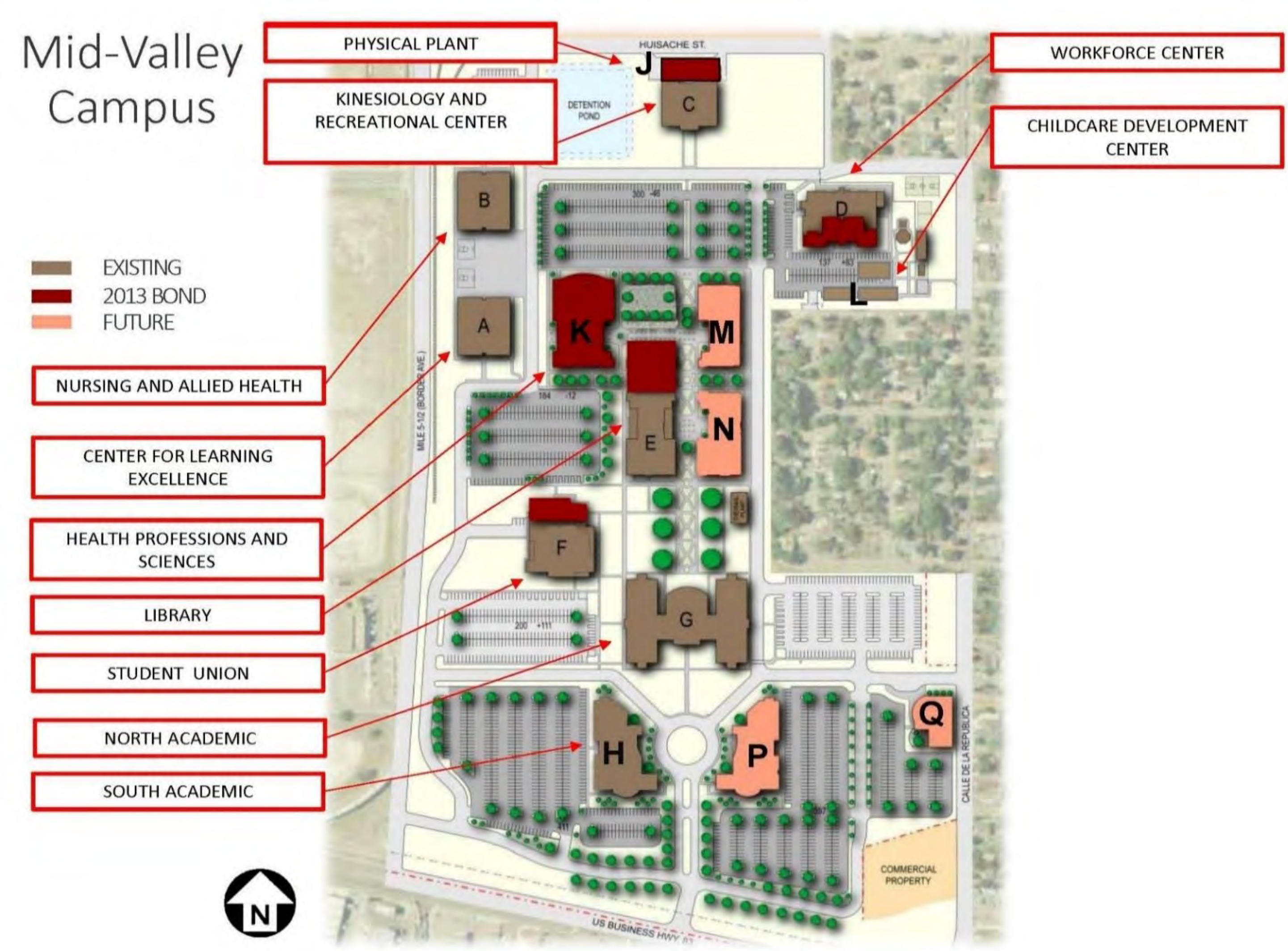
NAH West & Simulation Center

TECHNOLOGY CAMPUS: 2013 Bond Construction Program Projects


EXISTING
2013 BOND
FUTURE
SHIPPING AND RECEIVING
D
ADVANCED TECHNICAL CAREERS
PART OF BUILDING B
INSTITUTE FOR ADVANCED MANUFACTURING
EMERGING TECHNOLOGIES
B
C
E
A
F.M. 2220 (WARE ROAD)
F.M. ROAD 1016 (W. MILITARY HIGHWAY)
N

Institute for Advanced Manufacturing

MID VALLEY CAMPUS: 2013 Bond Construction Program Projects


Mid-Valley Campus
EXISTING
2013 BOND
FUTURE
PHYSICAL PLANT
KINESIOLOGY AND RECREATIONAL CENTER
WORKFORCE CENTER
CHILDCARE DEVELOPMENT CENTER
NURSING AND ALLIED HEALTH
CENTER FOR LEARNING EXCELLENCE
HEALTH PROFESSIONS AND SCIENCES
LIBRARY
STUDENT UNION
NORTH ACADEMIC
SOUTH ACADEMIC
HUISACHE ST.
DETENTION POND
MILE 5-1/2 (BORDER AVE.)
CALLE DE LA REPUBLICA
US BUSINESS HWY 83
COMMERCIAL PROPERTY
A
B
C
D
E
F
G
H
J
K
L
M
N
P
Q
N

Health Professions & Science Building

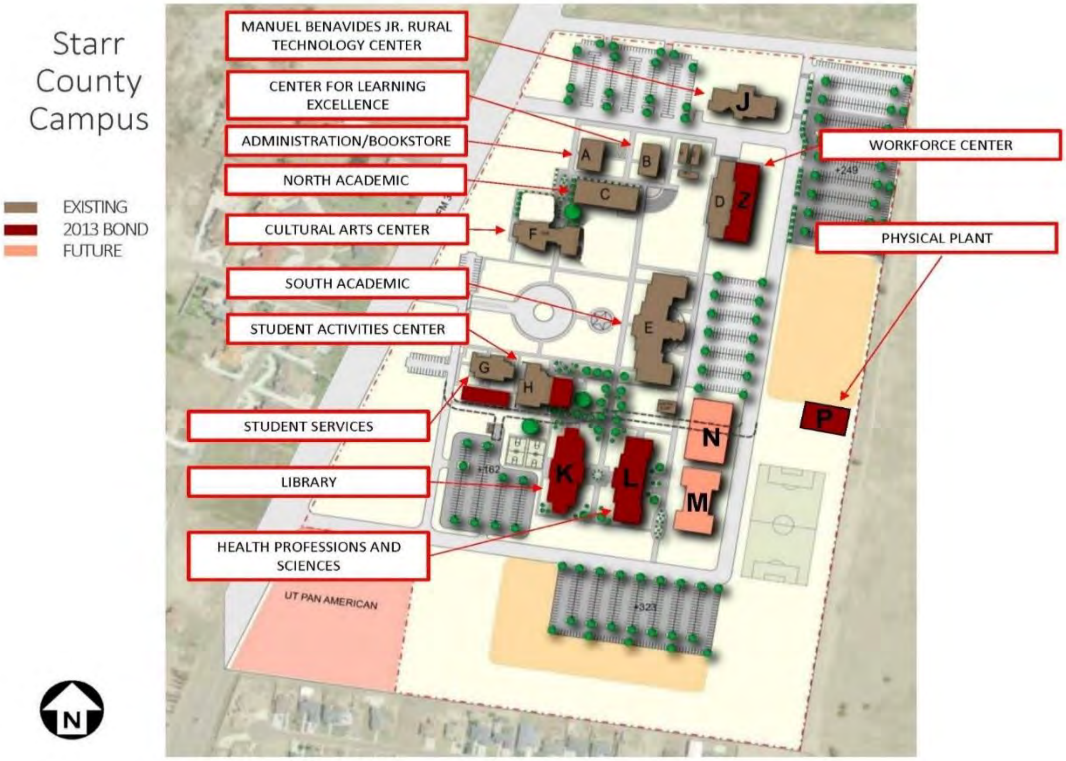
Expansion to the Student Union Building

Library Expansion

Physical Plant

PHYSICAL PLANT

STARR COUNTY CAMPUS: 2013 Bond Construction Program Projects


Starr County Campus
EXISTING
2013 BOND
FUTURE
MANUEL BENAVIDES JR. RURAL TECHNOLOGY CENTER
CENTER FOR LEARNING EXCELLENCE
ADMINISTRATION/BOOKSTORE
NORTH ACADEMIC
CULTURAL ARTS CENTER
SOUTH ACADEMIC
STUDENT ACTIVITIES CENTER
STUDENT SERVICES
LIBRARY
HEALTH PROFESSIONS AND SCIENCES
WORKFORCE CENTER
PHYSICAL PLANT
UT PAN AMERICAN
J
A
B
C
D
Z
F
E
G
H
K
L
N
M
P
+249
+162
+323
N

Health Professions & Sciences

Library

Student Activities Building Expansion

Student Services Building Expansion

Physical Plant

Financial Plan for Future Capital Improvement Projects FY 2019-2020 to FY 2020-2021

Description	FY2020	FY2021
Beginning Balance	**$ 38,070,982**	**$ 25,641,156**
Revenues:		
Budgeted Transfer from Unrestricted Fund (1)	2,000,000	2,000,000
End of Year Transfer of Unexpended Funds (2)	1,500,000	1,000,000
Other Sources (3)	607,219	2,447,382
Continuing Education (4)	1,000,000	-
Total Revenues	**4,607,219**	**5,447,382**
Expenditures:		
Capital Improvements Projects (CIP)	15,588,545	5,660,400
Pecan Campus New Library (CIP)	1,448,500	14,009,500
Previous Bond & Continuing Education Projects	-	890,368
Total Expenditures	**17,037,045**	**20,560,268**
Ending Balance	**$ 25,641,156**	**$ 10,528,270**

Capital Improvement Projects
FY 2019-2020 and Beyond

Construction Project Description	Bldg.	FY 2020	FY 2021	Total
Pecan Campus				
Sand Volleyball Courts Provide two new sand volleyball courts at existing athletic field.	NE of Athletic Field	$ 22,659	$ -	$ 22,659
Library Building F Renovation Expansion and renovation of the existing Library.	Library (Bldg. F)	1,448,500	14,084,000	15,532,500
Student Activities Center Building H Cafeteria Renovation Retrofit existing kitchen, serving area, scullery, and storage areas for use by Culinary Arts.	Student Activities Center (Bldg. H)	923,700	-	923,700
Building C Renovations Redesign building C for new use if new Library is constructed.	Sylvia Esterline Center for Learning Excellence (Bldg. C)	-	-	-
Information Technology Building M Office and Work Space Renovation Redesign four (4) classrooms into office spaces for use by IS&P.	Information Technology (Bldg. M)	551,840	-	551,840
Student Activities Center Building H West Elevation Modifications Redesign west facade and entrance to enhance aesthetics view from new bond buildings.	Student Activities Center (Bldg. H)	183,750	-	183,750
Bldg. K 1st Floor Renovations	Student Services (Bldg. K)	-	1,500,000	1,500,000
Cooling Towers Screen Upgrades Provide upgrades to screen wall enclosure to enhance aesthetics.	Physical Plant (Bldg. E)	309,375	-	309,375
Site Improvements to North Pecan Campus Landscape, irrigation, and new sidewalk at former AECHS portable building location.	North Area of Technology Building (Bldg. M)	37,000	-	37,000
Park and Ride Portable Renovations and Fence Enclosure for College Vehicles Provide a fence enclosure for College vehicles (Shuttle buses, Maintenance Vehicles, etc.) for security purposes and renovate an existing portable building for use by college staff.	Park and Ride Parking Lot	118,000	-	118,000
Business and Science Building G Classroom Renovation Renovate (3) existing classrooms into multipurpose classrooms for the Geology and Physical Science programs.		333,000	-	333,000

Construction Project Description	Bldg.	FY 2020	FY 2021	Total
Entry Monument Sign Provide a monument sign to allow students and visitors locate the campus.	Pecan North Entrance Along Pecan Blvd.	103,000	-	103,000
Digital Marquee Sign in Front of Cooper Center	Cooper Center (Bldg. L)	-	161,500	161,500
Restroom Portable Addition	South Portable Buildings Area	-	35,000	35,000
Relocation of Portable Buildings	South Portable Buildings Area	-	104,000	104,000
Add Canopy to South Portables	South Portable Buildings Area	-	50,000	50,000
Add Canopy to West Portables	West Portable Buildings Area	-	50,000	50,000
Total Pecan Campus		**$ 4,030,824**	**$15,984,500**	**$20,015,324**
Pecan Plaza				
Kinesiology Renovations Renovate the Kinesiology Department facilities to include an upgrade for the restrooms, a separate storage space for first aid and CPR, and four areas of chain link storage for equipment.	Kinesiology Health & Wellness (West Bldg. C 2607)	$ 143,800	$ -	$ 143,800
Human Resources Dept. Renovations	Human Resources (Bldg. A)	-	113,750	113,750
Total Pecan Plaza		**$ 143,800**	**$ 113,750**	**$ 257,550**
Dr. Ramiro R. Casso Nursing & Allied Health Campus				
NAH East Building A Student Success Center Renovation Redesign existing CLE to office spaces for use by Advising Programs.	NAH East (Bldg. A)	$214,256	$-	$214,256
NAH East Building A Student Services Renovation Redesign existing student services area inside Building A (NAH East) to meet current and future needs.	NAH East (Bldg. A)	420,000	-	420,000
West Entry Campus Sign Provide a monumental sign to allow students/visitors to locate the campus.	NAH West & Simulation Center (Bldg. B) Along McColl Blvd.	76,000	-	76,000
Total Pecan Plaza		**$710,256**	**$-**	**$710,256**
Technology Campus				
Automotive Lab Exhaust System Provide vehicle exhaust system for automotive labs.	Advanced Technical Careers (Bldg. B)	$111,600	$-	$111,600
Shipping and Receiving Building D Office Renovations Renovate existing space to accommodate additional office space requirements.		12,000	-	12,000
Emerging Technologies Building A & Advanced Technical Careers B Renovations This project is to renovate Buildings A and B to meet the current and future needs.	Emerging Technologies (Bldg. A) Technical Careers (Bldg. B)	1,321,250	1,139,700	2,460,950
Construction Project Description	**Bldg.**	**FY 2020**	**FY 2021**	**Total**

Technology Campus Site Improvements Provide new grading, landscape, and irrigation to north field fur use by Student Activities	North Area of Advanced Technical Careers (Bldg. B)	57,000		57,000
Auto body Training Facility Expand existing Building B to accommodate new 5,000 sq. ft. auto body training program.	Advanced Technical Careers (Bldg. B)		1,130,000	1,130,000
Total Technology Campus		**$ 1,501,850**	**$ 2,269,700**	**$ 3,771,550**
Mid Valley Campus				
Physical Plant Building J Renovation Redesign existing chiller enclosure for use as a storage facility.	Physical Plant (Bldg. J)	$184,300	$ -	$184,300
East Loop Drive Provide new loop drive to east side of campus to reduce vehicular traffic in pedestrian area.	East of Library (Bldg. E)	214,200	-	214,200
Student Union Building F Renovation Redesign cashier, admission area, and quiet room inside Building F (Student Union) for use by Veterans, Career Placement, and Cashier Departments.	Student Union(Bldg. F)	348,700	-	348,700
Center for Learning Excellence Building A Conversion of Cafeteria to CLE Convert Existing unused cafeteria space at MV A107 into CLE support space.		224,200	-	224,200
Site Drainage Upgrades	Entire Site	-	281,250	281,250
Total Mid Valley Campus		**$ 971,400**	**$281,250**	**$ 1,252,650**
Starr County Campus				
Student Services Building G Renovation Redesign existing admissions and cashier area for use by Veterans and Cashier Department.	Student Services (Bldg. G)	$220,500	$-	$220,500
Cultural Arts Center Building F Renovation Repurpose previous Library Building F into a cultural arts center.	Cultural Arts Center (Bldg. F)	163,000	-	163,000
Workforce Center Building D Welding Expansion Expansion of the welding lab on the north side of Building D (Workforce Center) to accommodate student enrollment.	Workforce Center (Bldg. D)	228,200	-	228,200
Renovations of Existing Chiller Plant	Previous Chiller Plant		95,200	95,200
Total Starr County Campus		**$ 611,700**	**$ 95,200**	**$ 706,900**

Construction Project Description	Bldg.	FY 2020	FY 2021	Total
Regional Center for Public Safety Excellence				
Target Range (25% STC) Provide required college funding of the potential grant funded target range.	Northeast 10 Acres from PSJA Along El Rancho Blanco Rd.	632,145	-	$ 632,145
Target Range (75% Grant) Provide required college funding of the potential grant funded target range.	Northeast 10 Acres from PSJA Along El Rancho Blanco Rd.	1,896,438	-	1,896,438
Canopy for Safety Training Vehicles Provide a covered structure at the existing chiller enclosure for the fire truck and police vehicles.	Chiller Enclosure	103,500	-	103,500
Canopy for Students/Instructors Provide a canopy for students and instructors to perform pre/post check routines under a shaded structure.	Skills/Skid Pad Driving Area	285,000	-	285,000
Portables Provide associated furniture and equipment for the portable building units.	Area East of the Regional Center for Public Safety Excellence (Bldg. A)	491,032	-	491,032
Fire Training Area Provide a concrete pad, associated fire line infrastructure, access drive, and a self contained fire training trailer for the fire science program.	Fire Training Area South of Skills Pad	582,100	-	582,100
Running and Exercise Track Provide a running track and exercise equipment for cadet physical training activities.	RCPSE	219,500	-	219,500
Additional Parking Lot Provide additional parking spaces to support the increase of users.	Parking Lot	300,600	-	300,600
Total Regional Center for Public Safety Excellence		**$ 4,510,315**	**$ -**	**$ 4,510,315**
Higher Education Center - La Joya				
Building and Wayfinding Signage Provide building and wayfinding signage at the La Joya Jimmy Carter High School		$ 52,000	$ -	$ 52,000
Total Higher Education Center La Joya		**$ 52,000**	**$ -**	**$ 52,000**
District Wide				
Land		$ 3,000,000	$ 1,000,000	$ 4,000,000
Renovations and Contingencies		847,000	-	847,000
Outdoor Furniture		25,000	-	25,000
Facility Signage		50,000	-	50,000
Removal of Existing Trees		25,900	-	25,900
Facilities Condition Assessment		50,000	-	50,000
Automatic Doors Phase IV		96,000	-	96,000
Campus Master Plan		375,000	-	375,000
Fence Enclosures		36,000	-	36,000
Total District Wide		**$ 4,504,900**	**$ 1,000,000**	**$ 5,504,900**
Grand Total		**$17,037,045**	**$19,744,400**	**$36,781,445**

Designated Funds for Other Major Construction Projects FY 2019-2020 and Beyond

Construction Project Description	FYY 2020	FY 2021	FY 2022	FY 2023	FY 2024	Total
Continuing Education Building	$ -	$890,368	$2,846,388	$640,960	**$-**	**$4,377,716**
Mid Valley Campus – Workforce Center Building D Expansion	-	-	1,047,585	1,363,615	**-**	**2,411,199**
Starr County Campus – Workforce Center Building D Expansion	-	-	987,900	1,270,352	**-**	**2,258,252**
Satellite Center Expansion **Startup classrooms (15) and labs (4)**	-	-	-	1,995,020	2,604,980	**4,600,000**
Total	**$ -**	**$890,368**	**$4,881,872**	**$5,269,947**	**$2,604,980**	**$13,647,167**

Facility Needs Beyond 2013 Bond

Construction Project Description	Building	Square Feet	Unit Cost	Construction	Soft Cost*	Total
District Campus and District Wide						
District Office with Executive and Support Services (President, VPs, Business Office, & Administrative Services)	Future Bldg.	60,000	$ 200	$ 12,000,000	$ 3,060,000	$ 15,060,000
Kinesiology Building (Large Conference and Meeting Space)	Future Bldg.	100,000	200	20,000,000	5,100,000	25,100,000
Distance Education Building	Future Bldg.	10,000	180	1,800,000	459,000	2,259,000
District Wide & Campus Subtotal		**170,000**		**$ 33,800,000**	**$ 8,619,000**	**$ 42,419,000**
Pecan Campus						
Underground or Overhead Crossing of Pecan Blvd. (PII)	Future Bldg.			$ 4,000,000	$ 1,020,000	$ 5,020,000
New Pecan Campus Library Construct new or renovate existing Library (Building F).	Library (Bldg. F)			12,000,000	3,550,000	15,550,000
Maintenance Bldg.	Future Bldg.			1,000,000	600,000	1,600,000
Performing Arts Facility	Future Bldg.	58,560	300	17,568,000	4,479,840	22,047,840
Cooper Center Expansion (Music Expansion)	Cooper Center for Performing Arts (Bldg. L)			3,310,750	140,500	3,451,250
Pecan Campus Subtotal		**58,560**		**$ 25,878,750**	**$ 6,240,340**	**$ 32,119,090**
Technology Campus						
Expansion of Student Activities and Cafeteria	Advanced Technical Careers (Bldg. B)	2,000	$ 180	$ 360,000	$ 91,800	$ 451,800
Expansion of Library and New Learning Commons Area	Emerging Technologies (Bldg. A)	12,000	180	2,160,000	550,800	2,710,800
Shipping and Receiving Expansion	Shipping and Receiving (Bldg. D)	10,000	150	1,500,000	382,500	1,882,500
Technology Campus Subtotal		**24,000**		**$ 4,020,000**	**$ 1,025,100**	**$ 5,045,100**
Mid Valley Campus						
New Child Care Center Building (Replace Existing Center)	Future Bldg.	10,000	$ 180	$ 1,800,000	$ 450,000	$ 2,250,000
New South Academic Building (Replace Building H)	Future Bldg.	40,000	135	5,400,000	1,350,000	6,750,000
Mid Valley Campus Subtotal		**50,000**		**$7,200,000**	**$ 1,800,000**	**$ 9,000,000**

Starr County Campus						
Large Auditorium/Multi-Purpose	Future Bldg.	30,000	$ 250	$ 7,500,000	$ 1,912,500	$ 9,412,500
New Center for Learning Excellence	Future Bldg.	9,500	180	1,710,000	436,050	2,146,050
Starr County Campus Subtotal		**39,500**		**$9,210,000**	**$ 2,348,550**	**$ 11,558,550**
Regional Center for Public Safety Excellence - 20 Year Master Plan						
Fire Science and Police Training Building	Future Bldg.	20,000	$ 180	$ 3,600,000	$ 900,000	$ 4,500,000
Shooting Range Expansion	Future Bldg.			3,175,750	793,938	3,969,688
EVOC Track (Balance with Scenario Buildings)	Future Bldg.			2,365,000	591,250	2,956,250
Two-Story Residential Fire Training Structure	Future Bldg.	3,000		1,001,500	250,375	1,251,875
Multi-Story Fire Training Structure	Future Bldg.	7,500		1,989,000	497,250	2,486,250
Fire Training Ground Props & Structures	Future Bldg.	7,500		787,565	196,891	984,456
Fire Training Miscellaneous Areas	Future Bldg.	6,000		76,500	19,125	95,625
Regional Center for Public Safety Excellence Subtotal		**44,000**		**$ 12,995,315**	**$ 3,248,829**	**$ 16,244,144**
New Campus - Future Growth Development						
Initial Buildings and Site Development of 100 acres	Future Bldg.	200,000	$ 192	$ 38,400,000	$ 9,600,000	$ 48,000,000
New Campus Subtotal		**200,000**		**$ 38,400,000**	**$ 9,600,000**	**$ 48,000,000**
Grand Total		586,060		**$ 131,504,065**	**$32,881,819**	**$ 164,385,884**

*Soft costs include Architect or Engineer's fees, Furniture and Equipment cost, Technology Equipment cost, Construction materials testing, Advertising and Printing.

Proposed Revenue Sources to Fund Facility Needs Beyond 2013 Bond Program

Revenue	Source
Future Bond Issuance	$ 164,385,884
Total	**$ 164,385,884**
Projects	**Cost**
District Campus and District Wide	$ 42,419,000
Pecan Campus	32,119,090
Technology Campus	5,045,100
Nursing and Allied Health Campus	-
Mid Valley Campus	9,000,000
Starr County Campus	11,558,550
Regional Center for Public Safety Excellence - 20 Year Master Plan	16,244,144
New Campus	48,000,000
Total	**$ 164,385,884**

Proposed Revenue Sources to Fund Deferred Maintenance FY 2019-2020 to FY 2020-2021

	Revenue	Expenditures	
Fiscal Year	Transfer in From Unrestricted	R&R	Ending Fund Balance
Actual:			
FY 2019	1,000,000	1,798,967	23,225,147
Projected:			
FY 2020	1,000,000	7,624,000	16,601,147
FY 2021	1,000,000	1,145,500	16,455,647

Projected Renewals & Replacements Deferred Maintenance: FY 2019-2020 to FY 2020-2021

Renewal and Replacement Projects (also known as deferred maintenance) are facility components (mechanical, electrical, plumbing and civil) which are at the end of their life cycle and will need to be upgraded or replaced. In the spring of each calendar year, the Facilities Team (Operations and Maintenance and Planning and Construction) meet to discuss the district wide deferred maintenance projects for the next five years. The maintenance renewal and replacement projects are determined by a facility condition assessment and/or an inspection of each campus.

Project Name	FY 2020	FY 2021	Total
Pecan Campus			
Arbor Brick Column Repairs and Replacement	$ 221,000	$ -	$ 221,000
Building X Data Cabling Infrastructure Replacement	90,000	-	90,000
Building J Data Cabling Infrastructure Replacement	200,000	-	200,000
Building A Data Cabling Infrastructure Replacement	80,000	-	80,000
Building B Data Cabling Infrastructure Replacement	40,000	-	40,000
Building H Data Cabling Infrastructure Replacement	150,000	-	150,000
Building M Generator Replacement	280,000	-	280,000
Reseeding and Regrading of Athletic Fields	125,000	-	125,000
Pecan Campus Subtotal	**$ 1,186,000**	**$ -**	**$ 1,186,000**
Mid Valley Campus			
Resurfacing Parking Lots #3	$ 57,000	$ -	$ 57,000
Resurfacing Parking Lots #7	106,000	-	106,000
Resurfacing Northwest Drive	191,000	-	191,000
Roofing Replacement (Bldgs. C, D, E, F, G)	951,000	-	951,000
Drainage Improvements Phase I	333,500	-	333,500
Technology Campus			
Building B Concrete Floor Repairs	$ 84,900	$ -	$ 84,900
Tech Campus Subtotal	**$ 84,900**	**$ -**	**$ 84,900**
Nursing & Allied Health Campus			
West Side Window Waterproofing	$ 65,000	$ -	$ 65,000
West Side Elevators Refurbishment	159,000	-	159,000
Roofing Replacement (East)	280,000	-	280,000
Building A Analog to Digital Conversion	500,000	-	500,000
Building A Data Cabling Infrastructure Replacement	150,000	-	150,000
NAH Campus Subtotal	**$ 1,154,000**	**$ -**	**$ 1,154,000**

Project Name	FY 2020	FY 2021	Total
Starr County Campus			
Repaint Stucco Buildings	$ 90,400	$ -	$ 90,400
Roofing Replacement (Bldgs. A, B, C, D, E, F, G, H)	852,000	-	852,000
Building A Data Cabling Infrastructure Replacement	40,000	-	40,000
Building B Data Cabling Infrastructure Replacement	40,000	-	40,000
Building C Data Cabling Infrastructure Replacement	40,000	-	40,000
Starr County Campus Subtotal	**$ 1,062,400**	**$ -**	**$ 1,062,400**
District Wide			
Marker Boards Replacement	$ 201,000	$ -	$ 201,000
Irrigation System Controls Upgrade	76,200	62,500	138,700
Fire Alarm Panel Replacement/Upgrade	200,000	200,000	400,000
Interior LED Lighting Upgrade	200,000	150,000	350,000
Exterior Walkway LED Lighting Upgrade	49,000	50,000	99,000
Interior Lighting Control Upgrade	84,000	-	84,000
Flooring Replacement	504,000	504,000	1,008,000
Restroom Fixtures Replacement & Upgrade	25,000	-	25,000
Water Heater Replacement & Upgrade	20,000	-	20,000
HVAC Upgrades	660,000	100,000	760,000
Exterior Lighting Upgrade	279,000	-	279,000
Keyless Entry Access Upgrades (IT)	50,000	-	50,000
Renewals and Replacements	150,000	-	150,000
Door Access Controls Replacement	-	30,000	30,000
Exterior Walkway LED Lighting Upgrade	-	49,000	49,000
Repaint Stucco Buildings Phase I	-	-	-
Resurface Asphalt Drives	-	-	-
Resurface Asphalt Parking Lots	-	-	-
Water Pump Stations	-	-	-
District-Wide Subtotal	**$ 2,498,200**	**$1,145,500**	**$ 3,643,700**
Total	**$ 7,624,000**	**$1,145,500**	**$ 8,769,500**

FACILITIES OPERATIONS & MAINTENANCE

Facilities Operations and Maintenance

Mission Statement

A team oriented department offering competent services by providing and maintaining safe and adequate facilities that will support a productive learning and working environment.

PHYSICAL PLANT
E

The Facilities Operations and Maintenance Department is an integral part of the Division of Finance and Administrative Services and consists of the following departments:

- **Custodial Services** – provides a high standard of cleanliness and services for all campuses. These services provide cleaning of all restrooms, classrooms, offices and meeting areas and maintains all custodial materials and equipment used district wide.

- **Maintenance Services** – ensures all facilities are well maintained and follows a comprehensive maintenance program (corrective and preventive maintenance) for all South Texas College campuses. These services include electrical, HVAC, plumbing, locksmith, painting and construction.

- **Operations Inventory Management Services** - maintains an inventory management system for all Facilities Operations and Maintenance materials and equipment used district wide.

- **Energy Management Services** - Performs specialized management and technical responsibilities by developing, promoting, implementing, and coordinating the energy conservation program in buildings and facilities owned and operated by the College

- **Operations Contract Services** - Oversees all service contracts which are to include, but not limited to, the following:

  Grounds Maintenance, Vending Machines, Fire Suppression Systems inspections, Fire Extinguishers inspections, Chiller Maintenance, Water Treatment, Elevator maintenance, Emergency Generator maintenance, and Pest Control maintenance.

Operational Plan for FY 2019-2020 to FY 2020 -2021	
FY 2019-2020	• Contact Annual Safety and Operational Training for all Facilities Operations and Maintenance employees • Coordinate the Facilities Operations and Maintenance Inventory Management System Improvement process • Acquire replacement maintenance vehicles • Approval for Preventative Maintenance (PM) service contract for physical plants • Solicit bids for District-Wide Bookstore Services Contract • Develop paperless goals and implement objectives • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Develop and implement a training program focused on customer service for all department's employees.
FY 2020-2021	• Contact Annual Safety and Operational Training for all Facilities Operations and Maintenance employees • Coordinate the Facilities Operations and Maintenance Inventory Management System Improvement process • Develop, research, and implement an online training program for Facilities Operations and Maintenance • Acquire and install access control devices to replace obsolete systems district-wide • Enhance communication efforts department and division wide • Perform a SWOT analysis on the FOM's customer service values • Establish FOM's Customer Services Goals • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills

Facilities Summary

Buildings, Portable Buildings and Land Acquisition by Location
As of August 31, 2019

Campus	Historical Cost	Square Feet	Acreage
Pecan Campus			
Buildings	$128,350,845	787,450	
Portable Buildings	1,211,236	37,536	
Land	23,866,105		147.64
Total	**$153,428,186**	**824,986**	**147.64**
Pecan Plaza			
Buildings	$7,837,472	66,523	
Land	2,134,400		5.6
Total	**$9,971,872**	**66,523**	**5.60**
Technology Campus			
Buildings	$28,682,294	285,336	
Portable Buildings	275,104	10,402	
Land	2,559,041		33.57
Total	**$31,516,439**	**295,738**	**33.57**
Dr. Ramiro Casso Nursing Allied Health Campus			
Buildings	$39,573,674	217,524	
Portable Buildings	171,521	4,608	
Land	6,489,405		15.60
Total	**$46,234,600**	**222,132**	**15.60**
Mid Valley Campus			
Buildings	$59,324,093	344,465	
Portable Buildings	458,899	13,416	
Land	3,371,801		53.37
Total	**$63,154,793**	**357,881**	**53.37**
Starr County Campus			
Buildings	$42,559,828	243,269	
Portable Buildings	130,530	4,544	
Land	1,046,735		63.78
Total	**$43,737,093**	**247,813**	**63.78**
Regional Center for Public Safety Excellence			
Buildings	$4,341,142	19,500	
Portable Buildings	330,156	8,208	
Land	1,331,130		67.22
Total	**$6,002,428**	**27,708**	**67.22**

Grand Total	**$354,045,411**	**2,042,781**	**386.78**

Facility Inventory

EXISTING FACILITIES: Pecan Campus

Location	Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
A	Ann Richards Administration	1,895,060	1984	16,425	John Davenport	D. Wilson Construction
B	Art	4,408,162	1985	17,346	John Davenport	Rio Valley Construction
C	Sylvia Esterline Center For Learning Excellence	4,076,348	1986	19,415	John Davenport	Rio Valley Construction
D	Ann Richards Administration	2,038,383	1988	10,854	Davenport and Simpson	Adams Brothers
E	Physical Plant	11,149,631	2004	16,893	Halff Associates	Skanska USA
F	Library	6,918,259	1991	66,760	Boultinghouse Simpson	Descon Construction
G	Business and Science	6,202,070	1998	52,078	Corgan Associates /ROFDW	Descon Construction
H	Student Activities Center	3,770,120	1998	31,545	Corgan Associates/ROFDW	Descon Construction
J	South Academic	13,242,421	2005	127,449	Boultinghouse Simpson	Skanska USA
K	Student Services	6,956,354	2005	68,354	Boultinghouse Simpson	Skanska USA
L	Cooper Center for Performing Arts	7,335,994	2008	37,488	Boultinghouse Simpson	Skanska USA
M	Information Technology	5,212,693	2007	41,471	Boultinghouse Simpson	Skanska USA
N	Institutional Support Services	2,654,487	2007	20,000	Boultinghouse Simpson	Skanska USA
P	North Academic Humanities	12,736,306	2018	64,229	PBK	D. Wilson
T	Social Sciences	7,115,609	2012	52,838	Boultinghouse Simpson	Journeyman Construction
U	Student Union	8,491,210	2018	31,044	The Warren Group	D. Wilson
V	STEM	13,073,198	2018	50,614	Boultinghouse Simpson Gates	D. Wilson
Y	General Academic	8,342,266	2018	41,518	Boultinghouse Simpson Gates	D. Wilson
X	Ann Richards Administration	2,732,274	1998	21,129	Corgan Associates/ ROFDW	Descon Construction
Total – Pecan Campus		**$128,350,845**		**787,450**		

A - Ann Richards Administration

ADMINISTRATION

B - Art

C - Sylvia Esterline Center For Learning Excellence

D - Ann Richards Administration

E - Physical Plant

F - Library

G - Business and Science

H - Student Activities Center

STUDENT
ACTIVITIES CENTER

J - South Academic

K - Student Services

L - Cooper Center For Performing Arts

M - Information Technology

N - Institutional Support Services

P – North Academic Humanities

T –Social Sciences

U – Student Union

V - STEM

Y – General Academic

X – Ann Richards Administration

EXISTING FACILITIES: Pecan Plaza

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Pecan Plaza						
A	Human Resources	$3,111,205	2008	16,000	Boultinghouse Simpson	D. Wilson Construction
B	East	2,425,007	2008	25,650	Boultinghouse Simpson	D. Wilson Construction
C	West	2,301,260	2008	24,873	Boultinghouse Simpson	D. Wilson Construction
Total - Pecan Plaza		**$7,837,472**		**66,523**		

A - Human Resources

B - East

C - West

EXISTING FACILITIES: Dr. Ramiro Casso Nursing and Allied Health Campus

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Nursing and Allied Health Campus						
A	NAH East	$13,814,975	2005	115,942	ERO	Skanska USA
B	NAH West & Simulation Center	20,417,090	2018	97,885	ERO	D. Wilson
C	Physical Plant	5,341,609	2017	3,697	Halff Associates	D. Wilson
Total - Nursing and Allied Health Campus		**$39,573,674**		**217,524**		

A-East

B-West

C-Physical Plant

EXISTING FACILITIES: Technology Campus

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Technology Campus						
A	Emerging Technologies	$4,874,968	2004	44,036	EGV Architects	Faulkner
B	Advanced Technical Careers	10,180,964	1996	151,920	EGV Architects	Descon
D	Shipping And Receiving	1,066,075	2004	12,703	EGV Architects	Faulkner
E	Institute for Advanced Manufacturing	11,132,453	2017	76,677	EGV Architects	E-Con
Total - Technology Campus		**$27,254,460**		**285,336**		

A- Emerging Technologies

B- Advanced Technical Careers

South Texas College
Technology Campus

D- Shipping and Receiving

E –Institute for Advanced Manufacturing

EXISTING FACILITIES: Mid Valley Campus

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Mid Valley Campus						
A	Center for Learning Excellence	$4,031,128	2000	19,388	Kell-Munoz-Wigodsky	Sweezy Construction
B	Nursing Allied Health	4,031,128	2000	19,388	Kell-Munoz-Wigodsky	Sweezy Construction
C	Kinesiology and Recreational Center	2,946,089	2008	16,482	ERO International	Roth Construction
D	Workforce Center	1,670,356	2005	15,911	VA Architecture	D. Wilson Construction CConstruction
E	Library	5,949,490	2005	34,954	VA Architecture	D. Wilson
F	Student Union	7,259,209	2005	38,837	ROFA	Skanska USA
G	North Academic	9,478,550	2005	91,892	VA Architecture	D. Wilson Construction
H	South Academic	687,086	1996	21,016	VA Architecture	Descon Construction
J	Physical Plant	5,038,884	2017	3,888	DBR/ROFA	Skanska USA
K	Health Professions and Sciences	17,629,628	2018	77,573	ROFA	Skanska USA
L	Child Development Center	602,545	2007	5,136	Mata Villarreal Garcia	Oscorp Construction
Total - Mid Valley Campus		**$59,324,093**		**344,465**		

A - Center for Learning Excellence

B - Nursing Allied Health

C - Kinesiology and Recreational Center

D - Workforce Center

E- Library

F - Student Union

G - North Academic

H - South Academic

J – Physical Plant

PHYSICAL PLANT
J

K – Health Professions and Sciences

L - Child Development Center

EXISTING FACILITIES: Starr County Campus

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Starr County Campus						
A	Administration/Bookstore	$968,844	1998	5,828	Kell-Munoz-Wigodsky	Sweezy Construction
B	Student Success Center	952,110	1998	5,870	Kell-Munoz-Wigodsky	Sweezy Construction
C	North Academic	2,030,592	1998	13,191	Kell-Munoz-Wigodsky	Sweezy Construction
D	Workforce Center	1,999,276	2005	15,565	Mata Villarreal Garcia	Spawglass
E	South Academic	7,779,567	2005	67,982	Mata Villarreal Garcia	Spawglass
F	Cultural Arts Center	1,745,011	2005	13,031	Mata Villarreal	Spawglass
G	Student Services Center	$2,528,563	2005	13,628	Mata Garcia	Spawglass
H	Student Activities Center	1,254,598	2005	18,565	Mata Garcia	Spawglass
J	Manuel Benavides Rural Technology Center	2,981,603	2008	14,841	ERO International	VCC
K	Library	4,426,898	2018	18,831	Mata Garcia	D. Wilson
L	Health Professions and Sciences	11,374,534	2018	51,789	Mata Garcia	D. Wilson
P	Physical Plant	4,518,232	2018	4,148	Mata Garcia	D. Wilson
Total - Starr County Campus		**$42,559,828**		**243,269**		

A - Administration/Bookstore

B - Student Success Center

C - North Academic

NORTH ACADEMIC

D - Workforce Center

E - South Academic

F –Cultural Arts Center

G - Student Services

STUDENT SERVICES

H - Student Activities Center

J - Manuel Benavides Rural Technology

K - Library

L – Health Professions and Sciences

P – Physical Plant

EXISTING FACILITIES: Regional Center for Public Safety Excellence

Building Letter	Building Name	Historical Cost	Date Acquired	Square feet	Architect/Engineer	Contractor
Regional Center for Public Safety Excellence						
A	Regional Center for Public Safety Excellence	$4,341,142	2018	19,500	PBK Architects	Noble Texas Builders
Total - RCPSE		**$4,341,142**		**19,500**		

A – Regional Center for Public Safety Excellence

3901
REGIONAL CENTER FOR PUBLIC SAFETY EXCELLENCE
SOUTH TEXAS COLLEGE

Portable Building Inventory

As of August 31, 2019

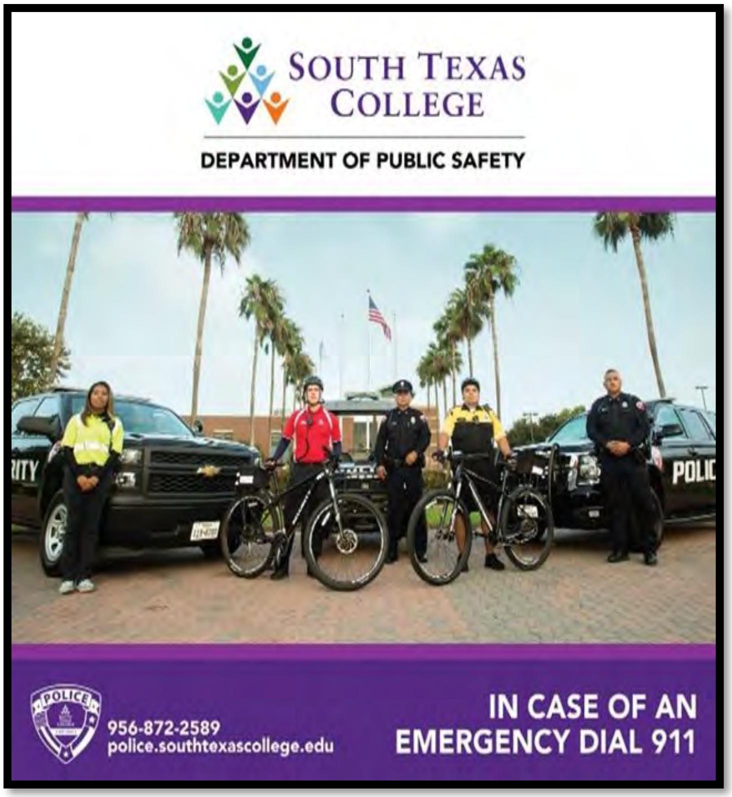
Date	Location	Square Footage	Historical Cost
Pecan Campus Portables			
6/4/1999	Building 07 - Classrooms	1,461	$30,155
6/4/1999	Building 08 - Classrooms	1,558	30,155
6/4/1999	Building 09 - Classrooms	1,558	30,155
6/4/1999	Building 10 - Classrooms	1,558	30,155
6/4/1999	Building 11 - Classrooms	1,558	30,155
5/9/2002	Building 12 - Classrooms	1,525	38,478
5/9/2002	Building 13 - Classrooms	1,525	38,478
5/9/2002	Building 14 - Classrooms	1,525	38,478
5/28/2002	Building 15 - Classrooms	1,525	57,174
8/18/2010	Building 16 - Classrooms	1,536	57,174
8/18/2010	Building 17 - Classrooms	1,536	57,174
8/18/2010	Building 18 - Classrooms	1,536	57,174
8/18/2010	Building 19 - Classrooms	1,536	57,174
8/18/2010	Building 20 - Offices	1,536	57,174
8/18/2010	Building 21 - Offices	1,536	57,174
8/18/2010	Building 22 - Restrooms	768	56,180
8/18/2010	Building 23 - Classrooms	1,536	57,174
8/18/2010	Building 24 - Classrooms	1,536	57,174
8/18/2010	Building 25 - Classrooms	1,536	57,174
8/18/2010	Building 26 - Classrooms	1,536	57,174
8/18/2010	Building 27 - Offices	1,536	57,174
8/18/2010	Building 28 - Offices	1,536	57,174
8/18/2010	Building 29 - Offices	1,536	57,174
8/31/2010	Building 02 - JagExpress Security	900	30,155
8/10/2011	Building M13 - Student Activities Storage	440	5,443
8/7/2013	Information Booth	80	16,507
	Subtotal	**35,949**	**$1,174,925**
Donated Portables			
1/23/1996	Building 06 - Offices	1,587	36,311
	Subtotal		**$36,311**
Total - Pecan Campus		**37,536**	**$1,211,236**
Technology Campus Portables			
6/4/1999	Building 01 - Classrooms / Storage	1,016	$30,155
7/17/2000	Building 02 - Classrooms / Storage	1,735	9,950
5/9/2002	Building 03 - Classrooms	1,529	38,478
8/18/2010	Building 05 - Offices	1,536	57,174
8/18/2010	Building 06 - Classrooms	1,536	57,174
8/18/2010	Building 07 - Classrooms	1,536	57,174
	Subtotal	**8,888**	**$ 250,104**
Donated Portables			
11/21/1995	Building 04 - Storage	1,514	25,000
Total - Technology Campus		**10,402**	**$ 275,104**

Date	Location	Square Footage	Historical Cost
Nursing Allied Health Campus Portables			
8/18/2010	Building 01 - Offices	1,536	$57,174
8/18/2010	Building 02 - Classrooms	1,536	57,174
8/18/2010	Building 03 - Classrooms	1,536	57,174
Total - Nursing Allied Health Campus		**4,608**	**$ 171,521**
Mid Valley Campus Portables			
5/28/2002	Building 04 - Classrooms	1,536	$ 43,866
5/28/2002	Building 05 - Classrooms	1,536	43,866
8/18/2010	Building 01 - Storage	1,536	57,174
8/18/2010	Building 02 - Offices	1,536	57,174
8/18/2010	Building 03 - Classrooms	1,536	57,174
8/31/2010	Building L1 - Child Development Center	2,232	119,297
8/10/2011	Building 06 - Classrooms	1,536	19,046
8/10/2011	Building 07 - Restrooms	352	25,749
8/10/2011	Building 08 - Classrooms	1,536	19,046
8/7/2013	Information Booth	80	16,507
Total - Mid Valley Campus		**13,416**	**$ 458,899**
Starr County Campus Portables			
5/9/2002	Building 01 - Offices	1,536	$38,478
5/9/2002	Building 02 - Storage	1,504	53,575
5/9/2002	Building 03 - Classrooms / Offices	1,504	38,478
Total - Starr County Campus		**4,544**	**$ 130,530**
Regional Center for Public Safety Excellence (RCPSE) Portables			
8/1/2019	Building 01 - Restrooms	528	$ 62,276
8/1/2019	Building 02 - Classrooms	1,536	53,576
8/1/2019	Building 03 - Classrooms	1,536	53,576
8/1/2019	Building 04 - Virtual Target Lab/Breakroom	1,536	53,576
8/1/2019	Building 05 - Student Support/Library/Open Lab	1,536	53,576
8/1/2019	Building 06 - Offices	1,536	53,576
Total RCPSE		**8,208**	**$ 330,156**

Total Portables	75,613	$ 2,516,135
Total Donated Portables	3,101	61,311
Grand Total - Portables	**78,714**	**$ 2,577,446**

DEPARTMENT OF PUBLIC SAFETY

Department of Public Safety


SOUTH TEXAS COLLEGE
DEPARTMENT OF PUBLIC SAFETY
POLICE
956-872-2589
police.southtexascollege.edu
IN CASE OF AN EMERGENCY DIAL 911

Mission Statement

The South Texas College Department of Public Safety supports the comprehensive mission of the College. The department provides a safe educational environment for students, faculty, staff, and campus visitors.

This is accomplished through:
- The education of the College community on crime prevention methods and techniques and the need to assume personal responsibility for safety and security on campus.
- The maintenance of a comprehensive all hazards emergency response plan to ensure the safety of individuals and the protection of College assets.
- The acquisition and utilization of state of the art technology to deter crime and protect the College community.
- The enforcement all laws, policies, and regulations to ensure the safety and security of all individuals.

High Performing Department of Public Safety

The South Texas College Department of Public Safety collaborates with other departments and provides training on crime prevention methods and techniques including the response protocols for active shooters, bomb threats, fires, and other emergency situations.

The department maintains an all hazards emergency response plan to ensure the safety of individuals and the protection of College assets and meet the requirements of the National Incident Management System (NIMS) and the Incident Command System (ICS).

State of the art technology is used to deter crime, protect the College community, and document illegal activity and improper conduct.

The department utilizes a mass notification system to send voice messages, text messages, and email messages to students and employees during emergencies, informing them of the precautions to take to protect themselves.

Security Operations

Dispatch Center

The dispatch center receives emergency and non-emergency calls from students, employees, and the public. It also communicates with police officers and security guards patrolling the Colleges' five campuses. When emergency calls are received, police officers, security guards, EMS, and the municipal fire department are dispatched to respond to the urgency. Police dispatchers also track the movement of police officers and security guards to ensure that they are safe and providing the required services at the campuses they are assigned to. The police dispatchers also monitor the College surveillance cameras to observe suspicious activity.

Police Officers

The College police officers patrol campuses and respond to requests for assistance. The police officers engage in community policing practices by walking through buildings, speaking with students and employees concerning their safety and encouraging the reporting of suspicious activity. When dispatched to an emergency, the police officers provide CPR, First Aid, and other assistance to individuals requiring it. In responding to prohibited activity, the police officers make contact with the individuals involved and take the necessary action to resolve the situation.

Security Guards

College security guards supplement the security provided by police officers and patrol the campuses with four wheel vehicles, bicycles, and on foot. Security guards respond to behaviors of concern and provide escorts to vehicles when requested to do so. Security guards also assist students and employees who have been involved in accidents, suffering seizures, and other debilitating injuries.

Security Lighting

High intensity and LED lighting has been installed in parking lots and walkways to enhance security and deter criminal activity. This security measure enables students and employees to park their vehicles in a more secure environment during evening hours.

Environmental Design

Landscaping has been designed to eliminate concealed areas and prevent individuals from hiding or conducting nefarious activities in unobservable sites. Outdoor seating has been configured in a manner that prevents large groups of individuals from congregating in secure areas.

High Definition Surveillance Cameras

The College has established a state of the art surveillance camera system, utilizing high definition megapixel cameras at building entrances, hallways, walkways, and parking areas to provide a deterrence to crime and document illegal and unsavory activity for criminal prosecution and disciplinary action.

Behavioral Intervention Team

The South Texas College Department of Public Safety is a founding member of the College Behavioral Intervention Team and partners with other departments to identify behaviors of concern and take the appropriate action to address the individuals exhibiting those behaviors.

Eye Witness Program

Students and employees have access to the departments Eyewitness program to send anonymous text messages to the police dispatch center, reporting suspicious behavior or to request guidance in dealing with behaviors of concern.

WITNESS REPORT

Guardian Program

The department Guardian program allows students and employees to store personal information concerning medical urgencies, addresses, persons to notify, class schedules, and other pertinent information on a remote server that will automatically provide that information to the dispatch center if 911 is dialed from a cell phone. The program also provides the location of the victim, within ten feet, when the dispatch center is contacted.

Police and Security Patrolling

Police and security vehicles, ATVs, and bicycles are ever present at College facilities, providing a deterrence to crime and a means of responding rapidly to emergencies.

Crosswalk Protection

Security guards assist students and employees in using designated crosswalks on city streets to prevent accidents and injury.

Automated External Defibrillators

The College has deployed Automated External Defibrillators (AEDs) in all campus buildings to assist in the resuscitation of individuals whose heart is in fibrillation, pending arrival of Emergency Medical Services (EMS).

Evacuation Chairs

Evacuation chairs have been placed at stairwells in all College buildings with more than one floor, to assist in evacuating persons with disabilities during fires and other emergencies.

Emergency Response Training

The department conducts emergency response training for employees, informing them of the protocol for evacuating buildings and responding to emergencies and provides instructions for the use of AEDs, fire extinguishers, use of the Eyewitness and Guardian programs, and defending against active shooters, bomb threats, and other life threatening situations.

Building Responders

The department has identified volunteer employees located in each campus building who assist in times of an emergency. These building responders are trained in evacuation procedures, CPR and First Aid and assist first responders who arrive at the scene.

Emergency Reference Guides

Emergency Reference Guides identify evacuation areas and AED locations at each campus and provide guidance in responding to emergencies. The reference guides are disseminated to each campus and are available on the department website at police.southtexascollege.edu.

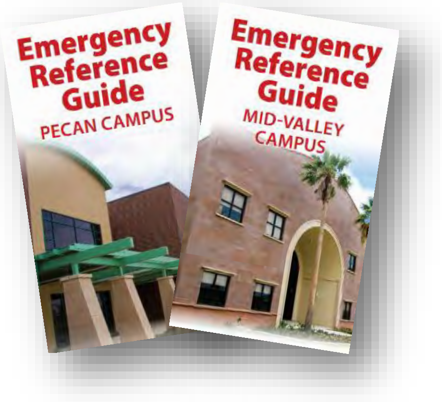


Table Top Exercises

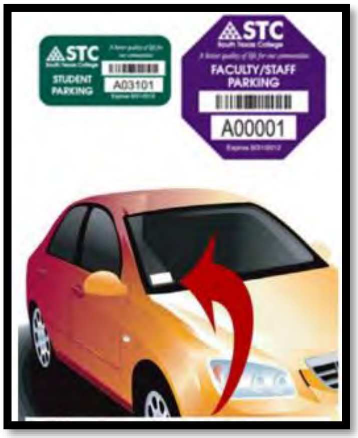
To provide employees with guidance in responding to emergency situations, table top exercises are conducted in which scenarios are acted out in group sessions to further develop knowledge of best practices in defending against dangerous individuals and other emergency situations.

Active Shooter Training

Active shooter training is provided to employees to inform them of the steps that can be taken to defend against an individual who is shooting at others on campus and elsewhere. Training videos are presented to further guide employees in effective response techniques.

CPR and First Aid Training

CPR and First Aid training is conducted for employees and American Heart Association certifications are issued to all personnel who successfully complete the course.



Parking Permit Issuance

Parking permits are issued to students and employees, enabling them to park in designated areas on College property. Parking permit classifications include, students, employees, and visitors.

Traffic and Parking Citation Appeals Committee

An independent traffic and parking citation appeals committee has been established to review citation appeals and make decisions based upon photographic evidence and the explanation submitted by the appellant.

Disabled Vehicle Assistance

Assistance is provided to students and employees whose vehicles are disabled. When needed, service professionals are contacted to provide assistance.

Park and Ride Shuttle Bus Service

A secure Park and Ride facility is available within close proximity to the main campus for employees and students wishing to avoid the traffic congestion on campus driveways and parking lots. There is no charge for this service.

Intercampus Shuttle Bus Service

Shuttle bus service between College campuses is available to students and employees. There is no charge for this service.

All Hazards Emergency Management Plan

The Department of Public Safety has developed an All Hazards Emergency Management Plan that takes into account the four phases of emergency management:

- Prevention/Mitigation
- Preparation
- Response
- Recovery

The Emergency Management plan is located on the department website at police.southtexascollege.edu

Safety and Security Audits

The department conducts safety and security audits to ensure that fire alarm call boxes, fire extinguishers, AEDs, evacuation chairs and other safety equipment are provided at College facilities and are in working order. The audit also evaluates security equipment and protocol effectiveness.

Emergency Evacuation Drills

Emergency evacuation drills are conducted at all campuses in compliance with Federal law, to ensure that emergency notification equipment is working properly and personnel are trained in the proper evacuation procedures.

Clery Act Log and Crime Statistics

As required by Federal law, daily Clery Act logs are maintained and crime statistics are submitted to the U.S. Department of Education for inclusion in the national crime reporting database.

Campus Security Authority Coordination and Training

The Department of Public Safety conducts training for Campus Security Authorities and coordinates the reporting of all crimes brought to the attention of these responsible personnel.

Racial Profiling Prevention

Racial profiling prevention is a priority for the Department of Public Safety and police officers are trained in proper policing practices. Vehicle high definition cameras document all vehicle stops and are available to police supervisors for periodic review.

Courtesy Telephones

Courtesy telephones are located in each building hallway to provide an efficient means of contacting 911 during an emergency. These telephones are connected to the enhanced 911 phone system described below.

Enhanced 911 phone system

An enhanced 911 telephone system has been implemented that notifies the department of the campus, building, and office location of each telephone used to call 911, enabling a speedy response to the precise location that assistance is needed.

Panic Buttons

Panic buttons are provided at departments that have an increased possibility of threatening behavior directed toward them. Individuals in these offices can activate a panic button to summons emergency assistance rather than placing a telephone call to the department.

Crisis Management Team

The Department of Public Safety manages a College Crisis Management Team that is called into session when an extended emergency arises. The team, composed of College administrators, makes decisions on the preservation of life and property during these events.

Incident Command Team

An Incident Command Team, comprised of College leaders knowledgeable in specific institutional functions, is available to assist in the recovery of College facilities in situations where a crisis has made the facilities unusable and a method to continue operations is needed.

Memorandums of Understanding

The department has entered into Memorandums of Understanding with other police departments to clarify jurisdictions and outline assistance protocols should additional resources be needed to respond to an emergency.

Operational Plan for FY 2019-2020 to FY 2020 -2021	
FY 2019-2020	• Obtain Texas Commission on Law Enforcement (TCOLE) Masters Certifications for 75% of South Texas College police officers • Plan expansion of office space to accommodate additional police staff • Expand electronic fingerprinting capability to meet Fingerprint Applicant Service of Texas (FAST) requirements • Replace surveillance camera servers that are out of warranty. • Replace a shuttle bus that is at end of life. • Wrap select shuttle buses with new marketing graphics. • Hire an additional shuttle bus driver to enhance service. • Acquire additional police staff due to increased enrollment and facilities • Acquire additional vehicles for staffing increase • Replace dispatch surveillance camera monitors that are at end of life. • Continue automation of processes to enhance efficiency and effectiveness. • Obtain TLETS authorization to move database to the cloud through government secure software. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department’s major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results. • Develop and implement a training program focused on customer service for all department’s employees.
FY 2020-2021	• Obtain Texas Commission on Law Enforcement (TCOLE) license for police training academy • Coordinate the extension of training conducted by the Texas Law Enforcement Management Institute to include professional development instruction at South Texas College for police department leadership throughout the state • Establish a police department office at the Pecan campus to provide a more accessible location for students and employees. • Acquire additional vehicles and equipment to replace those assets being auctioned • Hire additional shuttle bus driver to enhance service. • Acquire additional shuttle bus to enhance service. • Replace citation writers that are at end of life. • Acquire additional dispatch console to accommodate increase in calls for service. • Replace security truck that is at end of life. • Purchase upgraded software for high definition surveillance cameras. • Continue automation of processes to enhance efficiency and effectiveness. • Provide necessary support for operation of the Regional Center for Public Safety Excellence completed target range. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department’s major accomplishments, key service levels, and projects in progress.

Operational Plan for FY 2019-2020 to FY 2020 -2021	
	• Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills.

Office of Institutional Equity

Mission Statement

The Office of Institutional Equity (OIE) is dedicated in ensuring an environment of non-discrimination and equal opportunity in its education programs and employment opportunities in compliance with federal and state rules and regulations.

The OIE supports the College's goals in promoting an inclusive, diverse and supportive environment for external members of the campus community and our employees and students to excel regardless of race, color, national origin, sex, sexual preference/orientation, gender identity, gender expression, marital or parental status, age, creed, religion or political beliefs, mental or physical disability, genetic information or status as a veteran.

The OIE is also responsible for administration of the College's equal opportunity and affirmative action policies, programs, and procedures.

The OIE provides the delivery of programs and services for faculty, staff, students, and management to support diversity, inclusiveness, equal access, equitable treatment, and cultural understanding and competency.

Services Offered

To fulfill the College's mission, the OIE provides:

- Information, consultation, educational training and resources to the College community with regard to diversity, harassment and non-discrimination, affirmative action, equal opportunity and disability matters.
- Work cooperatively with departments to develop and deliver educational training and information on unlawful discrimination and affirmative action issues to increase awareness of these issues throughout the college community and promote the full participation, well-being and equitable treatment of all students and employees, regardless of age, race, color, genetic information, religion, national origin, sex, sexual orientation, gender identity and/or expression, disability or protected veteran status.
- Individual consultation with College administrators, managers, supervisors, employees, students, and community.
- A mechanism for responding to complaints of harassment and discrimination.
- Oversight of and support for the College's compliance efforts in the areas of equal education and equal opportunity, affirmative action, harassment and discrimination prevention, and compliance with all applicable State and Federal civil rights laws.
- Oversight of the review, update, or implementation of policies related to area of compliance.

- Work cooperatively with departments on the investigation and resolution of all complaints of unlawful discrimination, including complaints of sexual, racial and any other types of unlawful harassment.
- Assists in the recruitment of faculty and professional staff by monitoring searches and works collaboratively with the Office of Human Resources in ensuring equal employment opportunity and diversity.
- Assist to provide training of Search Committees on interviewing and selection processes, institutional best practices and applicable federal and states rules and regulations to ensure that all applicants are treated fairly and equitably throughout the hiring process.
- Maintain effective contacts with organizations and agencies which serve and provide access and opportunities for women, minorities, persons with disabilities and veterans.

Areas of Compliance

Diversity, Equity, and Inclusion

The diversity, equity and inclusion area provides consultation, needs assessment, strategy design, coaching, and a range of dynamic educational workshops and learning solutions related to diversity, equity, and inclusion. OIE's programs are designed to raise awareness, increase understanding, and enhance skill development to optimize the working and learning environments at South Texas College.

Equal Opportunity and Affirmative Action

The equal opportunity and affirmative action (EEO/AA) area offers South Texas College guidance on Title VI and VII of the Civil Rights Act, Title IX of the Education Amendments Act, and the Vietnam Era Veterans Readjustment Assistant Act. Serves as a liaison to the federal government in matters of contract compliance concerning equal employment opportunity. EEO/AA develops and maintains the South Texas College Affirmative Action Plan Program on an annual basis, oversees its implementation, and reviews employee recruitment, hiring, and other personnel actions.

Harassment, Non-discrimination, and Title IX

The harassment, non-discrimination, and Title IX area administers, implements, and monitors South Texas College harassment and non- discrimination policies. OIE provides advice, assistance, and education to individuals and groups about issues concerning harassment prevention and non-discrimination, including complaint handling. OIE also address gender equity in the workplace and classroom, working to ensure that South Texas College complies with Title IX, a federal law banning sex discrimination.

Operational Plan for FY 2019-2020 to FY 2020 -2021	
FY 2019-2020	• Define scope and objectives. (Carry-over) • Conduct a needs assessment. (Carry-over) • Establish departmental standard operating procedures and guidelines. (Carry-over) • Review, update, or establish of policies related to areas of compliance. (Carry-over) • Establish College procedures and guidelines to areas of compliance. (Carry-over) • Establish departmental goals and objectives that include priorities by category and milestones. (Carry-over) • Establish Institutional Effectiveness Plan for department. (Carry-over) • Establish compliance programs as required by law and/or as identified by needs assessment, including but not limited to Affirmative Action Plan, 504 Program, and Equity Study: (Carry-over) • Work with Office of Human Resources and Office of Counseling and Student Disability Services in researching, developing, and implementing a 504 Program(Carry-over) • Work with Office of Human Resources in researching and developing an Equity Study(Carry-over) • Evaluate staff needs for department.

Operational Plan for FY 2019-2020 to FY 2020 -2021

	• Develop employee educational training modules on areas of compliance. • Title IX Audit • Develop 504 Program and Committee • Finalize reporting structure for Title IX • Establish Accessibility Program and Committee • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess departmental organizational structure and processes and identify areas for efficiency, effectiveness, and productivity improvement. • Develop and implement a campaign recognizing the importance of serving and valuing students by the department. • Assess, track, and benchmark key departmental metrics established in FY 18 and FY 19 and refine processes and procedures, as necessary for improving results. • Develop and implement a training program focused on customer service for all department's employees.
FY 2020-2021	• Re-evaluate scope and objectives. • Conduct a second-year needs assessment. • Re-evaluate and update departmental standard operating procedures and guidelines, as deemed necessary. • Continue to review, update, or establish of policies related to areas of compliance. • Continue to develop College procedures and guidelines to areas of compliance. • Continue to develop compliance programs for compliance areas, as deemed necessary. • Work with Office of Human Resources and Office of Counseling and Student Disability Services in enhancing the 504 Program, as deemed necessary. • Work with Office of Human Resources in implementing Equity program. • Continue to enhance Title IX Program, as deemed necessary. • Re-evaluate and develop compliance programs as required by law and/or as identified by needs assessment. • Incorporate FAS Division initiatives of accountability, key results, performance metrics and expectations, lean processes, process improvements, staff trainings and dashboard metrics. • Develop and prepare an annual report detailing the department's major accomplishments, key service levels, and projects in progress. • Review and update, as necessary, Board policies that are owned by the department. • Assess technology requirements and structure necessary to automate functions and processes to meet or exceed results of peer-college surveys and to meet performance level expectations and goals. • Identify professional development requirements and prepare a professional development plan for each department employee to increase expertise, knowledge, and skills.

SOUTH TEXAS
COLLEGE

Office of the President
Revised: 11/11/2019 by SH