

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, October 09, 2018

3:30 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, October 9, 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.”

- I. Approval of Minutes for Tuesday, September 11, 2018 Committee Meeting 3 - 7
- II. Presentation and Discussion on Developmental Math Co-Requisites 8 - 17

Approval of Minutes for Tuesday, September 11, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, September 11, 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, September 11, 2018 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, September 11, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:32 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: None

Members absent: Mrs. Victoria Cantú

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Dr. Margaretha Bischoff, Dr. Ali Esmaeili, Dr. Christopher Nelson, Mrs. Teresa Garcia, Mr. Mario Morin, Mr. Pablo Cortez, and Mr. Andrew Fish.

Approval of Minutes for Tuesday, August 14, 2018 Committee Meeting

Dr. Alejo Salinas, Jr., noted a typo and an incorrect name in the Minutes for the August 14, 2018 Education and Workforce Development Committee meeting. The corrections were made as noted.

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Minutes for the Education and Workforce Development Committee meeting of Tuesday, August 14, 2018 were approved as corrected. The motion carried.

**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, presented *Accelerating Developmental Students with Co-Requisite Courses*.

This presentation focused 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 would focus on efforts in developmental mathematics.

All data for Fall 2018 was 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 discussed the logistics of student placement in developmental education and how "Skills Domains" can be used to assess individual student needs. They presented 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 reviewed the requirements of HB 2223, and discussed 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 described 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 also discussed 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 presenters reviewed the Spring 2018 Pilot test data, and the pre-census Fall 2018 enrollment. As of the publication of this packet, 29% of developmental reading and writing students were enrolled in co-requisite courses, and the College complied with HB 2223.

Next Steps

Dr. Bischoff and Dr. Nelson discussed 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.

In discussion with the Committee, they noted that it was relatively simple to find sufficient students to meet the 25% required enrollment in co-requisite courses required for Fall 2018, but they had some reservations about the state's requirement to meet 50% enrollment in Fall 2019 and 75% enrollment in Fall 2020, noting that these students will receive a course grade for their work, and faculty and administration's primary goal is helping ensure students are not being set up for failure by an arbitrary requirement.

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, were invested in helping improve the pathways for students to achieve college readiness and academic success.

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 4:20 p.m.

I certify that the foregoing are the true and correct Minutes of the September 11, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Committee Chair

Presentation and Discussion on Developmental Math Co-Requisites

Dr. Ali Esmaeili, Dean of Math, Science, and Bachelor Programs, will be joined by Mr. Pablo Cortez, Program chair for Developmental Mathematics, and Mr. Mario Morin, Program Chair for Academic Mathematics. Together, they will present an overview of Developmental Math Co-Requisites at South Texas College.

On Tuesday, September 11, 2018, Dr. Margaretha Bischoff, Dean for Liberal Arts and Social Sciences, and Dr. Chris Nelson, Assistant Dean of Humanities, provided an overview of Developmental Education and co-requisite courses generally, and then spoke about the implementation of co-requisite courses for students needing remedial assistance in reading and writing.

Due to core differences in the teaching of developmental mathematics, Dr. Esmaeili, Mr. Cortez, and Mr. Morin have been invited to present specifically on the development of co-requisite courses for students requiring remedial education in mathematics.

They will provide background information related to developmental mathematics, and will then review House Bill 2223. This is the bill that has required delivery of co-requisite courses to at least 25% of all developmental education students by Fall 2018, increasing to 50% in Fall 2019, and 75% in Fall 2020.

The presenters will then discuss the Texas Success Initiatives (TSI) Placement exam, which determines whether students are “college ready” or whether they are required to take remedial mathematics. The team will then discuss the implementation of co-requisite math pathway options at South Texas College.

Finally, they will discuss current enrollment and success rates, before looking forward to the next steps in helping students achieve success in college level mathematics.

Developmental Math Overview

South Texas College has long been focused on improving the delivery of developmental math instruction to students who require remedial education in math. While the College followed a mainstream 3-course sequence starting in 1993, administration and faculty took a long look at restructuring developmental mathematics to better serve students.

Working with other pioneers in developmental mathematics, such as Dr. Uri Treisman at the UT Austin Charles A. Dana Center, South Texas College committed to improving math pathways for students. As part of the College’s re-accreditation process in 2009, developmental mathematics was restructured into a 2-course sequence.

In the pursuit of the co-requisite model, the College is now pursuing the development of a single 1-course sequence to help students become college ready. This is projected for implementation in Fall 2019.

Developmental Education Overview

The percentage of First Time in College (FTIC) students requiring developmental education has been declining.

In 1997, 81% of all FTIC entering South Texas College required at least one Developmental Education course. 60% of FTIC students required Developmental Math.

Working with school district partnerships, the number of FTIC requiring Developmental Education courses is dropping. In Fall 2018, 53% of FTIC students required at least one course, and 46% of FTIC required Developmental Math.

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.

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

One strategy will include providing 2 hours of supplementary lab work for co-requisite courses, and issuing an academic and developmental grade to each enrolled student.

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.

Depending on a student's placement during the TSI assessment, they may be placed in various courses.

- Students scoring 310 - 341 would be placed on a developmental math pathway leading toward algebraic math (Math 0100), or non-algebraic math (Math 0442).
- Students scoring 342 - 349 may be placed in Development Math (0200) or might be placed into a Co-requisite option.
- Students scoring at 350 or higher are considered college-ready, and could enroll in college level math courses.

Co-Requisite Math Pathways

Faculty and administration have identified separate Co-Requisite Math Pathways for students depending on their majors. The presenters will describe the pathways for each.

Mathematics Co-Requisite Options

The presenters will describe two separate co-requisite options, the Front Load Approach, and the Blended Approach.

Students enrolled in the Front Load Approach would receive supplementary lab instruction during the first four weeks of the semester, which would prepare them with the skills to complete the academic course objectives during the final 12 weeks.

Students enrolled in the Blended Approach would continue to receive supplementary lab instruction throughout the semester to reinforce the skills and objectives required to complete their academic course objectives.

Success Rates in Mathway Courses

The presenters will discuss the performance of students in traditional versus co-requisite courses on the Algebra, Statistics, and Contemporary Math pathways, with a review of the data for available semesters for each.

Next Steps

The presenters will conclude with an overview of the next steps to help faculty continue delivering effective developmental education to the students that require it, including the data-driven analysis of effective methods, and improved marketing to students about alternative pathways.

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



South Texas College Developmental Math Co-Requisite Overview

**PRESENTATION FOR
EDUCATION & WORKFORCE DEVELOPMENT COMMITTEE (EWDC)**
TUESDAY, OCTOBER 9, 2018

Presenters:

Dr. Ali Esmaeili, Dean of Math, Science, Bachelor Programs
Pablo Cortez, Program Chair Developmental Mathematics, Associate Professor
Mario Morin, Program Chair Academic Mathematics

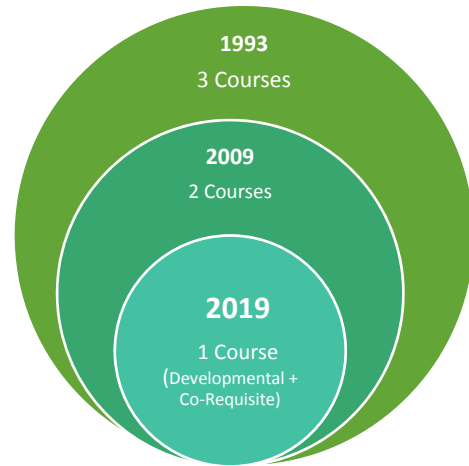
Outline

- Developmental Math Background
- House Bill 2223
- TSI Placement and Co-Requisite Math Pathway Options
- Co-Requisite Enrollment and Success Rates
- Next Steps

Developmental Math Background

Developmental Math Sequence

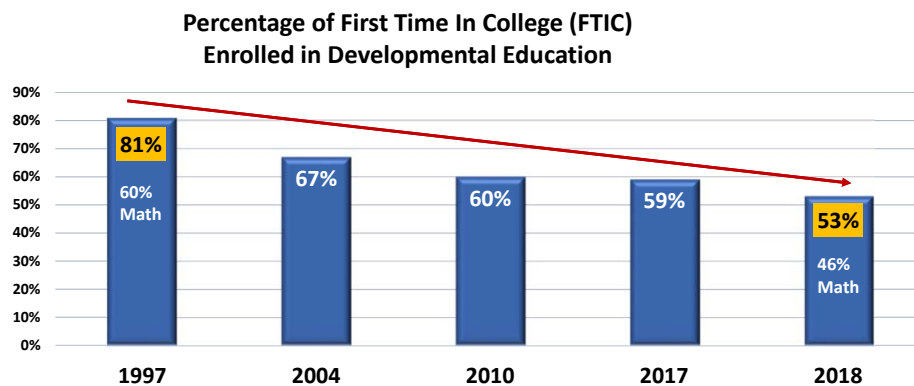
- 1993 - 3 Course Sequence (080, 085, 090)
- 2009 - 2 Course Sequence (0100 and 0200)
- 2019 - 1 Course Sequence (Co-requisite)*



*Projected

South Texas College - FTIC

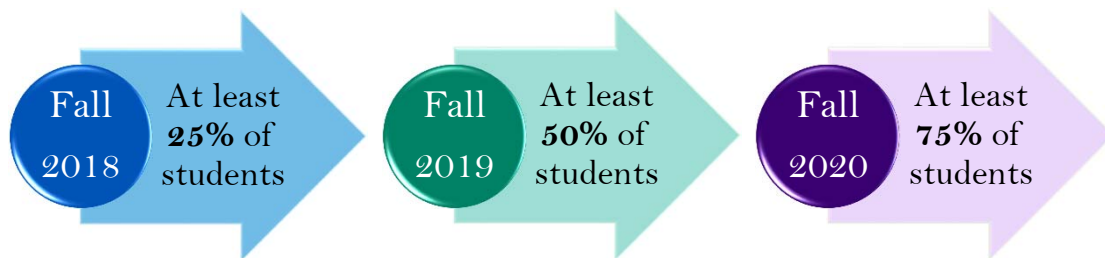
First Time in College (FTIC) Enrolled in One Developmental Course



Source: CBMOO1 Data -STC Research & Analytical Services

House Bill 2223: Co-requisite Requirements

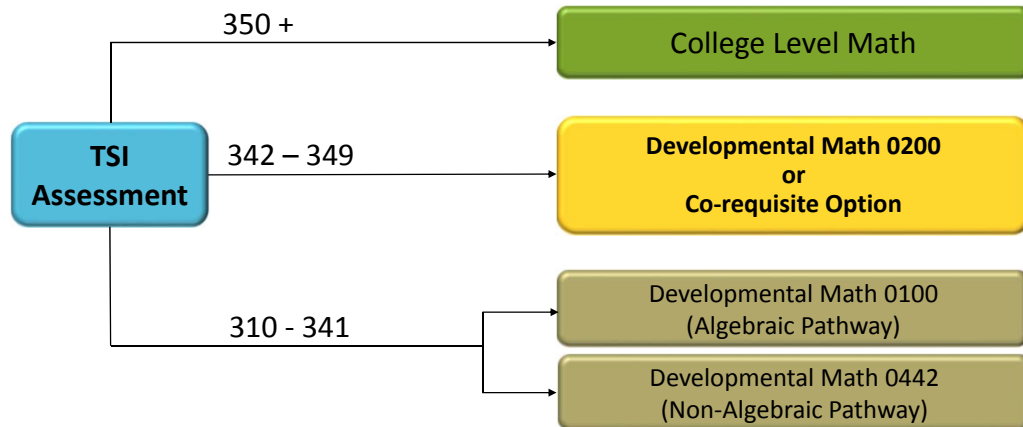
The law requires that a certain percentage of an institution's student enrolled in Developmental Education be reported as **enrolled in a co-requisite course**.
(Students at ABE levels 1-4 are exempt. Other exemptions apply)



Definition of Co-Requisite

- An instructional strategy whereby students are co-enrolled in a developmental education course **and** an entry-level freshman Academic course of the same subject matter within the same semester.
- **Each entry-level math course includes a 2 hour of supplementary lab.**
 - Each class session meets for one additional hour
 - Students earn two grades – academic and developmental
 - Same instructor of record for each course
 - Classes may include college ready students

TSI Diagnosis and Placement



Co-Requisite Math Pathways

1. **College Algebra (MATH 1414) + Lab**
 - Primarily STEM majors
2. **Elementary Statistics (MATH 1442) + Lab**
 - Ideal for Social Science and NAH majors
3. **Contemporary Mathematics (MATH 1332) + Lab**
 - Primarily for Liberal Arts majors
4. **Math for Business and Social Sciences (MATH 1324) + Lab**
 - Primarily for Business majors

Mathematics Co-Requisite Options

Front Load Approach

- Developmental skills/objectives covered during the first four weeks of the semester to prepare students for academic course objectives.

Supplementary Lab
Front Load
4 weeks

Academic
MATH Course
12 Weeks

Blended Approach

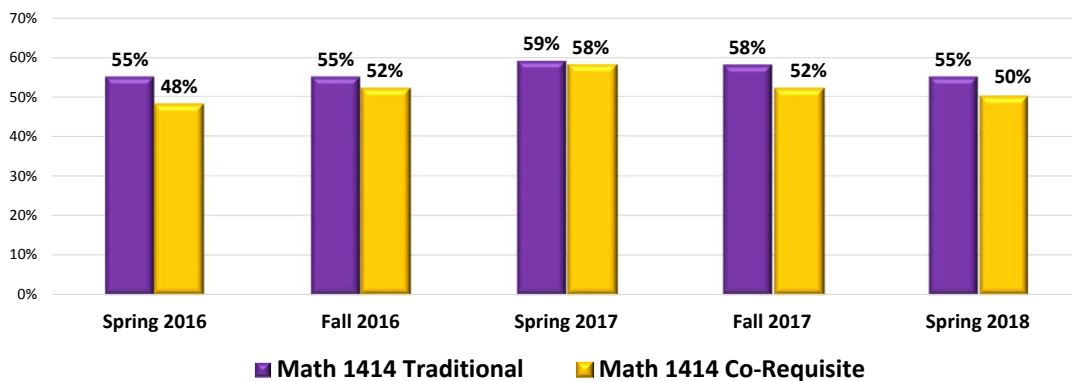
- Developmental skills/objectives introduced as needed to support academic course objectives throughout the semester.

Academic MATH Course
16 Weeks

Supplementary Lab - Blended

Math 1414 – Pathway (Algebra)

Success Rate Comparison of College Ready Students vs. Co-requisite Students

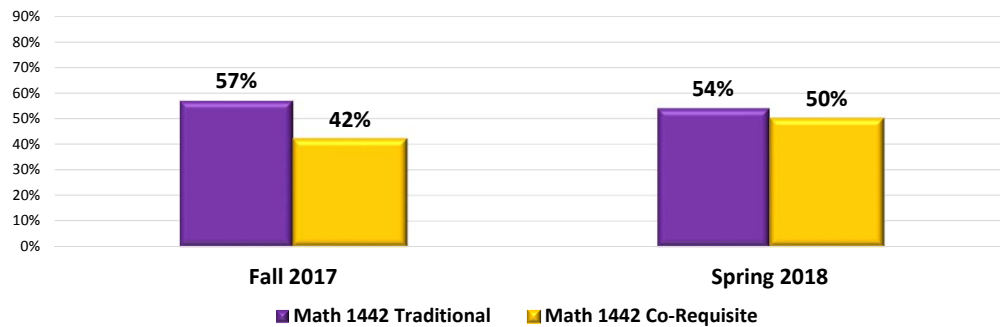


Success is defined as earning grades A,B, or C.

■ Success rate reflects successful completion of both academic math and developmental lab.

Math 1442 Pathway (Statistics)

Success Rate Comparison of College Ready Students vs. Co-requisite Students



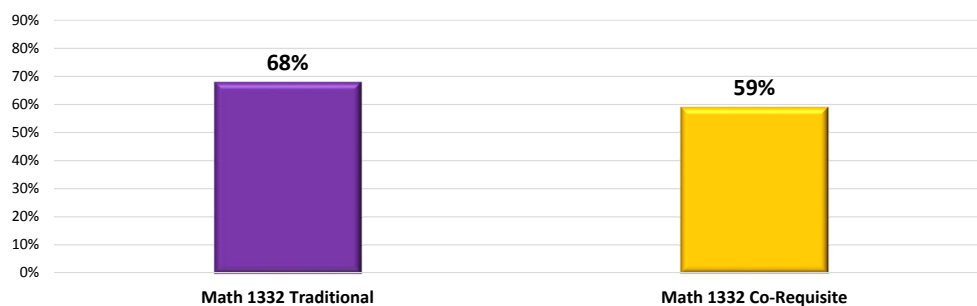
Success is defined as earning grades A,B, or C.

Success rate reflects successful completion of both academic math and developmental lab.

Fall 2017: 2 sections and 48 students Spring 2018: 6 sections and 80 students

Math 1332 Pathway (Contemporary Math)

Success Rate Comparison of College Ready Students vs. Co-requisite Students



Success is defined as earning grades A,B, or C.

Success rate reflects successful completion of both academic math and developmental lab.

Spring 2018: 5 sections and 59 students Fall 2018: 7 sections and 124 students

Next Steps

- Offer faculty professional development
- Collect data and Analyze success based on whether there is a difference between Blended or Front Loaded Options
- Inform students about alternative mathematics pathways
- Prepare to meet 50% enrollment numbers in Fall 2019
 - Under development: Bridge Courses and TSI Boot Camps
 - Phase out Developmental Math 0200



Thank you
for your Support!