

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

Committee Members Present:

- Joe Arrington
- Annette Bigham
- Celina Brown
- Bradley Christian, Co-chair
- Sally Frazier
- Glynnis Gaines
- Gary Myles
- Matt Porter
- Laura Wichman, Co-chair
- Steven Wenzel
- Bryant Windham

Committee Members Absent:

- David Davenport
- Lizett LaStrape

Agenda:

1. Program Development
 - What programs should we consider expanding? Credit and continuing education both
 - What programs should we consider adding? Credit and continuing education both
2. Review the course schedule of classes we are offering and determine:
 - Are we offering enough courses at the right time? In the right modality?
 - What classes are consistently being offered, but are not making? Do they need to be offered consistently?
 - Are there areas that could be expanded upon? If we offer more sections...will they come?
3. New Initiatives
 - Are there good and established initiatives that can support our campus priorities?
 - Are we doing enough/too many initiatives as is?
4. Review literature, articles, college websites, etc. for information on increasing enrollment and retention
 - What are others doing that are working well?
 - What is not working well and we should avoid?
 - What are new trends that we could consider, even if others are not doing it yet!

Notes/Discussion:

1. Program Development
 - Annette – found that other colleges are offering degrees in Hispanic Studies or Specialized Workforce Courses (i.e. forensic accounting, emergency preparedness for managers, data management).

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

- i. Accounting is adding teaching enrolled agents with the IRS as an option for students.
 - Workforce education certificates are needed and partner with CE to build this more
 - Partner business programs with other areas around campus, such as health professions to help students get into management or cosmetology to help them get into running a business
 - Get more AEL students into credit courses
 - Incorporate soft skill CE courses into credit courses students take. DISC assessment, etc. Can those be offered as badges on a student's transcript?
 - Could CE certificates be an OSA?
 - Gary – AMR is sponsoring students to an 8-week basic EMS class for their employees starting in spring 2023
 - i. Emergency management certificate program
 - Agriculture was the highest growth area from 2018-2020. Adding this to the non-credit degree options could locally be beneficial.
 - i. See Appendix A for more information on what Bryant found
 - Life & Career Skills award for special education students. Lone Star is the only one in Texas with this certificate. Could pair with credit and non-credit. Join with job readiness.
 - i. Bellevue seems to have the most established program that I could find for a life skills , or at least they have the most information on theirs.
<https://www.bellevuecollege.edu/ols/>
 - ii. Lonestar in Texas does offer one, but they do not have any info online other than that they offer it.
<https://www.chron.com/neighborhood/spring/news/article/LONE-STAR-COLLEGE-Occupational-and-life-skills-9647259.php>
2. Review the course schedule of classes we are offering
 - Brad – summer scheduling needs
 - i. Summer 2020-2022 - Arts & Sciences 49.3% of courses have 80%+ capacity (See Appendix B for more information)
 - ii. Looked Blinn, ACC & DCC – do not offer French, ENGL 2326, Sciences at Blinn are all hybrid & ACC does not do online or blended majors science courses, DCC offers the highest online selection offerings but not at all campuses (See Appendix C for more information)
 - Joe - In the HSE DIV, an MCC faculty and BU faculty in social work worked a deal that MCC offered Intro to Social Work during the semesters at BU did not--that would allow additional entry point it the Bu Social Work program
3. New Initiatives
 - eSports or Volleyball athletic addition? Extracurricular
 - i. Here are some links with information regarding ESports and Volleyball. I get a lot of information on ESports (almost daily) and I think it may really be worth pursuing at least for more information.
 - ii. <https://universitybusiness.com/community-colleges-with-esports-teams-reach-high-gear-recruiting/#:~:text=Community%20colleges%20with%20esports%20teams%20include%20Central%20Maine%20Community%20College,is%20the%20reason%20they%20enrolled.>

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

- iii. <https://reportingtexas.com/competitive-esports-burgeoning-among-small-texas-colleges/>
 - iv. <https://www.texaslegendsvb.com/about-texas-legends.html>
 - v. <https://www.fieldlevel.com/app/teams?sportEnum=volleyballwomen&state=tx&athleticAssociation=4>
 - vi. [https://www.shi.com/public-sector/campaign/esports/available-funding?utm_source=google&utm_medium=cpc&utm_campaign=Esports Public Sector Campaign NB Funding Search Q32022&gclid=EAlaIQobChMI_4yy39yy-gIVpyZMCh0K7ghQEAAAYASAAEgK-N_D_BwE](https://www.shi.com/public-sector/campaign/esports/available-funding?utm_source=google&utm_medium=cpc&utm_campaign=Esports_Public_Sector_Campaign_NB_Funding_Search_Q32022&gclid=EAlaIQobChMI_4yy39yy-gIVpyZMCh0K7ghQEAAAYASAAEgK-N_D_BwE)
- Competency-Based Education & Assessment
 - i. See Appendix D for Matt's Notes

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

Appendix A. Notes on Agriculture Opportunity

- Ag eLearning Development Cert: <https://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/agriculture-life-sciences/agricultural-leadership-education-communications/agriculture-elearning-development-certificate/>
- Crop Production Certificate (Nebraska CTA): <https://ncta.unl.edu/crop-production>
- USDA Ag Cert Index: <https://www.nal.usda.gov/legacy/afsic/edtr/degree-type/certificate>
- Assc Ag online: <https://cals.ncsu.edu/agricultural-and-resource-economics/students/certificate-programs/>
- NE TX CC Sustainable Ag level 1 Cert: <https://www.ntcc.edu/node/3172>
- Blinn Ag As: <https://www.blinn.edu/agricultural-sciences/index.html>
- Hill College Ag Program and Employment tool: <https://www.hillcollege.edu/Academics/Business-Industry/Ag.html>

Local Opportunities:

- Clean Energy Tech (Rosedale Solar, Wind, etc.)
- Sustainable Farming
- Vertical/indoor/urban ag
- Small Acreage (Conversation with Larry Benton)
- Transfer agreements to TAMU (see blinn) and Tarleton
- Spanish for Animal Health Care (or Health Care in general?)

Synergy:

- See Purple Tractor Restaurant at Tarleton: <https://www.thepurpletractor.com/>
- Restaurant/plant nursery/grocery store that offsets teaching costs. Could provide opportunities for ag production at Highlander Ranch, Hospitality management, and Business students at College of the Ozarks & St. Mary of the Woods. Host at Northwood or Co-op to Farmers Market or East Side Market.

Funding:

- USDA Grants

Market:

- 4H/FFA local chapters
- How many students enrolled in HS ag don't attend college?

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

Appendix B. Course Scheduling

For Summer 2020 through 2022 inclusive, there were 845 sections of courses offered in Arts and Sciences.

- 161 courses (19%) have 95% or higher capacity
- 124 courses (14.7%) have 90% to 95% capacity
- 132 courses (15.6%) have 80% to 90% capacity
- Total = 417 courses total (49.3%). All but 3 were online.

Of those that are 95% or above capacity, these are 40 unique courses. All courses were internet delivery, which was required in 2020, but not in 2021 and 2022.

Summer Enrollments 2020-2022 inclusive:

Course	Enrollment	Rank
ARTS 1301	488	9
BIOL 2401	422	10
BIOL 2402	420	
BIOL 2420	370	
CHEM 1405	132	
ENGL 1301	445	
ENGL 1302	383	
ENGL 2321	712	3
ENGL 2326	326	
ENVR 1301	252	
GOVT 2305	489	
GOVT 2306	654	6
HIST 1301	585	7
HIST 1302	540	8
MATH 1314	399	
MATH 1325	222	
MATH 1342	661	5
MATH 2413	309	
PHIL 1301	373	
PHIL 1316	800	2
PHIL 1317	1440	1
PHYS 1401	275	
PHYS 1402	324	
PSYC 2301	704	4
SOCI 1301	332	
SPAN 1411	408	
SPAN 1412	278	
SPAN 2311	342	
SPCH 1311	362	
SPCH 1315	277	

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

Blinn

Note: These are for Summer I and Summer II

- BIOL 1406 and 1407 blended but not online
- BIOL 2401 and 2402 blended but not online
- BIOL 2420 blended but not online
- CHEM 1305 – Online, but no lab
- PHYS 1401 and 1402 all F2F

ACC

- No completely asynchronous online Biology in summer.
- CHEM 1405 and 1411 lectures online, but not labs.
- No MATH 1325 online – only blendsync
- MATH 1350, 1351, 2412, 2413, 2414, 2415 – only blendsync
- PHYS 1402 online but not 1401

**Research and Growth Opportunities Subcommittee Minutes
September 26, 2022**

Appendix C. Comparison of Course Offerings

	Blinn	ACC	Dallas
ARTS 1301	Y	Y	Y
ARTS 1303	Y	Y	Y
BIOL 1322	Y	Y	Y
BIOL 1406	Lec. Only	N	Y
BIOL 1407	Lec. Only	N	Y
BIOL 1408	Lec. Only	Y	Y
BIOL 2401	Lec. Only	N	Y
BIOL 2402	Lec. Only	N	Y
BIOL 2420	Lec. Only	N	N
CHEM 1405	Lec. Only	Lec. Only	Y
ENGL 1301	Y	Y	Y
ENGL 1302	Y	Y	Y
ENGL 2321	Y	N	Y
ENGL 2326	N	N	Y
ENGL 2331	N	N	N
ENVR 1301	N	Y	Y
FREN 1411	N	N	Y
FREN 1412	N	N	Y
FREN 2311	N	N	Y
FREN 2312	N	N	Y
GEOL 1401	N	N	Y
GEOL 1403	Y	N	Y
GOVT 2305	Y	Y	Y
GOVT 2306	Y	Y	Y
HIST 1301	Y	Y	Y
HIST 1302	Y	Y	Y
MATH 1314	Y	Y	Y
MATH 1316	Y	N	Y
MATH 1324	Y	Y	Y
MATH 1325	Y	N	Y
MATH 1332	Y	Y	Y
MATH 1342	Y	Y	Y
MATH 1350	Y	N	Y
MATH 1351	Y	N	Y

**Research and Growth Opportunities Subcommittee Minutes
September 26, 2022**

MATH 2412	Y	Y	Y
MATH 2413	Y	N	Y
MATH 2414	Y	N	Y
MATH 2415	Y	N	Y
PHIL 1301	Y	Y	Y
PHIL 1316	N	N	N
PHIL 1317	N	N	N
PHYS 1401	N	N	Y
PHYS 1402	N	Y	Y
PSYC 2301	Y	Y	Y
PSYC 2314	Y	Y	Y
SOCI 1301	Y	Y	Y
SPAN 1411	Y	Y	Y
SPAN 1412	Y	Y	Y
SPAN 2311	Y	Y	Y
SPAN 2312	Y	Y	Y
SPCH 1311	Y	Y	Y
SPCH 1315	Y	Y	Y
SPCH 1318	Y	Y	Y
SPCH 1321	Y	Y	Y

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

Appendix D. Competency-Based Education & Assessment

Definition

A mode of education and assessment in which advancement is based on demonstrated skill mastery and competency accomplished at each student's own pace. Can be implemented at the program (degree and certificate) and/or course level.

Competency-Based Education Consortium Institutions

- Alamo Colleges
- Austin Community College
- Collin College
- Lone Star College System

Possible Areas of Implementation at MCC

- AA
- AS
- Core Curriculum
- Accounting
- Administrative Office Management
- Business
- CIS
- Engineering
- Health Information Technology
- Marketing
- Medical Assistant
- Medical Office Management
- Mental Health
- Network Administration
- Office Technology
- Paralegal
- Real Estate
- Supply Chain & Operations Management

Resources

- Competency-Based Education Consortium for Texas (Austin Community College) - <https://sites.austincc.edu/cbec/>
 - Resources - <https://sites.austincc.edu/cbec/research/>
- Competency-Based Education Network - <https://www.cbenetwork.org/>
 - Resource Library - <https://www.cbenetwork.org/resource-library/>

Research and Growth Opportunities Subcommittee Minutes September 26, 2022

- Cleary, M. N. (2015). Faculty and staff roles and responsibilities in the design and delivery of competency-based programs: A C-BEN snapshot.
<http://online.flipbuilder.com/cvra/ilpa/mobile/index.html#p=3>
- Daugherty, L., Davis, V., & Miller, T. (2015). Competency-based education programs in Texas: An innovative approach to higher education.
https://www.rand.org/content/dam/rand/pubs/research_reports/RR1200/RR1239-1/RAND_RR1239-1.pdf
- Krauss, S. M. (2017). How competency-based education may help reduce our nation's toughest inequities. <https://files.eric.ed.gov/fulltext/ED587410.pdf>
- 2020 National Survey of Postsecondary Competency-Based Education - <https://www.air.org/resource/spotlight/postsecondary-competency-based-education#publications>
- PR Newswire. (2021). National survey finds increased interest in competency-based education amid pandemic. <https://www.prnewswire.com/news-releases/national-survey-finds-increased-interest-in-competency-based-education-amid-pandemic-301339437.html>
- Soares, L. (2012). A 'disruptive' look at competency-based education.
<https://www.americanprogress.org/article/a-disruptive-look-at-competency-based-education/>
- Reigeluth, C. M., & Karnopp, J. R. (2019). *Vision and action: Reinventing schools through personalized competency-based education (a comprehensive guide for implementing personalized competency-based education)*. Marzano Research.
<https://www.proquest.com/docview/2457372739/C8496846146B4F3CPQ?accountid=7050>
- Ruyle, M., et al. (2019). *Leading the evolution: How to make personalized competency-based education a reality*. Marzona Research.
<https://www.proquest.com/docview/2133235179/C8496846146B4F3CPQ/1?accountid=7050>
- TSTC Performance-Based Education (website) - <https://www.tstc.edu/performance-based-education/>
 - Traditional vs. Performance-Based Comparison Chart - https://www.tstc.edu/wp-content/uploads/2022/04/PBE-Comparisons-8.5x11FLTX0222_39444.pdf
- Weise, M. R., & Christensen, C. M. (2014). *Hire education: Mastery, modularization, and the workforce revolution*. <https://www.christenseninstitute.org/wp-content/uploads/2014/07/Hire-Education.pdf>
- WGU. (2020). The case for competency-based education: Addressing academic equity and workforce readiness in higher ed. <https://www.wgu.edu/blog/the-case-for-competency-based-education-advocate-post2012.html>