

# Board of Trustees

## Education and Workforce Development Committee Meeting

Tuesday, May 10, 2016

3:00 p.m.

Ann Richards Administration  
Building, Board Room  
Pecan Campus  
McAllen, Texas



SOUTH TEXAS  
COLLEGE

*In the Making!*

Online Copy

South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus  
Tuesday, May 10, 2016  
@ 3:00 p.m.  
McAllen, Texas

**AGENDA**

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

- I. Approval of Minutes for Thursday, April 14, 2016 Committee Meeting ..... 1 – 3
- II. Review and Discussion of Concerns Raised by ADN Program Students in RNSG 2331 .....  
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- III. Presentation on Texas Higher Education Coordinating Board Almanac Data on South  
Texas College Student Performance Data from 2011-2015 ..... 22 - 28

## **Approval of Minutes for Thursday, April 14, 2016 Committee Meeting**

The Minutes for the Education and Workforce Development Committee meeting of Thursday, April 14, 2016 are presented for Committee approval.

**South Texas College  
Board of Trustees  
Education and Workforce Development Committee  
Ann Richards Administration Building, Board Room  
Pecan Campus, McAllen, Texas  
Thursday, April 14, 2016 @ 2:30 p.m.**

**MINUTES**

The Education and Workforce Development Committee Meeting was held on Thursday, April 14, 2016 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 2:35 p.m. with Mrs. Graciela Farias presiding.

Members present: Mrs. Graciela Farias and Mr. Gary Gurwitz

Other Trustees present: None

Members absent: Dr. Alejo Salinas, Jr.

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Ms. Nancy Garcia, Mr. Matthew Hebbard, Mr. Paul Hernandez, Mrs. Kristina Wilson, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

**Approval of Minutes for Tuesday, March 8, 2016 Committee Meeting**

Upon a motion by Mr. Gary Gurwitz and a second by Mrs. Graciela Farias, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 8, 2016 were approved as written. The motion carried.

**Presentation and Discussion of Degree Works: *Keeping Students on the Pathway to Graduation***

Ms. Nancy Garcia, Director of Comprehensive Advising and Mentoring Services, provided a presentation on Degree Works.

Degree Works is an online tool that provides students with up-to-date information about their academic progress toward completing their selected certificate or degree program.

Upon logging into Degree Works, a student, or their advisor, can see the requirements of their selected program, along with the courses they have completed and the courses they are currently taking. Degree Works will identify the courses they still need to complete, and will allow them to plan out future semesters and track their progress.

Degree Works is available to all South Texas College students, including Dual Enrollment students, and they can access this information through the South Texas College JagNet web portal, through which they access many vital services.

Ms. Garcia reviewed Degree Works with the Committee, including an overview of the degree audit process, planning future coursework, and student access to “What-if” functionality that allows students to see what coursework would be required if they were to switch to a new major.

Students are encouraged to meet with an advisor each semester to monitor their academic progress and to utilize Degree Works as a valuable resource to ensure they stay on track toward graduation.

Ms. Garcia also discussed the role of advisors and their access to Degree Works to monitor students’ progress, as well as the features of Degree Works that help students stay focused on timely completion of their degree plan.

This item was for the Committee’s information and feedback to staff, and no action was requested.

### **Adjournment**

There being no further business to discuss, the Education Workforce Development Committee Meeting of the South Texas College Board of Trustees adjourned at 3:27 p.m.

I certify that the foregoing are the true and correct Minutes of the April 14, 2016 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Mrs. Graciela Farias  
Presiding

## **Review and Discussion of Concerns Raised by ADN Program Students in RNSG 2331**

Several concerns have been brought to administration by students in the Advanced Concepts of Adult Health (RNSG 2331) course that is the end-of-program course for the Associate Degree Nursing Program. This course is the most critical and challenging of the entire program. The course requires students to apply all concepts, theory, and content from all courses in the preceding two years of the program.

Because this is the most challenging course, there frequently are high failure rates. While this course is extremely difficult, it is designed to prepare students for the comprehensive NCLEX exam (state RN licensure exam). We must maintain the academic rigor of the course if we are to maintain the state-mandated licensure pass rate.

Students have become very active on social media both criticizing and supporting the nursing faculty and academic rigor of the course. A delegation of twelve students signed up for Public Comments at the April 26, 2016 Regular Board Meeting, and ADN Program students Lisa Scherff and Mayra Davenport spoke on behalf of those students. The delegation claimed to represent some of the 80 students from the ADN Program Level 4 students who did not pass RNSG 2331 in Spring 2016.

Ms. Scherff voiced several complaints against the faculty, program, and College, asserting that their efforts to resolve their concerns with the faculty, department chair, and dean were not effective. Following her public comments at the Board Meeting, Ms. Scherff provided the Office of the President with her notes, which are included in this packet for the Committee's review.

This presentation to the Education and Workforce Committee is to provide an overview of the recent changes to the NCLEX testing format, corollary changes to the testing methodology at South Texas College, and the administrative response to the complaints.

Dr. Anahid Petrosian, Vice President for Academic Affairs, and Mr. Jayson Valerio, Interim Dean for Nursing and Allied Health, will present the following information to the Committee and will respond to questions.

### **Recent Changes to the NCLEX Testing Format**

The NCLEX was changed in April 2013 to increase the passing score, increase the content related to management of care, and to change the question format from primarily "multiple choice" questions to heavily relying on "alternate type" questions such as "fill-in-the-blank" and "multiple response/select all that apply" questions.

### **Changes to the Testing in RNSG 2331**

In response to the changes to the NCLEX, program faculty and students (elected by their peers to represent each student cohort) collaborated to re-design the tests for RNSG 2331 to better prepare students for the NCLEX's new, more challenging format.

- Additional Non-Multiple Choice Questions: Program tests were developed to better prepare students for the types of questions (various formats other than multiple-

choice) that they will encounter during the NCLEX, as supported by feedback from recent graduates who have completed the NCLEX.

- **Peer Review:** As tests are designed for RNSG 2331, they are peer-reviewed by faculty from within the program. This peer-review process helps verify that these cumulative unit exams are representative of the materials presented to students throughout their ADN Program careers and to the content of the NCLEX exam.

### **Administrative Response to Student Complaints**

In response to the students' complaints, administration is conducting a follow-up investigation:

- Students have met with administration and their statements of complaint and support are being considered.
- Human Resources is conducting an investigation into the complaints against the faculty.
- Students have been advised to follow the official grade appeals process whereby their grade and circumstances will be reviewed by a panel of independent faculty reviewers.
- A review committee has been established to review the course content, syllabus, testing process, and instructional strategies to provide recommendations for improving the student success rate in this course.
- The process should take approximately 30 days and the results will be shared with students, faculty, and the Board.

The Education and Workforce Development Committee and the Board of Trustees will be informed of the findings of the administrative review and the personnel investigations.

Affected students will also be kept informed of the ongoing proceedings and findings, as appropriate.

The PowerPoint is included in the following pages, as well as a memo that was sent to the Board of Trustees on April 25, 2016 in response to the student complaints and ongoing investigation.

This item is for the Committee's information and feedback to staff, and no action is requested.



# Associate Degree Nursing Program

## RNSG 2331 Course Advanced Concepts of Adult Health

Presentation for Education & Workforce Development Committee  
Tuesday, May 10, 2016



### Outline

- Course Description
- NCLEX-RN Changes
- Concerns
- Interventions
- Course Data
- Contributing Factors
- Next Steps





## Course Description

### RNSG 2331 Course

#### Course Description

- Advanced Concepts of Adult Health (RNSG 2331) includes the application of **advanced concepts and skills for the development of the professional nurse's roles with adult patients and families involving multiple body systems.** Emphasis is on advanced knowledge, judgment, skills, and professional values within a legal/ethical framework.

## Course Description

### RNSG 2331 Course

#### ➤ Course Profile

- The most difficult course in the program
- Students have to apply all concepts and theory from all courses in the preceding two years of the program
- Prepares students for the NCLEX\* RN Exam
- High academic rigor
- Prepares students to be safe and competent health care practitioners in the nursing workforce

\*NCLEX=State RN Licensure Exam

## NCLEX-RN Exam Changes

**On April 2013 the National Council for State Board of Nursing Raised the Passing Standards for NCLEX-RN**

- Increased the Passing Score
  - Increased the content of management of care
  - Changed the test to include many non-multiple choice questions
- **Rationale for the change:** in response to the changes in U.S. health care delivery and nursing practice which have resulted in greater **acuity** of clients seen by entry level RNs.

## Changes in NCLEX RN Exam

**Timeline 2013-2016**

- **Fall 2013**
- **STC Licensure Rate = 88.33%**
  - In response to the changes in the NCLEX exam, Nursing Program Curriculum Committee (Faculty and Student Representative for each level) met and **approved to incorporate non-multiple choice questions into quizzes and exams (10%) effective Spring 2014 semester.**

## Changes in NCLEX-RN Exam

### Timeline 2013-2016

#### ➤ Fall 2014

- **STC Licensure Rate = 80.21%**
- Even though all unit tests and exams in the previous semesters had 10% non-multiple choice questions it seemed not to be sufficient to prepare students for the NCLEX exam.
- Faculty were receiving feedback from recent graduates who had taken the exam that non-multiple choice questions are about 40% to 50% of the test.

## Changes in NCLEX RN Exam

### Timeline 2013-2016

#### ➤ Fall 2015

- **STC NCLEX-RN Licensure Rate=79.47%**
- Curriculum Committee (Faculty and Student Representative) met and **approved to gradually increase** the non-multiple choice questions for each level **effective Spring 2016.**
  - **Level 1: 10%;**
  - **Level 2: 15% ;**
  - **Level 3: 20%;**
  - **Level 4: 25%**

## RNSG 2331 – Level 4 Course

### Spring 2016

- During Spring 2016 the RNSG 2331 Advance Concepts began to incorporate 25% non-multiple choice questions into unit tests and final exam
- **Course Orientation**
  - The information regarding the increased number of **non-multiple choice questions (25%)** in the unit tests and final exams were discussed during the first class day as part of the class orientation.

## RNSG 2331 – Level 4 Course

### Spring 2016

#### Preparing Student for Non-Multiple Choice Questions

- Students in RNSG 2331 course have been encountering non-multiple choice questions since semester 1, 2, and 3 in their RNSG unit and final exams.
- **Ten percent** of the questions were non-multiple choice questions. (So these types of questions are **not new** to them it **was just a number or percentage** of the questions that is new.)
- To assist students with the change, **additional support strategies** were incorporated into the course for Spring 2016 semester.

## RNSG 2331 – Level 4 Course Spring 2016

### Additional Support

- **Prep U NCLEX- RN** was a new software incorporated into the course during Spring 2016 semester to assist students to prepare for these type of questions.
- Faculty taught students **strategies on how to answer** these types of questions after unit tests. These may take up to two (2) hours to discuss the rationale of each question.
- **Center for Learning Excellence** at NAH campus provided workshops like M4Q, which is a test strategy technique on how to answer NCLEX type of questions.

### Concerns

- **After First Unit Test and Low Pass Rates**
  - Many students submitted both negative and positive information to the Human Resources Department regarding the RNSG 2331 **course and faculty** (February)
- **Concerns Related to**
  - Large number of students failing the course
  - Alignment of course syllabus with course resources
  - Course Logistics
  - Course Tests (type of questions, resources, and test bank)
  - Software Problems

## Interventions

- **February 29**
  - Presentation by the Program Chair **to all Level 4 students on strategies to be successful in the course.**
- **March 30**
  - General Meeting with all students in the RNSG 2331 course to discuss the **review process** by the Human Resources Department and the Academic Affairs Division related to their submitted concerns.

## Interventions

- **March 31**
  - **Series of interventions to assist students with the last 2 tests in RNSG 2331 course including:**
    - Supplemental review via Blackboard for Unit 5 Test and Final Exam
    - Test guide for Unit 5 Test and the Final Exam that identified concepts for study
    - Faculty peer review of Unit 5 Test and Final Exam for level of difficulty
    - Provided supplemental review for test and final
    - Counseling was provided to students and faculty

## Course Data

### Spring 2016 Course Statistics

- Start of the semester: 134 students
  - 9 withdrew (academic or medical reasons)
- End of the semester: 125 took the final
  - 45 successful
  - 80 unsuccessful \*
    - 57 eligible for readmission
    - 23 ineligible to return due to two previous failures

\* Pending Review Committee Recommendations and Grade Appeal Process

## Course Pass Rate

Semester	# Students	# Passed	% Passed	# Failed	% Failed
Spring 2016	125	45	36%	80	64%
Fall 2015	104	78	75%	26	25%
Summer 2015	49	30	61%	19	39%

Admitted: Census Date

## Initial Contributing Factors

### Low Pass Rate

- Implementation of **25% alternate (non-multiple choice) format questions** in tests to better prepare students for NCLEX exam during Spring 2016
- **Test Bank Eliminated**
  - Exams were written with questions drawn from many sources covered in the course rather than using questions from a “test bank.”
- **Social Media**
  - Students’ activity on social media has been counterproductive to student success
- **Student Support Services**
  - Students underutilized support services including NAH campus Center for Learning Excellence (Tutoring Services)

## Next Steps

- Students have met with **administration** and their statements of complaints and support are being reviewed.
- **Human Resources** is conducting an investigation into complaints against the faculty.
- Students have been advised to follow the official **grade appeal** process.
- A **Review Committee** has been established to review the academic issues related to the course.



## Committee Review

### Academic Affairs Review Committee

- A review committee composed of faculty from different divisions has been established to review
  - Course syllabus, student evaluation from prior semesters, tests, and course related resources
- Conducted interviews with
  - Program Chair, Dean, and Faculty
  - Students who failed the course and students who passed course
- Committee will be finalizing their findings and submitting it to the Vice President for Academic Affairs in the next couple of weeks
- Human Resources will notify the students of the final outcome of the review.

## Mission Associate Degree Nursing Program

The Associate Degree Nursing program and faculty are **legally** obligated to prepare students to be **safe and competent** health care practitioners in the nursing workforce.



**Thank you for your  
Support!**



**To:** South Texas College Board of Trustees

**From:** Dr. Shirley A. Reed, President

**Subject:** CONCERNS RAISED BY ASSOCIATE DEGREE NURSING PROGRAM STUDENTS

**Date:** April 25, 2016

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I want to provide you background information on concerns that have surfaced from students in the Nursing Program. You may hear directly from students, or they may choose to attend the April 26 Board Meeting.

Several concerns have been brought to my attention by students in the Advanced Concepts of Adult Health (RNSG 2331) course that is the end-of-program course for the Associate Degree Nursing Program. This course is the most critical and challenging of the entire program. The course requires students to apply all concepts, theory, and content from all courses in the preceding two years of the program.

Because this is the most challenging course, there frequently are high failure rates. While this course is extremely difficult, it is designed to prepare students for the comprehensive NCLEX exam (state RN licensure exam). We must maintain the academic rigor of the course if we are to maintain the state-mandated licensure pass rate.

Students have become very active on social media both criticizing and supporting the nursing faculty and academic rigor of the course.

### **Meeting with Students, March 30, 2016**

Dr. Anahid Petrosian, VP for Academic Affairs, Mr. Paul Hernandez, Dean of Student Affairs, and Mrs. Brenda Jo Balderaz, Director of Human Resources, invited all Level 4 students (enrolled in RNSG 2331) to a general meeting, and approximately 80-90 students attended.

The team reviewed the students' concerns and provided guidance; they then met with the Dean for Nursing and Allied Health and the ADN Department Chair to develop immediate interventions to ensure resources were provided for the last regular test and the final exam.

### **Interventions to Assist with Last Test and Final Exam, March 31, 2016**

The Division Dean and Program Chair developed an extensive list of interventions that were available to the students specifically to assist with their review for the last test (Unit 5 exam) and final exam:

1. Provided a supplemental review via Blackboard for students' use in preparing for the Unit 5 exam

2. Provided students with a “test blueprint” of the Unit 5 Exam, identifying key concepts for focused study
3. The Unit 5 Exam questions were peer reviewed for sentencing and level of difficulty
4. Provided a supplemental review for the Final Exam
5. Final Exam questions were also peer-reviewed for sentencing and level of difficulty
6. Counseling was provided to students and faculty

### **Follow-up Investigation**

In response to the conflicting student messages both supporting and criticizing the course rigor and faculty, administration is conducting a follow-up investigation:

- Students have met with administration and their statements of complaint and support are being considered.
- Human Resources is conducting an investigation into the complaints against the faculty.
- Students have been advised to follow the official grade appeals process whereby their grade and circumstances will be reviewed by a panel of independent faculty reviewers.
- A review committee has been established to review the course content, syllabus, testing process, and instructional strategies to provide recommendations for improving the student success rate in this course.
- The process should take approximately 30 days and the results will be shared with students, faculty, and the Board.

A student requested to be placed on the Board agenda to discuss her concerns; however, because the administrative review and student grade appeal processes have not yet been completed, they were advised it would be premature to present their concerns as a Board agenda item at this point in time.

Please do not hesitate to contact me if you have questions or concerns.

Dr. Reed

Requests from the Group-updated/prioritized

- We come before you today based on the low pass rate (33-38% some dropped) in the 30<sup>th</sup> percentile of the Spring semester ADN program, level 4 students
- We are alleging improper academic practices
- We are not whining/reacting because we failed; we have been aware of these problems and respectfully requesting change/help from ADN college professor, chair and dean since Test 2
- We went up the chain of command to seek help at succeeding, got a pep talk or two and were told (by the chair) to pray, but got no actual help, that's why we are now going outside the ADN college
- We travel from all over the Valley (Rio Grande City, Corpus Christi, Le Feria, etc.) to attend this prestigious college that provides opportunities for many, I myself and many are permanent residents
- I represent nearly 90 (140 originals, about 20 dropped, only 46 passed) nursing students, including experienced LVN's, EMT's, Traditional students, Veterans-2 combat Afghanistan (1 U.S. Marines, 1 U.S. Navy) single Moms, Valley families who never saw our kids, sacrificed everything including friends, jobs and sleep for study, did everything we were directed to do by faculty, but failed; we expected and planned for very tough times and have nothing to show for it
- We first want reparations for Spring-legitimate points are still owed to us, r/t broken promises in writing and recorded in lecture by faculty; tests reviews including a review of test 1, 4, 5 and the final will show that more people should be legitimately passed NOW
- We want to return ASAP to graduate (Summer/Fall), with all items fixed/improved, custom (hybrid?) class, new instructor or current instructor made aware of/agreeing to policy changes- THE SYLLABUS, OUR PRIMARY TOOL, MUST MATCH THE PRIMARY TEXT. The true primary book was Lewis Med-Surg (on Optional book list, not Required book list-no syllabus given for Lewis; Syllabus showed only Ignatavicius Med-Surg)
- Give us books and syllabi that match; clear understanding of objectives and required books before semester starts (Lewis-primary book-was added in February to PASS-1 month late- we read "Igggy" over Christmas break thinking it was primary book per syllabus; all course tools pointed us to Igggy; ) ;we have PowerPoints w/ Ignatavicius chapter #'s but Lewis content/bullet points
- PowerPoints that match the PRIMARY text, or are noted if otherwise (Ignatavicius=syllabus and was "bible", Powerpts/major content came from Lewis book)
- Please do not count this chaotic, unethical semester as a strike-we were not given the right tools-basic college requirements were not met-promises were not kept
- We need transparency about numbers since there are limited slots available to repeat, give us priority because we are so close to entering the Valley workforce, hospitals want to hire us (dinners were hosted, job offers made pending graduation)
- Please look into outside resources that were acknowledged by the college in writing but not available to all students and were a major part of testing (re: Test 5 we're told had Test Bank questions see email from Dr. Candelaria attached "test banks will not be used on test 5"; If they were used-we are owed those points)
- Fewer Select All That Apply with some that are alternate format instead of Select All That Apply per ADN handbook, 13 max are allowed (Test 1A had 19, the final had 25)
- Shorter lecture periods, lectures more to the point (no 6-8 hour lectures), lecture and PowerPoints did not even hint at exams

- Teach us at ADN Graduate Nurse level, not his PhD level, to be Graduate Nurses; he's teaching things we need to know 5-10 years later, or that will learn OTJ
- Some things were forgotten in for example, a.m. lecture, he would tell p.m. lecture "tell the morning class I forgot..."
- Guest lectures and all lectures that are relevant to Graduate Nursing and our testing; the 2 guest lecturers were sons of faculty (we lost points directly related to this on Test 4)
- He would use "professor tactics" to hint at test items "remember this," repeat things and they were **never** on tests, more like a distractors
- HESI state scores were much higher than instructor tests-HESI emulates our state board NCLEX test-people did well (\*84%-98% from this group)
- Weight the HESI at 25% (higher), and the final at 15% instead, since it emulates the NCLEX and is not written by ADN college or 20-20%
- Exams that we can pass-only 10-20 people passing going into test 5 is unbearable, confidence killer, historically many ppl fail his final
- Promised and required course materials actually delivered/uploaded; points were directly lost due to not having this course information (PowerPoints/recorded lectures not uploaded)
- Consistency among clinical instructors and paperwork due-some require a moderate/fair amount, others excessive amounts
- One clinical instructor required students to go only 3 times, cancelled other days-need consistency
- No clinicals to repeat when we return (we passed that class \*note GI/Hzlwood \$ wasted), or no clinicals the day before the exam/separate from theory
- Schedule clinical days/paperwork so they don't precede unit exams, i.e., Monday tests with Wednesday, Thursday, Friday clinicals
- Please look into allegations of Sexual Harassment, inappropriate professor to student contact/behavior, retaliation, favoritism by 2 different clinical instructors and verbal abuse of students by several clinical instructors. (Note-the HR office-Laura Requena and Jaime Navarro have interviewed me and seem to be following through on these investigations). (The retaliation was for speaking at the public meeting 3/31/16).
- Refund all graduation related fees: Hurst NCLEX Review, pinning fees, do not charge extra tuition for repeating; we are broke-the veteran's hours were wasted, limited GI/Hazelwood bill \$ is allotted, they will not be covered for repeating even passed classes (such as clinicals), most were unable to work and balance level 4
- Remediation that actually helps improve grades (it's not a punishment or just more work), this was NOT the fault of the remediation team-inadequate communication between prof and Rem. team
- Professor to student ratio-smaller groups (140 or 120:1 on auditorium days); STC stresses small class sizes, auditorium Bldg. D not set up for Iggy bk, laptop, notebook
- Advisor to student ratio-improved (140 or 120:2)—20 people dropped due to failing
- Please give us an organized, non-chaotic atmosphere to learn in i.e, schedule classrooms so we are not moving from room to room or campus to campus daily; the program is stressful enough
- 2016 ADN Handbook-updated and available (only a 2014-2015 version available online)
- Item challenge forms taken seriously-these are not approved or disapproved-they go from prof to director to dean then "vanish"-more Spring points due
- Glitches in software fixed-it counts questions wrong (since level 3); they're aware but will not allow paper tests; Test 5 "peer reviewed" exam had 7 errors

- Less PrepU because it only helps with HESI, not unit tests (required to buy \$155 PrepU software out of pocket and another one for Leadership & Management-that one was useless)
- We had a specially written final-my test had 15 special questions others had more-I have to ask did we all get the same final
- We have met with Dr. Petrosian and some met w/ HR regarding some JagNet complaints made 1 month+ ago, we understand it takes time, but we hope you will make our concerns a priority-many ppl not called yet and are willing to follow up on complaints
- Unequal point distribution for correct answers graded as incorrect, many during the semester-yes Dr. Petrosian is looking into this-but is there a sense of urgency? (Her office has just now 4/27/16 started calling people back to interview)
- We will provide any other documentation needed; we expect that standing up for our rights as tuition paying students at a public state college will not be met with retaliation in any form (blatant or discreet) in the form of grade changes, not being let back to the program or unfair treatment upon return; there have been problems before but low #'s willing to stand up for fear of retaliation-0 tolerance policy per STC
- It has come to our attention that a clinical instructor under investigation for Retaliation and inappropriate professor to student contact is still instructing? Why not on probation?
- Another clinical instructor investigated for Sexual Harassment was allowed to complete the semester, should have been suspended immediately, still employed?
- Solutions: Pass more people legitimately, now; pull test 1, 4, test 5 (and request test banks for comparison) and final and review; encouraging grade appeals filed and that they be seriously considered; give us an extension to appeal grades; Dr. Petrosian mentioned a non ADN committee to review legitimate points due from Spring and issues students faced; an oversight committee to monitor the ADN college; a hybrid class to accommodate lack of slots for so many repeaters; sexual harassment/retaliation/favoritism/verbal abuse awareness courses for clinical faculty to prevent it in the future
- Bell curve has been suggested (was the final curved for some? did we get the same final? "be patient we are analyzing the final results"-see email attached); very few were passing going into the final-review how it was decided who would pass; find and award item challenge form points
- We first ask for reparations for Spring in the form of points legitimately owed, more people passing, no strike counted for this semester under the unethical circumstances and a shorter waiting period to re-enter the program
- We would normally have to wait 6 months to 18 months to return and finish
- Please make above corrections for Summer/Fall and for people at all levels of the program, and let us back in ASAP so we can graduate, work and care for Valley residents. These changes are good for families who give and need care, good for area hospitals and nursing homes, good for the area economy and will reflect well on South Texas College
- We respectfully thank you for your time
- Note: Myra Davenport, U.S. Marine Corps, then spoke about the Hazelwood money and GI bill money and credit hours that she lost due to failure r/t not having the right tools

## **Presentation on Texas Higher Education Coordinating Board Almanac Data on South Texas College Student Performance Data from 2011 - 2015**

Mr. Serkan Celtek, Director of Research and Analytical Services, will present data from the Texas Higher Education Coordination Board (THECB) *Almanac of Higher Education* related to student performance data at South Texas College.

This data, from the past five years, includes a review of basic student performance data as collected by the THECB. The packet includes:

- An overview of South Texas College data as published in the 2015 THECB Almanac;
- the THECB data for statewide two-year public institutions generally; and
- the THECB data for South Texas College specifically.

The THECB *Almanac of Higher Education* data falls one year behind the current graduating cycle, due to their time processing and analyzing data from all institutions of higher education state-wide.

The information below summarizes findings from this data, and is based upon the most recent included graduates, in Fall 2013 - Summer 2014. Data for graduates through Summer 2015 will be available from the THECB next year.

### Time and Hours Earned to Complete a Degree

For the FY2014 graduates, students earned an average of 84 hours (excluding dual enrollment and developmental education) over 4.1 years to complete their associate degree.

### Graduation Rates

The THECB has analyzed the cohorts reported in the almanac to determine:

**Three Year Graduation Rate** (Fall 2011 First-Time-in-College): 17.2%

- 13.4% among students who started in development education
- 26.2% among students who started college-ready

**Four Year Graduation Rate** (Fall 2010 First-Time-in-College): 25.6%

**Six Year Graduation Rate** (Fall 2008 First-Time-in-College): 37.5%

### Dual Enrollment

In Fall 2014, 39.4% of South Texas College students were enrolled in dual credit courses.

Students who enrolled with prior dual credits, entering the College as First-Time-in-College students in Fall 2009, had a one-year persistence rate of 83.4%.

Of those students:

- 20.8% earned a baccalaureate degree in four years or fewer
- 30.2% earned a baccalaureate or associate degree in four years or fewer



Transfer Rate (within six years)

Of the 2,877 students who were First-Time-in-College and degree-seeking in Fall 2008 but did not graduate, 24.9% (703) of them transferred within six years to a four-year institution within the state of Texas.

College Readiness

The following statistics are available for First-Time-in-College students in Fall 2010 who were not college ready in at least one subject:

<b>Subject</b>	<b># of Fall 2010 FTIC Students not College Ready</b>	<b>TSI Completion/ College Readiness within Two Years</b>	<b>Completion of College Level Course within Three Years</b>
Math	2,303	36.3%	19.4%
Reading	1,863	52.7%	30.9%
Writing	1,975	42.3%	29.9%

This item is for the Committee's information and feedback to staff, and no action is requested.

## Time and SCH to Degree

FY 2014 graduates  
↓

Almanac Year	2011	2012	2013	2014	2015
Average time to associate degree (yrs)	NA	5.1	4.3	4.2	4.1
Average SCH to associate degree	NA	99	89	86	84

The average length of time in years and number of **attempted** semester credit hours (SCH) to complete an associate degree. Students are tracked for 10 years back for accumulation of semester credit hours and total years and months that have elapsed from the first day of entry. **Dual credit and developmental education hours are excluded. Dual credit hours were included in these measures prior to the 2013 almanac.**

## Graduation Rates

Through FY 2014  
↓

Almanac Year	2011	2012	2013	2014	2015
3-year Full-time	14.7%	18.7%	18.4%	19.2%	17.2%
3-year Part-time	NA	10.1%	9.9%	9.5%	9.3%
4-year Full-time	19.4%	24.9%	27.7%	25.6%	25.6%
4-year Part-time	NA	15.3%	17.4%	15.6%	14.7%
6-year Full-time	26.7%	30.6%	32.3%	35.4%	37.5%
6-year Part-time	NA	20.5%	21.5%	24.8%	24.9%
Dev. ed. (3-year)	NA	14.2%	12.5%	13.3%	13.4%
Non-dev. ed. (3-year)	NA	33.2%	30.0%	29.5%	26.2%

The percentage of **first-time, credential-seeking undergraduates** who graduate **within three, four, or six academic years** for two groups: those students who enrolled in their first fall as **full-time** students (taking 12 or more semester credit hours) and those who enrolled **part-time** (taking fewer than 12 SCH). Both degrees and certificates are included.

## Dual Enrollment

Almanac Year	2011	2012	2013	2014	2015	
Dual credit as % of total enrollment in fall	30.7%	32.3%	36.6%	39.7%	39.4%	← Fall 2014
% persist 1 year	88.4%	86.4%	86.8%	86.3%	83.4%	← Fall 2009 cohort
% earned bacc. in 4 years or fewer	26.0%	25.4%	24.0%	24.4%	20.8%	
% earned bacc. or assoc. in 4 years or fewer	31.5%	32.3%	32.2%	32.6%	30.2%	

Dual credit enrollment as a percentage of the total enrollment.

College persistence and graduation rates for an institution's **dual credit students who subsequently enrolled in the same or a different Texas college or university**. The percentage who earned a baccalaureate and/or associate degree is unduplicated.

## Transfer Rate

Almanac Year	2011	2012	2013	2014	2015	Fall 2008 cohort ↓
All transfers	487	499	613	708	703	
Transfer cohort	2,522	2,253	3,024	2,924	2,827	
Transfer rate	19.3%	22.1%	20.3%	24.2%	24.9%	

**ALL TRANSFERS:** The count of students who have transferred (in Texas) out of the transfer cohort. The students are tracked until they transfer to a four-year institution for the first time, or until they complete an award at the two-year institution.

**TRANSFER COHORT:** Number of students entering higher education for the first time at a two-year public institution who were not concurrently enrolled at a four-year institution.

**TRANSFER RATE:** The percentage of students in the cohort who transferred to a senior institution within six years.

## College Readiness

Fall 2010 cohort



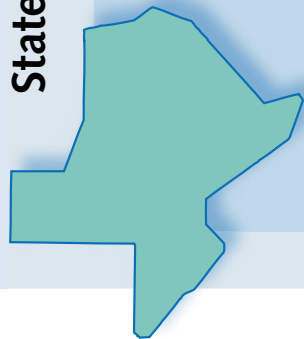
Almanac Year	2011	2012	2013	2014	2015
Below <b>math</b> standard	1,535	735	1,203	2,107	2,303
TSI obligation met (% of total)	30.4%	40.0%	34.2%	33.6%	36.3%
Completed college course (%of total)	8.2%	18.4%	16.5%	17.6%	19.4%
Below <b>reading</b> standard	1,109	571	1,031	1,680	1,863
TSI obligation met (% of total)	52.6%	57.4%	57.3%	50.7%	52.7%
Completed college course (%of total)	12.5%	28.9%	28.8%	31.3%	30.9%
Below <b>writing</b> standard	1,062	503	747	1,641	1,975
TSI obligation met (% of total)	49.6%	56.7%	47.5%	41.6%	42.3%
Completed college course (% of total)	18.4%	27.6%	30.4%	29.1%	29.9%

Students in college for the **first time (both full- and part-time) who did not meet the state readiness standards at the time of enrollment.**

Percentage of total students below state readiness standards who **satisfied state standards within two years of college enrollment.**

Percentage of total students below state readiness standards who **successfully completed a college-level course in the related area with a grade A, B, or C within three years of college enrollment.**

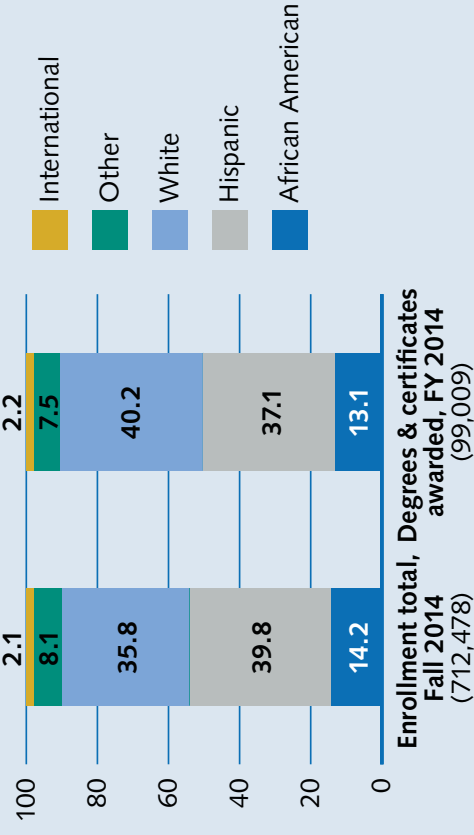
# Statewide Two-Year Public Institutions



Total Enrollment:  
**712,478**

Average Tuition & Fees: **\$2,339**

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



Enrollment total, Degrees & certificates awarded, FY 2014 (99,009)  
Fall 2014 (712,478)

## DEVELOPMENTAL EDUCATION

Fall 2010 FTIC dev. ed. cohort

Math	59,924
Below math standard	33.1%
TSI obligation met (% of total)	18.2%
Completed college course (% of total)	
Reading	37,127
Below reading standard	50.0%
TSI obligation met (% of total)	37.3%
Completed college course (% of total)	
Writing	36,642
Below writing standard	44.8%
TSI obligation met (% of total)	33.9%
Completed college course (% of total)	

## TRANSFER STUDENTS

All transfers	25,647
Transfer cohort	104,985
Transfer rate	24.4%

## FACULTY

Total	32,474
% full-time faculty	38.0%
% SCH taught by full-time faculty	60.8%
Student-faculty ratio	20:1

## STUDENT CHARACTERISTICS

Total enrollment % change 09-14	2.8%
% part-time	74.2%
% full-time	25.8%
% academic program	70.8%
% technical program	29.1%
% credit students receiving Pell Grants	35.1%

## COMPLETION MEASURES

Average time to associate degree (yrs)	4.4
Average SCH to associate degree	91

## GRADUATION RATES

	Full-time	Part-time
3-year	15.2%	7.5%
4-year	21.0%	12.6%
6-year	32.9%	22.7%
Fall 2011, 3-year cohort		
Dev. ed.	9.5%	
Non-dev. ed.	19.5%	

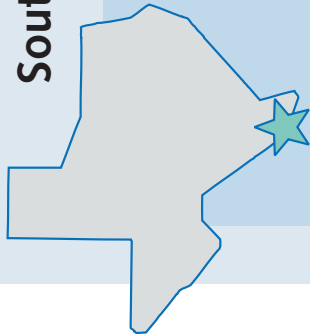
## DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2014	15.0%
Fall 2009 FTIC dual credit cohort	
% persist 1 year	86.0%
% earned bacc. in 4 years or fewer	29.2%
% earned bacc. or assoc. in 4 years or fewer	37.6%

## GRADUATE SUCCESS

Academic programs	Technical programs
% total academic employed and/or enrolled	88.5%
% employed	76.8%
% enrolled in 4-yr or 2-yr	8.4%
% employed and enrolled	3.3%

# South Texas College



Total Enrollment:  
**30,849**

## COLLEGE INFORMATION

City: McAllen  
 Year founded: 1993  
 Website: [www.southtexascollege.edu](http://www.southtexascollege.edu)  
 Peer group: Very Large Colleges  
 HS/HBCU status: HS  
 Degrees offered: Bachelor's & Associate Degrees & Certificates  
 Average tuition & fees: \$3,300

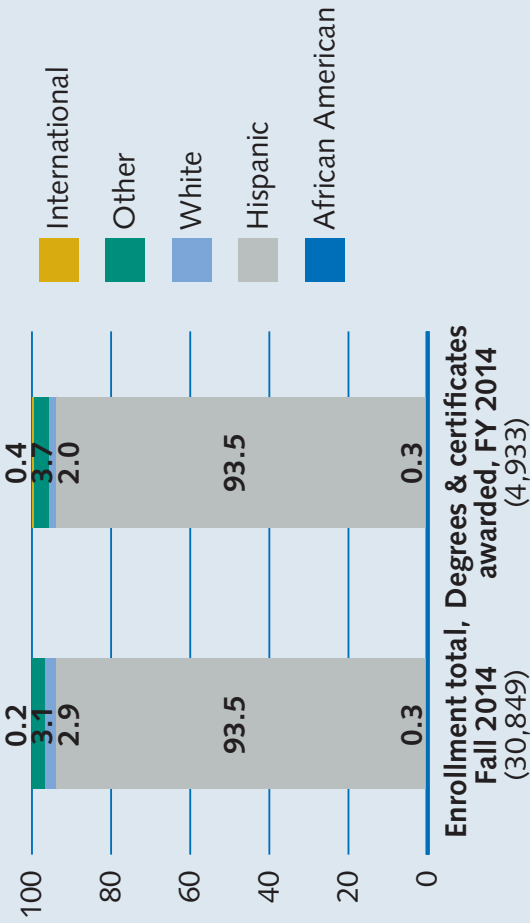
## STUDENT CHARACTERISTICS

% enroll. change 09-14	17.1%
% part-time	71.8%
% full-time	28.2%
% academic program	66.5%
% technical program	31.7%
% credit students receiving Pell Grants	41.5%

## COMPLETION MEASURES

Average time to associate degree (yrs)	4.1
Average SCH to associate degree	84

PERCENT STUDENT POPULATION BY RACE/ETHNICITY



Enrollment total, Degrees & certificates awarded, FY 2014 (4,933)

## GRADUATION RATES

	Full-time	Part-time
3-year	17.2%	9.3%
4-year	25.6%	14.7%
6-year	37.5%	24.9%
Fall 2011, 3-year cohort		
Dev. ed.	13.4%	
Non-dev. ed.	26.2%	

## DUAL CREDIT MEASURES

Dual credit as % of total enrollment in fall 2014	39.4%
Fall 2009 FTIC dual credit cohort	
% persist 1 year	83.4%
% earned bacc. in 4 years or fewer	20.8%
% earned bacc. or assoc. in 4 years or fewer	30.2%

## GRADUATE SUCCESS

Academic programs	
% total academic employed and/or enrolled	89.9%
% employed	34.0%
% enrolled in 4-yr or 2-yr	27.8%
% employed and enrolled	28.1%
Technical programs	
% total technical employed and/or enrolled	85.9%
% employed	59.6%
% enrolled in 4-yr or 2-yr	22.4%
% employed and enrolled	3.8%

## DEVELOPMENTAL EDUCATION

Fall 2010 FTIC dev. ed. cohort	
Math	
Below math standard	2,303
TSI obligation met (% of total)	36.3%
Completed college course (% of total)	19.4%
Reading	
Below reading standard	1,863
TSI obligation met (% of total)	52.7%
Completed college course (% of total)	30.9%
Writing	
Below writing standard	1,975
TSI obligation met (% of total)	42.3%
Completed college course (% of total)	29.9%

## TRANSFER STUDENTS

All transfers	703
Transfer cohort	2,827
Transfer rate	24.9%
FACULTY	
Total	1,006
% full-time faculty	63.1%
% SCH taught by full-time faculty	86.5%
Student-faculty ratio	22:1