Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, September 11, 2018

3:30 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, September 11, 2018 @ 3:30 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, August 14, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, August 14, 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, August 14, 2018 @ 3:00 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, August 14, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:12 p.m. with Dr. Alejo Salinas, Jr. presiding.

Members present: Dr. Alejo Salinas, Jr., Mrs. Victoria Cantú, Mr. Gary Gurwitz, and Mr. Rene Guajardo

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

Also present: Dr. Shirley A. Reed, Mr. Matthew Hebbard, Dr. Margaretha Bischoff, Dr. Rebecca De Leon, Dr. Rene Zuniga, Mr. Daniel Ramirez, Mr. Nicholas Gonzalez, Ms. Yvette Gonzalez, Mrs. April Castaneda, and Mr. Andrew Fish.

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

Upon a motion by Mrs. Victoria Cantú and a second by Dr. Alejo Salinas, Jr., the Minutes for the Education and Workforce Development Committee meeting of Tuesday, July 10, 2018 were approved as written. The motion carried.

Review and Recommend Action on Proposed FY 2018 - 2019 Committee Meeting Schedule

The Education and Workforce Development Committee was asked to review the following proposed schedule and recommend amendment or approval as appropriate. The Board would be asked to review and take action on a calendar of Committee and Board Meetings for FY 2018 - 2019 at the August 28, 2018 Regular Board Meeting.

The proposed meeting schedule for the Education and Workforce Innovation Committee was as follows:

Weekday	Date	Meeting Time
Tuesday	September 11, 2018	3:30 p.m.
Tuesday	October 9, 2018	3:30 p.m.
Tuesday	November 6, 2018	3:30 p.m.
Tuesday	December 4, 2018	3:30 p.m.
Tuesday	January 15, 2019	3:30 p.m.
Tuesday	February 12, 2019	3:30 p.m.
Tuesday	March 5, 2019	3:30 p.m.
Tuesday	April 9, 2019	3:30 p.m.
Tuesday	May 14, 2019	3:30 p.m.
Tuesday	June 11, 2019	3:30 p.m.
Tuesday	July 9, 2019	3:30 p.m.
Tuesday	August 13, 2019	3:30 p.m.
Tuesday	September 10, 2019	3:30 p.m.

Education and Workforce Development Committee Meetings were generally scheduled for the second Tuesday of each month, and were proposed for a new starting time of 3:30 p.m. There may be some deviation based upon scheduling conflicts, and any adjustments would be communicated with as much early notification as practical.

A full calendar view of the proposed Committee and Board meeting schedule was provided in the packet for the Committee's information.

Upon a motion by Mrs. Victoria Cantú and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the proposed Committee meeting schedule as presented. The motion carried.

Report on Enrollment Events

Dr. Rebecca De Leon, Interim Dean for Dual Credit Programs & School District Partnerships, and Dr. Rene Zuniga, Center Coordinator, provided reviews of enrollment events that took place recently at the Starr County Campus on July 27th and August 3rd, and at the Higher Education Center at La Joya on August 7th.

1. **Dual Credit Programs Information Session at Starr County Campus**

   Dr. De Leon provided a review of the outreach efforts leading up to the July 27, 2018 Dual Credit Programs Information Session event at Starr County Campus, which drew in over 300 parents and high school students.

Due to the outstanding success, a second event was held on Friday, August 3, 2018.

Dr. De Leon reviewed the results of this outreach, including a total of 150 high school students signing up for their college readiness exam (TSI Testing) and 60 students completing their admission application.

The Committee asked whether this outreach could be duplicated in other areas. Dr. De Leon agreed that the response was incredible and could be similar in other districts, and she had already begun informing superintendents at our partnering school districts. Information Sessions would be coordinated with districts as appropriate.

Dr. Alejo Salinas, Jr. noted that the Starr County event was specifically coordinated with Rio Grande City CISD and Roma ISD, and observed that while San Isidro ISD did not currently partner with the College to offer dual credit courses, they were within the South Texas College service area and taxing district.

Dr. De Leon agreed, and informed him that she had already met with the San Isidro ISD superintendent and had been in discussion about ways that the College might serve their students. She would continue to work with them to identify and implement opportunities with that district.

2. **Open House at the Higher Education Center at La Joya**

Dr. Zuniga reviewed the August 7, 2018 Open House which was coordinated to support ongoing outreach activities to provide the residents of Western Hidalgo County with information about the higher education opportunities available to them at the Higher Education Center at La Joya. Staff were on hand to provide attendees with information and the opportunity to apply for admission and financial aid, and to sign up for college readiness exam (TSI Testing).

Despite the distribution of posters and flyers throughout the population centers of La Joya, Palmview, and Penitas, and a social media campaign on STC"s social platforms and an email distribution targeting 3,000 students residing in Western Hidalgo County, the response was light.

Dr. Zuniga discussed the results of the Open House, and strategies for future outreach.

Dr. Zuniga also shared the current enrollment for the Fall 2018 semester. While there was room for continued growth, administration was cautiously optimistic about the enrollment, and noted that there was significant interest in the welding course offerings.

Mr. Paul R. Rodriguez noted that the Starr County event started at 5:30 p.m. and ran through 8 p.m., and asked whether that was a preferable time slot to the 4 p.m. – 7 p.m. time at La Joya.

Dr. Zuniga stated that they started a bit earlier to accommodate people who might work in the evening, and noted that at any event where people show up toward the end of the event, staff will stay on site and respond to questions as long as the guests remain; if people who work during the day showed up after 5:30 p.m., staff would be glad to receive and help them even after the posted 7 p.m. end time.

Mrs. Victoria Cantú noted that she had spoken with the La Joya ISD Public Relations team, and they were working on a plan to promote the welding program.

Dr. Alejo Salinas, Jr. noted that the La Joya ISD boundaries were the largest within Hidalgo County, and a large population center in the northern portion of the district might be interested in the Higher Education Center, but might not attend an Open House at that location.

Dr. Zuniga noted that similar recruitment events had been held at the Juarez-Lincoln High School in that area, and further efforts would be focused on serving that population.

3. **Information Session at the Delta Region**

Dr. Shirley Reed announced that an information session was under way in the Delta Region during the Committee meeting, to promote courses to be offered in a new initiative to serve that region.

The College had been in coordinate with Mrs. Frances Ochoa, Assistant Superintendent at Edcouch-Elsa ISD, to identify courses likely to offer strong professional and academic opportunities to residents of the area, and to promote an information session to inform the community of the opportunity. Representative Oscar Longoria, Jr., former South Texas College Trustee, was a strong advocate for the program and was supportive of the efforts.

This report was provided for the Committee's information and feedback to staff. No action was requested.

Review and Discussion of Dual Credit Programs

Dr. Rebecca De Leon, Interim Dean for Dual Credit Programs & School District Partnerships, presented on South Texas College's Dual Credit Programs. This presentation covered:

Dual Credit Programs Overview

Starting in 1997 and serving only 8 students, South Texas College now provides dual credit courses to over 12,000 students annually, with 23 partnering school districts at 78 high school sites. With the Board's continued support, the College waives tuition for students in dual credit programs with partnered school districts.

Over 98,000 dual credit students have attended South Texas College while concurrently enrolled as high school students.

Enrollment & Graduates

In Fall 2017, 37% of South Texas College's enrollment was comprised of dual credit students. While the College waives tuition for dual credit participants, when registered through a partnering school district, the College does receive contact hour reimbursement from the state to help offset costs.

311 dual credit students earned a workforce certificate and 1,364 high school students earned an associate degree during the 2017 – 2018 academic year.

Dual Credit Program Options

The South Texas College Dual Credit Programs collectively serve 12,000 students:
- Dual Credit Courses
  - Earn college credit hours towards STC core curriculum
  - Start as early at 10th or 11th grade
  - Over 200 unique courses offered
- Career and Technical Education (CTE) Programs
  - Earn a Certificate in high demand technical careers
  - Start as early as 9th grade (spring semester)
  - Over 30 STC workforce programs, aligned with High School Endorsements
  - Can form the pathway toward an Associate of Applied Science
- Early College High Schools
  - Earn college credit hours up to an Associate Degree
  - Start as early as 9th grade (spring semester)
  - 29 designated campuses in Hidalgo and Starr Counties
- Academy Programs
  - Earn an Associate Degree in the STEM, Business, or Criminal Justice fields
  - Start in the 11th grade, for a two year Associate Degree program
  - 1,000 graduates since 2005, with 100% transferring to universities.

Program Quality, Monitoring, and Assessment

One of South Texas College's Strategic Directions is to increase the college-going and college-completing rates in the region. Aligned with this focus on access and success, the Dual Credit Program maintains specific quality standards, and monitors and assesses

the success of students against these standards. South Texas College focuses on providing area high school students with a clear pathway to quality higher education.

>**Faculty Credentials** - The Dual Credit Program is responsible and accountable for the credentials of all faculty teaching South Texas College dual credit courses, whether employed by the College or by partnering districts.
>**Curriculum** – Dual Credit courses follow STC curriculum and requirements.
>**Registration** – Dual Credit students must meet the STC registration requirements.
>**Textbooks** – Dual Credit courses use college-level textbooks
>**Performance** – South Texas College conducts research and evaluations on dual credit performance and program integrity.

South Texas College continues to monitor and improve dual credit program offerings and support for its students and partnering districts, and developed Dual Program Success Metrics and Targets to specifically monitor student performance. The data is provided through an annual status report for each school district to assist them in monitoring the performance of their students in college-level courses. Workshops are also provided for district partner to assist in their analysis of reports and in the development of intervention strategies to improve student performance in dual credit programs.

In November 2016, the College's accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) conducted their 5th Year Visit as part of the institutional accreditation process. This visit focused on six dual credit, off-campus instructional sites. The report submitted by the site visitors resulted in a SACSCOC Commendation, as follows:

>"South Texas College has achieved creating a college-going culture and has successfully integrated high school students into the college's programs."

Dual Credit Programs – Impact on Students and Families

Dual Credit Programs have a significant impact on students and their families. Students become college-ready early, receive tuition/fee waivers for college courses offered at their high school sites, become acclimated to the rigor of college classes, and get to experience the college-going culture.

This information was presented for the Committee's information and review, and no action was requested.

Update and Discussion on Public Relations and Marketing Strategies and Effectiveness

Mr. Daniel Ramirez, Director of Public Relations and Marketing, provided a presentation on the South Texas College Office of Public Relations & Marketing. Mr. Ramirez discussed the College's marketing goals and communications strategies, and also reviewed the technologies employed by the College in effective marketing, as well as in the assessment of these marketing programs.

The Office of Public Relations and Marketing is charged with several facets of serving the College's needs:

- Marketing
- Communications
- Creative Services
- Digital Services
- Community Relations
- Videography

Marketing Campaigns

Mr. Ramirez focused first on the Marketing strategies, including a review of the 2017 – 2018 Marketing and Media Buying Plan, which was provided in this packet after the presentation.

The College's approach to Marketing includes focused campaigns with goals to support enrollment efforts and improve the College's brand in our region. Using a variety of media, PR & Marketing directs their resources very intentionally, targeting audiences likely to be interested in the College, including potential students and their families.

Targeted Marketing

Working with social media and other resource, advertising can be targeted based on various factors, including targeting anyone in defined geographic areas. Marketing can then be reinforced through retargeting that individual through social media and website advertisements on their smart phones or other devices connected to their social media profiles.

Campaign Performance

Mr. Ramirez reviewed the campaign performance highlights, which help the College evaluate the effectiveness of its marketing strategies. This included a tour of the "Reporting Dashboard" available through the College's website, which shows updated data on visits and usage of online resources.

2018 – 2019 Campaign

On July 24, 2018, the Board approved a contract with a new creative agency, Interact Communications. Mr. Ramirez reviewed the current project highlights for the upcoming fiscal year

This information was presented for the Committee's information and review, 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 4:41 p.m.

I certify that the foregoing are the true and correct Minutes of the August 14, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

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Dr. Alejo Salinas, Jr.
Committee Chair

Presentation and Discussion on Accelerating Developmental Students with Co-Requisites Courses

Dr. Margaretha Bischoff, Dean for Liberal Arts and Social Sciences, and Dr. Chris Nelson, Assistant Dean of Humanities, will present *Accelerating Developmental Students with Co-Requisite Courses.*

This presentation will focus on South Texas College's ongoing development and implementation of Developmental and Academic Co-Requisite courses in Reading and Writing, and a presentation at a later date will focus on efforts in developmental mathematics.

All data for Fall 2018 is preliminary, pending the September 12, 2018 census date.

Developmental Education Overview

Developmental Education helps students who are not yet "college ready," as determined by state requirements. Developmental Education coursework in reading, writing, and mathematics provide students with focused remedial coursework to attain the academic foundation and skills they will need to thrive in college level coursework.

College Readiness of First Time in College (FTIC) Students
For Fall 2018, 31.5% of incoming First Time in College (FTIC) students required Developmental Education for Reading, 16.2% for Writing, and 12.9% for both subject areas. FTIC students does not include student with prior dual credit coursework, or any other college hours. Since high school students must be college ready to participate in Dual Credit, FTIC students tend to have a larger number who are not college ready.

Traditionally, Developmental Education coursework has been provided in sections from fundamental basics up to the final skills needed to be determined "college ready." Institutions of higher education have sought ways to improve the delivery of remedial content to students, to prevent loss of momentum and to encourage successful entry into college-level coursework.

Co-requisite models have been developed as a method to enable students to achieve college readiness while concurrently engaging in academic coursework in related areas. Dr. Bischoff and Dr. Nelson will discuss the logistics of student placement in developmental education and how "Skills Domains" can be used to assess individual student needs. They will present data on pilots performed to assess the effectiveness of co-requisites.

Preliminary results from pilot programs in 2017 – 2018 have shown that placement in co-requisite courses has helped some students achieve college readiness more quickly and with greater success rates than enrollment in traditional developmental education programs.

House Bill 2223

The State of Texas established a requirement in 2017, through the passage of HB 2223, that requires institutions of higher education to develop and implement Co-requisite courses for the delivery of Developmental Education coursework, included mandated enrollment thresholds.

Dr. Bischoff and Dr. Nelson will review the requirements of HB 2223, and will discuss the College's plans to serve students in compliance with the law.

TSI Assessment Placement

The Texas Success Initiative (TSI) establishes the requirements for all entering college students to be tested for college readiness. All students must be tested and certified "college ready" in reading, writing, and math before enrolling in academic classwork in those areas and before they can obtain an Associate's degree.

Students undergoing TSI Assessment may be classified as "College Ready," "Developmental Education," or "Adult Basic Education (level 1-6)."

Dr. Bischoff and Dr. Nelson will describe the assessment process and the diagnostic testing and placement that helps place students in appropriate Developmental Education programs when needed.

Co-Requisite for Reading and Writing

The presenters will discuss the pairing of academic courses with an Integrated Reading and Writing course, and the performance impact on students, which includes modest improvement of course completion rates.

The Spring 2018 Pilot test data will be reviewed, as will the pre-census Fall 2018 enrollment. As of the publication of this packet, 29% of developmental reading and writing students are enrolled in co-requisite courses, and the College complies with HB 2223.

Next Steps

Dr. Bischoff and Dr. Nelson will discuss the plans to further expand co-requisite enrollment, including early engagement and advising to help guide students toward this option when it is likely to best serve them.

The recent 2018 College Readiness and Success Models for 60x30TX Grant will provide $75,000 in additional funding to support these efforts, including professional development for faculty and curriculum planning. The State of Texas, and South Texas College, are invested in helping improve the pathways for students to achieve college readiness and academic success.

This information is presented for the Committee's information and review, and no action is requested.

Accelerating Developmental Students with Co-Requisites Courses

SOUTH TEXAS COLLEGE

Presentation for Education & Workforce Development Committee (EWDC)
Tuesday, September 11, 2018

Presenters:
Dr. Margaretha E. Bischoff, Dean for Liberal Arts and Social Sciences
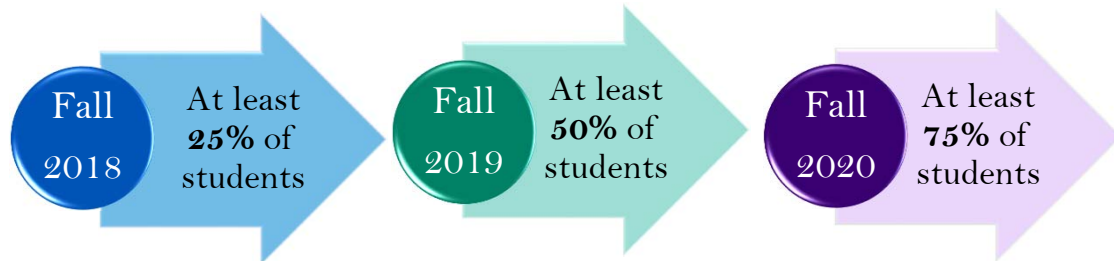Dr. Chris Nelson, Assistant Dean of Humanities, Professor of Philosophy

Outline

- House Bill 2223
- TSI Assessment Placement
- Co-Requisite for Reading and Writing
- Next Steps

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House Bill 2223
Co-requisite Requirements 2018 - 2020

The law requires that a certain percentage of students enrolled in Developmental Education at each institution be reported as **enrolled in a co-requisite course** (Students concurrently enroll in College-level course and a Developmental course)

Fall 2018 → At least **25%** of students

Fall 2019 → At least **50%** of students

Fall 2020 → At least **75%** of students

A Co-requisite is a pair of one **Developmental** and one **Academic** class, offered within one semester, either in sequence during the same semester or at the same time

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Basic TSI Assessment Placement indications

TSI → PLACEMENT →

- College Ready
- Developmental Education
- ABE (Adult Basic Education Levels 1-6)
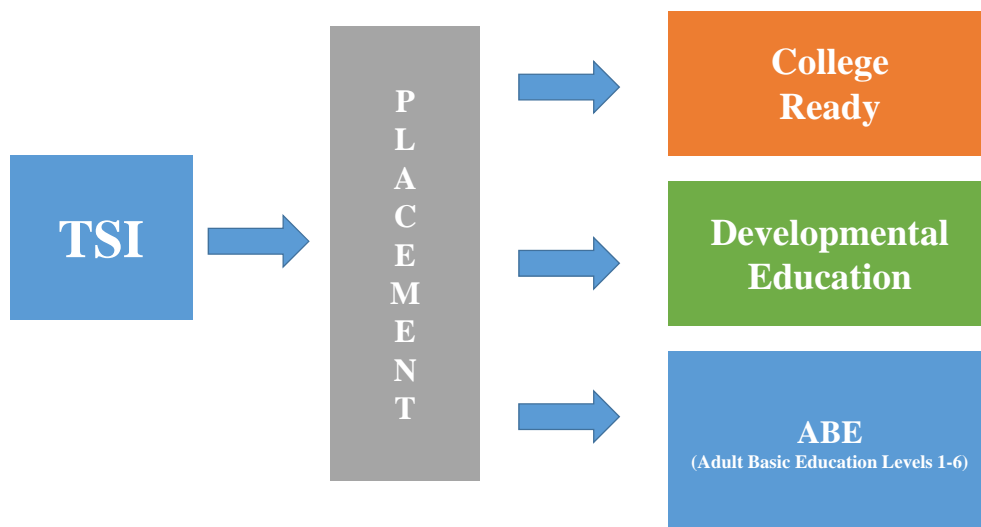
What determines a student's level?

- Every student enrolling in TSI liable programs of study, must take the TSI exam

- Students get 20 questions in each area, which will determine College Readiness, Developmental level, or ABE levels 1-6.
  - ABE levels are based on an Adult Basic Education skills table that represents reading and writing skills in increasing difficulty, where ABE 1 is very low and ABE 6 is moderate, but not enough to be called "at the developmental level".

- Students who are not College Ready will get additional questions which will further determine their level either with or without diagnostics.
  - Diagnostics provide details regarding the skills students are missing within a set of knowledge/skill Domains
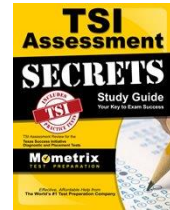
ABE: Adult Basic Education

The "Domains"

Reading
- Main Idea and Supporting Detail
- Author's use of Language
- Inferences in Text or Texts
- Literary Analysis

Writing
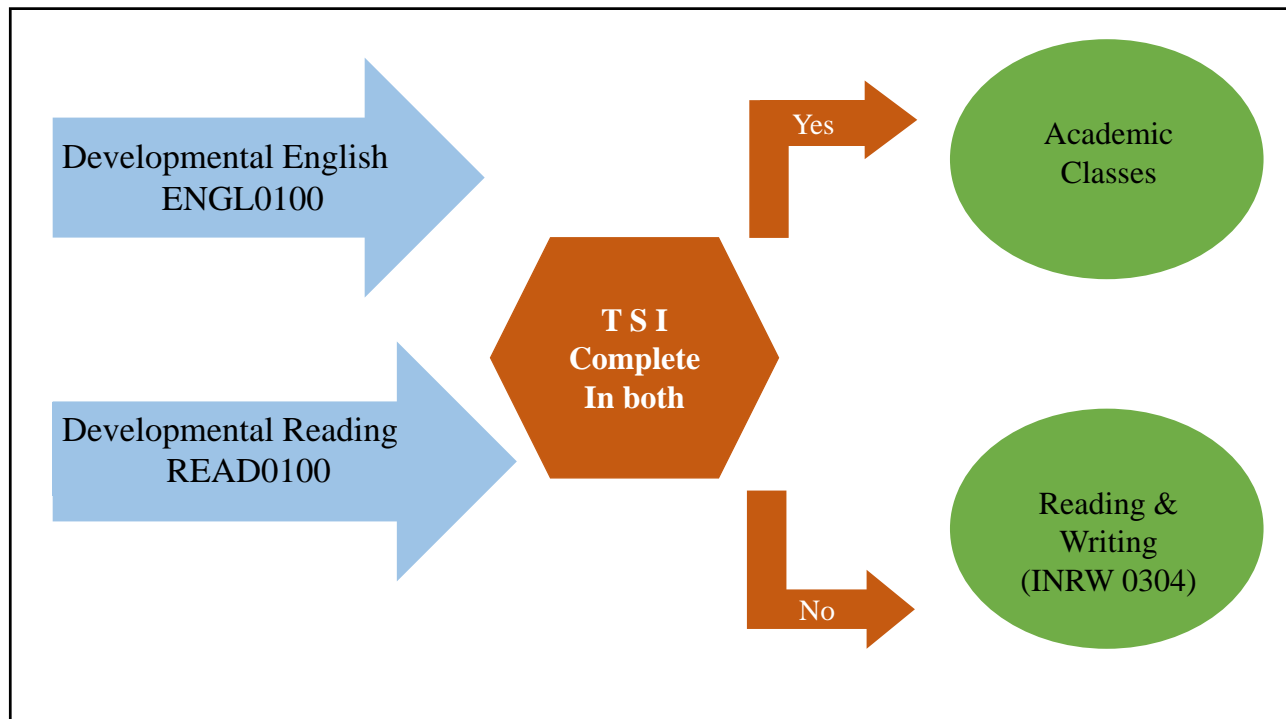- Sentence Structure
- Agreement
- Sentence Logic
- Essay Revision

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Developmental Course Enrollment
First Time in College Students – Fall 2018

First Time In College Fall 2018 Semester	
Developmental Area	**%**
Reading	31.5%
Writing	16.2%
Both	12.9%
	Source: STC RAS As of Sept. 05, 2018 *New First Time Students – Fall 2018 – 5,112*

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Acceleration numbers from 0100 levels

- Students are offered the opportunity to retake the TSI after one Semester of lowest level Reading and Writing: READ0100 and ENGL0100

Reading and Writing TSI pass rates - Fall 2017			
	TSI complete	Passed class	N
Reading 0100	23%	66%	1026
Writing 0100	75%	70%	388

- Students who pass the class, but are not TSI complete, enroll in INRW: The combined Reading and Writing class that is the highest level of Developmental for both Reading and Writing Students who are not College Ready.

Preparing for THECB required Co-Requisite model by pairing INRW with Academic Classes

- The concept of Co-Requisites had been piloted by offering an Integrated Reading Writing course together with an English 1301 class in one semester instead of over two semesters.

- 2016/2017 Cohort Data showed moderate changes in success rates for the accelerated model ENGL1301 class

Results of pilots conducted in 2017/2018

Fall 2017/Spring 2018 Cohort	INRW			ENGL 1301	
	N	Passed		N	Passed
8 weeks (co-requisite pair)	15	15	100%	15	67%
16 weeks (two-semester sequence)	130	113	86.9%	85	75%

Fall 2016/Spring 2017 Cohort	INRW			ENGL 1301	
	N	Passed		N	Passed
8 weeks (co-requisite pair)	16	13	81%	10	77%
16 weeks (two-semester sequence)	126	113	90%	86	76%

Integrating Co-Requisite Courses
Spring 2018

Art	-	INRW
History	-	INRW
Philosophy	-	INRW
English	-	INRW

Benefits:
- Learning Communities
- INRW faculty provide support
- Reading and Writing Strategies (Vocabulary, Patterns of Organization, Annotating/Highlighting, Turning Headings into Questions, Writing about particular text)

Success Data from Spring 2018 Pilot

Pilot with PHIL/INRW (Philosophy and Integrated Reading and Writing)

		PASS INRW	PASS PHIL
Co-Requisite	INRW/PHIL N=9/9	89%	67%
Compare **Regular PHIL/INRW**	INRW/PHIL N-22/30	50%	50%

		PASS INRW	PASS HIST
Co-Requisite	INRW/HIST N=21/31	71%	61%
Compare **Regular HIST/INRW**	INRW/HIST N-19/21	79%	100%

Pilot with HIST/INRW (History and Integrated Reading and Writing)

The Comparison numbers are from non-co-requisite classes taught by the same Academic/INRW faculty

Success Data from Spring 2018 Pilot continued

		PASS INRW	PASS ARTS
Co-Requisite	INRW/ARTS N=18/18	78%	72%
Compare **Regular INRW/ARTS**	INRW/ARTS N-24/29	88%	90%

Pilot with ARTS and INRW Art and Integrated Reading and Writing

Pilot with ENGL and INRW (English and Integrated Reading and Writing)

		PASS INRW	PASS ENGL
Co-Requisite	INRW/ENGL S N=24/24	67%	33%
Compare **Regular INRW/ENGL**	INRW/ENGL N-21/23	86%	57%

The Comparison numbers are from non-co-requisite classes taught by the same Academic/INRW faculty

Co-Requisites Sections
Fall 2018

Campus	Number of Sections	Enrollment
Pecan	15	328
Mid-Valley	8	124
Starr	1	35
Online	4	78
Technology	1	14
Total	**29**	**579**

Co-requisite sections are composed of ENGL/INRW, HIST/INRW, GOVT/INRW

Fall 2018: We made the 25%!

Enrollment Fall 2018	Co-requisite Enrollment	Sections	Total Eligible Enrollment	%
ENGLISH	579	29	1940	29%

Based on 20% students ABE 1-4 and unduplicated count of Developmental English and Reading students

Fall 2019 — At least **50%** of students

Fall 2020 — At least **75%** of students

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Consequences:

- About 400 Developmental Students who are not yet ready for the highest level of Developmental Education will need to be enrolled in a an Academic Class at the same time. How will they perform?

- Developmental faculty will need to provide more and more individual help to students while aligning needs-focused instruction with the specific curriculum taught by the academic faculty.

- Increased early alert and engagement advising is needed so students take advantage of all the Developmental support available to them.

Future Plans

2018 College Readiness and Success Models for 60x30TX Grant

- $75,000 and potential for additional funding
- Professional Development: Faculty work in teams to plan curriculum, share syllabi and engage students with collaborative assignments.
- Stipends for the 20 Academic faculty and 10 Integrated Reading and Writing Faculty who are teaching the Co-requisite classes

Thank you for your support!