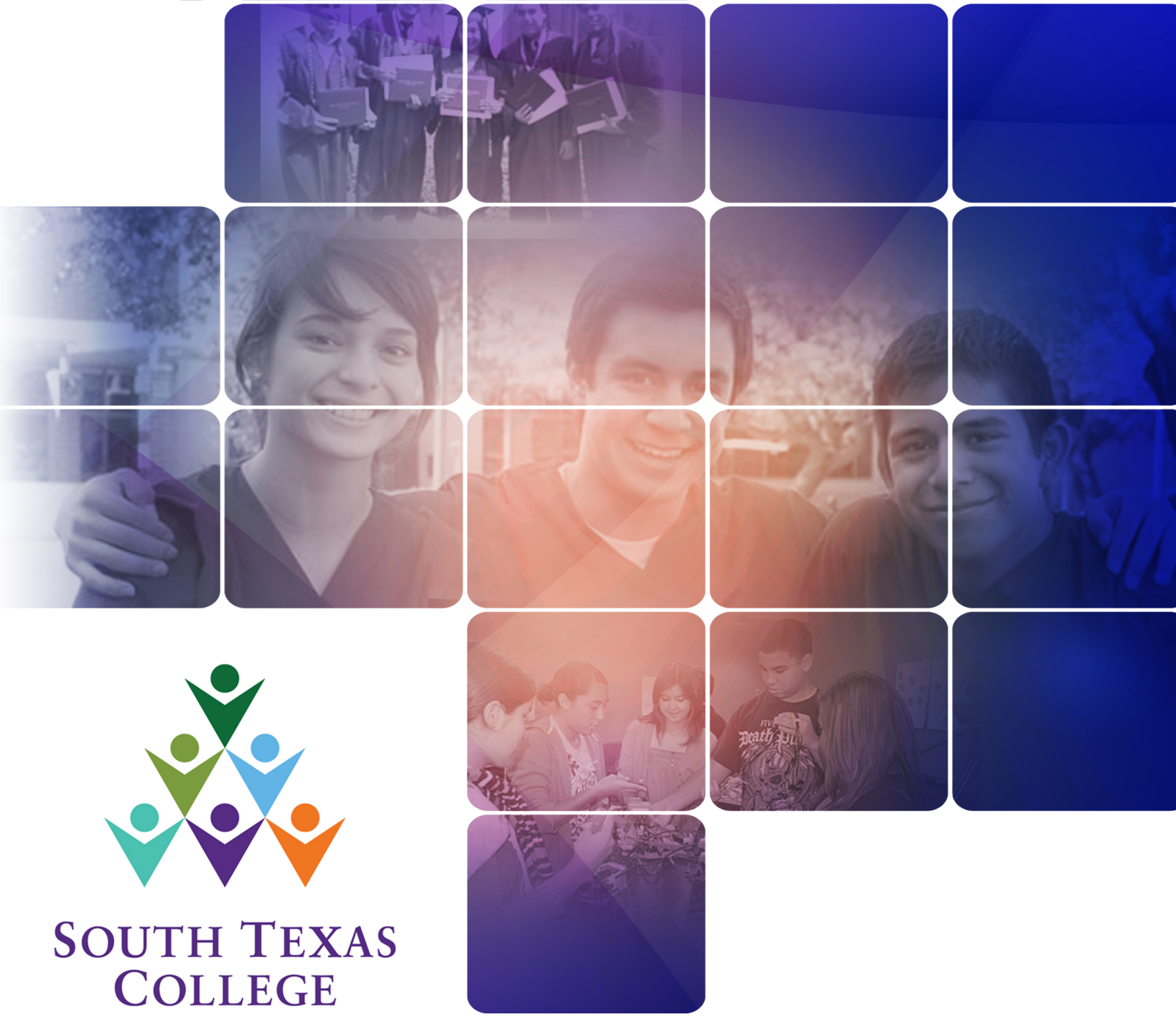
2014 REPORT



SOUTH TEXAS COLLEGE

DUAL ENROLLMENT PROGRAM

STUDENT AFFAIRS & ENROLLMENT MANAGEMENT
ACADEMIC AFFAIRS
SOUTH TEXAS COLLEGE

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ORGANIZATIONAL STRUCTURE

The Dual Enrollment Program at South Texas College is supported by **integrated processes** between two divisions: Academic Affairs and Student Affairs & Enrollment Management. South Texas College has developed many **activities, programs, and innitatives** in support of transitioning dual enrollment students from high school to College**.**

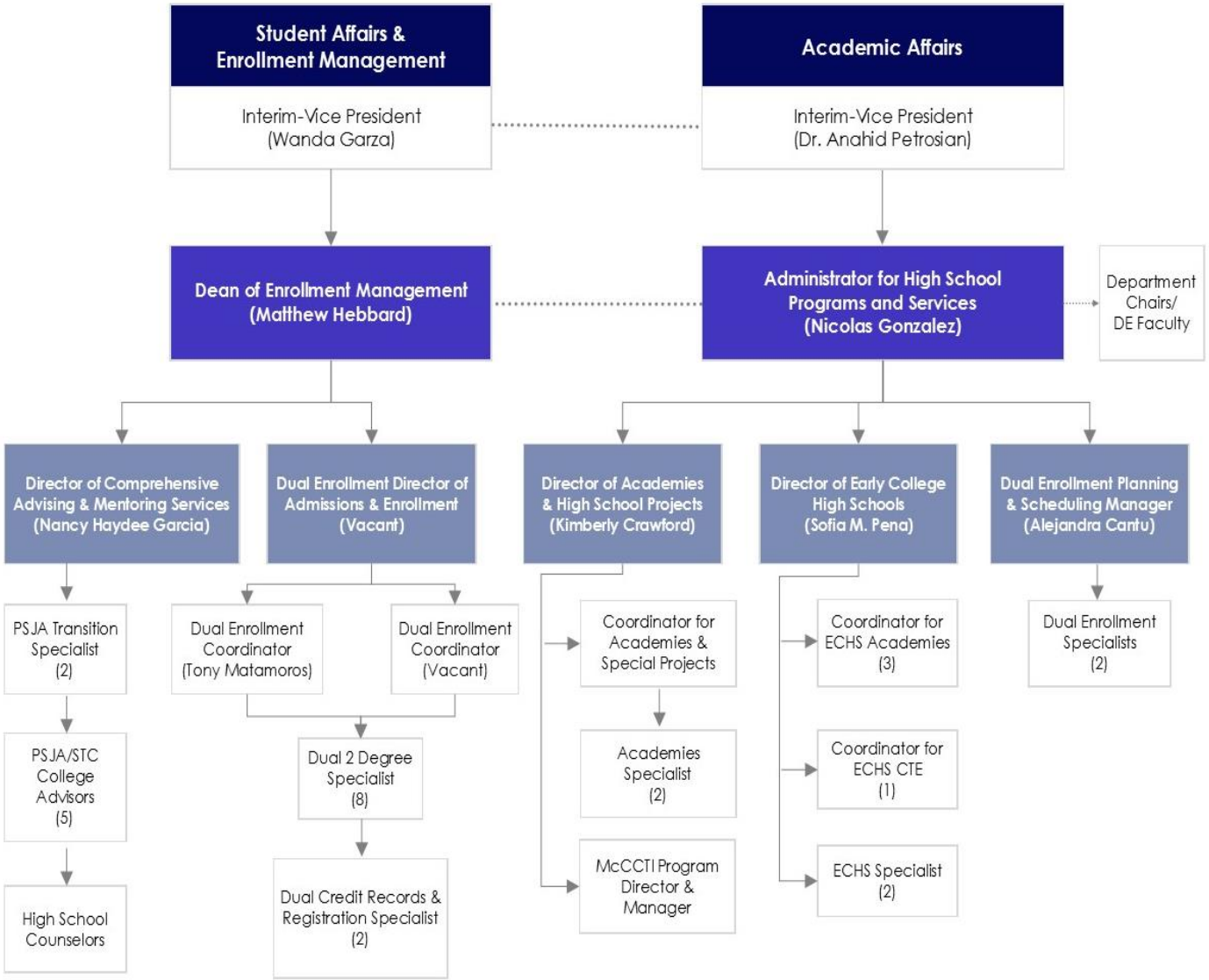
Student Affairs & Enrollment Management Division has designed **Dual 2 Degree Activities** to facilitate enrollment and provide support services and **Academic Affairs Division** has developed **Dual 2 Degree Programs** for dual enrollment students to facilitate their transition from dual courses to a certificate or a degree at South Texas College.

As part of the ongoing review of the Dual Enrollment Program, South Texas College has established a **Dual Enrollment Leadership Team** comprised of leaders from Academic Affairs and Student Affairs & Enrollment Management to address dual enrollment issues and to ensure program quality and student success. Currently, there are two **taskforces** that facilitate issues related to the dual enrollment program. Dual Enrollment **Faculty Senate and Council of Chairs** taskforce addresses issues submitted by faculty and the **Creating a Model for Systematic Change** taskforce is charged to develop strategies to support the scale up of the entire PSJA Independent School District with over 8,000 students to Early College High School by 2018.

Dual Enrollment Program at South Texas College has created a pathway for high school students to earn college credits and complete Certificate and Associate Degrees while still in high school. Last May out of 4,500 students who graduated from South Texas College over 1,500 of them were high school students.



ORGANIZATIONAL CHART





DEPARTMENT INFORMATION

High School Programs & Services Department



Left to right (sitting): Kimberly Page Crawford, Nick Gonzalez, Sofia Peña. Frist row (behind): Diana Llamas, Maria (Lupita) Reyes, Juan J. Delgado, Melinda Zuñiga, Alejandra Lopez, Bianca Peralez. Second row (behind): Alejandro Garcia, Antonio De La Cruz, Clarissa Torres, Maria De Leon, Rebecca De Leon, Alejandra Cantu, Rickey Banda. *Not pictured, Javier Gonzalez.*

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- **DUAL 2 DEGREE DEPARTMENT**
  - Description
  - Services

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  - Description
  - Enrollment
  - Accomplishments & Achievements
  - Peer College & ISD Visits to STC

- **PROGRAM STRUCTURE**
  - Financial Structure
  - Program Quality & Monitoring Process
  - Registration
  - Professional Development
  - Leadership Summit



STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

Description

The Division of Student Affairs and Enrollment Management facilitates the admission and registration process, and supports the academic success of dual enrollment students by providing academic advisement, career planning, orientation and student activity services at high school sites in the service area.

Dual 2 Degree Department Services

The Dual2Degree Department manages enrollment and student support services for high school students admitted to the Dual2Degree Program at South Texas College. Dual2Degree Specialists build a "college culture" through the following services:

- **Mandatory Dual Enrollment Orientation** – Orientation provides students an understanding of their role as a college student, and help them understand potential impacts to their college career.
- **Parent Initiatives**- Information sessions provided for parents and families to understand their role in student success.
- **Academic Advisement**- Meet with students to ensure they are on track with their educational pathway toward completion of declared certificate or degree.
- **Student Academic Standing Workshops** – Students who are on academic probation or suspension are provided with information to understand the impact of a low GPA and how they can correct their student status.
- **Financial Aid SAP Workshops** – Students are provided information to understand how college courses, including dual enrollment courses, impact financial aid and can prevent their eligibility after graduation.
- **Student Success Module** – Online program designed to provide access to all students, who are on academic probation, to the College Counseling Department to help them facilitate their Student Academic Standing.
- **Student Identification Cards** – Student IDs are delivered to students so they can identify themselves as a South Texas College student. Dual enrollment students have access to all of South Texas College resources.
- **High School to College Transition**- Assist dual enrollment students to with admission and registration processes as first time in college students at South Texas College.

HIGH SCHOOL PROGRAMS & SERVICES

Description

South Texas College (STC) has one of the largest Dual Enrollment Programs in the State of Texas. The program was established in 1997 to provide dual credit/dual enrollment opportunities to high school students. The program has grown from serving 8 dual enrollment students in 1997 to serving over 12,500 students in 2014. South Texas College has partnerships with 23 school districts at over 70 high school sites.

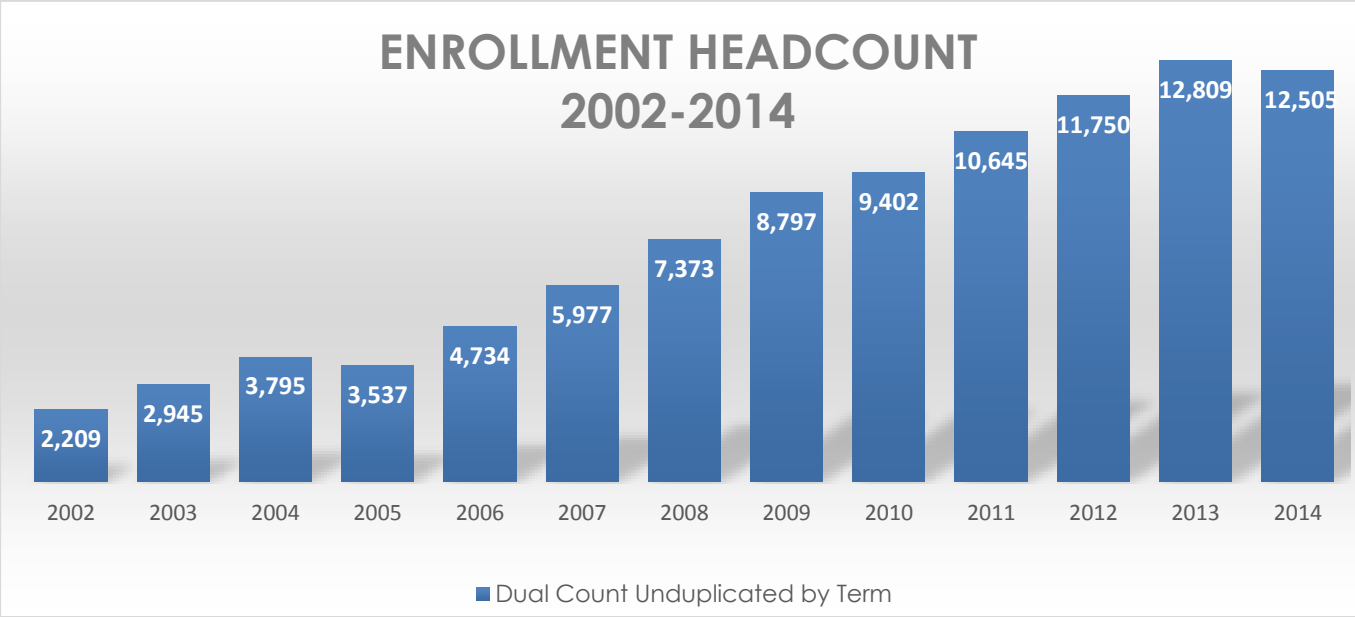


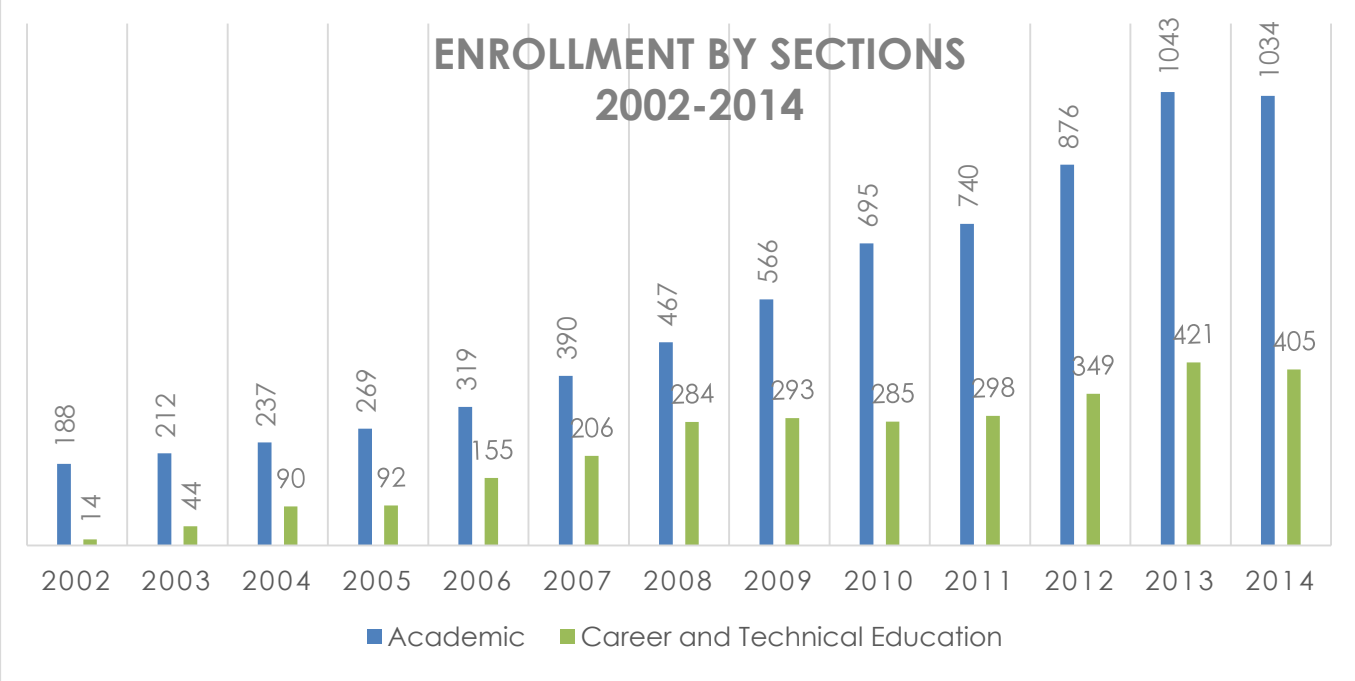
The High School Programs & Services Department promotes a "college-going" culture through the following programs and initiatives:

- **Dual Enrollment Courses**
  - Grown from 61 sections in 1999, to offering over 1,500 sections in 2014
- **Dual Enrollment Academies**
  Includes six Academies:
  - Academic: Medical Science, Computer Science, Engineering, and Criminal Justice
  - School to Career: Electronic Health Records Specialist and Welding
- **Early College High Schools**
  - 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 26 Early College High Schools with two of them in the area of Career & Technology.
- **9th Grade Initiatives**
  - This is a drop-out prevention program developed for "at-risk" repeating 9th grade students. South Texas College has one ISD partner and served over 100 students during the 2013-2014 academic year.
- **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 2007, this initiative has produced over 4,000 high school graduates in partnership with 9 high schools.

Enrollment

South Texas College leads the State of Texas with one of the largest Dual Enrollment Programs. Since 2003, South Texas College **has served over 81,000 students, waiving tuition and fees, therefore saving families in South Texas over $85 million.** South Texas College partners with 23 school districts at over 70 high school sites to aggressively promote a "college-going" culture through dual enrollment courses and academies, drop out recovery programs, early college high schools, and college enrollment initiatives.





Accomplishments & Achievements

2014	Academies program was selected as a **finalist** for the 2014 **Excelencia in Education Award.**
2013	Dual Enrollment Academies program selected as a **finalist** for the **Bellwether Legacy Award**
2012	Texas Higher Education Coordinating Board (THECB) **Star Award recipient** for the Dual Enrollment Medical Science Academy (DEMSA)
2011	Assisted in the **creation and enactment** of **Senate Bill 975.** Public Junior College & School District Partnership Program to Provide Dropout Recovery
2009	THECB **STAR Award winner** for High School Recovery Program (Partnership with PSJA Independent School District)
2008	**THECB STAR Award finalist** for Dual Enrollment Academies
2008	Dual Enrollment Academies were selected as a **finalist** for the national **Bellwether Award**
2003	**Sponsor** of **House Bill 415** to establish Career & Technology Dual Enrollment opportunities

Peer College & ISD Visits to STC

The success of Dual Enrollment Programs and Early College High Schools has made South Texas College (STC) a role model for the development of dual enrollment programs in the state and in the nation. During 2013-2014, STC hosted several visits for peer colleges and their ISD partners to share information and strategies in which the visiting institutions could duplicate at their respective institution.

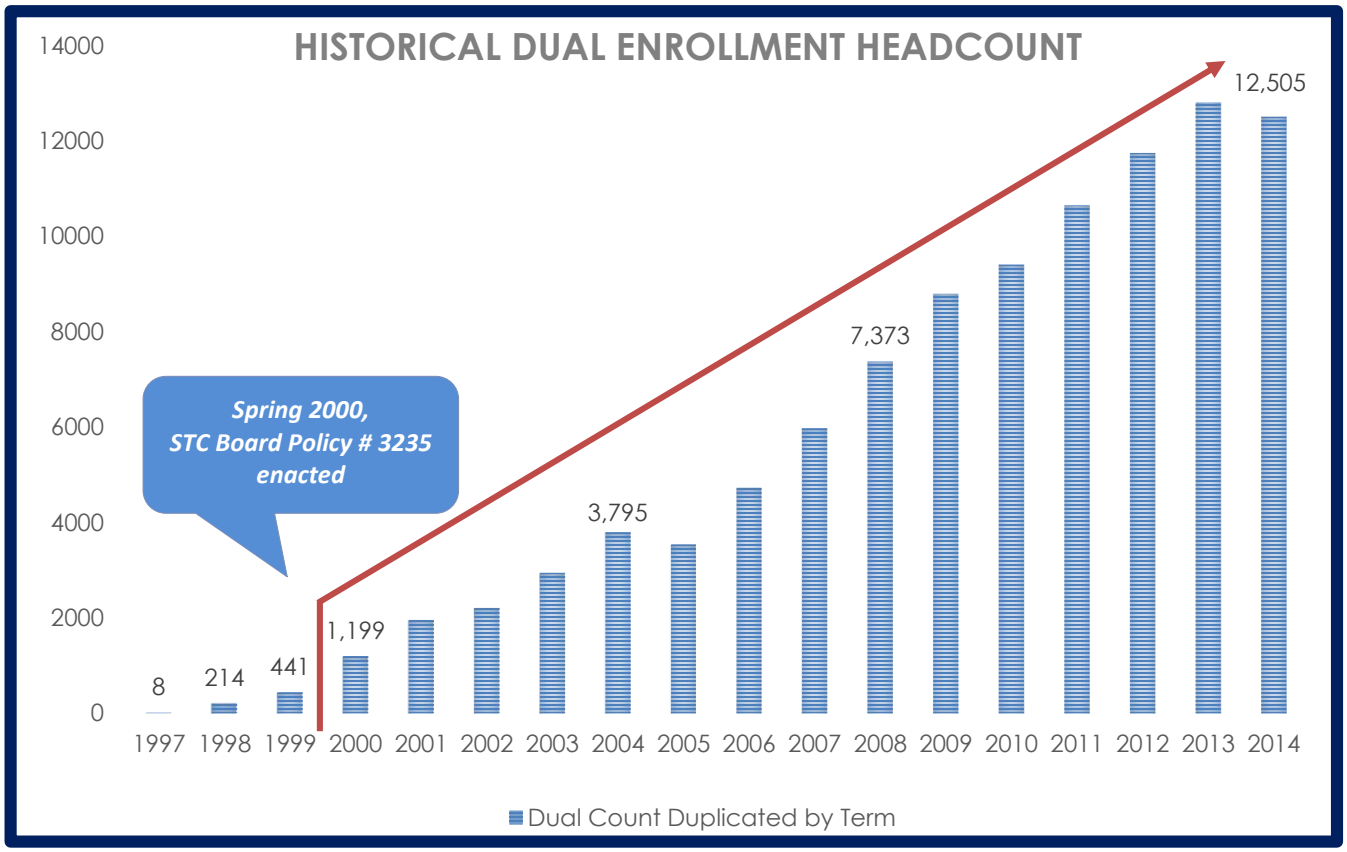
DATE	VISITING INSTITUTIONS	STATE
May 21, 2014	The University of Texas at Austin	Texas
January 29, 2014	Lancaster Independent School District	Texas
September 23, 2013	Klamath Falls City Schools	Oregon
September 19, 2013	Alamo Community College	Texas
April 30, 2013	North Carolina Delegation: North Carolina Community College System East Carolina University The University of North Carolina Greensboro Beaufort County Community College	North Carolina
April 10, 2013	San Antonio College and New Frontiers Charter School	Texas
March 22, 2013	Tyler Junior College	Texas
February 24, 2013	Del Mar College and Laredo College	Texas

PROGRAM STRUCTURE

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. School districts are charged an over-load nominal cost for STC Faculty teaching these sections when requested. STC also approves credentialed and well qualified high school teachers to become Dual Enrollment Faculty (DEF) to teach college courses during the school day at their high school. STC pays them a stipend of $350 per section per semester. Students who are not ECHS students, and enroll in non-S sections at our STC campus, are doing so as "Independents," and are charged a flat fee of $50 per credit hour. Tuition and fees are still waived for all ECHS students. More information may be found in the Dual Enrollment Program Manual.

As the Historical Enrollment chart below indicates, enrollment in Dual Enrollment Courses grew rapidly after the year 2000, when STC enacted Board Policy #3235 in Spring 2000 to waive tuition and fees for dual enrollment courses. However, South Texas College receives contact hour reimbursement from the state for College-level courses. 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.



Program Quality & Monitoring Process

South Texas College ensures the quality of **dual enrollment** courses offered by a high school teacher by **adhering and enforcing the following Criteria**: The detailed information is listed in the Dual Enrollment Program Manual.

Faculty Credentials

- A high school teacher who is identified as a prospective Dual Enrollment Faculty must meet the **same qualifications as STC faculty** and receive approval from the department chair and Department Interview Committee.

Curriculum, Course Competencies, and Teaching Requirements

The Dual Enrolment Faculty who teaches a South Texas College course at high school will:

- Develop course syllabus based on the College's established requirements. The syllabus must be reviewed and approved by the STC Department Chair of the discipline within the first week of instruction.
- Complete all STC departmental requirements such as diagnostic tests and Student Learning Outcomes/Core Objectives (for appropriate courses) according to the deadlines set by the College.
- Submit to the Chair of the Department at STC a copy of the grade sheet for the class showing all exam scores, the term paper score (if any), the final exam score, and the final course grade.
- Participate in aligning the high school and college course competencies with the assigned STC Program Chair.
- Attend STC planning meetings and staff development activities, including dual enrollment training workshops.

Student Registration Requirements

- High school students have to meet the same eligibility requirements as traditional College students to enroll in dual enrollment college level course. This means meeting all test scores and prerequisite for the course as established by the THECB for traditional and dual credit students.

Textbooks

- Dual Enrollment Faculty are expected to use textbooks approved by STC Department Chair.

Student Evaluation of Faculty Performance

- Dual Enrollment Faculty are evaluated by the same evaluation instrument used to evaluate STC faculty.

Classroom Observation

- All Dual Enrollment Faculty teaching dual enrollment courses shall be observed by a full-time South Texas College faculty member or administrator using the same criteria as for full-time and/or adjunct faculty.

- All Dual Enrollment Faculty will have a minimum of one observation per year. However, the Chair of the department has the option to conduct additional observations each semester as part of their monitoring process.

STC Policy and Procedures

- Dual Enrollment faculty are expected to follow all STC policies as applicable during the instructional time designated for Dual Enrollment courses.

Management

South Texas College manages the dual enrollment program through several agreements that include: a formal **Memorandum of Understanding** which is signed by each school district's superintendent, and a **Principal Agreement** that is signed by principals that have STC Faculty teaching dual courses in their high school.



Over the years, procedures and guidelines for the program have been developed and are updated every summer in a document titled, "**Dual Enrollment Program Manual.**" The manual covers information related to each segment of the College and School District responsibilities, including expectations, procedures and guidelines, the process to select and approve high school faculty to teach college level dual courses, and course monitoring and evaluation by the College.

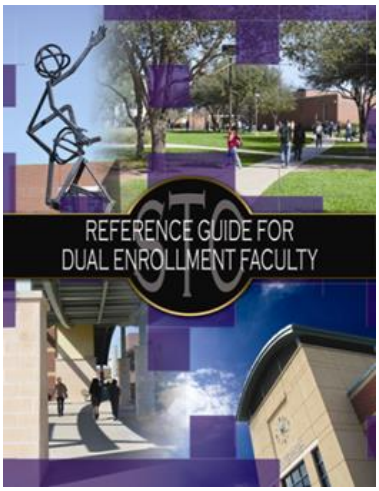
Registration

South Texas College's **Student Affairs & Enrollment Management Services (SAEM) Division** has created procedures and guidelines to assist prospective dual students with the admissions and registration process.

During the Fall 2013 semester, over 9,000 dual enrollment students participated in the dual enrollment orientation. The orientation was designed to explain college expectations and satisfactory academic progress, the admission and registration process, and how to access College resources.



Professional Development



South Texas College offers a strong professional development programing for all faculty. Specific programs have been developed to support STC faculty who teach at high school sites and faculty who teach college level courses at their high schools.

Twice a year faculty receive targeted professional development activities during the designated days in the Fall and Spring Semesters. Professional Developmental offerings include effective teaching techniques, active learning strategies, and specific training on the College's course management systems and student portal systems. In addition, each year, "Reference Guides" are developed for STC faculty who teach dual courses to provide them with updated information that covers College and high school specific information. Furthermore, on a regular basis the needs of faculty who participate in the Dual Enrollment Program are assessed, and specialized training is developed to address those needs.

Leadership Summit

Beginning in 2012, South Texas College developed a one day Leadership Summit called **"The Dual Enrollment Principals' Summit**" to bring together all entities involved with the dual enrollment program. The summit's main purpose is to focus on the continuous enhancement of dual enrollment initiatives and to provide a forum for sharing information and providing updates to 70 high schools that partner with STC. Participants in the summit include superintendents, principals, assistant principals, administrators, directors, counselors, high school contacts and many STC administrators, faculty, and department chairs.



Dr. Anahid Petrosian, Interim Vice President for Academic Affairs leads the 3rd Annual Principals' Summit.

STACKABLE CREDENTIALS

- PATHWAY AND STACKABLE CREDENTIALS
- TEXAS HOUSE BILL 5
- TRANSITION FROM DUAL TO COLLEGE DEGREE



STACKABLE CREDENTIALS

PATHWAY AND STACKABLE CREDENTIALS

The overarching purpose of the Dual Enrollment Programs at South Texas College is to provide opportunities for high school students to earn college credits and then to transition to South Texas College to complete their selected educational pathway and earn their degrees.



In a variety of programs, high school students can begin by earning a Marketable Skills Achievement Award (9-14 semester credit hours) and then continue to work towards a Certificate (16 – 30 semester credit hours). The credits earned as part of these credentials are then applicable towards an Associate of Applied Science Degree, which builds seamlessly into the Bachelor of Applied Technology Degrees.

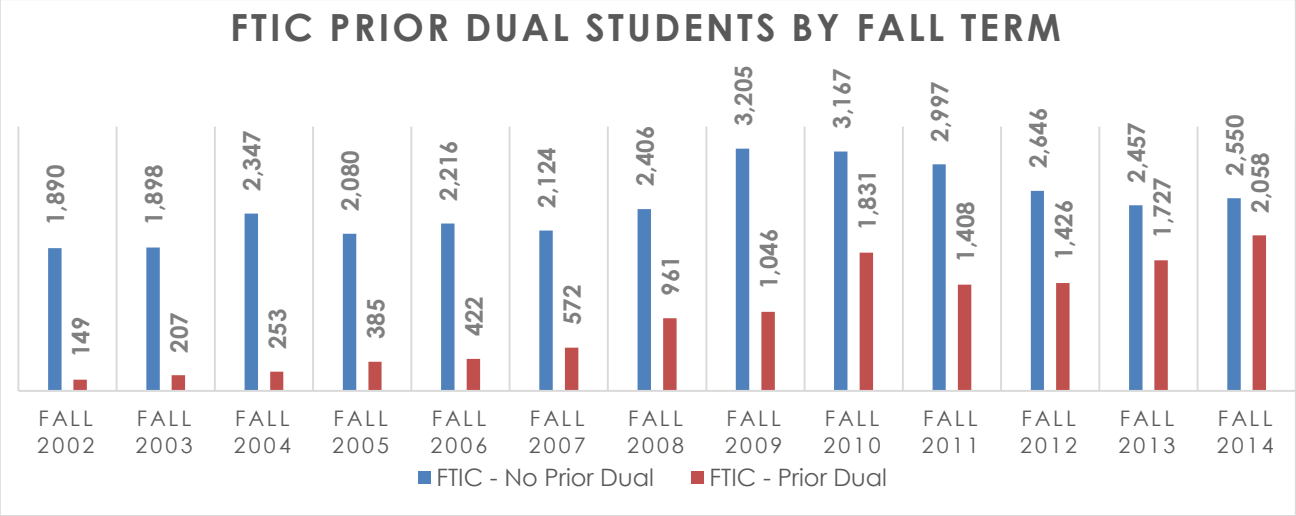
TEXAS HOUSE BILL 5

Dual 2 Degree – Supports HB 5 Requirements
House Bill 5 (HB 5), enacted by the Texas Legislature during the 83rd session, made substantial changes to the State's graduation requirements, moving from the current "4x4" graduation plans to a 22-credit Foundation High School Program. In addition, HB 5 allows students to earn endorsements in specific areas of study by completing four additional credits for a total of 26 credit hours toward a post-secondary degree.

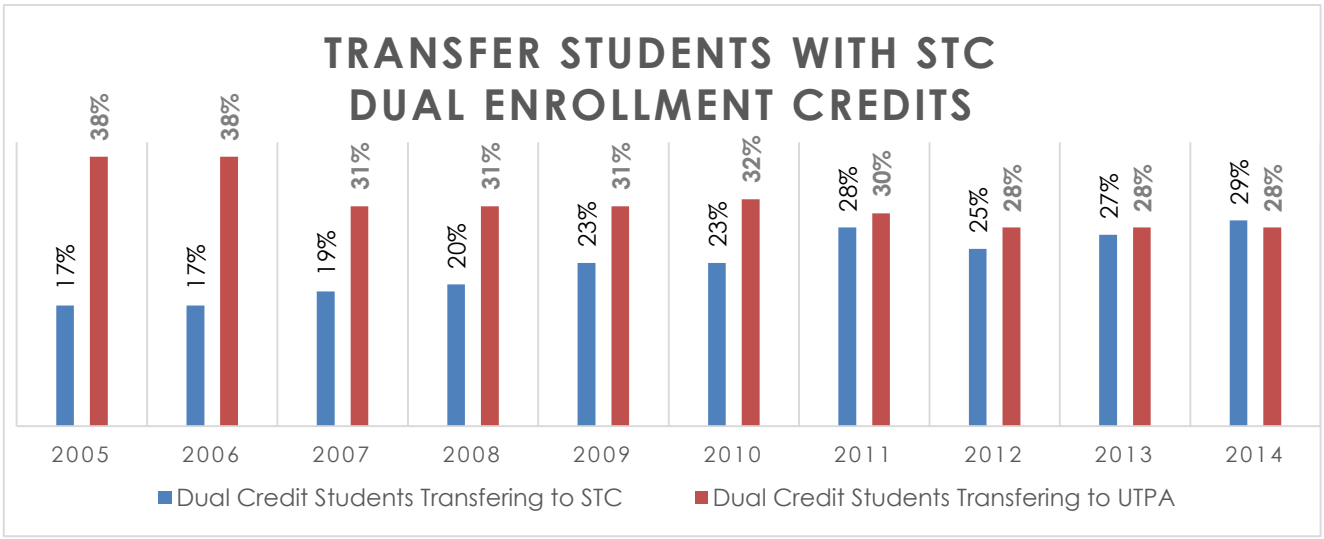
Shortly after HB 5, South Texas College began its collaboration with partnering ISDs to develop a framework to support the HB 5 requirements and also to create a seamless pathway for students entering 8th grade. The pathway will provide opportunities for students to begin taking dual enrollment courses in their area of career interest (endorsements). The stackable credentials provide an opportunity for students to earn a Certificate, and even an Associate degree, while in high school and then transfer those credits towards a Bachelor degree.

TRANSITION FROM DUAL COURSES TO COLLEGE DEGREE

One of the major objectives of the Dual Enrollment Program at STC is to assist students who have earned dual credit, to transition to STC and complete their degrees. The chart below indicates that the number of dual enrollment students who enroll at South Texas College, after graduating from high school, has increased since the Fall 2002 semester. In the Fall 2014 semester, out of 4,608 First Time In College (FTIC) students who enrolled at STC, 2,058 students had prior dual enrollment credit.



More than half of the students with dual enrollment credits from STC transfer to the University of Texas Pan American (UTPA) to continue their education. The graph below shows the percentages of STC dual credit students who have transferred to UTPA since 2005.



In 2014, the percentage of dual enrollment students who registered at STC was higher (29%) than those who selected to enroll at UTPA (28%).

DUAL ENROLLMENT:
A PATHWAY TO COLLEGE COMPLETION

- **PROMOTING COLLEGE-GOING CULTURE**
- **COLLEGE READINESS**
- **COLLEGE COMPLETION**



DUAL ENROLLMENT: A PATHWAY TO COLLEGE COMPETITION

The Dual Enrollment Program at South Texas College has become the greatest predictor of college readiness and degree completion at STC and regional universities. As of Fall 2014, South Texas College partners with over 70 high school sites and offers over 1,500 dual credit sections to promote a **College-Going Culture** and to accelerate the **College Readiness** and **College Completion** rates in the region.

PROMOTING COLLEGE-GOING CULTURE

South Texas College has aggressively promoted the Dual Enrollment Program as a vehicle that will promote a college-going culture and will ultimately transform our entire region into a vibrant, educated workforce that will attract the very best businesses and industries for a better way of life. By expanding this program throughout our service area, STC and its partners are accomplishing this, as evident in all the data presented herein.

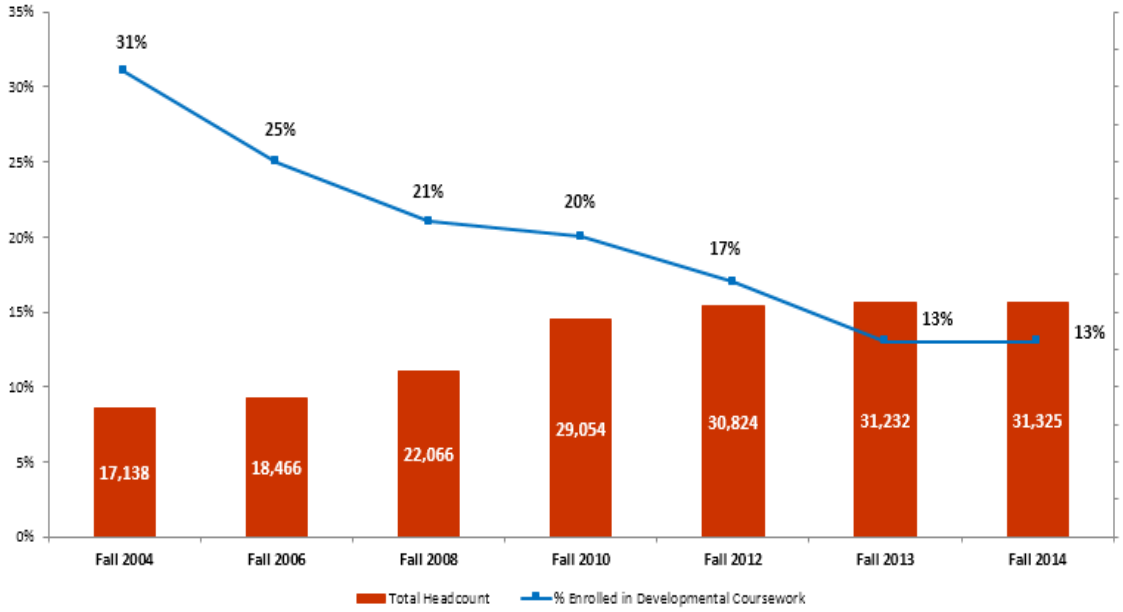


COLLEGE READINESS

South Texas College's investment in the Dual Enrollment Program, along with other targeted initiatives, has reduced the number of students who need developmental courses.

As the chart indicates, the overall percentage of students taking development courses has decreased. In the Fall 2004 semester when the STC headcount enrollment was 17,138 students, 31% of those students were taking developmental courses. Since 2004, even though overall enrollment has increased each Fall semester, the percentage of students who are taking developmental courses at STC has decreased. During the Fall 2014 semester, only 13% of students were taking developmental courses out of 31,325 overall students enrolled at STC.

PERCENTAGE OF STUDENTS ENROLLED IN DEVELOPMENTAL COURSEWORK



58% Decrease in Percentage of Developmental Enrollment. During the Same Period, Total Enrollment Increased by 81%.
Source: South Texas College's Institutional Data

COLLEGE COMPLETION

There is an increasing number of research studies conducted at the national and state levels to examine the impact of the Dual Enrollment programs on student success measures. Review of existing studies indicate that students who take dual enrollment courses, while in high school, perform significantly better than students with no prior dual course work.

Prior dual students **are more likely to continue their education, have a higher persistence rate when they enroll at the University, and graduate at a higher rate.** A collection of research studies in this area is available on the Dual Enrollment webpage under the Quick Links/Research Resources: http://academicaffairs.southtexascollege.edu/highschool/

PROGRAM ASSESSMENT & MONITORING

- **DUAL ENROLLMENT TASKFORCE**
- **PROGRAM & STUDENT SUCCESS INDICATORS**
  - Student Success Indicators
  - Grade Distribution
  - Faculty Distribution
  - Performance by Faculty Type
- **TRANSFER SUCCESS**



PROGRAM ASSESSMENT & MONITORING

DUAL ENROLLMENT TASKFORCE

As part of an ongoing review of the dual enrollment program and to ensure program quality and student success, South Texas College has established the Dual Enrollment Taskforce with college-wide membership including representation from Faculty Senate, Council of Chairs, Enrollment Services, High School programs, and the Office of the Vice President for Academic Affairs.

The Steering Committee for the taskforce meets several times during the year to address issues that concern the dual enrollment program. The Dual Enrollment Taskforce has several sub-committees that focus on specific issues during the year to address. The sub-committees for the 2013 – 2014 academic year include: Procedures and Process, Admissions and Registration, Instructional Technology, Learning Resources and Textbooks, Professional Development, Annual Leadership Summit, and Research.

The Research Sub-Committee of "Program Quality & Student Success"

The Research Sub-Committee of "Program Quality & Student Success" has been charged with reviewing and examining available research data on dual enrollment and with conducting original research to determine the Quality of Dual Enrollment Programs and Student Success. The committee examines research conducted in the area of dual enrollment and it adds relevant research to the Dual Enrollment webpage under the Quick Links/Research Resources: http://academicaffairs.southtexascollege.edu/highschool/

PROGRAM AND STUDENT SUCCESS INDICATORS

Since 2010, South Texas College's Research and Analytical Services (RAS) Department has conducted original research to provide answers to the following two questions:

1. **Are dual enrollment students' success rates comparable to STC's traditional students?**
2. **Are dual enrollment students successful when they transfer to other higher education institutions?**

To address the first question, the following South Texas College data have been collected and analyzed for the Fall 2013 semester.

Student Success Indicators:

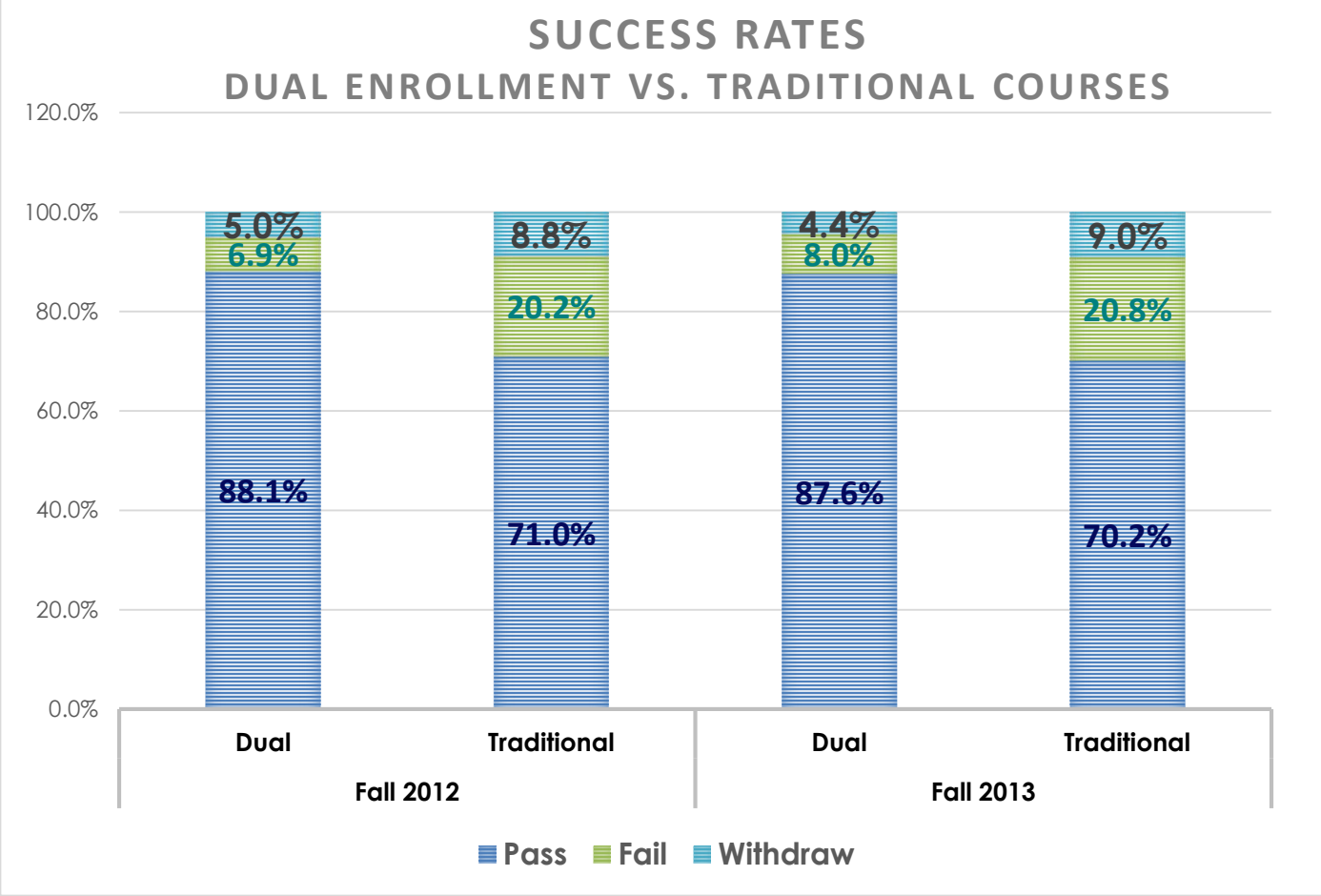
- Comparison of overall **grade distribution** among Dual and Traditional students
- Comparison of student success rates in high enrolled dual courses by **faculty type**
- Comparison of student success rates in Dual and Traditional courses taught by **the same faculty**

Grade Distribution

The overall Dual Enrollment student success rate for Fall 2013 (grades A, B, or C) was 87.6% compared to the STC traditional student success rate of 70.2%. **On average, dual enrollment students have a 17.4% higher success rate** as compared to STC traditional students. The table below indicates the number of sections and number of faculty for Fall 2012 and Fall 2013, as of the end of the semester.

SEMESTER	SECTIONS		FACULTY	
	Traditional	Dual Enrollment	STC	Dual Enrollment
Fall 2012	3,189	1,221	693	434
Fall 2013	3,194	1,441	681	492

The chart below compares student success rates of Traditional courses to Dual Enrollment courses for Fall 2012 and Fall 2013 semesters.



Faculty Distribution

The number of faculty that participate in the dual enrollment program has grown over time. The chart below indicates the number of STC faculty and Dual Enrollment faculty who taught dual enrollment sections from Fall 2009 to Fall 2013 semesters.

The table below shows the number of **Dual Enrollment Faculty and STC faculty** that teach dual enrollment courses since 2009. As of Fall 2014, there were 489 faculty teaching dual enrollment courses.

Semester	STC Faculty	Dual Enrollment Faculty	Total Faculty Teaching DE Courses
Fall 2009	98	191	289
Fall 2010	103	226	329
Fall 2011	118	252	370
Fall 2012	154	286	440
Fall 2013	165	327	492
Fall 2014	156	333	489

The table below illustrates the number of dual enrollment sections offered in the Fall semesters since 2009. **As of Fall 2014, 22% (322) of dual enrollment sections were taught by STC faculty.**

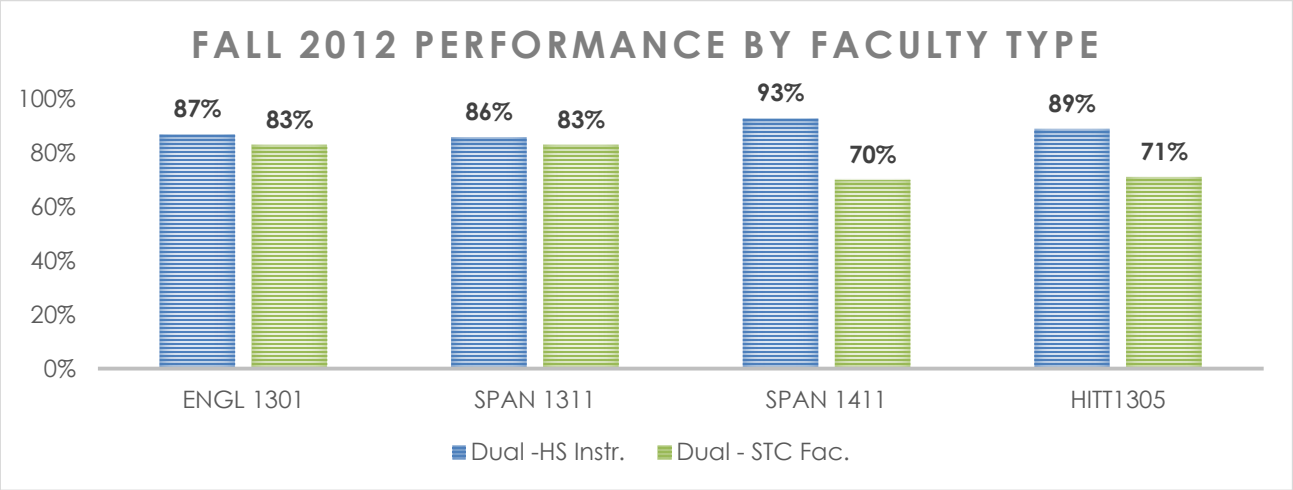
Year	Dual Enrollment Sections		
Semester	STC Faculty	Dual Enrollment Faculty	Total Sections
Fall 2009	250	603	**853**
Fall 2010	276	799	**1,075**
Fall 2011	273	752	**1,025**
Fall 2012	315	920	**1,235**
Fall 2013	363	1,097	**1,460**
Fall 2014	322	1,117	**1,439**

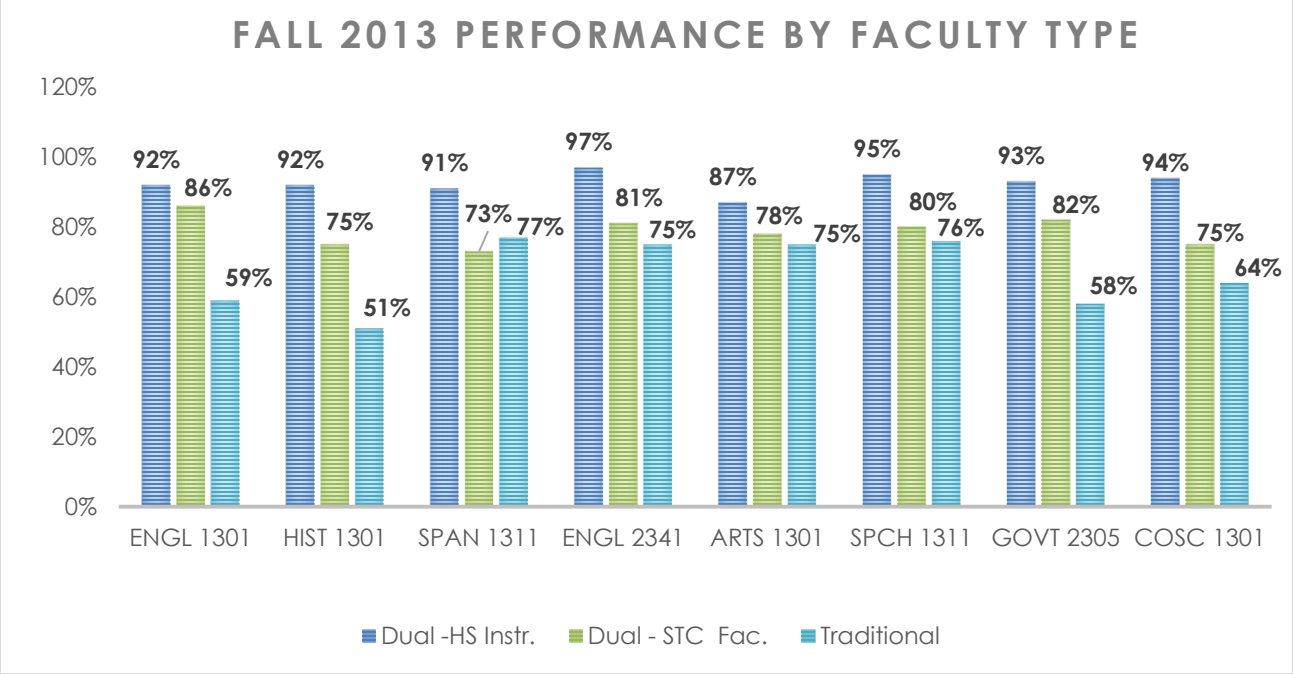
Performance by Faculty Type

Comparison of student success rates in high enrolled dual courses by faculty type

To analyze the dual enrollment course pass rates, the Fall 2013 semester top 13 courses taught by dual faculty and STC faculty were selected and analyzed. For the Fall 2013 semester, **nine out of 13** courses showed a statistically significant difference between STC faculty teaching the course and Dual Enrollment faculty teaching the course. In all nine courses the pass rate was higher for the DE faculty compared to STC faculty.

All 13 courses, regardless of the course being taught by DEF or STC faculty, had higher success rates for Dual Enrollment students compared to STC traditional students. Department chairs have begun to examine this outcome and develop strategies to minimize differences in course performance based on faculty categories. The overall results indicate that course success rates (students passing with A, B, C) for dual enrollment students (regardless of faculty type) is significantly higher compared to STC traditional students.





Comparison of student success rates in Dual and Traditional taught by the same faculty

To analyze the dual enrollment student capabilities, the Research & Analytical Services (RAS) Department compared the success rates of students of faculty teaching the same course in both traditional format (teaching STC traditional students) and in dual format (teaching dual enrolled students).

Data was collected and analyzed for Fall 2012 and Fall 2013 semesters. Overall, the results indicate that **at the College level for Fall 2013 semester, all courses taught by the same STC faculty member in the dual and the traditional formats, dual student success rates were higher than traditional STC students by 14%.** Overall, dual enrolled students have higher success rates as compared to STC traditional students which indicates that dual enrollment students are able to take dual courses and outperform STC traditional students. The chart below indicates the result and comparison of Dual Enrollment student success and Traditional student success in the same course taught by STC faculty for the last four Fall semesters.

Fall Semester	Sections DE	Enrollment	% completed Dual A, B, C	Sections STC	Enrollment	% Completed Traditional A, B, C
2010	204	3,787	79%	255	6,114	63%
2011	189	3,765	77%	272	6,946	61%
2012	148	3,016	77%	197	5,174	60%
2013	192	3,555	78%	209	5,175	64%

TRANSFER SUCCESS

Are dual enrollment students successful when they transfer to other higher education institutions?

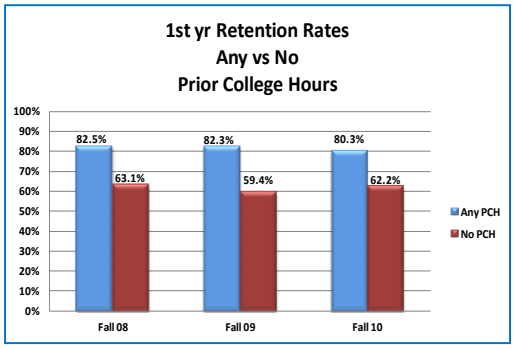
To address this question, data for the high school seniors in the Academic Year 2012 – 2013 was analyzed to determine if students had registered at a College or University after graduation during Fall 2013 semester. The size of the cohort was 6,447 students. Overall, **4,522 out of 6,447 (70%) were found enrolled somewhere in Fall 2013.** Twenty two percent (22%) enrolled at South Texas College and had an average Fall GPA of 2.31. Thirty three percent (33%) enrolled at UTPA and had an average Fall GPA of 2.69. Finally, 15% enrolled at other institutions [GPA information is not available]. The chart below summarizes the information.

AY 2012-13 DUAL SENIORS POST-SECONDARY ENROLLMENT			
INSTITUTION	COUNT	% OF TOTAL	FALL GPA
STC	1,421	22%	2.31
UTPA	2,104	33%	2.69
Other	997	15%	N/A

In 2012, the **University of Texas Pan American** (UTPA) conducted a study that examined the performance of dual credit students at the University (transferred from STC) to determine if dual credit courses had a positive impact on matriculation, transfer, success, and completion. This research is most relevant as 70% of students from STC transfer to UTPA.

UTPA Research Question: Is there a significant difference between students with prior college hours (Any PCH) and those with no prior college hours (No PCH) as it pertains to **Retention rates, Cumulative Grade Point Averages, and Graduation rates?**

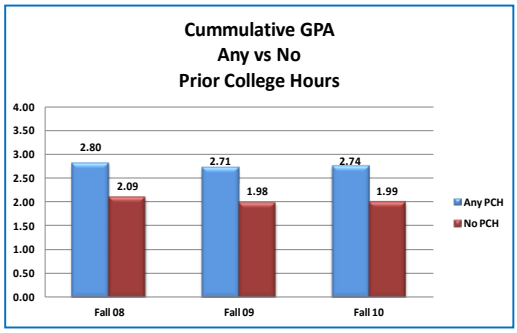
Retention Rate:
Is there a significant difference between students with prior college hours and those with no prior college hours as it pertains to Retention Rates?



Key Findings: Students with PCH had significantly higher retention rates.

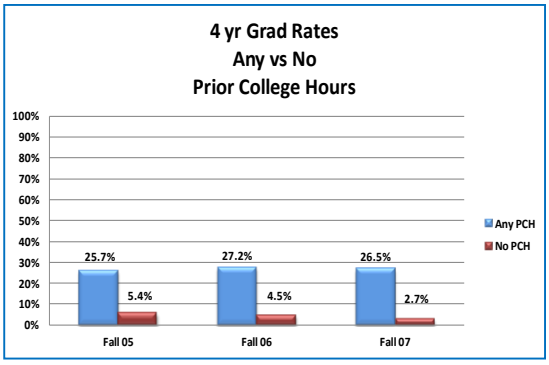
- 1st year retention rates (2.7 times more likely to be retained)
- 2nd year retention rates (2.8 times more likely to be retained)

Cumulative Grade Point Average:
Is there a significant difference between current cumulative grade point averages of students with prior college hours and those with no prior college hours?



Key Finding: Students with PCH had significantly higher grade point averages than those without PCH.

Graduation Rates:
Is there a significant association between students with prior college hours and those without prior hours?



Key Findings:

- 4-year graduation rates (8.3 times more likely to graduate)
- 5-year graduation rates (4.5 times more likely to graduate)
- 6-year graduation rates (3.7 times more likely to graduate)

EARLY COLLEGE HIGH SCHOOL

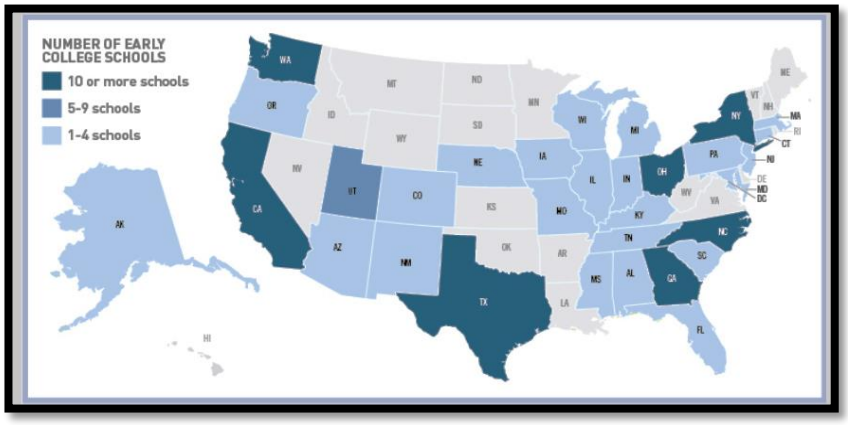
- BACKGROUND
- DESIGN
- ENROLLMENT & GRADUATES
- COLLABORATIONS
- SUMMER AND FALL BRIDGE ACTIVITIES
- PARTNERSHIPS & MODELS



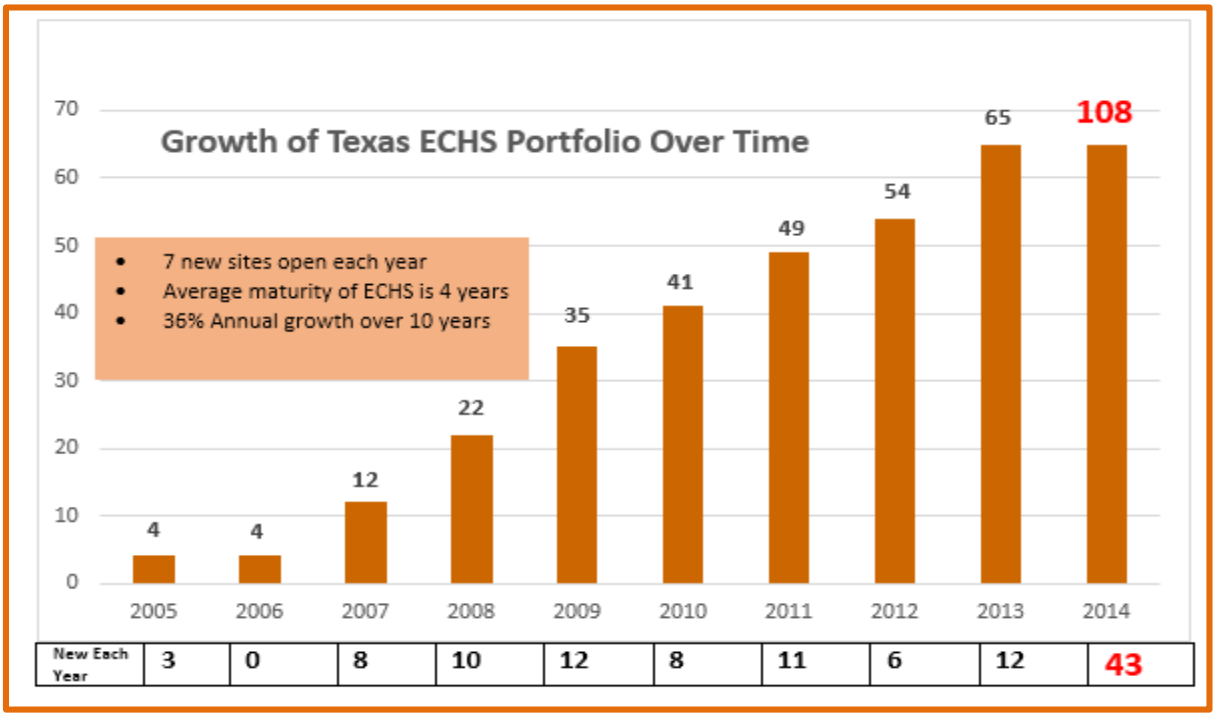
EARLY COLLEGE HIGH SCHOOLS

BACKGROUND

Over the past decade, Jobs for the Future, with the partner organizations of the Early College High School Initiative launched by the **Bill & Melinda Gates Foundation in 2002** have started or redesigned over 280 schools serving more than 80,000 students in 30 states (Jobs for the Future, 2014, http://www.jff.org/initiatives/early-college-designs/schools). The chart below shows states that have adopted the ECHS model.

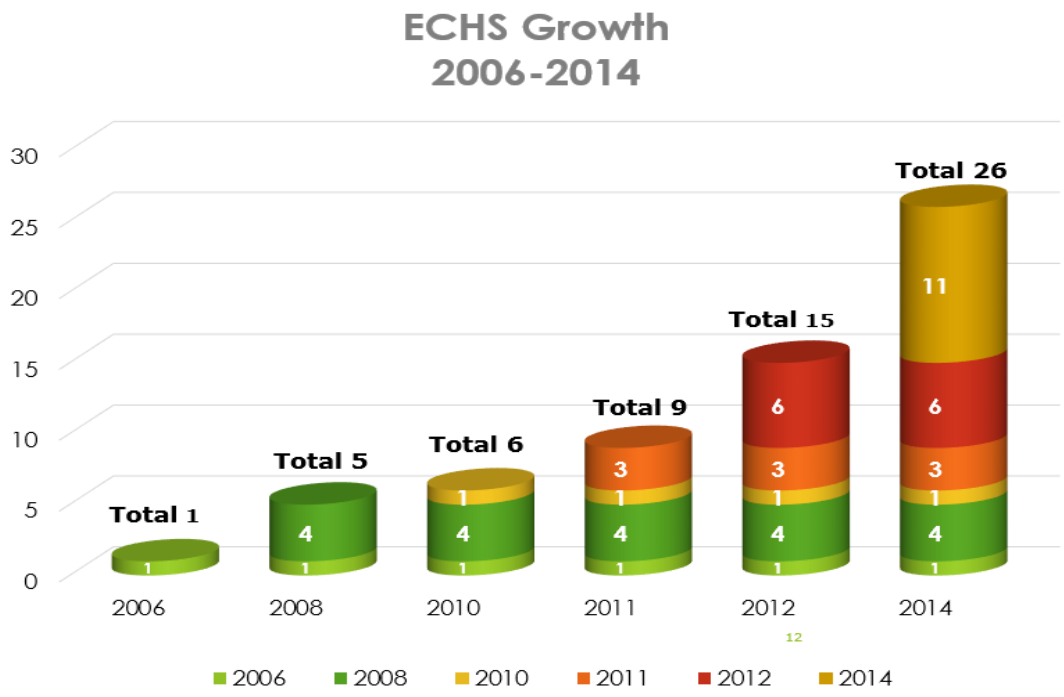


As of 2014, Texas has 108 ECHS. The chart below indicates the growth of Texas ECHS since 2005. ECHS are located across 25 counties in Texas, with the largest concentration being in Hidalgo County (Educate Texas, ECHS in Texas 2004- 2014, published in March 24, 2014).



South Texas College ECHS Partnerships

In 2006, South Texas College established its first Early College High School (ECHS) partnership with Progreso ISD. As of today, the number of partnerships has grown to 26. As of the Fall 2014 semester, there are over 10,000 students enrolled in ECHS that have partnered with STC. These students will have the opportunity to become college ready and earn college credits leading to an Associate Degree.





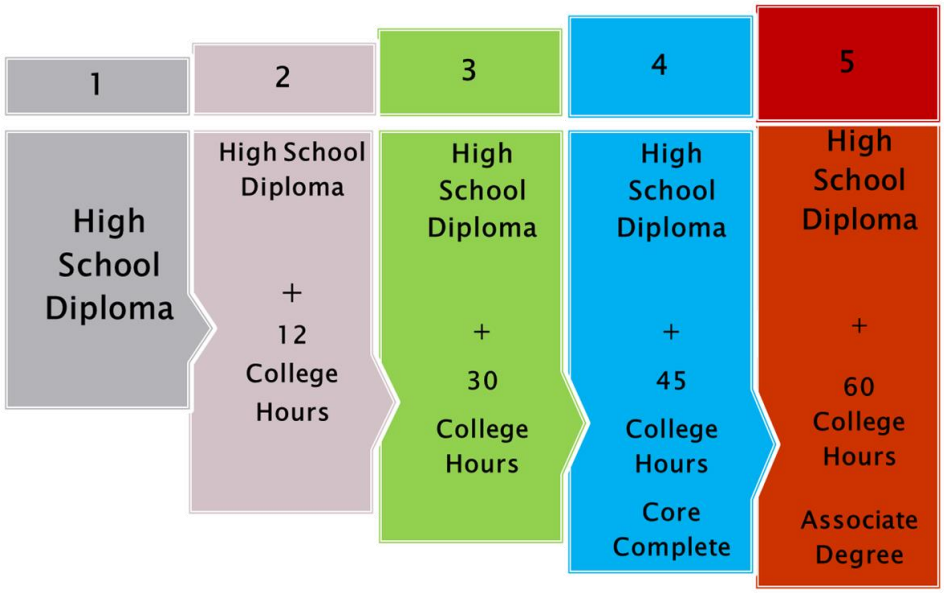
DESIGN

Early College High Schools are designed to provide high school students with the opportunity to earn up to 60 hours of college credit and/or an Associate degree as they also earn their high school diploma.

Each ECHS is designed to create a seamless transition between high school and college. By design, ECHS's are small, innovative high schools that allow students an opportunity to earn a high school diploma and two years of college credit. More importantly, the transition from high school to college is eased by blending high school and college curriculum into a cohesive unit. The success pathway for ECHS is depicted below.

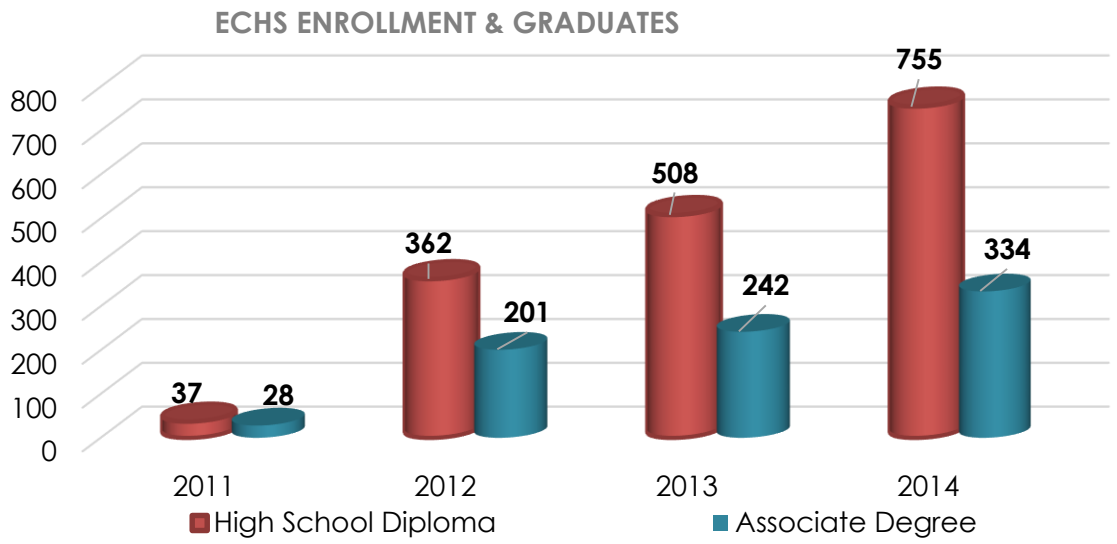
The first success point for ECHS is the students' graduation rate from high school. National data indicates that **90%** of students from ECHS earn a high school diploma, and only **78%** from traditional high schools. Students have the opportunity to earn up to 60 credit hours and an associate degree. The trend show that **30%** earn associate degree or other credential while still in high school (Jobs for the Future, 2014).

ECHS Pathway to Success



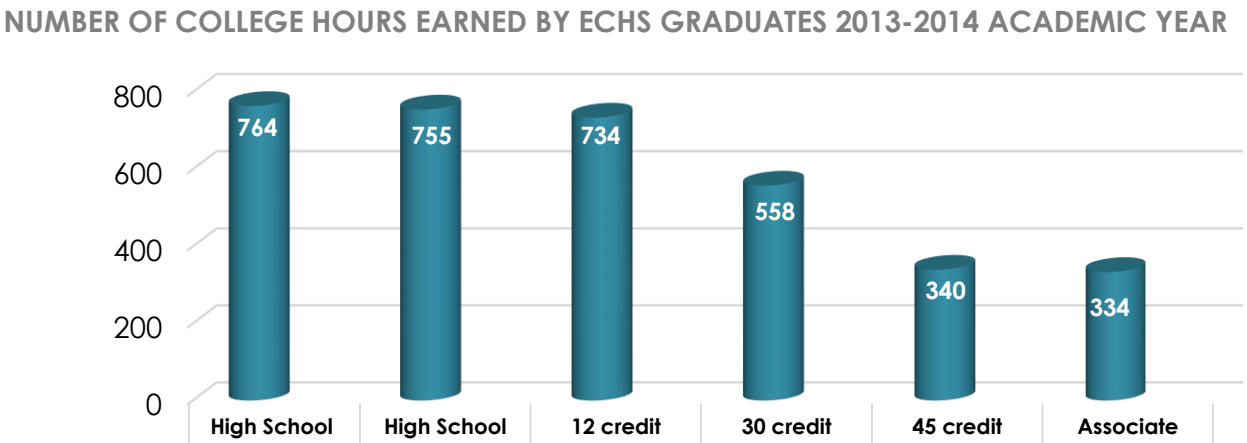
Enrollment/Graduates

The following chart represents the enrollment and graduation numbers for 2011 to 2014 Academic Year for Early College High Schools that partner with South Texas College. The first group of students (28) who graduated from ECHS and also earned an associate degree from STC were from Progreso ISD in 2011. The number of ECHS with senior class and number of student who have earned Associate Degree from South Texas College upon graduating from ECHS has increased every year.



College Credit Hours Earned

There were eight ECHS with senior classes during the 2013-2014 academic year. The following chart indicates the number of college credit hours that high school seniors earned while still in high school. **For example, 45% of students who received high school diplomas also earned 45 credit hours (core complete). In addition, 97% of all high school graduates from the eight ECHS earned 12 college credit hours.**



	High School Seniors	High School Diploma	12 credit	30 credit	45 credit	Associate
# of Students	764	755	734	558	340	334
Percentage		99%	97%	74%	45%	44%

Associate Degrees Earned as of August 2014

The most **significant success point** is when a high school senior can graduate from high school and earn an Associate degree at the same time. Below are the success data of ECHS students who earned a high school diploma and the percentage of them who earned an Associate degree from South Texas College.

During 2013-2014 Academic Year, eight of the ECHS had a senior class. Out of eight ECHS only seven had begun their partnership with STC since 9th grade. The table below indicates that out of 755 students who earned their high school diploma 344 of them also earned an Associate Degree from South Texas College. On average, **44% of the high school students who earned their high school diplomas also earned an Associate degree from STC.** The national average for ECHS students earning an Associate degree is 30% (Jobs for the Future, 2013).

Independent School Districts partnership starting with 9th graders	2014 High School Graduates	2014 Associate Degrees	
	Number of students who earned High School Diploma	Associate Degrees	Percentage
Achieve	100	66	66%
Jimmy Carter	83	47	57%
Hidalgo*	180	28	15%
Mercedes	71	30	42%
Progreso	32	23	72%
PSJA North	115	50	43%
PSJA T-STEM	76	42	55%
Valley View	98	48	49%
Total	**755**	**334 ****	**44%**

**STC became Hidalgo Higher Education Partner in 2011*
***Associate Degree Count as of August 2014*

COLLABORATIONS

As an institution of higher education (IHE) partner, STC is committed to assisting school districts interested in the early college high school concept with the planning, application process, and other steps essential to building the organizational infrastructure to effectively establish an ECHS. The following are the type of assistance that STC provides its partners:

- Assists with test preparation for college readiness placement
- Increases the awareness of higher education
- Assists with career assessment and planning
- Provides degree plan preparation and course scheduling
- Facilitates college campus access through Summer and Fall Bridge activities
- Assists with the Professional Development of ECHS faculty and staff
- Leads with the implementation of the ECHS learning frameworks model
- Regularly schedules meetings with the ECHS leadership for information exchange, data exchange and problem solving
- Assists with data collection and monitoring of student progress
- Facilitates communication with the relevant regulatory entities and funding support organizations for public education (THECB, TEA, THSP, CFT, JFF)

SUMMER AND FALL BRIDGE ACTIVITIES

In preparation for the rigorous nature of the Early College High School program, incoming 9th grade cohorts participate in Summer and Fall Bridge activities that are structured to get them on the road to being college ready. Summer Bridge programs are one to three weeks in length. The students are introduced to activities that will help them with stress and time management, campus etiquette, study skills, note-taking and test preparation. At the end of the Summer Bridge, program students will take the Texas Success Initiative (TSI) exam and complete a college admissions application to South Texas College. Once the Fall semester begins, students are welcomed to the South Texas College campus where they participate in a traditional Student Orientation complete with a campus tour and presentations from the various organizations and academic departments at the college.

PARTNERSHIPS AND MODELS

As of 2014, STC has 26 Early College High Schools. This chart indicates the year that different models of ECHS were adopted.

South Texas College is proud to partner with fifteen (15) school districts in support of twenty-six (26) Early College High Schools.

YEAR	ECHS – MODEL
2006	School within School
2007	On a College Campus
2008	T- STEM
2010	Stand Alone
2012	Entire School
2014	CTE Early College High School

La Joya ISD (3) ECHS Campuses

- Jimmy Carter Early College High School – Stand Alone Model
- La Joya High Early College High School – Stand Alone Model
- Thelma Salinas STEM Early College High School – Stand Alone Model

McAllen ISD (1) ECHS Campus

- Achieve Early College High School- On a College Campus Model

Pharr-San Juan-Alamo ISD (6) ECHS Campuses

- PSJA High Early College High School – School within a School Model
- PSJA Memorial Early College High School –School within a School Model
- PSJA North Early College High School – School within School Model
- PSJA Southwest Early College High School – Whole School Model
- Sonia Sotomayor Early College High School- Stand Alone Model
- Thomas Jefferson T-STEM Early College High School – Stand Alone Model

Hidalgo ISD (1) ECHS Campus

- Hidalgo Early College High School –Whole School Model

Valley View ISD (1) ECHS Campus

- Valley View T-STEM Early College High School – School within a School Model

Edinburg CISD (4) ECHS Campuses

- Edinburg Collegiate Preparatory Academy – School within a School Model
- Edinburg Economedes Early College High School –School within a School Model
- Edinburg North Early College High School-School within a School Model
- Robert Vela Early College High School-School within a School Model

Rio Grande City CISD (1) ECHS Campus

- Rio Grande City Early College High School – Stand Alone Model

Sharyland ISD (1) ECHS Campus

- Sharyland Advanced Academic Academy (A3) – Stand Alone Model

La Villa ISD (1) ECHS Campus

- La Villa Early College High School – Whole School Model

Edcouch-Elsa ISD (1) ECHS Campus

- Edcouch-Elsa Early College High School –School within a School Model

Mercedes ISD (1) ECHS Campus

- Mercedes Early College Academy –Stand Alone Model

Progreso ISD (1) ECHS Campus

- Progreso Early College High School – School within a School Model

Mission CISD (2) ECHS Campuses

- Mission Collegiate Early College High School –Stand Alone Model
- Mission CTE Early College High School- Stand Alone Model

Monte Alto ISD (1) ECHS Campus

- Monte Alto Early College High School – Whole School Model

Weslaco ISD (1) ECHS Campus

- Weslaco CTE Early College High School – Stand Alone Model

SOUTH TEXAS COLLEGE EARLY COLLEGE HIGH SCHOOLS FALL 2014												
	ECHS	Created	*Model	9th	10th	11th	12th	Enrollment	Graduates 2011	2012	2013	2014
1	Progreso	2006	1	60	41	41	41	183	28	26	26	23
2	McAllen - Achieve	2008	2	116	116	112	99	443		50	67	66
3	Mercedes	2008	3	100	100	81	85	366		28	26	30
4	PSJA – T. Jefferson-T-STEM	2008	3	150	150	110	91	501		55	58	42
5	Valley View	2008	1	120	120	110	100	450		42	33	48
6	PSJA - North	2010	1	300	126	120	123	669				50
7	Hidalgo ECHS	2011	4	230	230	233	230	923			32	28
8	La Joya - Jimmy Carter	2011	3	130	130	130	108	498				47
9	PSJA - Southwest	2011	4	497	470	450	450	1867				
10	Edinburg	2012	1	100	100	120	125	445				
11	Economedes	2012	1	125	125	125	125	500				
12	PSJA - Memorial	2012	1	150	125	125	125	525				
13	Mission Collegiate	2012	1	130	130	125	125	510				
14	La Joya - STEM	2012	3	125	125	125	120	495				
15	La Villa	2012	4	150	150	145	150	595				
16	Rio Grande City ECHS	2014	3	100				100				
17	Sharyland A3 ECHS	2014	3	125				125				
18	Monte Alto ECHS	2014	4	100				100				
19	Edcouch-Elsa ECHS	2014	1	127				127				
20	Edinburg North ECHS	2014	1	125				125				
21	Robert Vela ECHS	2014	1	125				125				
22	PSJA High ECHS	2014	1	150				150				
23	La Joya High ECHS	2014	3	125				125				
24	Sonia Sotomayor ECHS	2014	3	30				30				
25	Mission CTE ECHS	2014	1	125				125				
26	Weslaco CTE ECHS	2014	3	130				130				
Total				**3,745**	**2,238**	**2,152**	**2,097**	**10,232**	**28**	**201**	**242**	**334**

*** Models: 1=School within a School 2=On a College Campus 3=Stand Alone 4=Whole School**

ECHS GRADUATES WITH ASSOCIATE DEGREES 2011 - 2014				
Year	ECHS Partnership	High School Graduates	Associate Degree	Percentage HS Graduates with Associate Degrees
2011	1	37	28	75%
2012	5	362	201	55%
2013*	6	508	242	48%
2014*	8	755	334	44%

*Beginning 2013-2014, the percentage of High School graduates who earn Associate Degree was impacted by addition of several whole-school ECHS.

ECHS Partnerships













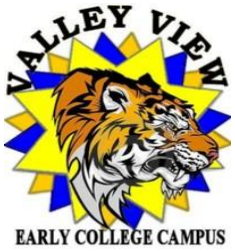


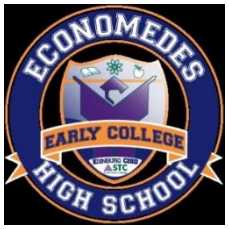


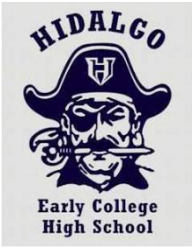








































DUAL ENROLLMENT ACADEMIES AND HIGH SCHOOL PROJECTS

- **DUAL ENROLLMENT ACADEMIES**
  - Background
  - Dual Enrollment Academies
  - Enrollment & Graduates
  - Transfer Success
  - School to Career Academy in Dual Enrollment

- **HIGH SCHOOL PROJECTS**
  - Background
  - TexPREP
  - Recovery Program
  - McCCTI Program
  - MARS



DUAL ENROLLMENT ACADEMIES

Background



Since 2005, South Texas College has offered a unique opportunity for high-achieving high school juniors to earn an Associate degree from STC while they complete their high school graduation requirements. The Academies are two-year dual enrollment programs for high school juniors who are interested in pursuing a career in health care, engineering, computer science, or criminal justice. The Academies are designed to encourage students to explore such careers through college coursework and Academy program related activities. The extended support provided by the High School Programs staff truly helps students be successful. Students who complete the program earn an Associate of Science degree in Biology, Computer Science, or Engineering, or an Associate of Arts degree in Criminal Justice by the end of their senior year in high school. To date, we have had approximately 597 students graduate with an Associate degree from South Texas College weeks before graduating high school.

Program Requirements:



- High school students in grades 11-12 (students may apply at the end of 10th grade year)
- Students *should* be enrolled in the Distinguished Advanced Placement (DAP) curriculum
- Students must have serious interest in pursuing a career in health care, engineering, computer science, or criminal justice
- Students must complete a Dual Enrollment Academy Program application, which includes writing a brief essay, recommendation letters from teachers, and academic resume, and submission of test scores

Students who participate are exposed to the following:

- A year round Seminar Series program to increase the students' knowledge of professional skills
- Ongoing guidance, tutoring, and counseling relating to academic and career choices
- Volunteer opportunities in cooperation with area facilities
- Test taking skills development workshops
- Opportunities to mentor with local professionals
- Presentations by professionals, which provide students with information on educational and personal preparation required for pursuit of careers
- Field trips to other educational institutions
- Summer part-time volunteer work in a related field
- Continued student support throughout the program's college course-work

Dual Enrollment Academies

DEMSA-Dual Enrollment Medical Science Academy
The Academy is designed to encourage area high school students to the health care professions by providing college course-work and health related opportunities that will motivate, educate, and prepare students for higher education in the field of medicine. With the support of the local health providers, the Dual Enrollment Medical Science Academy (DEMSA) will promote and participate in efforts that will reinforce the schools' and communities' commitment to prepare students for careers in health care. The purpose of the program is to increase the number of rural area students committed to careers and service in Medicine, Pharmacy Dentistry, Nursing, Allied Health, and others.

DECSA-Dual Enrollment Computer Science Academy
The Academy is designed to encourage area high school students to the computer science professions by providing college course-work and computer related opportunities that will motivate, educate, and prepare students for higher education in the field of computer science. With the support of the local industry providers, the Dual Enrollment Computer Science Academy (DECSA) will promote and participate in efforts that will reinforce the schools' and communities' commitment to prepare students for careers in computer science, with emphasis on programming and the new field of Medical Electronic Records. The purpose of the program is to increase the number of rural area students committed to careers and service in computer programming, design and computer high-tech fields.

DEEA-Dual Enrollment Engineering Academy
The Academy is designed to encourage area high school students to the engineering profession by providing college course-work and engineering related opportunities that will motivate, educate, and prepare students for higher education in the field of math and science while completing an Associate of Science (AS) degree in Engineering by the end of their high school senior year. With the support of the local engineers, the Dual Enrollment Engineering Academy (DEEA) will promote and participate in efforts that will reinforce the schools' and communities' commitment to prepare students for careers in Engineering. The purpose of the program is to increase the number of rural area students committed to careers and service in Manufacturing, Electrical, Industrial Engineering, and others.

DECJA-Dual Enrollment Criminal Justice Academy
The Academy is designed to encourage area high school students to the criminal justice professions by providing college course-work and opportunities that will motivate, educate, and prepare students for higher education in the field of medicine. With the support of the local law enforcement professionals, the Dual Enrollment Criminal Justice Academy (DECJA) will promote and participate in efforts that will reinforce the schools' and communities' commitment to prepare students for careers in criminal justice.

Highlights and Achievements:

- 572 **high school students have graduated with an Associate degree** before graduating high school
- 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
- DEMSA program- finalist for the Bellwether Legacy Award
- Starr Award Recipient
- Cord Ceremony held for all 2014 Academy graduates



Enrollment by Dual Enrollment Academies

South Texas College Cohort Enrollment by Dual Enrollment Academy						
Cohort Information			**Dual Enrollment Academies**			
			DEMSA	**DEEA**	**DECSA**	**DECJA**
Number	Year Entered the Academy	Year Expected to Graduate	Enrollment	Enrollment	Enrollment	Enrollment
1	2005	2007	17			
2	2006	2008	14	46		
3	2007	2009	18	55		
4	2008	2010	56	55		
5	2009	2011	90	56		
6	2010	2012	95	52	11	
7	2011	2013	95	38	42	
8	2012	2014	110	41	18	16
9	2013	2015	72	26	25	15
10	2014	2016	64	30	22	
Total			**631**	**399**	**118**	**31**

Dual Enrollment Medical Science Academy (DEMSA)

Dual Enrolment Engineering Academy (DEEA)

Dual Enrollment Computer Science Academy (DECSA)

Dual Enrollment Criminal Justice Academy (DECJA)

Dual Enrollment Academy Graduates
The following chart indicates Dual Enrollment Academy students who earned an Associate Degree from South Texas College from the last 8 cohorts.

South Texas College Cohort Enrollment & Graduates with Associate Degrees 2005 - 2014						
Cohort	**Year**		**High School Seniors who Earned Associate Degree**			
Number	**Year Enrolled**	**Year Graduated**	**Enrollment High School Seniors**	**Graduates with Associate Degree**	**Percentage of Graduates with Associate Degree**	**Scholarships Offered to Graduates**
1	2005	2007	17	16	94%	
2	2006	2008	46	42	91%	$1,806,866.00
3	2007	2009	50	38	76%	$1,799,810.00
4	2008	2010	88	72	82%	$1,129,000.00
5	2009	2011	116	87	75%	$1,400,806.00
6	2010	2012	113	105	93%	$2,700,000.00
7	2011	2013	154	104	68%	$1,705,933.00
8	2012	2014	143	108	76%	$1,359,641.00
9	2013	2015				
10	2014	2016				
Total			**727**	**572**		

Transfer Success

One of the main goals of the Dual Enrollment Academy Programs is to ensure adequate preparation and a smooth transition to a university. South Texas College Academies offer the opportunity for students to be exposed to the college atmosphere and participate in a rigorous college experience. Upon completion from the Academies, one hundred percent (100%) of students transfer to a prestigious four year institution.

Below are the institutions where academy graduates have successfully transferred to in pursuit of a baccalaureate degree.

- The University of Texas - Pan American
- The University of Texas at San Antonio
- Texas A&M University
- Texas A&M International University
- The University of Texas
- Texas Tech University
- Baylor University
- Our Lady of the Lake University
- Texas A&M University-Kingsville
- United States Naval Academy
- The Colorado State University
- Ohio University
- Georgia Institute of Technology
- Marquette University
- Rice University
- Cornell University
- Stanford University
- Full Sail University



School to Career Academy in Dual Enrollment

The School to Career Academy in Dual Enrollment (SCADE) is High School Programs and Services' newest academic program. The program was implemented in summer 2012 and targets rising 12th grade students who are enrolled in a non-traditional high school. SCADE students enroll in certificate courses that lead to meeting the current skills and demand levels of our career and technology workforce. SCADE students graduate from high school and with a Certificate of Completion in Welding simultaneously. The program includes a student success support system, which provides students the opportunity to participate in career workshops where students learn from professionals in the field, and receive academic workshops in resume writing, interview skills, and job placement opportunities.

Students benefit from the following program components:

- High school senior students are prepared for both attainment of a high school diploma and a certificate of completion in Structural Welding or Electronic Health Record Specialist.
- Three semester full-time program beginning the summer semester before their senior year.
- Extra support services for students by assigned specialist.

The following chart indicates the number of participants and graduates from 2012-2015

SCHOOL TO CAREER ACADEMY IN DUAL ENROLLMENT				
	Welding		Electronic Health Records Specialist	
Academic Year	Participation	Graduates	Participation	Graduates
2012-2013	22	21	4	4
2013-2014	30	27	4	4
2014-2015	40		4	
Total	**92**	**48**	**12**	**8**





HIGH SCHOOL PROJECTS

Background

Each year, the High School Programs Department hosts several activities throughout the semester sessions in addition to the dual enrollment and dual credit classes. Some of the high school projects include the Texas Pre-freshman Engineering Program (**TexPREP**), the **Recovery** Program, the McAllen College and Career Transitions Program (**McCCTI),** and additional grant programs and opportunities such as the **Mission Accomplished Residential Summer Camp**.

TexPREP:
The program begins at the beginning of June each year. Students are separated by grade and program year in order to be taught specific curriculum. Most of the lessons consist of hands-on learning and projects. Not only do they learn from a mathematics-based curriculum, but our students also have the opportunity to take field trips and listen to career awareness speakers in the science, engineering, and mathematics fields throughout the seven-week period.



Recovery Program:
Students who did not complete graduation requirements are recruited in order to complete their pending graduation requirements. In addition, they enroll in a career and technology class at South Texas College.

McCCTI Program:
Ninth grade high school students lacking credits are given the opportunity to recover those credits on South Texas College campuses.

Grant Awarded Programs (MARS camp):
High School Programs works closely with the Grants office in order to offer additional programs for our community. Several of these programs are STEM based and focus on exposing students to potential career opportunities and hands-on learning.



Texas Pre-Freshman Engineering Program TexPREP



The Texas Pre-freshman Engineering Program (TexPREP) was developed by STC in partnership with the University of Texas at San Antonio and four participating school districts to offer an academically intense, mathematics-based summer program which stresses the development of abstract reasoning and problem-solving skills. The program is presented in a seven-week session each summer.

The purpose is to identify high achieving middle and high school students with an interest in the STEM fields of science, technology, engineering and other mathematics-related areas and to increase their potential for careers in these areas.

The primary goal of the TexPREP program is to improve access to careers in Mathematics, Science, and Engineering. In order to achieve this goal, the program includes: academics, role modeling, mentoring, hands-on experiences and career awareness exploration and presentations.

The Texas Education Agency (TEA) has approved one unit of elective credit toward high school credit for each summer of TexPREP that is successfully completed.



Highlights & Achievements:

- Students have **earned 657 high school** elective credits through their participation.
- To date, **43 students** have completed all four years of the program
- A Closing Ceremony hosted for all TexPREP district participants and parents.
- Progreso Year 4 completers participated in a STEM-based trip to Chicago, Illinois.

The following chart shows the number of district participants for each TexPREP year. Recruitment for the summer 2015 session will being during the fall 2014 semester.

TEXAS PREFRESHMEN ENGINEERING PROGRAM AS OF AUGUST 2014					
Year	**Hidalgo**	**Progreso**	**Roma**	**PSJA**	**Total**
2009	30				**30**
2010	60	30			**90**
2011	90	41	30		**161**
2012	61	52	56	23	**192**
2013	87	75	50	32	**244**
2014	92		68	44	**204**

Recovery Program

The Recovery Program was developed by South Texas College and participating school districts to target out-of-school adults, ages 18-25, who did not graduate from high school due to a lack of sufficient high school credits, Texas Assessment of Knowledge and Skills (TAKS), or the STARR End of Course exam deficiency. Recovery Program students enroll in classes that are contextualized in the areas needed for high school credit recovery and/or the required state exam. As part of the program, students are also enrolled in Career and Technology courses at South Texas College. After students successfully obtain the necessary high school credits and/or master the state exams, students are able to claim their college credit, which may be applied towards a certificate or associate's degree in the same field. Besides the curriculum mentioned above, students also participate in courses geared towards employability. Such courses help students develop their skills in the areas of resume writing, interview techniques, job search, general computer usage, phone etiquette and life skills.

Students who participate receive the following:

- Completion of high school requirements in order to receive high school diploma
- Participation in college courses at South Texas College
- Workshops designed to help with future success

Highlights and Achievements:

- Jobs for future opportunities for students
- Back on Track model for Dropout Recovery programs

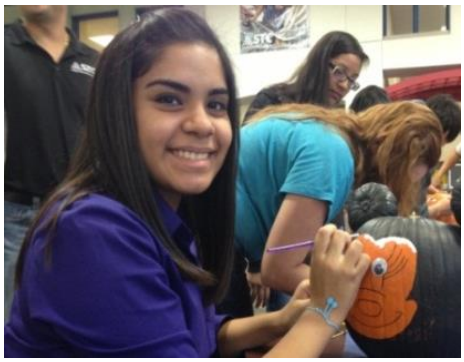


*The following chart shows the number of graduates from 2007-2014.

RECOVERY PROGRAM NUMBER OF GRADUATES								
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	TOTAL
Donna 3-D Academy		120	155	93	113	96	103	**680**
La Joya College & Career Center		188	162	177	267	227	294	**1,315**
PSJA College Career Technology Academy	210	236	211	153	193	151	165	**1,319**
Edinburg Vision Academy of Excellence			70	163	158	139	110	**640**
Mercedes Academic Academy						10	30	**40**
La Villa College and Career Academy						28	N/A	**28**
TOTAL	**210**	**544**	**598**	**586**	**731**	**651**	**702**	**4,022**

McAllen College & Career Transitions Initiatives (McCCTI) Program

The McAllen College and Career Transitions Initiatives Program (McCCTI) was developed as a partnership between South Texas College and the McAllen Independent School District to prepare at-risk students from McAllen ISD for attainment of a high school diploma. The objective is to ensure students graduate high school on time and transition to South Texas College or any other college/university after graduation.



The program has developed a variety of strategies to accomplish its objectives. These strategies include teaching classes in a college environment, utilizing the small learning communities concept with a low student-teacher ratio, providing instruction using the team-teaching approach, offering TEA-approved Career and Technical education courses, and offering half-day 3 block instruction.

Highlights & Achievements

- Students recovered 410 semester high school credits for the 2013-2014 school year.

The following table shows student enrollment and number of high school graduates from 2007-2014.

McCCTI Program Fall 2014					
Academic Year	Cohort	Total Enrollment	Graduates	Currently Enrolled	Transferred
2006-2007	**I**	36	24		12
2007-2008	**II**	23	10		8
2008-2009	**III**	35	16		12
2009-2010	**IV**	31	22		9
2010-2011	**V**	53	30	24	18
2011 -2012	**VI**	38	30	39	4
2012-2013	**VII**	40		78	
2013-2014	**VIII**	63		105	
	Total	**319**	**132**	**246**	**63**

Grant Awarded Programs (MARS Camp):

In the summer of 2013, South Texas College was awarded a Texas Workforce Commission-Governor's Science and Technology Champions Academy grant in the amount of $87,469. This money was used in order to host a Mission Accomplished Residential Summer Camp (MARS) for 39 of the state's best and brightest students. Students in this program were the winners of the 2013 ExxonMobil Texas Science and Engineering Fair. The MARS camp focused primarily on science, technology, engineering, and math and concentrated on aerospace, energy and defense.

The students worked in teams to design, build, test, and redesign projects using STEM principles. Students visited the state-of-the-art United Launch Alliance, The University of Texas Pan-American College of Engineering facilities, wind turbine facilities and a planetarium. Students also heard from several speakers including: aerospace engineers, computer engineers, and mechanical engineers.







DUAL ENROLLMENT WORKFORCE CERTIFICATES

- **GRADUATES**
- **DUAL ENROLLMENT WORKFORCE CERTIFICATES BY SCHOOL DISTRICT**

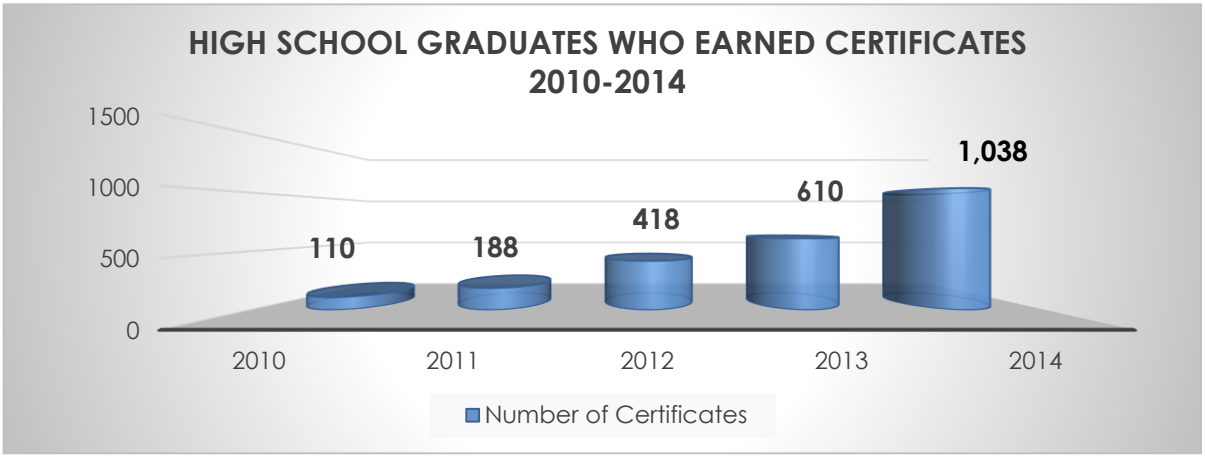


DUAL ENROLLMENT WORKFORCE CERTIFICATES

Since 2010, South Texas College has developed many short-term certificates that are based on industry needs and are recognized as a college-level credential by the Texas Higher Education Coordinating Board (THECB). These short-term certificates have become part of the stackable credentials that dual enrollment students can earn while they are still in high school. The following certificates listed in the chart below are part of the stackable credentials at STC. Students can earn the certificate and then seamlessly follow their educational pathway toward an Associate of Applied Science Degree and then to a Bachelor of Applied Technology Degrees.

CERTIFICATES	CREDITS	GRADUATES				
		2010	2011	2012	2013	2014
Computer Applications Specialist	16	36	56	124	210	298
Multimedia Specialist	16	66	128	240	290	583
Computer & Internet Specialist	16			26	36	26
Precision Manufacturing Technology	28	8	4	10	19	29
Emergency Medical Technology - Basic	16	n/a	n/a	8	16	15
Patient Care Assistant	16			10	18	24
Welding - Combination Welding	42				21	27
Electronic Health Records Specialist	20					4
Culinary Art - Commercial Baking	29					7
Medical Office Specialist	16					25
Employee and Labor Relations Assistant	16					
Recruiter Assistant	16					
Payroll Assistant	16					
TOTAL		110	188	418	610	1,038

GRADUATES



DUAL ENROLLMENT WORKFORCE CERTIFICATES BY SCHOOL DISTRICT

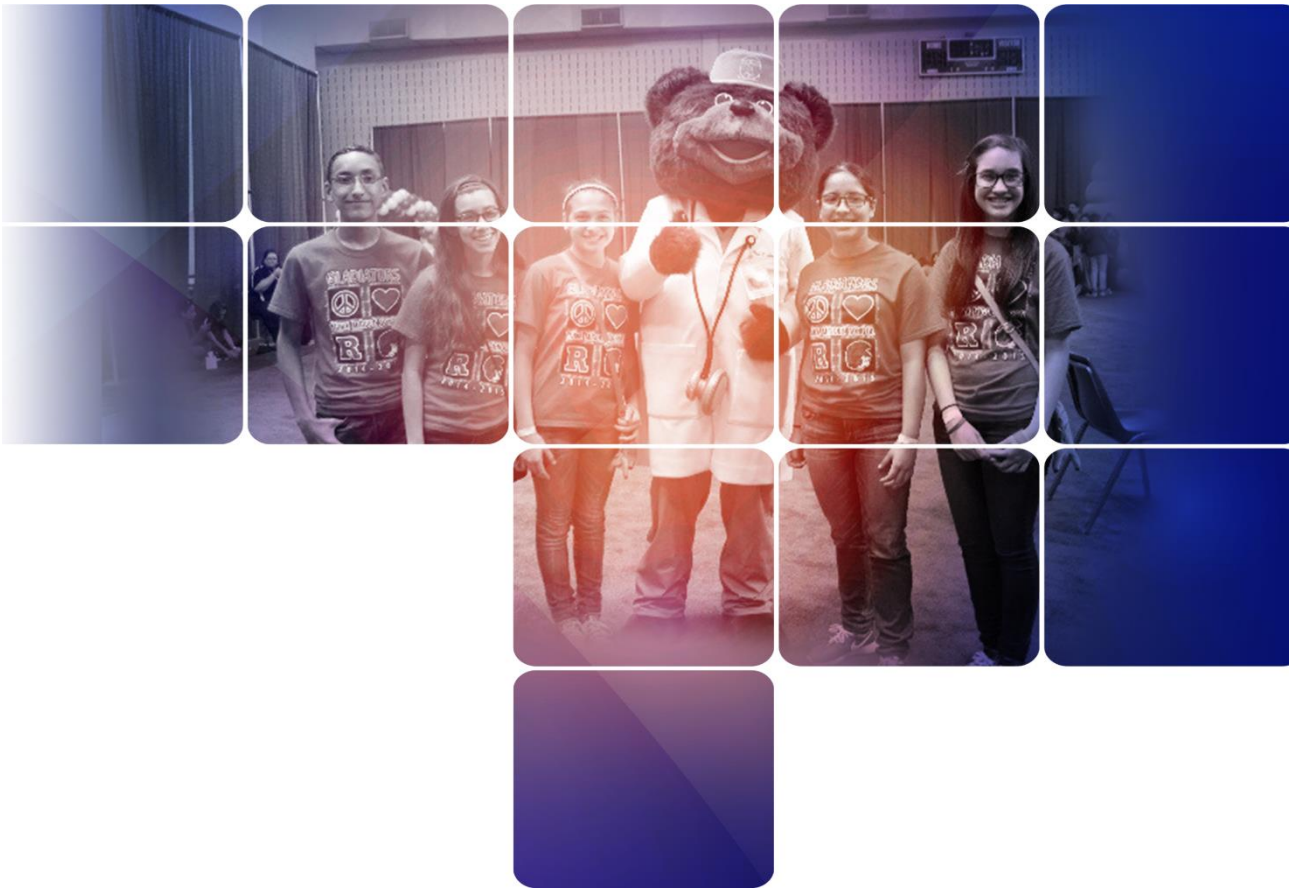
May 2014

	COMP APP	Multi Media	Comp. Internet Spec.	PMT	EMT	NUPC	SCADE Wldg	SCADE EHR	CLNRY	MOS	GRADUATES
Donna	5			8					7		20
College & Career Tech Academy	1										1
Edinburg	45	53	1		15						114
Edinburg North		32	2								34
Edinburg Economedes	49	64	1								114
Ed-Robert Vela	12	36	2								50
Hidalgo Valley View			1	7		11					19
McAllen		24									24
McAllen Memorial		26									26
McAllen Nikki Rowe		63									63
Mission		49		4			9	1			63
Mission Veterans		28		3		13	9				53
PSJA CCTA							9				9
PSJA	47	2						3		25	77
PSJA North	35		7								42
PSJA Memorial	25	113									138
PSJA Sotomayor		15									15
PSJA South	1	19									20
PSJA T Stem		1									1
Rio Grande City -Grulla	1		3								4
Rio Grande City	31	22	2	7							62
Roma	6										6
Weslaco East	20	2									22
Weslaco	20	34	7								61
Total	**298**	**583**	**26**	**29**	**15**	**24**	**27**	**4**	**7**	**25**	**1,038**

COMPAP Computer Applications Specialist Certificate
MultiMedia Multimedia Specialist Certificate
Comp Internet Spec Computer Internet Specialist
PMT Precision Manufacturing Certificate
EMT Emergency Medical Technology Basic Certificate
NUPC Patient Care Certificate
SCADE Wldg Structural Welding Certificate
SCADEEHR Electronic Health Record Specialist Certificate
CLNRY Culinary Certificate
MOS Medical Office Specialist Certificate

APPENDIX

- **MELINDA GATES SCHOLARSHIP RECIPIENTS**
- **PUBLICATION: EDUCATION WEEK: COLLEGE ACCESS FOR ALL**



MELINDA GATES MILLENNIUM SCHOLARSHIP RECIPIENTS

The Gates Millennium Scholars (GMS) Program, funded by a grant from the Bill & Melinda Gates Foundation, was **established in 1999** to provide outstanding African American, American Indian/Alaska Native, Asian Pacific Islander American, and Hispanic American students with an opportunity to complete an undergraduate college education in any discipline area of interest. The Gates Millennium Scholars Program selects **1,000 talented students** each year to receive a good-through-graduation scholarship to use at any college or university of their choice. To be eligible, applicants must have a minimum grade point average (GPA) of 3.3 and be a U.S. Citizen, U.S. national or permanent resident. Continuing Gates Millennium Scholars may request funding for a graduate degree program in one of the following discipline areas: computer science, education, engineering, library science, mathematics, public health or science.

South Texas College Dual Enrollment Academy Programs has been fortunate to have ten (10) Gates Millennium Scholarship Recipients since it began in 2005. Upon graduation with their Associate's degree from South Texas College, and completion of their high school diploma, all students transferred to the university of their choice.

DUAL ENROLLMENT ACADEMIES
GATES MILLENNIUM SCHOLARSHIP RECIPIENTS

YEAR RECEIVED	STUDENT	HIGH SCHOOL ATTENDED	ACADEMY	UNIVERSITY ATTENDING
2008	Cecilia Corral	PSJA	DEEA	Stanford University
2008	Dee Ann Vasquez	Donna High School	DEEA	Stanford University
2009	Alyssa Dorado	PSJA Memorial	DEEA	Texas A&M College Station
2009	Jessica Jimenez	Science Academy	DEEA	Baylor University
2009	Edgar Solis	PSJA Memorial	DEEA	Texas A&M College Station
2009	Krystal Flores	Rio Grande City	DEMSA	St. Mary's University
2011	Veronica Garcia	Roma High School	DEMSA	South Texas College
2012	Michael Hinojosa	Juarez Lincoln	DEMSA	Texas A&M College Station
2012	Raul Morales	PSJA TSTEM ECHS	DEEA	Texas A &M College Station
2014	Christopher Castillo	Donna High School	DEEA	Texas A&M College Station

EDUCATION WEEK

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COMMENTARY

Creating Opportunity for College Access



*Nicolás González- Administrator for **High School Programs and Services** at South Texas College in McAllen since 1999.*

By Nicolás González

"The miracle of South Texas." That's what they call what the dual-enrollment, dual-credit program at South Texas College has done to transform the culture of the Rio Grande Valley from a sleepy school-to-work ethos to one of college-going and college completion.

I had a vision for this transformation back in 1993, when I was a high school principal at Memorial High School in McAllen, Texas. It was then that I first learned about **South Texas College**—a neighboring community college that had just been established to serve the community in deep South Texas, a few miles north of the Mexican border. I recognized that this was a big opportunity for students and their families. Until then, the almost 600,000 area residents were missing a vital ladder to higher education and a better way of life.

Growing up in Laredo, Texas, in a family with four boys and one girl surrounded by other poor families and kids, I learned that the only way out was by getting an education. I thank my dad, who, in spite of never having finished school in Mexico, always encouraged me and my siblings to take advantage of every available educational opportunity. My father had not been so lucky. As the eldest child in his family, and like many others in his situation, he had to work to help support his mother.

I was fortunate that Laredo Junior College was available to me when I finished high school in 1963. The junior college experience was my ticket to getting scholarship offers and grants, allowing me to complete my education. After finishing a year and a half of coursework, I transferred to the University of Texas at Austin, where I received a bachelor's degree in music.

My dad and mom could only bless me when I left home, since they had no money to provide for me. I worked my way through all those college years, and I met a lot of people who encouraged me.

One of the best moments came 10 years into my career as a music teacher. Someone suggested that I become a school district administrator so that my ideas and influence could reach students beyond those in the band room.

After finishing my master's in school administration and serving as a high school and middle school assistant principal in Austin for several years, I was recruited to run a middle school in McAllen. From there, I was promoted to principal and served in that post for seven years. I learned a lot from the people I worked for, but mostly, I learned from the students.

That particular experience as an administrator was instrumental in helping me grow the **dual-enrollment, dual-credit program** at South Texas College.

As a principal, I saw a lot of our students yawning their way through their last years of high school. The dropout rate among our mostly Hispanic population ran high. I understood that connecting students with a tangible pathway to college (not just talking about the idea of it) would be a great motivator

for them. It would encourage them to remain in school and stay engaged in a meaningful way. The familiar refrain from many bright and capable students upon graduation was "I can't go to college, sir. I got to work and help support the family." The dual-enrollment, dual-credit program at South Texas College erased this very real excuse.

"I understood that connecting students with a tangible pathway to college ... would be a great motivator for them."

In 1999, after retiring from public school administration, I took over the dual-enrollment program at STC. At the time, we had 450 students in this program and only five of the 40 area high schools participated. Students paid $100 for each dual-credit course. **Doors were opened in 2000, however, when with the help of the late Mr. Manual Benavidez, former Board member, and the support of our President, Dr. Shirley A. Reed, our Board of Trustees approved policy #3235. This policy waived tuition and fees for all dual enrollment STC students, and set in motion an affordable pathway for all young students to pursue.**

Since then, the program has grown exponentially—from a total of 465 enrolled students in 2000 to more than 13,000 students this past fall. Most have graduated from our program at no cost to themselves or their parents. We accomplished this with the help of 68 high school partnerships in 23 school districts. We have recruited more than 348 high school teachers, but we can't meet the demand. We are still in need of more than 125 STC faculty members to cover our many classes.

Since 2003, we have served a total of more than 70,000 students. We have saved them and their families more than $100 million in tuition and fees. The availability of a variety of college-completion pathways, including two dozen early-college high schools and six different academic and workforce academies, made it possible for STC to graduate more than 530 students this May with two-year associate degrees *before* they completed high school.

In 2003, the Texas legislature passed House Bill 415, which I helped write and champion. **The bill removed dual-enrollment barriers, allowing schools to offer career and technical education courses with the promise of a certificate at the end.** Last month, we graduated close to 1,000 students with one-year CTE certificates. As a result, students will have an easier time securing better jobs while they continue to pursue higher education degrees.

To me, our success is not a miracle. It is what happens when policy creates opportunity. When key, forward-thinking people like a college president, the leaders and staff of a community college, and neighboring school districts throw their support behind a good idea, amazing things can happen.

Nicolás González has been an administrator for high school programs and services at South Texas College in McAllen since 1999. Previously, he served as a public school teacher and administrator for more than 30 years. For more information about South Texas College, go to ***www.southtexascollege.edu****.*

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http://www.edweek.org/ew/articles/2014/06/11/creating-opportunity-for-college-access.html

Office of Professional & Organizational Development

STC South Texas College *Center for Teaching & Learning*

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