

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, November 06, 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, November 6, 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, October 9, 2018 Committee Meeting..... 3 - 7
- II. Review and Recommend Action on Proposed Revisions to Policy #3232: *Dual Credit Student Eligibility Requirements* 8 - 11
- III. Presentation and Discussion on the Vision, Mission, and Core Values (VMV) Committee 12 - 21

Approval of Minutes for Tuesday, October 9, 2018 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Tuesday, October 9, 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, October 9, 2018 @ 3:30 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Tuesday, October 9, 2018 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:43 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: None

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

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

Upon a motion by Mrs. Victoria Cantú and a second by Mr. Gary Gurwitz, the Minutes for the Education and Workforce Development Committee meeting of Tuesday, September 11, 2018 were approved as written. The motion carried.

Presentation and Discussion on Developmental Math Co-Requisites

Dr. Ali Esmaeili, Dean of Math, Science, and Bachelor Programs, was joined by Mr. Pablo Cortez, Program chair for Developmental Mathematics, and Mr. Mario Morin, Program Chair for Academic Mathematics. Together, they presented 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 were invited to present specifically on the development of co-requisite courses for students requiring remedial education in mathematics.

They provided background information related to developmental mathematics, and reviewed 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 discussed 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 then introduced the implementation of co-requisite math pathway options at South Texas College.

Finally, they reviewed 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 was now pursuing the development of a single 1-course sequence to help students become college ready. This was projected for implementation in Fall 2019.

Developmental Education Overview

The percentage of First Time in College (FTIC) students requiring developmental education had 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 was 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 reviewed the requirements of HB 2223, and the College's plans to serve students in compliance with the law.

One strategy would 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 described the pathways for each.

Mathematics Co-Requisite Options

The presenters outlined 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 discussed the performance of students in traditional verses 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 concluded 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 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 4:25 p.m.

I certify that the foregoing are the true and correct Minutes of the October 9, 2018 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Committee Chair

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

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

Purpose – The proposed policy revisions are necessary to further improve the success of dual credit students by limiting “self-enrollment” in regular (non-S) sections, to ensure students receive academic advising and prior approval.

A combination of policy revisions and tuition and fee schedule revisions have been implemented to help partnering districts and the College guide students toward successful completion of their dual credit courses and programs, and to help prevent students from accumulating a poor performance record that will negatively impact their higher education opportunities.

The Board previously approved policy revisions that:

- Limited students to enrollment in courses within their declared major and degree plan
- Limited students to up to 68 attempted credit hours, or completion of an associate degree

Justification - The revision adheres with the SACSCOC Dual Credit Policy and the National Alliance of Concurrent Enrollment Partnership Accreditation Standards. In addition, revisions to the policy are necessary for the following reasons:

- The number of courses students may enroll in is not clearly defined for Summer sessions, which currently permits dual credit students to register for courses exceeding the recommended number.
- Dual credit students who enroll in regular college courses, categorized as Independent dual credit students, are doing so without the knowledge of the school districts and without consultation with STC’s Dual Credit Program staff. The College has recently experienced an increase of Independent dual credit students who enroll in regular college sections without academic advising.

Current Proposed Revisions to Policy #3232

During the Summer 2018 sessions, administration noticed that a significant number of dual credit students were able to enroll in courses outside the scope of the policy and the Memorandum of Understanding signed with the partnering school districts. While administration was happy to observe that the students were largely successful in these courses, some of them taking as many as four courses during each summer session, administration must ensure that students are properly advised according to accreditation standards. Proper advisement ensures that students are aware of the potential impact on financial aid and are following their degree plan.

Furthermore, high school students were able to sign up for sections that were not set up for dual credit courses, which should be restricted for case-by-case approval by the College and School District administration of each student's academic needs.

The proposed revisions to Policy #3232 include:

- Providing an exemption to the 68-credit hour cap on dual credit courses for students pursuing the Associate of Science in Pre-Pharmacy.
- Limiting the enrollment of dual credit students during summer sessions to two courses for Summer I and III, and to two courses for Summer II, to close the "loophole" in the policy.
- Providing an internal approval process for dual credit students to sign up for courses outside the scope of Dual Credit Program agreements with partnering districts, upon approval by the STC Dean of Dual Credit Programs and School District Partnerships, and clarifying that tuition and fees will not be waived for such regular courses taken outside the scope of Dual Credit Program agreements.

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

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 As Amended by Board Minute Order dated May 29, 2018 As Amended by Board Minute Order dated November 27, 2018	

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 and **Associate of Science in Pre-Pharmacy**. 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. 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 **four (4) courses 16 credit hours per Fall, Spring, and Summer session. Summer session is limited to two (2) courses for Summer Term I/III and two courses (2) for Summer Term II.**

MANUAL OF POLICY

Title	Dual Credit Student Eligibility Requirements	3232
Legal Authority	Approval of the Board of Trustees	Page 2 of 2

Dual Credit students shall not self-enroll in regular (non-S) sections. Enrollment in regular (non-S) section will require approval from the Dean of Dual Credit Programs and School District Partnerships, and will be limited within their declared major course sequence. Any student requesting to enroll in a non-approved regular course will be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule.

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>.

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.

Presentation and Discussion on the Vision, Mission, and Core Values (VMV) Committee

South Texas College Board Policy #900 calls upon the College to have a Comprehensive Mission, including an institutional Vision, Purpose, Core Values, Guiding Principles, and Strategic Directions. These serve as the foundation for all institutional operations, programs, and activities, which must all be consistent with the framework provided by the Comprehensive Mission.

This is consistent with the College's accreditation requirement, by the Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), which will review the institutional mission as part of their principles of accreditation review. As stated by SACSCOC:

“A clearly defined and comprehensive mission guides the public's perception of the institution. It conveys a sense of the institutions uniqueness and identifies the qualities, characteristics, and values that define its role and distinctiveness within the diverse higher education community. Fundamental to the structure of an institutions effectiveness, the mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff, and all constituents.”

– 2018 Principles of Accreditation, SACSCOC, Section 2

Dr. David Plummer, Vice President for Information Services, Planning, Performance, & Strategic Initiatives, and Dr. Fernando Chapa, Dean for Institutional Research, Effectiveness, & Strategic Planning, will present on the South Texas College *Vision, Mission, Core Values (VMV) Committee*, which was charged with developing an aspirational vision statement, a shared understanding of the institution's intended direction (mission), and a set of core values that communicate the essence of the institution's identify and support the vision.

A committee comprised of representatives from each Division, campus, and employee classification throughout the College was formed in March 2018 to begin the development of the revised institutional Vision, Mission, and Core Values.

Throughout the Spring and Summer 2018 semesters, the VMV Committee met to develop and refine a draft document and solicit feedback from stakeholders throughout the College. After several cycles of such feedback and revision, the VMV Committee brought the document to various institutional committees, such as:

- President's Cabinet,
- President's Administrative Staff,
- Planning & Development Committee,
- Academic Council, and
- Professional Development Day Fall 2018

At each presentation, further feedback and comment were solicited and incorporated as appropriate. This process was again repeated through the conclusion of the drafting process in September 2018. The finalized document will be used by the Strategic Planning Committee as a guide in developing the formal 2019 – 2025 Strategic Directions and Strategic Goals for South Texas College.

Dr. Plummer and Dr. Chapa will review the process with the Education and Workforce Development Committee for preliminary feedback, while working on the revision to the College's current *2013 - 2018 Comprehensive Mission*, which will be revised and updated in order to support the development of the College's 2019-2025 Strategic Plan.

This document will includes the College's:

- Vision,
- Institutional Mission, and
- Core Values.

The current and proposed revisions are as follows:

Vision

Current:

South Texas College is a world-class institution advancing regional prosperity through education for a better quality of life in our community.

Proposed Revision:

South Texas College will be a global model in educational innovation serving as a catalyst to drive regional prosperity, economic development, and the social mobility of those we serve.

Main Purpose

Current:

South Texas College is an innovative, public, post-secondary institution providing quality education and career pathways for the people and communities of Hidalgo and Starr counties. The College achieves student success, nurtures talent development, and promotes economic vitality through collaborative and creative approaches to teaching, learning, and support services.

Proposed Revision:

South Texas College is a public institution of higher education that provides educational opportunities through excellence in teaching and learning, workforce development, cultural enrichment, community service, and regional and global collaborations.

Core Values

Current:

1. **Student Success:** *We promote student success and completion through the implementation of diverse strategies and initiatives.*
2. **Opportunity:** *We value providing access and opportunities to students to meet the needs of our communities.*
3. **Excellence:** *We value excellence in teaching, learning, and all support services.*
4. **Innovation:** *We encourage creativity and champion innovative approaches to teaching, learning, and services.*
5. **Community:** *We value engaging the community in students' learning experiences and in the positive transformation of our region.*
6. **Professionalism:** *We demonstrate professionalism through collegiality, respect, and recognition for each other.*
7. **Collaboration:** *We value collaboration and communication among STC employees and STC constituents.*
8. **Integrity:** *We value integrity through honest and transparent communication and courageous dialogue.*

Proposed Revision:

1. **Student Success:** *We are committed to the personal, academic and career goals of each student.*
2. **Excellence:** *We are committed to excellence and innovation in teaching, learning, and services.*
3. **Opportunity:** *We are committed to providing access and support for students to achieve their academic and career goals.*
4. **Community:** *We are committed to equitable results through inclusion, diversity, collaboration, and engagement.*
5. **Integrity:** *We are committed to respect, professionalism, honesty, accountability, and transparency.*

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



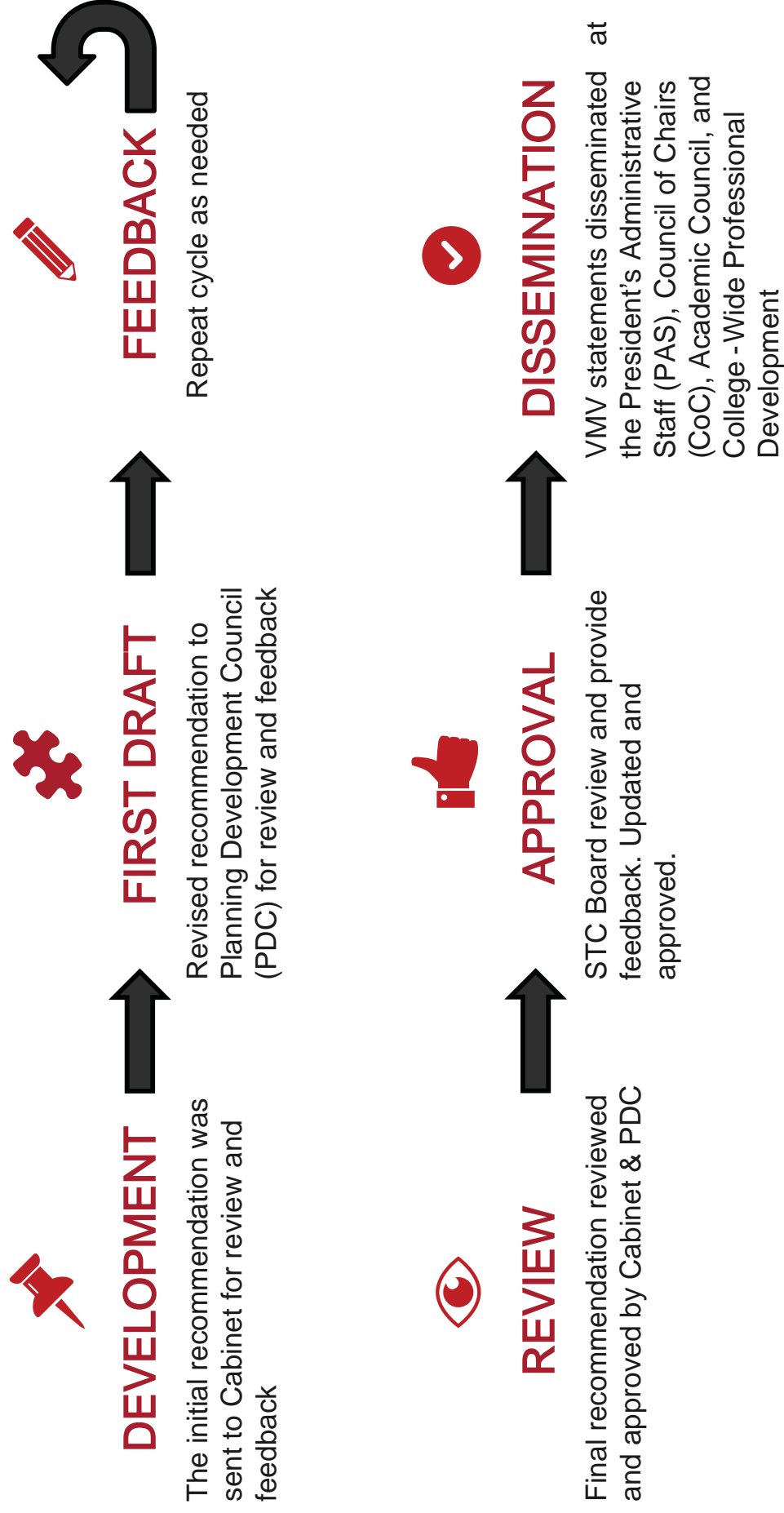
Mission, Vision, & Core Values

Presented by: Dr. David C. Plummer, VP for ISSP & SI

BACKGROUND

- The Vision, Mission, Core Values Committee (VMVC) was charged with developing:
- an aspirational vision statement,
 - a shared understanding of the institution's intended direction (mission), and
 - core values that communicate the essence of the institution's identity and support the vision.

PROCESS



VISION

Current

South Texas College is a world-class institution advancing regional prosperity through education for a better quality of life in our community.

Proposed

South Texas College will be a global model in educational innovation serving as a catalyst to drive regional prosperity, economic development, and the social mobility of those we serve.

MISSION

Current

South Texas College is an innovative, public, post-secondary institution providing quality education and career pathways for the people and communities of Hidalgo and Starr counties. The College achieves student success, nurtures talent development, and promotes economic vitality through collaborative and creative approaches to teaching, learning, and support services.

Proposed

South Texas College is a public institution of higher education that provides educational opportunities through excellence in teaching and learning, workforce development, cultural enrichment, community service, and regional and global collaborations .

CORE VALUES

Current

- Student Success
- Opportunity
- Excellence
- Innovation
- Community
- Professionalism
- Collaboration
- Integrity

Proposed

- Student Success
- Excellence
- Opportunity
- Community
- Integrity

Thank You!

ANY QUESTIONS?



Dr. David C. Plummer

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