Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, October 11, 2016

2:30 p.m.

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

SOUTH TEXAS COLLEGE

In the Making!

South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, October 11, 2016 @ 2:30 p.m.

AGENDA

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

Approval of Minutes for Tuesday, September 13, 2016 Committee Meetings

The Minutes for the Education and Workforce Development Committee meetings of Tuesday, September 13, 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
Tuesday, September 13, 2016 @ 3:00 p.m.

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, September 13, 2016 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:05 p.m. with Mrs. Graciela Farias presiding.

Members present: Mrs. Graciela Farias, Dr. Alejo Salinas, Jr., Mr. Jesse Villarreal, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Dr. David Plummer, Mr. Matthew Hebbard, Ms. Cynthia Blanco, Ms. Santa Elisa Pena, Dr. Lelia Salinas, Mr. Jesus Campos, and Andrew Fish

Approval of Minutes for Tuesday, August 9, 2016 Committee Meetings

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meetings of Tuesday, August 9, 2016 were approved as written. The motion carried.

Review and Recommend Action on Proposed Revisions to Policy #3320: *Scholastic Progress Standards*

Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, reviewed the proposed revisions to Policy #3320: *Scholastic Progress Standards.*

The proposed revisions were necessary to rename the policy *Academic Progress Standards* and to replace references to "scholastic progress standards" with 'academic progress standards" throughout the policy.

Further revisions included updating terminology that was consistent in practice but was not reflected in the policy, which was last updated in May 2007.

The proposed revisions as recommended by staff were included in the packet, with additional text highlighted in yellow and italicized.

During the discussion, the Committee noted that the Policy only provided feedback to students after semester grades were determined. The Committee asked what resources were available to proactively offer support and services to students before they earn low grades in a course.

Mr. Hebbard and Dr. Plummer spoke in detail about initiatives throughout the college designed to offer students resources for successful completion of their courses, and also discussed the Starfish Early Alert program currently being piloted for critical "gateway" courses at the College. This system coordinated communication between faculty, advising, counseling, and other staff as needed to help determine when students were performing poorly and to offer advising, counseling, and other services as appropriate to that student's needs.

Even with such a system in place, it was important that the policy be approved to provide for the requested changes, including the new name and benchmarks given to the *Academic Probation* and *Continued Academic Probation* statuses.

Mr. Gurwitz noted that the trigger for being placed on *Academic Probation* was written as when a student's Cumulative GPA "has dropped below 2.00." Mr. Gurwitz argued that this wouldn't cover a scenario in which a student's GPA at the end of their first semester was below 2.00; they would not have a prior GPA to "drop below" the threshold. Mr. Hebbard acknowledged the distinction and agreed to look into clearer wording.

The Committee then noted that the cumulative GPA specifically included developmental education courses, and asked whether this was appropriate, as students in those courses were already monitored closely in addition to the provisions of policy #3320.

Dr. Reed and Mr. Hebbard commented that there were various federal and other reporting requirements, including financial aid requirements, which specifically required GPA calculations to include developmental education courses. They stated that it was consistent with our standards to included developmental education course GPA in the calculation of cumulative semester GPA. They further stated that academic probation was not a punitive system, but rather a way of ensuring that students were given notice of their performance, and to bring the attention of counseling services to those students who were performing poorly.

Any student put onto Academic Suspension due to earning a current semester GPA below 2.00 while already on Academic Probation or Continued Academic Probation is required to report to Counseling and Student Disability Services, where counseling staff will work with them to determine what issues are causing the poor performance and to help students develop a success plan that might enable them to perform better in subsequent semester.

The Committee instructed Dr. Reed and Mr. Hebbard to look into the reasoning for including developmental education coursework in the calculation of cumulative GPAs and to report to the Committee whether it was necessary under any federal or other external standards.

The Education and Workforce Development Committee took no action the proposed revision to Policy #3320: *Scholastic Progress Standards*, and asked administration to address their concerns and bring the policy back to the Committee upon further revisions.

Presentation on Library Services, Activities, and Innovations at South Texas College

Dr. David Plummer, Interim Vice President for Information Services, Planning, and Strategic Initiatives, Dr. Lelia Salinas, Director of Learning Commons and Open Labs, and Mr. Jesus Campos, Director for Library Technical Services, provided a presentation on library services, activities, and innovations at South Texas College.

The College had already undertaken and planned additional major renovations to existing libraries and construction of new libraries at its Starr County Campus, Mid Valley Campus, and Nursing & Allied Health Campuses as part of the 2013 Bond Construction Program. Additionally, significant innovations were underway at the Pecan Campus Library.

This presentation included a report on the usage of libraries by South Texas College students, faculty, staff, and the communities served. Along with the usage information, administration presented the findings of several surveys of users' assessments of library services.

South Texas College had undertaken some innovative strategies in its offerings to its clientele. This presentation reviewed many of these innovations, which included a transition to a Learning Commons Model, piloting and installation of Collaborative Furniture, installation of Compact Shelving, the creation of Writing Centers, and the development of a variety of learning spaces to accommodate different activities and learning styles beneficial to the libraries' many visitors.

Finally, the presenters shared feedback from peer institutions that visited South Texas College and reviewed these new services, activities, and innovations.

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 4:18 p.m.

I certify that the foregoing are the true and correct Minutes of the September 13, 2016 Education and Workforce Development Committee of the South Texas College Board of Trustees.

_____
Mrs. Graciela Farias
Presiding

Presentation on Regional Accreditation: *Preparing for the 5th Year Review*

Dr. Laura Sanchez, Associate Dean of Institutional Research and Effectiveness, will present on the upcoming Regional Accreditation 5th Year Review of South Texas College by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

In 2010, SACSCOC reaffirmed South Texas College's accreditation through 2021. As part of this reaffirmation, SACSCOC conducts a standard 5-year review of the institution to ensure accreditation standards are being met. The upcoming visit by SACSCOC is a normal part of the accreditation process.

Dr, Sanchez will review the purpose and significance of the accreditation process and its importance to South Texas College's students and communities.

Dr. Sanchez will then review the accreditation process and the principles of accreditation:
- Core Requirements
- Comprehensive Standards
- Federal Requirements
- Policy Compliance

 Dr. Sanchez will also discuss South Texas College's Quality Enhancement Plan (QEP), which called for an overhaul of the Developmental Math program at South Texas College, improving the teaching of developmental mathematics to help students become college-ready in fewer hours than before the QEP. Dr. Sanchez will review the QEP goals, the changes to and impact of the plan on student success, and the lessons learned from the QEP.

No action is requested.

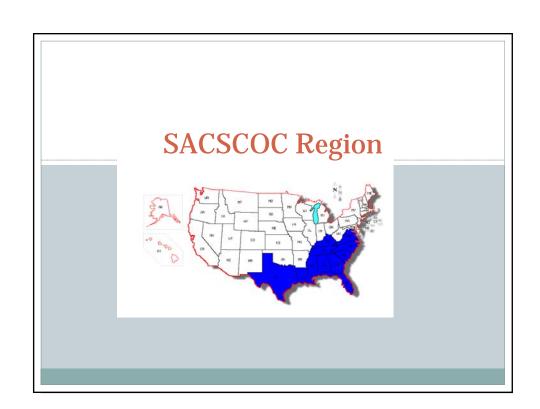# Regional
Accreditation

Preparing for the 5th year Review

Dr. Laura Sanchez
Associate Dean of Institutional Research and Effectiveness

Accreditation Purposes...

- Assure quality
- Provides private sector confidence
- Ease transfer of credits
- Access to federal funds (Pell)

Accreditation Signifies...

- Mission appropriate to higher education
- Sufficient resources, programs and services
- Clearly stated objectives and evidence of successful achievement

SACSCOC Region

Accreditation Processes

- Accreditation
- Reaffirmation
  - Ten year cycle
  - Five year Follow-up Report
  - Five year QEP impact report
- Substantive Change

Fifth-Year Follow-Up Report

Principles of Accreditation: Foundations for Quality Enhancement

- Core Requirements
- Comprehensive Standards
- Federal Requirements
- Policy Compliance

Core Requirement 2.8.

The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs.

Core Requirement 2.10

The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Comprehensive Standards

- More specific
- Represent good practice
- Divided into four areas

Comprehensive Standards

- Qualified administrative and academic officers
- analysis of program/learning outcomes
- Assignment of program coordination
- Operates and maintains appropriate physical facilities
- Publishes admissions policies consistent with the mission

Federal Requirements

- Student Achievement
- Program Curriculum
- Publication of Policies
- Program Length
- Student Complaints
- Recruitment Materials
- Tile IV Responsibilities

Federal Requirements

- Distance or Correspondence Education
  - Verifying Identity
  - Written Procedure for Protecting Privacy
  - Written procedure to notify students of fees associated with verifying identity

- Definition of the Credit Hour

Policy Compliance

- Accrediting Decisions of Other Agencies

- Complaint Procedures-description of process for keeping the log

- Review of Distance learning programs

QEP

- **The Impact Report of the Quality Enhancement Plan**
  - List of Goals and intended outcomes
  - Discussion of changes made to the plan
  - Descriptions of the QEP's impact on student learning-outcomes data
  - Reflection on what the institution has learned as a result of the QEP.

QEP

Math Today the World Tomorrow

- Redesign of 3 semester Developmental Mathematics Sequence to a 2 semester sequence.
- Goals:
  - **Improve College-Readiness Rates in Mathematics**
  - **Increase student completions of the 1st college-level courses in Mathematics**

QEP Results

- Success Rates of MATH 100 have been higher than MATH 0080 and 0085 in most semesters
- Success Rates of MATH 0200 have been higher than MATH 0090 since Spring of 2014.
- Students starting in MATH 0100 become college-ready within 2 years at higher rates that students starting in MATH 0080.
- Dev. Math students who completed MATH 0200 are more successful in MATH 1414 than students considered college-ready at the time of enrollment.
- The % of Developmental Math students completing a college-level math course within 1 year has increased by 10 percent since the implementation of the QEP.

Site Visit to Review Off-Campus Sites

- Scheduled for Nov. 1-3, 2016

- Will visit 6 off-campus sites

- Compliance report submitted in advance to the visiting team

- Compliance report documents how South Texas College complies with selected requirements at each of the sites.

Regional Accreditation

Questions??