

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, May 08, 2018

3:00 p.m.

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



In the Making!

Online Copy

**South Texas College
Board of Trustees
Education and Workforce Development Committee
Ann Richards Administration Building, Board Room
Pecan Campus, McAllen, Texas
Tuesday, May 8, 2018 @ 3:00 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.”

- I. Approval of Minutes for Tuesday, April 10, 2018 Committee Meeting 1 - 5**
- II. Review and Recommend Action as Necessary on Proposed Revisions to Policy
#3232: *Dual Credit Student Eligibility Requirements*..... 6 - 8**
- III. Report on State of South Texas College’s Implementation of Guided
Pathways 9 - 17**
- IV. Report on Fall 2017 Sabbatical Leave 18 – 28**

Approval of Minutes for Tuesday, April 10, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, April 10, 2018 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, April 10, 2018 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, March 6, 2018 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, Mr. Jesse Villarreal, and Mr. Gary Gurwitz

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: Dr. Alejo Salinas, Jr.

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Dr. Ali Esmaeili, Dr. Ety Bischoff, Dr. Brett Millan, Mr. Pablo Cortez, Mr. Serkan Celtek, Mrs. April Castaneda, and Mr. Andrew Fish

Approval of Minutes for Tuesday, March 6, 2018 Committee Meeting

Upon a motion by Dr. Alejo Salinas, Jr. and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, March 6, 2018 were approved as written. The motion carried.

Overview of Developmental Education

Dr. Anahid Petrosian, Vice President for Academic Affairs, Dr. Ali Esmaeili, Dean of Math, Science, and Bachelor Programs, and Dr. Margaretha Bischoff, Dean of Liberal Arts and Social Sciences, presented an overview on Developmental Education at South Texas College.

This overview included a background of issues surrounding developmental education generally, South Texas College's developmental education initiatives and successes in helping students achieve college readiness, and state level changes under Texas House Bill 2223.

Background

Developmental Education programs have been developed to help students achieve college readiness, particularly in the fields of reading, writing, and mathematics. Since the 1960's, a common pattern was to break each subject into three levels, and in some cases more. Students were enrolled into an appropriate developmental education course level, depending on their placement testing. Research shows, however, that even when students success in a current developmental education course, many times they simply would not enroll in subsequent courses – students don't generally fail out of developmental education, they just stop taking further courses.

South Texas College and Developmental Education

South Texas College has worked hard, alongside school districts and other partners, to help students achieve college readiness before they start their careers at South Texas College.

First Time in College (FTIC)

- In 1997, 81% of FTIC students required at least one Developmental Education Course, due to not being college ready in at least one subject.
- By 2017, 59% of FTIC students require at least one Developmental Education Course.

This drop of 22 percentage points shows that students are increasingly college ready before enrolling at South Texas College.

All Students (Excluding Dual Credit Students)

- In 1997, 58% of South Texas College students required at least one Developmental Education Course, due to not being college ready in at least one subject.
- By 2017, only 24% of South Texas College students require at least one Developmental Education Course.

This drop of 34 percentage points shows that students are increasingly college ready before enrolling and/or successfully achieving college readiness at South Texas College.

Strategic Development Education Initiatives at South Texas College

In addition to national and statewide initiatives and partnerships with school districts, South Texas College has undertaken serious, thoughtful, and productive changes to the way it administers developmental education to students in need of remedial education.

Major initiatives include:

- redesigning and reducing the number of developmental courses to streamline student progress;
- alignment of math courses with students' individual goals;

- co-enrollment of students in college level courses while taking developmental education courses; and
- the integration of reading and writing developmental education courses.

The College also provide additional, non-course based remediation to students who are concurrently enrolled in college level and developmental education courses.

Successful Implementation of Initiatives at South Texas College

The presenters discussed the metrics of success in these developmental education initiatives at South Texas College. Through innovative redesign of developmental education framework, the College has seen drastic improvements in how quickly students successfully matriculate from developmental education courses into being fully college ready and enrolled only in college level courses.

Texas House Bill 2223

South Texas College's successful strategies for students requiring remedial education come on the heels of the 85th Texas Legislature's House Bill 2223, which reduced funding for students taking developmental education, cutting any funding for coursework beyond the first 18 hours.

Co-Requisite Model

The law also included a co-requisite model, requiring concurrent enrollment in college-level courses, and Non-Course Based Options (NCBO) which would help an institution asses and address a student's specific deficiencies with non-semester length interventions.

National research by *Complete College America* has shown that co-requisite models have double and tripled college level course completion in half the time, or better, as compared to pre-requisite models. The models include customized monitoring, academic support, and collaboration between Developmental and Academic course Faculty.

The presenters discussed the co-requisite model, and the College's plans to meet the HB 2223 requirements by the Fall 2018 implementation deadlines, and to continue to best serve those students who need South Texas College the most in their pursuit of academic and workforce success.

Dr. Petrosian also provided the Texas Higher Education Coordinating Board's Developmental Education: Updates and Progress for Underprepared Students, under separate cover.

This information was presented to the Education and Workforce Committee for 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 4:02 p.m.

I certify that the foregoing are the true and correct Minutes of the April 10, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Mrs. Graciela Farias

Review and Recommend Action as Necessary on Proposed Revisions to Policy #3232: *Dual Credit Student Eligibility Requirements*

Dr. Anahid Petrosian, Interim Vice President for Academic Affairs, and Mr. Matthew Hebbard, Vice President for Student Affairs and Enrollment Management, will review the proposed revisions to Policy #3232: *Dual Credit Student Eligibility Requirements*.

The proposed revisions are necessary to further improve the requirements for student access to dual credit courses, with the goal of promoting successful student performance in dual credit programs.

This policy was brought to the Committee and the Board in June, July, and December 2016 in an effort to help improve the eligibility requirements for dual credit students to participate meaningfully and successfully.

Even though South Texas College waives some tuition and fees for students completing dual credit coursework through partnering school districts, the students' performance in these courses impacts their financial aid eligibility, and is recorded on their transcripts at South Texas College. A combination of policy revisions, tuition and fee schedule revisions, and enrollment guidelines have been implemented to help the partnering districts and the College guide students toward successful completion of their courses and programs, and to help prevent students from accumulating a poor performance record that will negatively impact their higher education opportunities.

Administration has reviewed the policy as implemented in December 2016, and has worked with partner districts to allow students pursuing a Career Technical Education (CTE) certificate or Associate degree to also enroll in specific academic dual credit courses as outlined in the proposed revision.

The proposed revision follows in the packet, with the additional language highlighted in yellow and italicized.

It is requested that the Education and Workforce Development Committee recommend Board approval of the revision of Policy #3232: *Dual Credit Student Eligibility Requirements* as proposed and which supersedes any previously adopted Board policy.

MANUAL OF POLICY

Title	Dual Credit Student Eligibility Requirements	3232
Legal Authority	Approval of the Board of Trustees	Page 1 of 2
Date Approved by Board	Board Minute Order Dated January 21, 1999 As Amended by Board Minute Order dated August 19, 2004 As Amended by Board Minute Order dated July 28, 2005 As Amended by Board Minute Order dated June 28, 2016 As Amended by Board Minute Order dated July 26, 2016 As Amended by Board Minute Order dated December 13, 2016	

High school students who may benefit from taking college-level courses to satisfy high school graduation requirements or who wish to begin their post-secondary education prior to graduation from secondary school are eligible to participate in the College's dual credit program.

College-level courses are limited to those leading to a certificate or associate degree. Courses offered for dual credit are limited to academic courses in the current edition of the Lower Division Academic Course Guide Manual and college-level workforce education courses in the current edition of the Workforce Education Course Manual as outlined in Texas Higher Education Coordinating Board Rule Title 19, Part I, Chapter 4, Subchapter D, Rule 4.85.

Dual credit students shall be limited to courses within their declared major and corresponding degree plan. *Students who declare a major leading to Career Technical Education (CTE) certificate or Associate degree, may also enroll in academic dual credit courses, limited to English 1301, Mathematics/Natural Science Electives, Humanities Electives, Social and Behavioral Electives, and other Associate of Applied Science (AAS) Electives needed to complete their Certificate and/or AAS degree, while not exceeding the limitation on dual credit courses per semester described below.* Students may attempt a maximum of 68 credit hours, with the exception of students pursuing the Associate of Science in Engineering. In addition, dual credit students must comply with the College's Academic Progress Standards as outlined in Board Policy #3320 and the Financial Aid Satisfactory Academic Progress (SAP) Policy (~~to be developed~~). Federal Financial Aid SAP requirements measure all students' GPA and progression regardless if they are receiving aid or not, and are applicable to dual credit students who are still in high school.

Students who participate in the dual credit program must meet the Texas Success Initiative (TSI) college readiness standards as established by the Texas Higher Education Coordinating Board and the College, or meet the applicable student eligibility criteria outlined in Texas Higher Education Coordinating Board Rule Title 19, Part I, Chapter 4, Subchapter D, Rule 4.85. Students must meet the College's regular prerequisite requirements for the courses in which they enroll.

Dual credit students may not enroll in college level courses until the spring semester of their 9th grade, and then limited to no more than two (2) courses for that semester from an approved list of recommended courses. All 10th grade students will be limited to only two (2) dual credit courses per semester, and 11th and 12th grade students should not exceed 16 credit hours per semester.

The dual credit program is subject to all rules and regulations of the Texas Higher Education Coordinating Board (THECB), other state and federal regulations, and College policies and procedures as applicable.

THECB guidelines can be found at <http://www.thecb.state.tx.us/apps/Laws/default.cfm>.

MANUAL OF POLICY

Title	Dual Credit Student Eligibility Requirements
Legal Authority	Approval of the Board of Trustees

3232

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Federal guidelines for Satisfactory Academic Progress (SAP) can be found at <http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.34.3.39.4>.

South Texas College's Satisfactory Academic Progress (SAP) can be found at http://studentservices.southtexascollege.edu/finaid/pdf/satisfactory_academic_progress.pdf.

Report on State of South Texas College's Implementation of Guided Pathways

On March 6, 2018, Ms. Darci Cather, Associate Dean of Professional and Organizational Development, presented to the Education and Workforce Development Committee on the Texas Pathways Project.

Since that presentation, Mrs. Graciela Farias, Board Vice Chair and Chair of the Education and Workforce Committee, and Mr. Paul R. Rodriguez, Trustee and Chair of the Finance, Audit, and Human Resources Committee, attended a Board of Trustees Institute hosted by the Texas Association of Community Colleges.

At this institute, Mrs. Farias and Mr. Rodriguez learned more about the Texas Pathways Project, and were introduced to the perspectives of many peer institutions state-wide that are implementing their own plans to develop guided pathways.

On May 8, 2018, Ms. Darci Cather will be joined by Dr. Christopher Nelson, Assistant Dean of Humanities, and together they will report to the Committee with an update on South Texas College's implementation of guided pathways.

The report will begin with a brief background on the Texas Pathways Project and its integration into the state's 60x30 plan, which aims to ensure 60 percent of young adults in Texas hold a college credential by 2030. Part of the strategy to achieve this ambitious goal is to develop guided pathways that "help student choose, enter, and complete a program of study aligned with their education and career goals."

Ms. Cather and Dr. Nelson will then report on the current Pathways Project work underway at South Texas College, including a cross-divisional leadership team, close coordination with the Texas Pathways Program, and participation in state-wide institutes designed to help each participating institution implement guided pathways.

They will lead a discussion of immediate and long-term plans, such as the identification of "Meta Majors" and the implementation of student support resources to help each student find their individual pathway and follow it to successful completion of their college goals and entry into their chosen career.

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



South Texas College Guided Pathways

Presentation For Education & Workforce Development Committee

Tuesday, May 08, 2018

Presenters:

Darci Cather, Interim Associate Dean of Professional and Organizational Development

Dr. Christopher Nelson, Assistant Dean of Humanities

Outline

- Texas Pathways Project
 - Background
 - Guided Pathways Model
 - Guided Pathways Progress
 - Meta-majors
 - Next Steps



Texas Pathways Project Background

A **statewide strategy** to design and implement structured academic and career pathways, at scale, for all students. A multiple year (2016-2020) project that involves all 50 Texas community colleges. **As an innovative educational leader, South Texas College** was selected to be part of the **First Group** of 12 leader colleges to participate in this project.

- This initiative is led by **Texas Success Center** and **American Association of Community Colleges**
- Designated to contribute to the state's 60 x 30 plan



Guided Pathways Model

- The **Pathways Model** is built on the following important design principles:
 - ✓ The central goal of the Guided Pathways project is to help **students choose, enter, and complete a program** of study that is aligned with their educational and career goals.
 - ✓ The redesign process begins with the **students' end goals** for careers and/or further education in mind.



Guided Pathways Progress

- STC has designated **Pathways Project leads** to represent the institution.
- A cross-divisional **Core Leadership Team**, from STC, participates in required state-wide Pathways Institutes held each Fall and Spring semester through Spring 2019.
- STC is working closely with **assigned Texas Pathways Coach** to advance the College's Guided Pathways work.



The Texas Pathways Project

- Institute #1 (Fall 2016): **Leadership for Institutional Change**
- Institute #2 (Spring 2017): **Mapping Pathways Through the Institution**
- Institute #3 (Fall 2017): **Pathways to Transfer to Higher Education and Employment**
- Institute #4 (Spring 2018): **Adult Education and Dual Credit**
- Institute #5 (Fall 2018): **Student Support Services**
- Institute #6 (Spring 2019): **Teaching and Learning**

Team Member	Area of Representation
Dr. Shirley A. Reed	President
Dr. Anahid Petrosian	Chief Academic Officer, Academic Affairs
Matthew Hebbard	Vice President, Student Affairs and Enrollment Management
Dr. David Plummer	Vice President, Information Services & Planning and Strategic Initiatives
Dr. Murad Odeh	Texas Pathways Project Co-Lead
Darci Cather	Texas Pathways Project Co-Lead
Paul Hernandez	Student Support/Student Services
Dr. Ety Bischoff	Instructional Dean
Dr. Christopher Nelson	Instructional Assistant Dean
Diane Teter	Faculty Senate
Delia Magdaleno	Faculty
Dr. Kelli Davis	Transfer and Articulation
Tony Matamoros	Dual Credit – Student Affairs and Enrollment Management
Sofia Pena	Early College High Schools
Dr. Laura Sanchez	Research & Analytical Services and Institutional Effectiveness
Serkan Celtek	Research & Analytical Services
Dr. Fernando Chapa	Institutional Effectiveness
Cynthia Blanco	Admissions/Registrar
Dr. Maricela Silva	Academic Grants & Projects

Major Activities

1. Engaged faculty, staff, and community on a large-scale
2. Developed meta-majors **aligned with career goals**
3. Developed an overall **student support structure** for the program clusters
4. Established first-time in college **mandatory advising**
5. Developed **transfer maps** for partnering institutions
6. Participated in all **required state pathways meetings**



Meta-majors

South Texas College has developed **10 Meta-majors** which have been **approved by College-wide Curriculum Committee on May 3, 2018.**

1. Business
2. Computer and Information Technology
3. Education and Kinesiology
4. Fine and Performing Arts
5. Health Sciences
6. Humanities
7. Mathematics, Science, and Engineering
8. Public Safety
9. Technology
10. Social and Behavioral Sciences



See Handout #1

Next Steps:

- Align **student support services** with Meta-Majors
- **Conduct Regional meeting** with high school partners
- Create **Student Focus Groups** on Meta-Majors
- **Redesign College webpage** to inform students of Meta-Majors and corresponding support services



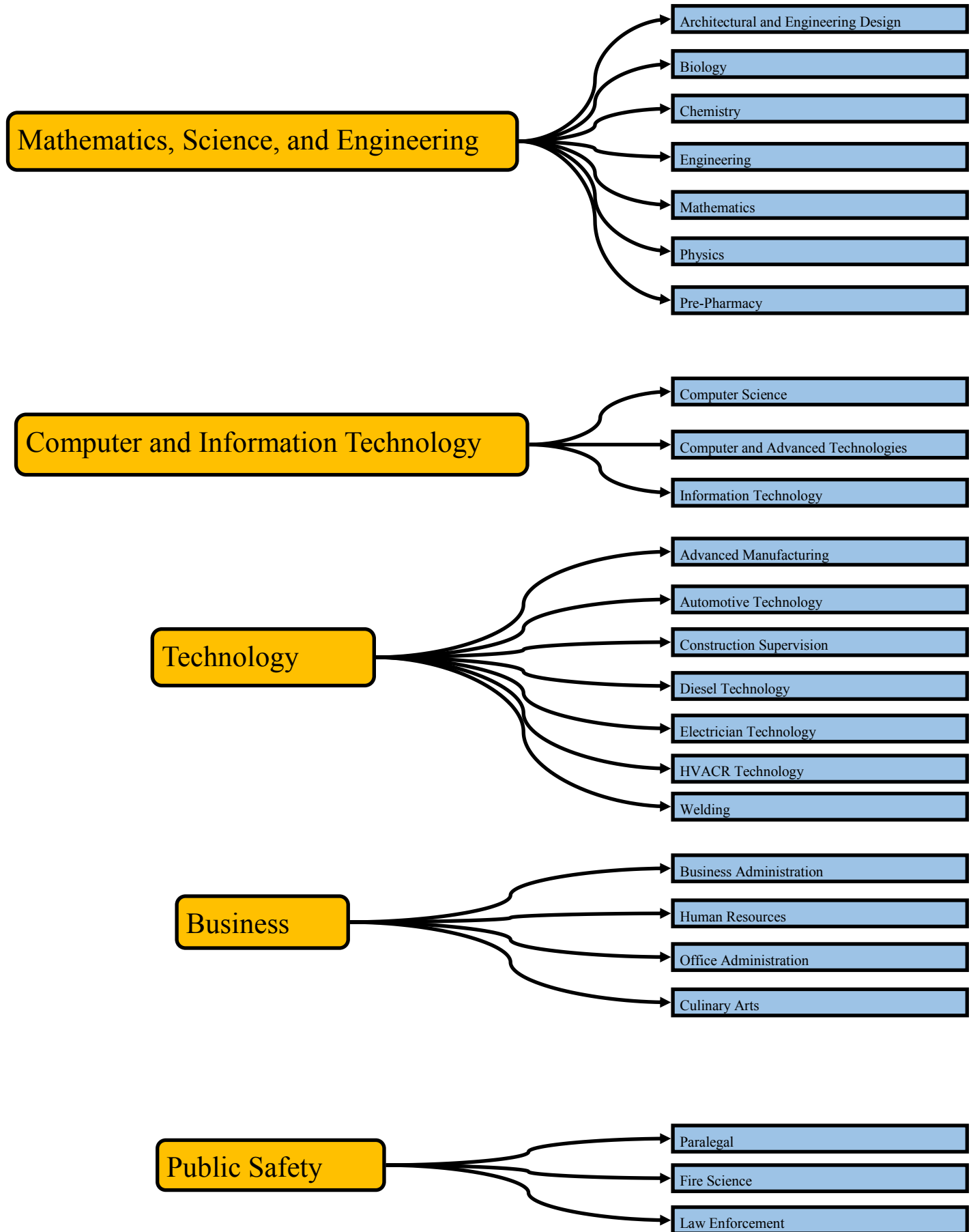


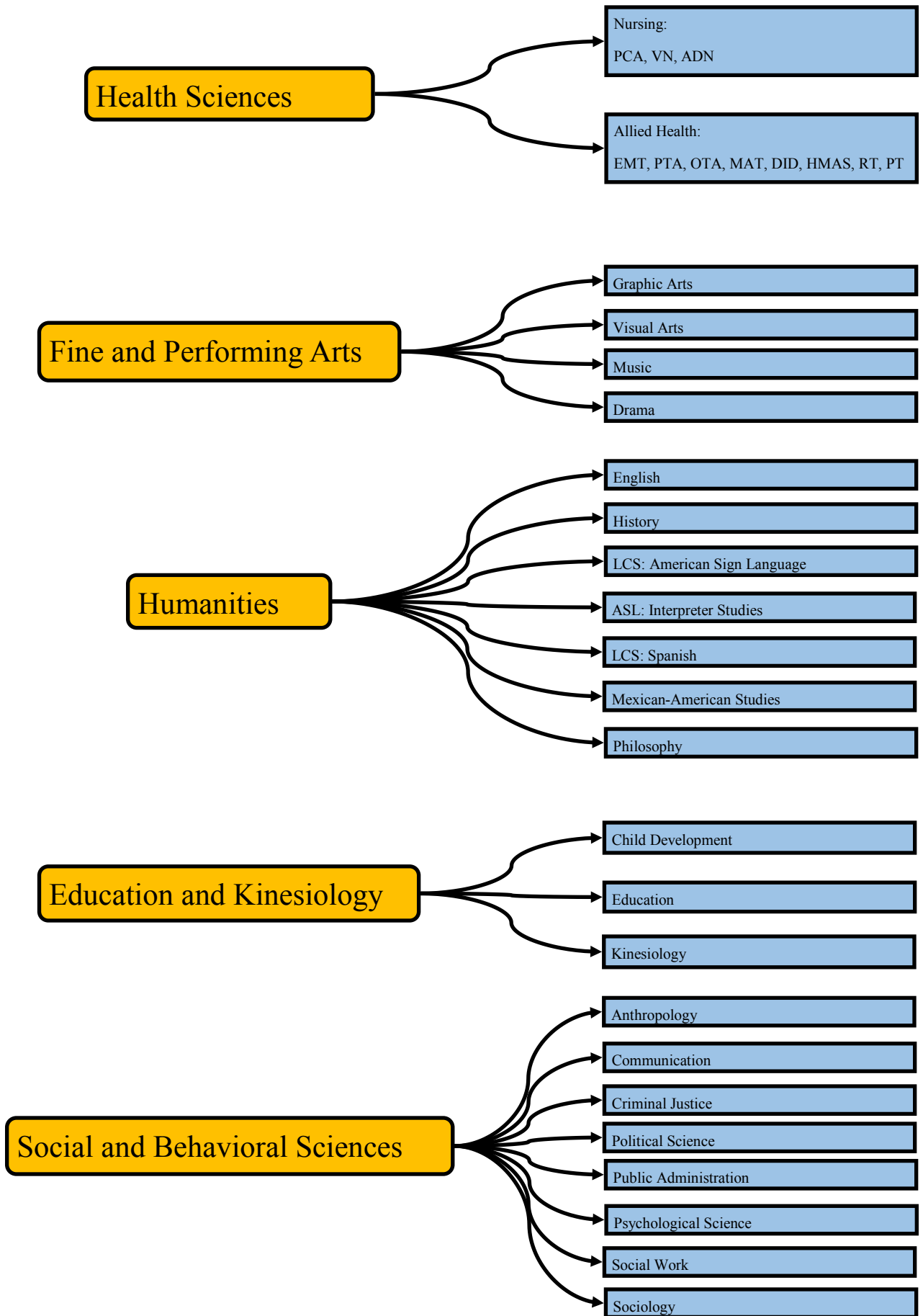
Thank You for your support!

Handout #1

South Texas College
10 Meta-Majors







Report on Fall 2017 Sabbatical Leave

Board Policy #3820: *Faculty Renewal and Development Leave* provides for faculty sabbatical leave, with appropriate administrative and Board oversight. On January 31, 2017, the Board of Trustees granted sabbatical leave to Mr. Pedro Perez, Instructor of Art.

Mr. Perez' sabbatical request was eligible under the guidelines established in the College's Professional Development Plan, and provided Mr. Perez the opportunity to conduct research in cultural centers in Italy, Spain, and France during the Fall 2017 semester.

Having returned from his sabbatical, Mr. Perez will report to the Education and Workforce Development Committee.

Mr. Perez will speak to the Education and Workforce Development Committee about how his experiences on sabbatical leave will directly impact students in the classroom as well as his professional career and representation of South Texas College and its faculty.

Within the packet, Mr. Perez has shared several direct ways in which this sabbatical will affect the learning outcomes of students in his ARTS 1301 Art Appreciation courses. He will discuss these with the Committee, and will provide examples of his studies abroad and how he will integrate those experiences to educate and inspire students.

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



Sabbatical Fall 2017

Presentation for
Education & Workforce Development Committee (EWDC)
Tuesday, April 10, 2018

Presenter:
Mr. Pedro Pérez, Art Instructor

Background

- South Texas College provides Sabbatical through **Board Policy 3820 – Faculty Renewal and Development Leave.**
- A sabbatical may be granted to administrators, full-time faculty members, or professional technical staff by the South Texas College Board of Trustees upon the recommendation of the President.
- The purpose is self-improvement through study, research, acquisition of new skills to stay abreast with new technologies in the discipline/field.
- During Fall 2017, Sabbatical was approved for Mr. Pedro Pérez, Faculty member.





Sabbatical

Location and Experience
Classroom Application



Italy Birthplace of Renaissance Art

Why Italy?

A large percentage of the world's recognized art is located in Italy, estimates range from 40% up to an astounding 70%.

Source: <http://theprisma.co.uk>

Italy is home to the greatest number of UNESCO World Heritage Sites (53) to date, and according to one estimate the country is home to half the world's great art treasures. Overall, the nation has an estimated 100,000 monuments of any sort (churches, cathedrals, archaeological sites, houses and statues).

Source: https://en.wikipedia.org/wiki/Culture_of_Italy

Emerging from Italian Renaissance: The Spanish Renaissance



Spain has the third highest number of UNESCO World Heritage Sites in the world, after Italy and China, with a total of 45.
source: https://en.wikipedia.org/wiki/Culture_of_Spain

Most prominent places visited:
Madrid, Barcelona, San Lorenzo del Escorial.

- I set out to conduct research to **broaden my knowledge of specific artistic techniques** and themes found in Renaissance art as well as to **study the evolution of the Italian Renaissance, Baroque, and Mannerism Art and its influence on Spanish Art.**
- The ultimate purpose for this sabbatical was to **impart what I learned to my students while covering learning outcomes for ARTS 1301.**



ARTS 1301: Art Appreciation Learning Outcomes

- I. Apply Art terminology as it specifically relates to works of Art
- II. Demonstrate Knowledge of Art Elements and Principles of Design
- III. Differentiate between the processes and materials used in the production of various works of Arts
- IV. Critically interpret and evaluate works of art
- V. Demonstrate an understanding of the impact of arts on culture

I. Apply Art terminology as it specifically relates to works of Art: Pietre Dure



Pietre Dure, is the technique used to "paint" with hard stone. It is the inlay technique of using cut and fitted, colored stones to create images.



Opificio delle Pietre Dure, Florence

Other Techniques and Terminology

- **Perspective**
(example of the “fake dome”)
- **Sfumato** (to create the illusion of things being far away in a painting by allowing colors to shade gradually)
- **Drawing** in charcoal
- Use of **bright color**
- **Sculpture**: use of bronze
- Unexpected find: ceramics and decorative arts



Church of Sant'Ignazio, Rome

II. Demonstrate Knowledge of Art Elements and Principles of Design

La Sagrada Familia



Barcelona, Spain

A great example of how in architecture art elements like color, line and texture; combined with principles like balance and symmetry merge to create a unified space.

III. Differentiate between the processes and materials used in the production of various works of Arts: Santa Maria delOrte, Rome

This is a perfect example of how Baroque artists combine many techniques such as painting, gilding, and sculpture to create a magical architecture reflective of heaven.



Chiesa Sant'Ignazio
1626-50, Baroque



Chiesa San Luigi dei Francesi
(French Baroque), 1589

IV. Critically interpret and evaluate works of art

Unbeknownst to many, the writing on this fresco (painting on plaster) means:

*"Why should I who write not laugh – the
Lansquenets have set the Pope on the run".*

Graffiti posted by a German foot soldier during the "Sack of Rome" which took place in 1527.

An image like this with the explanation cannot be found in textbooks. The information was given to me by a guide who was an art historian. The sack of Rome marked the end of the Roman Renaissance.



Villa Farnesina, The Hall of the Perspectives, Rome

V. Demonstrate an understanding of the impact of arts on culture and vice versa

The David was made to represent how the "little man of Florence" could fight and triumph over the "giant" political powers of the Medici family.



Michelangelo Buonarroti, David, 1504

This is the statue of the pope “sent on the run”

An example of how political, religious and economical situations helped create art.

Pope Clement VII was not only a powerful pope, but also defacto ruler of Florence and supporter of the arts. His family supported and educated Michelangelo who later created art against them.



Pope Clement VII, born Giulio di Giuliano de' Medici

The international legacy of understanding of the impact of arts on culture in modern times, *Venice Biennale 2018*



Maha Malluh: Food for Thought “Amma Baad”, a mosaic of audio cassettes arranged on bread trays. These cassettes, made for women by religious leaders, contain speeches on how women should act.

Malluh’s work thus questions the place of women on Saudi society. *Food for Thought* was the first work by a female Saudi artist to be exhibited in public in Jeddah, Saudi Arabia.

The evolution of the Italian Renaissance, Baroque, and Mannerism Art and its influence on Spanish Art

It is interesting to see how the art evolved from the very ornate Baroque in Rome into a soberer style in Spain. But there is definitively a connection between both, and some artists like Velazquez worked in Rome and brought that Italian influence into Spain.



San Francisco el Grande, 1700's

The Sabbatical as an inspiration for my own work

The sabbatical also served as a professional development opportunity.

By documenting the relevant stylistic elements from this period I can now incorporate them into my own digital art, and create mixed media pieces which reinterpret the forms of the Renaissance.

This work will be displayed at an exhibition next year on the STC Pecan Campus for the entire community. It is a clear example of how my sabbatical helped me evolve.



Pedro Pérez, Kyle-Christ



**Thank you
for your support!**