

Board of Trustees

Education and Workforce Development Committee Meeting

Tuesday, July 09, 2019

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, July 09, 2019 @ 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.”

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- III. Review and Recommend Action on Proposed Memorandum of Understanding and Interlocal Agreement for Dual Credit Programs with Local School Districts..... 9 - 45
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- V. Presentation on the South Texas College – College Connections’ Jaguar Pride: Making Exceptional Connections 54 - 64

Approval of Minutes for Thursday, June 13, 2019 Committee Meeting

The Minutes for the Education and Workforce Development Committee meeting of Thursday, June 13, 2019 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
Thursday, June 13, 2019 @ 3:00 p.m.**

MINUTES

The Education and Workforce Development Committee Meeting was held on Thursday, June 13, 2019 in the Ann Richards Administration Building Board Room at the Pecan Campus in McAllen, Texas. The meeting commenced at 3:05 p.m. with Dr. Alejo Salinas, Jr. presiding.

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

Other Trustees present: Mr. Paul R. Rodriguez

Members absent: Mrs. Victoria Cantú

Also present: Dr. Shirley A. Reed, Dr. Anahid Petrosian, Mr. Matthew Hebbard, Mr. Tony Matamoros, Dr. Brett Millan, Dr. Rebecca De Leon, Dr. Christopher Nelson, Ms. Yvette Gonzalez, and Mr. Andrew Fish.

Approval of Minutes for Tuesday, May 14, 2019 Committee Meeting

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, May 14, 2019 were approved as written. The motion carried.

**Review and Recommend Board Approval of Proposed Academic
Calendar for Academic Year 2020 – 2021**

Approval of the 2020 - 2021 Academic Calendar will be requested at the June 25, 2019 Board meeting.

The Academic Calendar Steering Committee, which includes membership from each area of the College, has developed the FY 2020 – 2021 Academic Calendar. The calendar was developed to be compatible with local area school district calendars and other higher education institutions in Texas. The calendar was presented to South Texas College faculty and staff for review, feedback, and input during the months of March and April. Input received from staff and faculty was incorporated into the proposed calendar.

The proposed calendar was unanimously approved by the Academic Calendar Steering Committee and was reviewed and approved by the President's Cabinet, Administrative Staff, and Planning and Development Council.

The proposed calendar was provided in the packet for the Committee's review and consideration.

Mr. Paul R. Rodriguez asked whether students participated in the development and review of the Academic Calendar. Dr. Brett Millan confirmed that he invited groups of his students to informally participate. Upon further discussion, they agreed that the Student Government Association could be invited to participate in the development of future academic calendars.

Upon a motion by Mr. Gary Gurwitz and a second by Dr. Alejo Salinas, Jr., the Education and Workforce Development Committee recommended Board approval of the 2020 – 2021 Academic Calendar as presented. The motion carried.

Presentation on the South Texas College Dual2Degree Department

The South Texas College Dual2Degree Department was developed to support the College's goal to build a college-going culture in the Rio Grande Valley. They support this goal by engaging with parents and students, building their understanding of the value of higher education and workforce training, and helping them establish their own goals for educational attainment.

The Dual2Degree Department develops and reinforces the students' and parents' understanding of the opportunities at South Texas College, and guides them through the development of clear pathways to matriculate as traditional college students if they do not achieve a college credential while enrolled as a dual credit program student.

Much like the campus Enrollment Centers provide traditional students with convenient and centralized access for admissions, financial aid, advising, registration, and other vital student support services, the Dual2Degree team brings those same services to the dual credit students' local schools and community events.

Mr. Tony Matamoros, Director of Enrollment Services for Dual Credit, presented on the Dual2Degree Department and their activities supporting the burgeoning college-going culture in the Rio Grande Valley.

Mr. Matamoros emphasized the cultivation of meaningful connections with the school districts, and with the students and parents while enrolled at the school district. Through properly framing student and parental expectations and establishing clear goals, students are set on a pathway to successful completion.

The Dual2Degree team works closely with school district personnel. This includes regular communication, coordination on dual program events, and access to the College's DegreeWorks program, which gives students and advisors a recommended degree plan and an assessment of student progress, and helps with the selection of courses that will meet program requirements.

Mr. Matamoros shared a 2 ½ minute video developed for local school district counselors, which showcases Dual2Degree outreach activities across the two counties served by South Texas College. This video cultivates and nourishes students' understanding that college access and college completion are within their reach.

Mr. Matamoros discussed the matriculation initiatives, which were designed to reduce dual credit stop outs – those students who enroll in some college hours through dual enrollment, but do not complete a credential and do not enroll as traditional students upon graduation from high school.

This presentation was provided for the Committee's review and feedback to administration, 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 4:03 p.m.

I certify that the foregoing are the true and correct Minutes of the June 13, 2019 Education and Workforce Development Committee of the South Texas College Board of Trustees.

Dr. Alejo Salinas, Jr.
Presiding

Review and Recommend Action on Proposed FY 2019 - 2020 Committee Meeting Schedule

The Education and Workforce Development Committee is asked to review the following proposed schedule and recommend amendment or approval as appropriate. The Board will be asked to review and take action on a calendar of Committee and Board Meetings for FY 2019 - 2020 at the July 13, 2019 Regular Board Meeting.

The proposed meeting schedule for the Education and Workforce Development Committee is as follows:

<u>Weekday</u>	<u>Date</u>	<u>Meeting Time</u>
Tuesday	September 10, 2019	3:30 p.m.
Tuesday	October 8, 2019	3:30 p.m.
Tuesday	November 12, 2019	3:30 p.m.
Tuesday	December 3, 2019	3:30 p.m.
Tuesday	January 14, 2020	3:30 p.m.
Tuesday	February 11, 2020	3:30 p.m.
Tuesday	March 10, 2020	3:30 p.m.
Tuesday	April 14, 2020	3:30 p.m.
Tuesday	May 12, 2020	3:30 p.m.
Tuesday	June 9, 2020	3:30 p.m.
Tuesday	July 14, 2020	3:30 p.m.
Tuesday	August 11, 2020	3:30 p.m.
Tuesday	September 8, 2020	3:30 p.m.

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

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

The Education and Workforce Development Committee is asked to recommend Board action as necessary regarding the proposed Committee meeting schedule so that all Board members may enter the dates on their planning calendars.



Board Meeting Committee Meeting Calendar FY 2019 - 2020

September 2019						
S	M	T	W	TH	F	S
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29	30					

October 2019						
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November 2019						
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December 2019						
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29	30	31				

January 2020						
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February 2020						
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March 2020						
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April 2020						
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May 2020						
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31						

June 2020						
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28	29	30				

July 2020						
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26	27	28	29	30	31	

August 2020						
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23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	TH	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

	Regular Board Meeting
	Graduation Ceremonies
	Holiday/Professional Dev. Day, College Closed

Committee Meetings -

- Education & Workforce Development
- Facilities
- Finance, Audit, & Human Resources

- * Education & Workforce Development Committee: 2nd Tuesday of the month, 3:30 p.m.
- * Facilities Committee: 2nd Tuesday of the month, 4:30 p.m.
- * Finance, Audit, & Human Resources Committee: 2nd Tuesday of the month, 5:30 p.m.
- * Board Meetings: 4th Tuesday of the month, 5:30 p.m.

Review and Recommend Action on Memorandum of Understanding and Interlocal Agreement for Dual Credit Program Partnerships with Local School Districts for Academic Year 2019 – 2020

The Education and Workforce Development Committee is asked to recommend Board action as necessary on the memorandum of understanding and interlocal agreement (MOU) for dual credit program partnerships with local school districts for academic year 2019 – 2020.

Background

South Texas College has required partnering school districts to execute an (MOU in previous years, which outlined the partnership terms that help the College and Districts maintain a high level of quality and service to participating dual credit high school students. The MOU was updated annually, and included all Board-approved changes to the tuition and fee structures and policies that impacted dual credit programs.

There have been concerns regarding non-compliance with the MOU by several school districts. Administration seeks an opportunity to help the partnering Districts and the College hold one another accountable to the MOU while avoiding disruption of the opportunities and services these partnerships offer to the students of the region.

McAllen ISD Interlocal Agreement in Lieu of MOU

For several years, McAllen ISD has required an Interlocal Agreement, in lieu of an MOU. This Interlocal Agreement closely paralleled the MOU signed with other partnering districts, but was submitted to and approved by the McAllen ISD School Board and the South Texas College Board of Trustees.

Proposed Memorandum of Understanding and Interlocal Agreement

Based on this approach and seeking Board-level support for the terms of the Dual Credit Program partnership terms, administration recommends the approval and adoption of the MOU for academic year 2019 - 2020 by the South Texas College Board of Trustees, as well as the governing board of each partnering district. It is hoped that this will assist in the communication of and response to any compliance concerns with administration of partnering districts and the College.

The South Texas College Board of Trustees will be asked to approve the form and content of the MOU for academic year 2019 - 2020, which will then be sent to each partnering district for review and approval by the governing boards.

Recognition of Dual Credit Program Partnership

Section 2 of the proposed MOU includes a requirement that the school district recognize their higher education partner when reporting and publicizing high school students' completion of dual credit courses, degrees, or certificates, and the waiving of tuition and fees.

This section includes specific requirements to ensure that South Texas College and School District Partners adequately recognize one another while publicizing the opportunities provided through this dual credit partnership. The packet includes some examples of school district publications, with varying compliance toward this recognition of the partnership.

Non-compliance with the terms of the proposed agreement would be reported to the District's Superintendent and the College President.

The Education and Workforce Development Committee is asked to recommend Board approval of the memorandum of understanding and interlocal agreement (MOU) for dual credit program partnerships with local school districts for academic year 2019 – 2020.



Memorandum of Understanding and Interlocal Agreement South Texas College Dual Credit Programs

SOUTH TEXAS COLLEGE (herein called the “College”) and _____ **SCHOOL DISTRICT** (herein called the “School District”) enter into the following Memorandum of Understanding and Interlocal Agreement (MOU), and for the terms of which WITNESS THE FOLLOWING:

TERM

This MOU shall be in effect from August 24, 2019 to August 24, 2020, and posted during this term on the College’s and School District’s respective internet websites.

OVERVIEW

The College is committed to serving the students and communities of South Texas through collaborative work with school districts in the College’s service area. A major initiative promoting a college-going and college graduation culture is the **South Texas College Dual Credit Programs**, which complies with the rules set forth by the State of Texas (TAC Title:19 Chapter 4, Subchapter D, Rule § 4.84) for dual credit partnerships between secondary schools and Texas public colleges to offer dual credit to qualified students; therefore,

NON-DISCRIMINATION

The College prohibits discrimination, including harassment, against any employee, applicant for employment, student or applicant for admission on the basis of any protected class or any other basis prohibited by law. Protected classes at the College include: race, color, national origin, religion, age, sex, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status or any other basis prohibited by law.

Discrimination is defined as prohibited conduct directed at an employee or student on the basis of race, color, national origin, religion, age, sex, including pregnancy and parental status, sexual orientation, gender, gender identity, physical or mental disability, genetic information, veteran status, or any other basis prohibited by law, that adversely affects the employee’s employment or that adversely affects the student.

For more information, please visit **Board Policy #4216: Harassment, Discrimination, and Sexual Misconduct** <https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>

1) MOU PURPOSE

The purpose of this MOU is to outline the roles and responsibilities of the College and the School Districts that participate in the Dual Credit Programs. This MOU is the agreement that encompasses all programs and initiatives under the Dual Credit Programs as required by the Texas Higher Education Coordinating Board (THECB). An additional MOU is required by the Texas Education Agency for Early College High Schools, T-STEM and P-TECH schools.

2) RECOGNITION OF HIGHER EDUCATION PARTNER

The School District, when reporting and publicizing high school *students’ completion* of dual credit **courses, degrees, or certificates**, will recognize all Higher Education partners, including South Texas College. Furthermore, when the School District advertises and/or publicizes including but not limited to,

designations, awards received, tuition saved, and articles written in social media, television commercials and print ads for dual credit, the School District will recognize South Texas College as their Higher Education partner. The following statement must be included in all the School District's publications and/or advertisements in regards to the Dual Credit Programs:

"[ISD name] collaborates with South Texas College, our Higher Education partner, to offer college credit hours, college certificates and degrees, while saving families hundreds of thousands of dollars by waiving tuition and fees."

In addition, the School District shall adhere to the format and style of all advertising, marketing, reporting, and publicity materials, which includes billboards, print ads, and television commercials, as set forth in the College's ***Branding, Marketing, and Advertising Guidelines for South Texas College Dual Credit Programs*** at www.southtexascollge.edu/go/dual-credit-marketing (see Exhibit B for Sample Recognition). Failure to follow this provision will result in a non-compliance notification as stated in Section 9 of this document.

3) **ACADEMIC POLICIES & PROCEDURES**

Regular academic policies and procedures applicable to regular college courses and students will also apply to dual credit courses and dual credit students. A degree plan with a defined sequence of courses will be available through DegreeWorks for all dual credit students.

a) **Eligible Courses**

Academic courses offered by the College for dual credit are developed based on the guidelines published in the Academic Course Guide Manual. Workforce courses are developed based on the guidelines published in the Workforce Education Course Manual. The College does not offer remedial, kinesiology, or developmental courses for dual credit.

b) **Faculty Qualification, Selection, Supervision, and Evaluation**

The College has established an approval process for selecting and/or approving qualified School District faculty (those approved will herein be called "Dual Credit Faculty") to teach dual credit course(s). Each approved Dual Credit Faculty will be supervised by the College's respective department chair or designee and be evaluated and monitored to ensure quality of instruction and compliance with the College's policies and procedures in accordance with the standards established by the State of Texas and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For a comprehensive view of the Faculty Credentials and Qualification, Selection, Supervision, and Evaluation process, refer to the ***Dual Credit Programs Instructional and Quality Standards Manual - Academic Affairs Division***.

- i. The School District will collaborate with the College to ensure that the School District instructor applying to teach in the Dual Credit Programs meets the credential requirements as stated in the College's **Board Policy #4151 Academic and Professional Credentials for Faculty**, which includes the criteria used by the College to determine teaching eligibility.
- ii. The College will ensure that College Faculty requested to teach dual credit courses at the School District sites have met acceptable national criminal background checks.
- iii. School District faculty approved as Dual Credit Faculty must be cleared by the College's Office of Human Resources to teach any dual credit courses.
- iv. Dual Credit Faculty will submit all required reporting documents such as rosters, learning outcome results, syllabi/section outlines, and grades by the deadlines set by the College.

- v. College and Dual Credit Faculty teaching dual credit courses should check their class rosters during the first week of classes by accessing Starfish through JagNet to make sure that all students attending the class are enrolled in the dual credit course. Refer students not on the roster to the appropriate School District counselor and the Dual2Degree Department. Any student not listed on the roster by the 12th day of class (Census Day) will not be enrolled in the dual credit course.
- vi. New Dual Credit Faculty approved for the upcoming Academic Year must satisfactorily complete the DELTA Online Academy course offered through the College's Office of Professional and Organizational Development during the summer prior to, or the Fall semester of, their first academic year. Dual Credit Faculty not completing this Academy will not be allowed to continue teaching the following academic year. This Academy focuses on relevant College policies and procedures, resources, faculty responsibilities, and maintaining a college environment in the classroom.
- vii. The School District will allow release time from School District duties for all Dual Credit Faculty to attend required College departmental meetings, discipline and course-specific College professional development training, and the two Dual Credit professional development days organized by the College held on the Saturday before each full semester begins. The department chairs will provide the meeting schedule to the Dual Credit Faculty before the beginning of the semester, so that the Dual Credit Faculty can coordinate his/her teaching responsibilities at the high school in order to attend required department meetings.
- viii. College Faculty and Dual Credit Faculty teaching college-level courses are expected to reach out to students who need academic assistance and direct them to the appropriate College or School District support services.
- ix. The School District will forward any concerns regarding Dual Credit Faculty or College Faculty teaching the college-level course to the College Department Chair for investigation. To resolve the concerns, a meeting shall take place between the College Department Chair (and/or designee) and the School District Principal (and/or other designated high school administrator) to discuss the issues and reach a decision that is mutually agreeable.
- x. The faculty assigned to teach a dual credit course is charged with the duties and responsibilities of the instructor of record. In cases where the course is a Distance Learning course taught at the partner school, as stated in [Board Policy #3115 Distance Education](#), the instructor of record, not an assistant, is the one responsible for delivery of instruction and evaluation of student progress. Online students shall be informed that they are able to access the online course at any time, not only during a designated time at the high school.
- xi. Even though Dual Credit Faculty members are full-time employees of the School District wherein they teach the college course(s), they are expected to follow all the College's policies as applicable during the instructional time designated for dual credit courses. Because Dual Credit Faculty are employed by both the College and the School District, they are confronted with unique challenges, but should have the same rights, responsibilities, and privileges as College Faculty teaching a dual credit course at a high school site. They must fulfill their responsibilities as Dual Credit Faculty while acting in accordance with the expectations, policies, and responsibilities required by their School District and Principal.
- xii. Dual Credit Faculty Rights and Responsibilities when teaching a College-level Course at the College:

- College-Level Course Work: The rigor of college-level course work can often require additional time outside of class for students to meet course learning objectives and outcomes; therefore, Dual Credit Faculty should not be coerced to decrease the amount of out-of-class work assigned to students.
- Issuing of College Grade: Dual Credit Faculty shall not inflate the college letter grade, which might differ from the high school numeric grade.
- Contact Hours Pertaining to Dual Credit Students: Just as Dual Credit Faculty are expected to meet the required number of contact hours per semester, students enrolled in dual credit courses are required to maintain regular and punctual attendance in classes and laboratories. In accordance with the College [Board Policy #3335: Student Attendance](#), the student is responsible for communicating with faculty members concerning any absence. The student may be required to present evidence to support an absence, and make-up work for class absences will be permitted only as specified by the faculty in the course syllabus.
- Dual Credit Faculty must not be coerced to take unreasonable measures to help a student who, in the estimation of the Faculty member, is failing the course due to a lack of effort and/or excessive student absences.

c) Location, Facilities, Teaching Environment, and College Courses

The location of dual credit courses will be held at approved high school sites in accordance with SACSCOS standards.

i. Facilities

The School District will work with the College to ensure that the School District's facilities meet the expectations and criteria required for college classes and are appropriate for college-level instruction by the first day of class including the following:

- School District will ensure that College Faculty and dual credit students have appropriate access to all available instructional facilities, resources, and essential technology;
- School District shall permit access to the College's electronic learning resources when the course is taught at the School District; and
- School District offering science courses shall meet the laboratory safety standards and have material/equipment required for College courses available in all labs in which classes are being taught to comply with the College science program requirements.

ii. Teaching Environment

The School District will ensure that the classroom environment is conducive to college-level learning by:

- Designating a classroom for the dual credit classes;
- Displaying the signs provided by the College outside of the classroom that indicate "College Course is in Session";
- Assuring no interruptions take place in the College dual credit class while in session, such as removing students for high school activities, or making announcements except for official business or emergencies. Interruptions for official announcements must be minimized; and
- Accepting the faculty member's attendance requirements as stated in the course syllabus and as supported by [Board Policy #3335 Student Attendance](#). This policy provides guidelines related to student attendance and authorizes faculty to drop a student, prior to the withdrawal deadline, when in the opinion of the faculty, the student would have difficulty in successfully completing the course.

- iii. College Courses
Dual credit courses must use the College's approved Learning Management System.
- d) Course Curriculum, Instruction, and Grading
School Districts that participate in the Dual Credit Programs at the College will comply with procedures and guidelines as published in the ***Dual Credit Programs Instructional and Quality Standards Manual***, including the following:
 - i. Academic Instructional Calendar
Dual credit classes will follow the College Academic Calendar. Exceptions may be arranged through collaboration between the College and the School District. When the requested exception involves the Final Exam Schedule for long semester classes, the College Department Chair and Division Dean should be involved in any decision. The College requires that the Division Dean approve any exception. Notification of conflicts between mandatory State testing and final exams must be made well in advance of final exams.
 - ii. Monitoring Instruction
The School District will work with the College so College personnel will have the opportunity to monitor the quality of instruction in compliance with the College course syllabus and the standards established by the State of Texas, SACSCOC, and the School District.
 - iii. Books and Supplemental Materials
The School District will provide textbooks for each registered student, equipment, and supplemental materials required for the cohort (S sections) classes. College-approved textbooks purchased by the School District as required for a college course are allowed to be used for four (4) years. Chairs may request a change of textbooks earlier than four (4) years, if the textbooks are for technology-based courses or with reasonable justification. Required textbooks and materials shall be available to each registered student on the first class day. Exceptions must be discussed with the Dean of Dual Credit Programs and the Department Chair.
 - iv. Grading Procedures
All Dual Credit Faculty will follow the College Grading System as stated in the College's [Board Policy #3310 Grading System: Credit Programs](#), as well as the grading criteria in the department approved syllabus.
 - v. Submission of College Grade
The primary responsibility for assigning College grades in a course belongs to the faculty member, and in the absence of compelling evidence of discrimination, differential treatment, or procedural irregularities, the judgment of the faculty member responsible for the course must remain determinant. College and School District officials will not interfere with the faculty member's responsibility for assigning College grades. The final course grade for the College will be a letter grade and for the high school a numeric grade that might differ from the College grade.
 - vi. Grade Appeal
The School District will direct students to follow the College's Grade Appeal process. An electronic copy of these documents may be accessed on the Academic Affairs Department webpage at the following link: https://academicaffairs.southtexascollge.edu/grade_appeals/.

vii. Reporting Required Critical Student Performance Information

The College has developed guidelines for sharing critical student performance information when needed for high school reporting. The guidelines indicate reporting requirements and responsibilities of the Dual Credit Faculty regarding parent inquiries, progress reports, and discipline matters. These guidelines are found in the ***Dual Credit Programs Instructional and Quality Standards Manual***.

e) Dual Credit Policies

i. Board Policy #3230 Dual Credit Programs with Partnering School Districts

- Lists general provisions that partnering School District must comply with; and
- States that tuition and fees for dual credit students sponsored by partnering School District will be charged as approved by the College's Board of Trustees.

ii. Board Policy #3232 Dual Credit Student Eligibility Requirements

- Outlines the dual credit student eligibility requirements;
- Stipulates limitations on what courses and how many hours may be taken;
- Mandates student compliance with Financial Aid Satisfactory Academic Progress (SAP); and
- Levies the independent student tuition and fees for students enrolled in (non-S) section(s) without prior approval by the College.

iii. Board Policy #3320 Academic Progress Standards

- States expectation that students meet academic standards for coursework at the College;
- Defines levels of academic status GPA criteria; and
- Explains student academic progress standards including probation, suspension, and readmission.

iv. Board Policy #3322 Student Financial Aid - Satisfactory Academic Progress (SAP)

- Cites Federal regulations that require the College to monitor Satisfactory Academic Progress (SAP) for all students, including dual credit students, in order to determine financial aid eligibility; and
- Cites regulations that require the evaluation of quantitative (67% course completion rate and maintaining at least a 2.0 cumulative GPA) standards, as well as completion of a degree or certificate within 150% of normal time frame.

4) **STUDENT ENROLLMENT & SUPPORT SERVICES**

a) Student Eligibility

The College requires the School District to follow all College enrollment procedures and guidelines for dual credit students. All procedures and guidelines are outlined in the College's ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link:
<https://www.southtexascollege.edu/dual/index.html>.

All students must meet dual credit admissions and eligibility requirements as outlined by the THECB laws and regulations, the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule § 4.85, and as stated in the College's Board Policy #3200 Student Admissions. The School District will work with the College to make certain that all dual credit students are enrolled by the first day of class to help ensure student success and will comply with the College Dual Credit Programs Admission and Registration Timeline. An electronic copy of this document

may be accessed on the Dual Credit Programs webpage at the following link:
<https://www.southtexascollege.edu/dual/index.html>.

High school students are eligible to participate in the Dual Credit Programs upon meeting the Texas Success Initiative (TSI) Assessment minimum passing scores established by the THECB and the College dual credit course pre-requisites as published in the College's ***Dual Credit Programs Enrollment and Support Services Manual***.

Dual credit students must comply with the College's Academic Progress Standards as outlined in ***Board Policy #3320*** and ***Board Policy #3322***. Federal Financial Aid SAP requirements measure all students' GPA and progression regardless of whether or not they receive aid and these requirements are applicable to dual credit students who are still in high school.

b) ***Collaboration and Outreach Efforts***

The College provides informational sessions for students and parents regarding dual credit opportunities, benefits, cost, and resources. Sessions are available throughout the academic year upon request by the School District. The College disseminates the most current dual credit information regarding enrollment, resources, and requirements for the program the College's dual credit website.

c) ***Course Load***

As stated in the College's ***Board Policy #3232 Dual Credit Student Eligibility Requirement***, 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) dual credit 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 Fall and Spring semester. All 11th and 12th grade students should not exceed four (4) dual credit courses per Fall and Spring semesters. Summer session enrollment is limited to two (2) dual credit courses for Summer Term I/III and two (2) dual credit courses for Summer Term II.

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. The Dual Credit Programs is subject to all applicable College policies and procedures.

Non-S Section Enrollment

Students who want to enroll in regular (non-S) section(s) must be approved by the Dean of Dual Credit Programs and School District Partnerships. Students can only be enrolled in courses within their declared major. Any student approved to enroll in a regular (non-S) section(s) will not be assessed the independent student tuition and fee rates based on the Board Approved Tuition & Fee Schedule. Dual credit students who do not receive approval to enroll in a regular (non-S) section(s), may still enroll, but will be assessed the independent student tuition and fee based on the Board Approved Tuition & Fee Schedule.

Non-S section requests for 12 or more students in the same course type during the same semester will require an "S" section to be created by the School District. Criteria is available on the Dual Credit Programs website, which includes the eligibility of enrollment of only 11th and 12th graders.

d) ***Student Composition of Class***

As outlined in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter D, Rule 4.85, the school district may not enroll both dual credit and non-dual credit students in the same section unless creation of a high school credit-only class is not financially viable for the high school and only under one of the following conditions:

- i. If the course is required for completion under State Board of Education High School graduation requirements, and the school is otherwise unable to offer such a course.
- ii. If the high school credit-only students are College Board Advanced Placement or International Baccalaureate students.
- iii. If the course is a career and technology/college workforce education course and the high school credit-only students are eligible to earn articulated college credits.

e) Advising

The College and the School District shall offer college advising services for dual credit students consisting of a general first-time dual credit student advising, group enrollment advising using DegreeWorks, face-to-face advising, and a College Advising Training Program for High School District Counselors.

The College offers advising services for dual credit students regarding transferability and applicability to baccalaureate degree plans of all college credit offered and earned.

f) Pathways Alignment

The College shall provide a comprehensive guide to the alignment of High School endorsements, dual credit courses, post-secondary pathways, credentials at the institution, and industry certifications.

g) Counseling and Student Accommodations

The College and the School District will adhere to Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (ADA), and the ADA Amendments Act of 2008.

The School District will provide classroom accommodations for dual credit students. If the class is taught by a College Faculty at the high school, the College Counselor will coordinate class accommodations with the high school Special Education Counselor. All procedures and guidelines are outlined in the College ***Dual Credit Programs Enrollment and Support Services Manual***. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: <https://www.southtexascollege.edu/dual/index.html>.

h) Student Complaints

Grievance or Complaint procedures for handling student complaints, regarding college courses, are applicable to all students including those enrolled in dual credit courses.

Dual credit students with complaints shall follow the procedures as stated in the College's ***Board Policy #3313, Student Grievance or Complaint, and Board Policy #4216 Harassment, Discrimination, and Sexual Misconduct***. A student may report a grievance or complaint at <https://www.southtexascollege.edu/report/index.html>.

i) Student Conduct

All students, including dual credit students, are subject to discipline and appropriate sanctions, ranging from verbal or written warning to suspension and expulsion from the College and all related programming, under the College's Student Handbook and Code of Student Conduct. The Code of Student Conduct is an articulation of the College's commitment to maintaining an environment that

recognizes and supports the rights of its students, while providing a guide for defining behaviors the College considers inappropriate. Procedures, including a list of violations, potential sanctions, and a list of individual rights for each student, are listed in the College's Student Handbook, Chapter 2, Code of Student Conduct. Dual credit students who receive a sanction of suspension or expulsion from the institution must be removed from the college course and placed in a high school credit course or a traditional high school setting by the School District. Further, the College reserves the right to refer cases to the Behavioral Intervention Team for review and threat assessment.

j) *Transcription of Credit*

The College and the School District will transcript dual credit courses for both college credit and high school credit immediately upon student completion of the performance required in each course.

k) *Commencement Ceremonies*

To become eligible to participate in the College Commencement Ceremonies held in May, December, or at such time determined by the Board of Trustees, dual credit students must be enrolled in all final coursework for their declared program and all coursework must be completed at the end of the semester of graduation. Dual Credit students who are eligible to participate cannot defer participation to a later Commencement Ceremony date. The College Registrar is the Graduation Determination Official and has the final authority to determine dual credit eligibility for graduation and ceremony participation. Dual credit students must meet all graduation requirements as outlined in College Policy to be eligible for graduation and participation in the Commencement Ceremonies.

5) **FINANCE SUPPORT SERVICES**

a) *Faculty Stipend*

School District instructors approved by the College to be Dual Credit Faculty and approved to teach college level courses will be paid a stipend by the College per class, per semester, as outlined in the College *Dual Credit Programs Instructional and Quality Standards Manual*.

b) *Tuition & Fees*

The School District will be charged tuition and fees as outlined in *Exhibit A: Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2019-2020*.

c) *Invoicing*

The College will invoice the School District that sponsors the student for the applicable charges, in accordance with the *Board Approved Tuition & Fees for Dual Credit Students Sponsored by Partnering School Districts for FY 2019-2020*, as approved by the College Board of Trustees (see Exhibit A).

d) *Faculty Charges*

When the College provides the faculty, including via interactive distance learning, the School District is responsible for the mileage and faculty cost as stipulated in the Dual Credit Course Agreement (DCCA). This agreement is outlined in the *Dual Credit Programs Instructional and Quality Standards Manual*. An electronic copy of this document may be accessed on the Dual Credit Programs webpage at the following link: <https://www.southtexascollege.edu/dual/index.html>.

6) **DATA SHARING**

FERPA allows protected student data to be exchanged between the College and School District for students that are dually enrolled without the consent of either the parents or the student under § 99.34. If the student is under 18, the parents still retain the right under FERPA to inspect and review any education records maintained by the School District, including records that the College disclosed. The

College and the School District are expected to meet FERPA requirements to maintain the privacy of student data.

The College will provide data reports to the School District via standard reports as per identified timelines. These reports have been developed in an effort to provide required data in a timely manner to our partners with a signed MOU.

The School District shall provide a primary and secondary contact, at the District and at each high school, to receive data via a secure process from the College. These contacts will be responsible for distributing data securely within their assigned area and within FERPA guidelines. Any data received from the College shall not be shared outside the District without prior authorization from the College.

The School District may request data outside of the scheduled report distribution schedule provided:

- An MOU has been executed and is active between the School District and the College
- The data request is submitted, at minimum, three (3) business days prior to the requested delivery date

PLEASE NOTE: Requests are **NOT** guaranteed to be delivered by the requested delivery date and may be delayed depending on the data team's existing request volume. Requests will be prioritized depending on identified need.

The School District may submit an e-mail request for reports to: dcdatarequest@southtexascollege.edu.

7) **HUMAN RESOURCES DEPARTMENT. DATA PRIVACY & SHARING AGREEMENT**

The School District will collaborate with the College to ensure that all School District faculty applying to teach in the Dual Credit Programs meet the credential requirements as stated in the College's [*Board Policy #4151 Academic and Professional Credentials for Faculty*](#), and submit all required documents for the hiring process to the Human Resources Department as well as agree to full information sharing in the event of an investigation of a personnel matter regarding Dual Credit Faculty.

- a) Any non-academic incidents or complaints against Dual Credit Faculty teaching a College course are required to be reported to the College's Office of Human Resources to the attention of the Director and/or Employee Relations Officers for investigation.
- b) The School District will comply with Title IX of the Education Amendments 1972 (20 U.S.C. § 1681 et seq.) regulations as stated in the College's [*Board Policy #4216 Harassment, Discrimination, and Sexual Misconduct*](#), and the School District Title IX policy in resolving incidents and complaints. An electronic copy of the College's policy may be accessed on following link:
<https://admin.southtexascollege.edu/president/policies/pdf/4000/4216.pdf>.

Title IX Statement:

Title IX of the Education Amendments of 1972 (20 U.S.C. §1681 et seq) and it's implementing regulations, 34 C.F.R. Part 107 (Title IX) state: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Title IX resources, policies, and procedures, including the names and contact information of the Title IX Coordinator and the Title IX Deputy Coordinators for the College are located at the following link: <https://www.southtexascollege.edu/about/notices/title-ix.html>.

- c) The College and School District will work collaboratively and timely to share any and all information necessary in the event of an investigation of a personnel matter.

8) **MEMORANDUM OF UNDERSTANDING (MOU)**

This MOU may be amended by mutual written agreement of both parties.

The College and the School District reserve the right to terminate this MOU, by notice from either party in accordance with this MOU or by operation of law. The College or the School District may terminate the MOU no fewer than ninety (90) days prior to the intended date of termination. To be effective, notice must be submitted in writing, signed by the College President or the School District Superintendent and personally delivered to the other party to this MOU.

9) **NOTIFICATION OF NON—COMPLIANCE AND TERMINATION OF AGREEMENT**

Failure to act in accordance with any provision in this MOU will result in a Notification of Non-Compliance (Notice), which may be initiated by either party. The Notice shall be in writing and shall state in particular the alleged non-compliance. The Notice will be provided to the College President and School District Superintendent for review and action. Failure to correct non-compliance may result in termination of this agreement.

EXECUTED IN TWO (2) Original counterparts on this _____ day of _____ 20_____.

Shirley A. Reed, M.B.A, Ed.D.
President
South Texas College

Superintendent
School District

Chairman, Board of Trustees
South Texas College

President, Board of Trustees
School District

EXHIBIT A

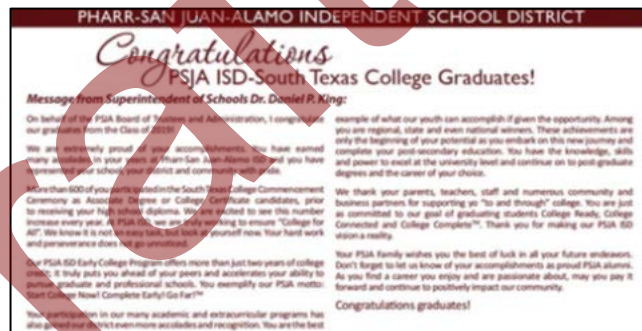
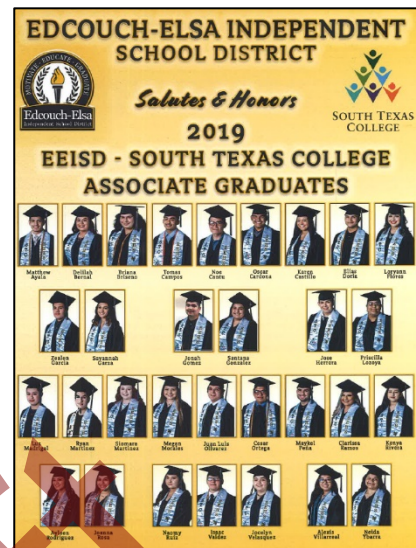
TUITION AND FEES FOR DUAL CREDIT STUDENTS SPONSORED BY PARTNERING SCHOOL DISTRICTS

	Board Approved FY 2017-2018	Board Approved FY 2018-2019	Board Approved FY 2019-2020
DUAL CREDIT TUITION:			
Per credit hour tuition for in-district dual credit students sponsored by partnering school districts	0.00	0.00	0.00
DIFFERENTIAL TUITION PER CREDIT HOUR FOR COURSES OFFERED ON A SOUTH TEXAS COLLEGE CAMPUS OR FACILITY:			
Associate Degree Nursing	50.00	55.00	75.00
Emergency Medical Technology	40.00	45.00	55.00
Occupational Therapy Assistant	40.00	45.00	55.00
Patient Care Assistant	20.00	25.00	35.00
Pharmacy Tech	40.00	45.00	55.00
Physical Therapist Assistant	40.00	45.00	55.00
Radiologic Technology/Sonography	40.00	45.00	65.00
Respiratory Therapy	40.00	45.00	65.00
Vocational Nursing	50.00	55.00	75.00
COURSE FEES:			
Electronic Distance Learning/VCT Course Fee per credit hour	15.00	10.00	10.00
Hybrid Course Fee per credit hour	10.00	0.00	0.00
NAH and Other Course Fees: <i>Liability Insurance/Exams/Booklets/Badges/Special Program ID/Certificates/Pinning Ceremony/Other Activities</i>	Recovery of costs and processing fees	Recovery of costs and processing fees	Recovery of costs and processing fees
INCIDENTAL FEES			
Fee per credit hour for dual credit students attempting a course three or more times	125.00	125.00	125.00
Dual Credit Late Processing Fee per course per student after Census Day	200.00	200.00	200.00
DUAL CREDIT ACADEMIES PARTICIPATION FEES:			
Dual Credit Academies Participation Fee – Fall and Spring, per student per semester (charged to School District)			600.00 Recovery of costs and processing fees
Dual Credit Academies Participation Fee – Summer, per student per credit hour (charged to School District)			50.00 Recovery of costs and processing fees

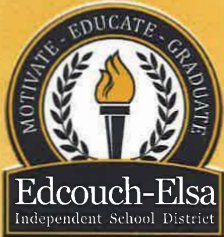
Including students enrolled in “s” sections and “non-s” section approved per Policy #3232 Dual Credit Student Eligibility Requirements.

Exhibit B

Sample Recognition



EDCOUCH-ELSA INDEPENDENT SCHOOL DISTRICT



Salutes & Honors

2019



**SOUTH TEXAS
COLLEGE**

EEISD - SOUTH TEXAS COLLEGE ASSOCIATE GRADUATES



Matthew
Ayala



Delilah
Bernal



Briana
Briseno



Tomas
Campos



Noe
Cantu



Oscar
Cardona



Karen
Castillo



Elias
Doria



Loryann
Flores



Zealen
Garcia



Savannah
Garza



Jonah
Gomez



Santana
Gonzalez



Jose
Herrera



Priscilla
Lozoya



Luz
Madrigal



Ryan
Martinez



Siomara
Martinez



Megan
Morales



Juan Luis
Olivarez



Cesar
Ortega



Maykel
Peña



Clarissa
Ramos



Kenya
Rivera



Ayleen
Rodriguez



Joanna
Rosa



Naomy
Ruiz



Isaac
Valdez



Jocelyn
Velasquez



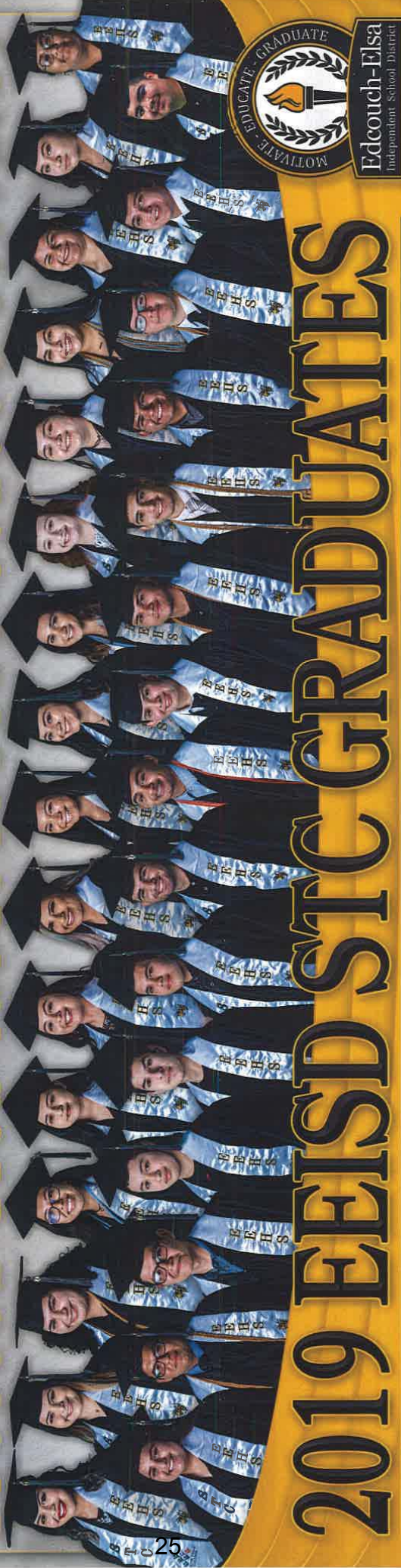
Alexis
Villarreal



Neida
Ybarra

SAMPLE

EDCOUCH-ELSA INDEPENDENT SCHOOL DISTRICT

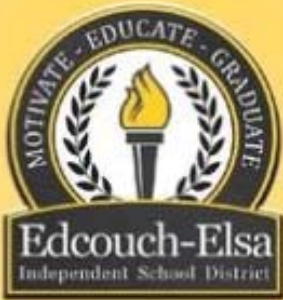


Edcouch-Elsa
Independent School District

2019 EEISD STC GRADUATES

SAMPLE

EDCOUCH-ELSA INDEPENDENT SCHOOL DISTRICT



Salutes & Honors



SOUTH TEXAS
COLLEGE

2019

EEISD - SOUTH TEXAS COLLEGE ASSOCIATE GRADUATES



Matthew
Ayala



Delilah
Bernal



Briana
Briseno



Tomas
Campos



Noe
Cantu



Oscar
Cardona



Karen
Castillo



Elias
Doria



Loryann
Flores



Zealen
Garcia



Savannah
Garza



Jonah
Gomez



Santana
Gonzalez



Jose
Herrera



Priscilla
Lozoya



Luz
Madrigal



Ryan
Martinez



Siomara
Martinez



Megan
Morales



Juan Luis
Olivarez



Cesar
Ortega



Maykel
Peña



Clarissa
Ramos



Kenya
Rivera



Ayleen
Rodriguez



Joanna
Rosa



Naomy
Ruiz



Isaac
Valdez



Jocelyn
Velasquez



Alexis
Villarreal



Neida
Ybarra

SAMPLE

Edinburg North High School

Erik Cazarez Valedictorian University of Texas at Austin Major: Mechanical Engineering	Luis Antonio Tapia Subvaledictorian Texas A&M McAllen Major: Chemical Engineering	Antony Hernandez Massachusetts Institute of Technology Major: Electrical Engineering and Computer Science	Rebecca Labra University of Texas at Austin Major: Chemical Engineering	Kaitlyn De La Rosa University of Texas at Austin Major: Biomedical Engineering

Students Receive National Academic Scholar Titles

Grecia AP Scholar	Marco AP Scholar	Jacklyn AP Scholar	Callee AP Scholar	Joshua AP Scholar/Distinction	Denise AP Scholar	Javier AP Scholar	Juan AP Scholar
Erik AP Scholar/Distinction	Kathryn AP Scholar/Distinction	Edwin AP Scholar	Valerie AP Scholar with Honor	Misaki AP Scholar	Antony National AP Scholar	Brody AP Scholar	Rebeca AP Scholar
Timothy AP Scholar	Esmeralda AP Scholar with Honor	Isaac AP Scholar	Alan AP Scholar/Distinction	Lilia AP Scholar with Honor	Jose AP Scholar with Honor	Kavia AP Scholar	Francisco AP Scholar
Natalie AP Scholar	Daniel AP Scholar/Distinction	Alejandro AP Scholar	Curtis AP Scholar	Brita AP Scholar/Distinction	Diego AP Scholar/Distinction	Ileana AP Scholar	Nicholas AP Scholar
Ryan AP Scholar with Honor	Jose AP Scholar	Ethan AP Scholar	Kate AP Scholar	Naxely AP Scholar	Alejandro AP Scholar	Carolina AP Scholar	Yuliana AP Scholar with Honor
Jennifer AP Scholar with Honor	Abel AP Scholar with Honor	Luis AP Scholar with Honor	Alfredo AP Scholar with Honor				

Every year Edinburg North High School honors exceptionally intelligent students. Their academic achievement is a testament to the hard work, dedication, and commitment to education of the ENHS community, the student body, our teachers, and our parents. Congratulations to everyone in the ECISD community and to our ENHS students for their present and future accomplishments.

We thank our parents for their constant support and commitment to their children and extending ENHS with their ability to contribute to the community. These students are a credit to the hard work, dedication, and commitment to education of the ENHS community, the student body, our teachers, and our parents. Congratulations to everyone in the ECISD community and to our ENHS students for their present and future accomplishments.

Principal Mark Micallef



Academics

Perfection.





EDINBURG CONSOLIDATED
INDEPENDENT SCHOOL DISTRICT

Congratulations

TOP 10 GRADUATES 2019

VELA HIGH SCHOOL



EDINBURG NORTH HIGH SCHOOL



ECONOMEDES HIGH SCHOOL



EDINBURG HIGH SCHOOL

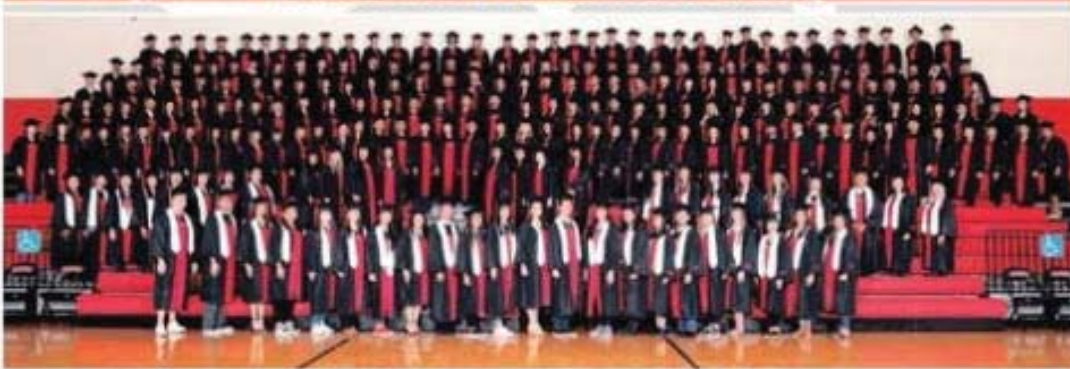




LA JOYA HIGH SCHOOL



LA JOYA JUAREZ-LINCOLN HIGH SCHOOL



LA JOYA PALMVIEW HIGH SCHOOL



JIMMY CARTER EARLY COLLEGE HIGH SCHOOL



THELMA R. SALINAS STEM EARLY COLLEGE HIGH SCHOOL

Class of
2019



*Congratulations
today
and best wishes
for all of your
tomorrows!*

SAMPLE



1,713
Graduates

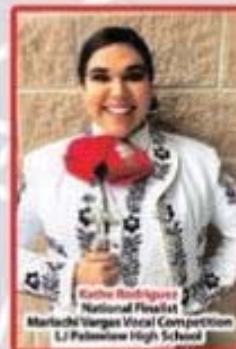
200 Associate's
Degrees

20,863
College Hours Earned



\$13.7M
Granted in
Scholarships

over **\$3M**
Saved by parents for
college hours earned



772 Industry
Certificates
Earned

over **\$1M**
Saved by parents for
certificates earned



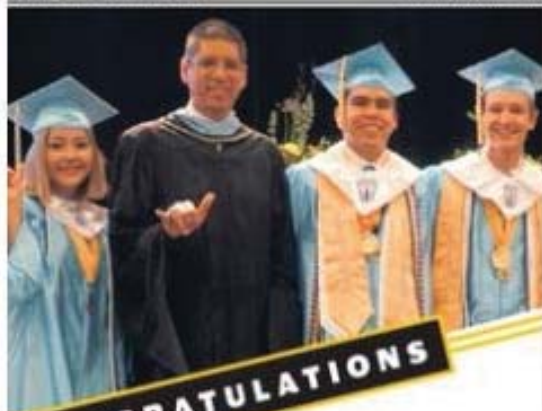


SAMPLE

THE MC

SUNDAY, NOVEMBER 9, 2014

SERVING THE RIO GRANDE



CONGRATULATIONS

MC⁺ALLEN

INDEPENDENT SCHOOL DISTRICT



CLASS of 2019



SAMPLE

McALLEN

INDEPENDENT SCHOOL DISTRICT

CLASS of 2019



17,067
College Hours Earned



\$49M
Scholarship Earnings
(District record)



\$26,500
Average scholarship
per student
(\$49M divided by 1.8K students)



97
Associate's Degrees
(89 by Achieve ECHS)



4,500+
Professional Licenses &
Certifications
(earned by 9-12 graders)



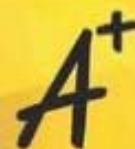
1,295
AP Exams Taken



1,980
IB College Hours Earned



\$5.3M
Saved by Parents for Dual-
Enrollment Classes in 1 Year
(Also saves on books and fees)



5
All 5 high schools ranked
"America's Best Schools"
May 2019

State-Rated "A" District
Post-Secondary Readiness Distinction
Best at Preparing Students for College & Careers

CLASS of 2019

ACHIEVE EARLY COLLEGE HIGH SCHOOL



TOP GRADUATES

VALEDICTORIAN



STEPHANIE
GARCIA
University of Texas at Austin

SALUTATORIAN



ESMERALDA MORALES
LOPEZ
University of Texas - A&M



ERIC SEBASTIAN
MARTINEZ
University of Texas - A&M



GILLIAN MARIE
WEST
University of Texas at Austin



FRIDA CECILIA
BARBA
Texas A&M University



RENEL
HERNANDEZ
Texas A&M University



JOSE
ARJONA
University of Kentucky



YAZMIN
ELIZONDO VALLE
University of Texas - A&M



GABRIEL EVANDER
DE LEON
University of Texas - A&M



JOHN MICHAEL
MACIAS
United States Coast Guard



VICTORIA LEE
GARZA
University of Texas - A&M

CLASS of 2019

McALLEN HIGH SCHOOL



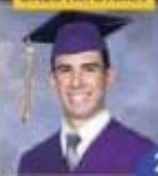
TOP 10 GRADUATES

VALEDICTORIAN



LAUREN N.
RODRIGUEZ
University of Texas at Austin

SALUTATORIAN



DIEGO R.
DARIA
University of Texas at Austin



TYLER B.
PENIA
University of Texas at Austin



EMILY A.
GURWITZ
Stanford University



HANNAH S.
KELLY
Duke University



MARIAH M.
MOYA
Texas A&M University



BEN JABIN A.
ARELLANO
University of Texas at Austin



JESSICA S.
BUEL
Purdue University



CORINA M.
BARR
University of Texas at Austin



GRACE C.
SYRIM
University of Texas at Austin

REGISTER TODAY!

687-MISD (6473) • mcallenisd.me

McALLEN MEMORIAL HIGH SCHOOL



TOP 10 GRADUATES

VALEDICTORIAN



JOSE LUIS GOMEZ
Massachusetts Institute of Technology

SALUTATORIAN



ZACHARY MOORE
Harvard College



TRAVIS ZIEGLER
Massachusetts Institute of Technology



STANLEY DAVIS
The University of Texas at Austin



MERTON "GORDO" MURRAY
The University of Texas at Austin



KARLI PARAJULEE
The University of Texas at Austin



CAROLINA GUERRERO
Dartmouth College



CHRISTIAN GARZA
The University of Texas at Austin



ISABELLA PIMENTEL
The University of Texas at Austin



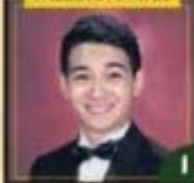
ELIZABETH AVALOS
The University of Texas at Austin

JAMES "NIKKI" ROWE HIGH SCHOOL



TOP 10 GRADUATES

VALEDICTORIAN



ALEJANDRO MIGUEL ESOBEDO
Rice University

SALUTATORIAN



ANITA JEANNETTE REYNA
The University of Texas - RGT



DOMINIQUE DANIELLE GARZA
U. S. Marines



MARCO LOUIS GALGO
Texas A&M University



DAVIDBERTO ZAYAS, JR.
The University of Texas at Austin



STRAUSS MICHAEL BOUDREAU
LDS Hospital College of Medicine
Pre-Medical Honors Program



DANTE RUBEN VELA
Texas A&M University



JOSE ANGEL NETA, JR.
Texas A&M University



VICTORIA ALICIA VILLANUEVA
St. Mary's University



BRIANA AMBER AMATA
The University of Texas - RGT

REGISTER TODAY!

687-MISD (6473) • mcallenisd.me

Congratulations

PSJA ISD-South Texas College Graduates!

Message from Superintendent of Schools Dr. Daniel P. King:

On behalf of the PSJA Board of Trustees and Administration, I congratulate our graduates from the Class of 2019!

We are extremely proud of your accomplishments. You have earned many accolades in your years at Pharr-San Juan-Alamo ISD and you have represented your school, your district and community with pride.

More than 600 of you participated in the South Texas College Commencement Ceremony as Associate Degree or College Certificate candidates, prior to receiving your high school diploma. We are excited to see this number increase every year. At PSJA ISD, we are truly working to ensure "College for All". We know it is not an easy task, but look at yourself now. Your hard work and perseverance does not go unnoticed.

Our PSJA ISD Early College Program offers more than just two years of college credit; it truly puts you ahead of your peers and accelerates your ability to pursue graduate and professional schools. You exemplify our PSJA motto: Start College Now! Complete Early! Go Far!

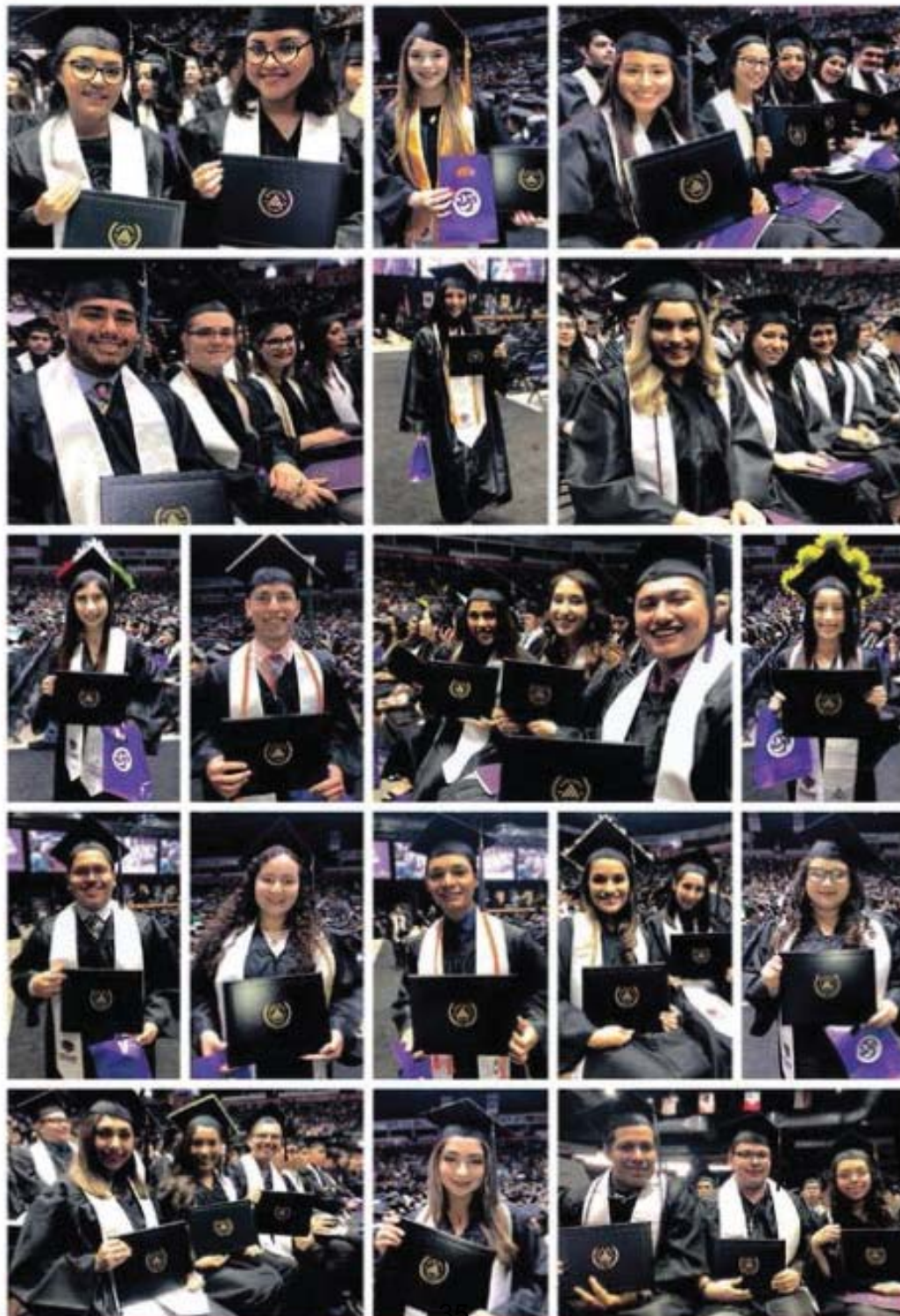
Your participation in our many academic and extracurricular programs has also gained our district even more accolades and recognition. You are the best

example of what our youth can accomplish if given the opportunity. Among you are regional, state and even national winners. These achievements are only the beginning of your potential as you embark on this new journey and complete your post-secondary education. You have the knowledge, skills and power to excel at the university level and continue on to post-graduate degrees and the career of your choice.

We thank your parents, teachers, staff and numerous community and business partners for supporting you "to and through" college. You are just as committed to our goal of graduating students College Ready, College Connected and College Complete™. Thank you for making our PSJA ISD vision a reality.

Your PSJA family wishes you the best of luck in all your future endeavors. Don't forget to let us know of your accomplishments as proud PSJA alumni. As you find a career you enjoy and are passionate about, may you pay it forward and continue to positively impact our community.

Congratulations graduates!



SAMPLE



Congratulations

CLASS OF 2019




EARLY COLLEGE HIGH SCHOOL

TOP THREE STUDENTS

 Melissa Cortes Santiago Valedictorian	 Evelyn Rocha Salutatorian	 Shelly Mendoza Third Ranking
---	---	--

 Fourth Ranking Irish Garcia	 Fifth Ranking Gracie Garcia	 Sixth Ranking Randy Amaro	 Seventh Ranking Belen Ramirez	 Eighth Ranking Aleyn Yodanis	 Ninth Ranking Mario Alvarez	 Tenth Ranking Zulema Navarro
--	---	---	---	--	---	--


EARLY COLLEGE HIGH SCHOOL TOP TEN STUDENTS



Sitting (L to R): Melissa Cortes Santiago, Evelyn Rocha, Shelly Mendoza, Iesha Garcia, Giselle Garcia *Standing (L to R):* Zulema Navarro, Mario Alvarez, Aileen Valdivia, Belen Ramirez, Randy Amaro


Rio Grande City CISD Board of Trustees

Eduardo "Eddie" Ramirez President	Leticia O. Lopez Vice President	Basilio D. Villarreal Secretary
Jose Castillo Member	Eleazar Velasquez, Jr. Member	Daniel J. Garcia Member
		Dr. Darla "Dr. B" Bahineaux Member
		Roel A. Gonzalez Member



Congratulations

CLASS OF 2019




RIO GRANDE CITY HIGH SCHOOL

TOP THREE STUDENTS

 Eugenio Linares Veloso Valedictorian	 Jia Xin Huang Salutatorian	 Jesus Jaime Garza Third Ranking
--	--	---

 Fourth Ranking Bryan Jones	 Fifth Ranking Cesar Augusto Buello	 Sixth Ranking Dana Sophia Garcia	 Seventh Ranking Aracilio Alonso Salinas	 Eighth Ranking Augusto Isai Lopez	 Ninth Ranking Natalie Anna Briscoe	 Tenth Ranking Justin Kolo Elert
--	--	--	---	---	--	---

R.G.C. HIGH SCHOOL TOP TEN STUDENTS



Sitting (L to R): Eugenio Linares Veloso, Jia Xin Huang, Jesus Jaime Garza, Bryan Jones, Cesar Augusto Buello, Aracilio Alonso Salinas, Augusto Isai Lopez, Natalie Anna Briscoe, Alejandro Isai Lopez, Aracilio Alonso Salinas, Dana Sophia Garcia

Rio Grande City CISD Board of Trustees

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Jose Castillo Member	Eleazar Velasquez, Jr. Member	Daniel J. Garcia Member
		Dr. Darla "Dr. B" Bahineaux Member
		Roel A. Gonzalez Member



TOP THREE STUDENTS



Valedictorian
Karina Alanis



Salutatorian
Jazmin Hinojosa



Third Ranking
Jaylyn Treviño



Fourth Ranking
Yareli Garcia



Fifth Ranking
Leslie Guerrero



Sixth Ranking
Abigail Flores



Seventh Ranking
Julissa Garcia



Eighth Ranking
Genesis Flores



Ninth Ranking
Yuliana Alvarado

GRULLA HIGH SCHOOL TOP NINE STUDENTS



Sitting (L to R): Karina Alanis, Jazmin Hinojosa, Jaylyn Treviño, Yareli Garcia,
Leslie Guerrero *Standing (L to R):* Yuliana Alvarado, Genesis Flores,
Julissa Garcia, Abigail Flores

Rio Grande City CISD Board of Trustees

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President

Leticia O. Lopez
Vice President

Basilio D. Villarreal
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Member

Roel A. Gonzalez
Interim Superintendent

SAMPLE

38

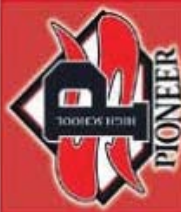
SAMPLE



Sharyland High School Class of 2019!

The Sharyland ISD Board of Trustees, administrators and staff congratulate each of these students.





Sharyland Pioneer HS Class of 2019!

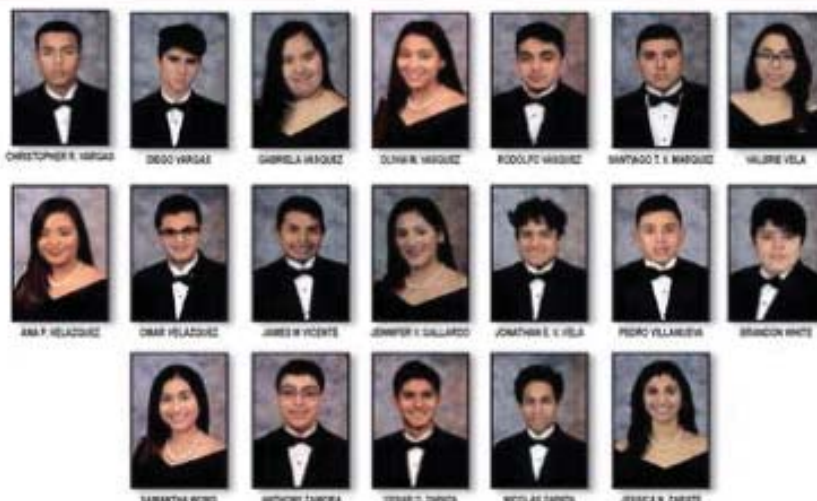
The Sharyland ISD Board of Trustees, administrators and staff congratulate each of these students.





Sharyland Pioneer HS Class of 2019!

The Sharyland ISD Board of Trustees, administrators and staff congratulate each of these students.



CHRISTOPHER R. VARGAS

DIEGO VARGAS

GABRIELA VAQUEZ

OLIVER VAQUEZ

RICOLFO VAQUEZ

ANTONIO T. VAQUEZ

WILDER VELA



ANA F. VELAZQUEZ



OMAR VELAZQUEZ



JAMES W. VICENTE



JENNIFER V. VILLARDO



JONATHAN E. VELA



PEDRO VILLARREAL



BRANDON WHITE



SAMANTHA WYNN



MATTHEW ZAMBRA



CESAR D. ZAMBRA



NICOLAS ZAMBRA



JESSICA R. ZAMBRA



SHARYLAND ISD

SHARYLAND PIONEER HIGH SCHOOL ADMINISTRATION:

Back (L to R):

Assistant Principal, Eric Flores;

Assistant Principal, Martha Saucedo;

Assistant Principal, Gina Garcia;

Testing Coordinator, Leticia Rios-Garcia;

Bottom (L to R):

Testing Coordinator, Belinda Garcia;

Principal, James Heath

SHARYLAND ISD BOARD OF TRUSTEES

Superintendent, Dr. Maria M. Vidaurni

President, Melissa Smith

Vice President, Jose "Pepe" Garcia

Secretary, Keith Padilla

Assistant Secretary, Dr. Noel O. Garza

Member, Dr. Noe Oliveira

Member, Ricky Longoria, CPA

Member, Julio Cerda, PE



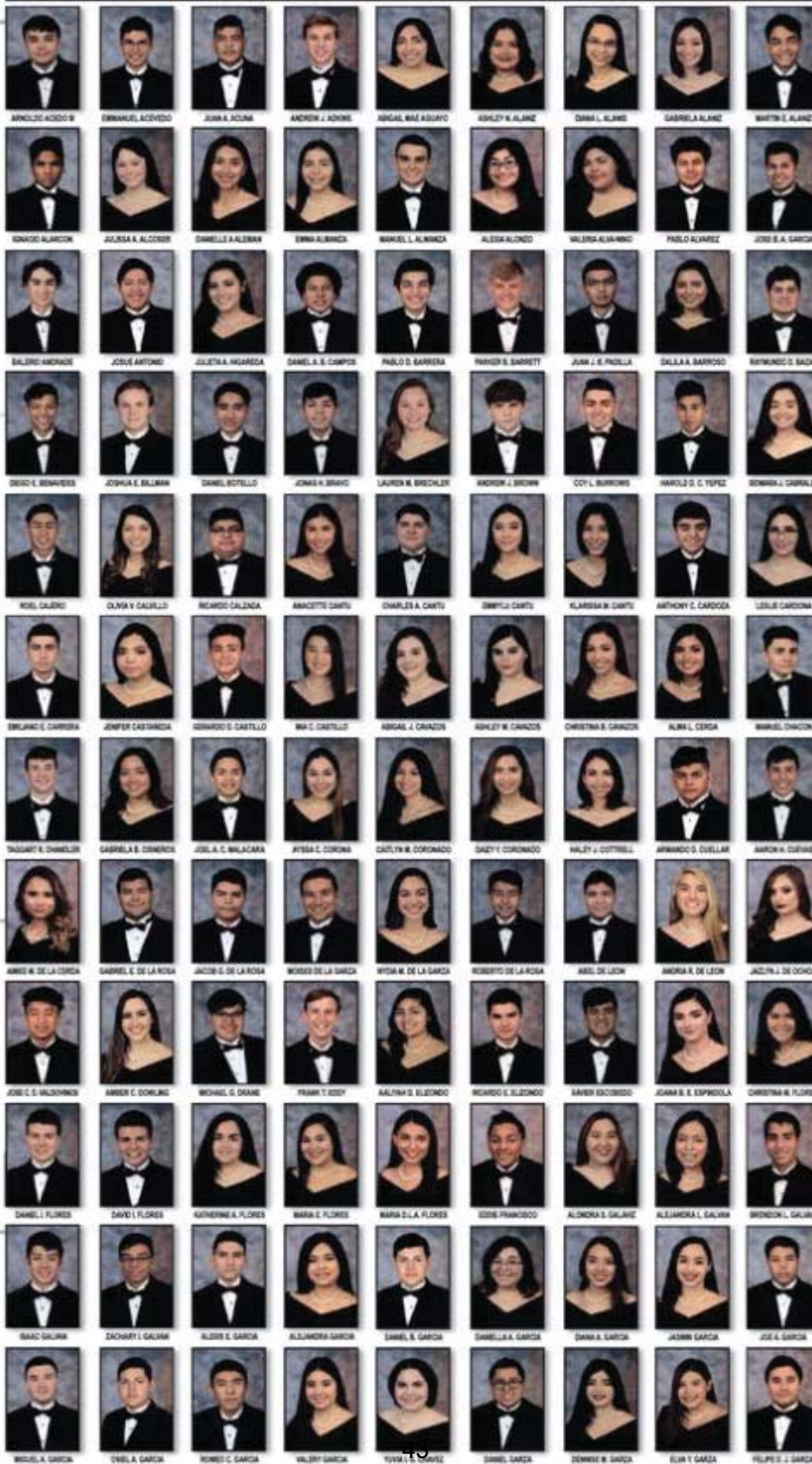
NOT PICTURED: JANIE ACEVEDO • NANCY ACEVEDO • CHLOE MARIE AGUIRRE
OSCAR ALBERTO ALVARADO • DUSTIN MATHEW BAZAN • FRIDA BARRAGAN
CRISTIAN JOHAN BENTZ • DULCE GUADALUPE BERLANGA NAVARRO
JULISSA ELIZABETH BURUATO • MARIANO GABRIEL CAMACHO • DALLAS CAMACHO
MISHELLE CORTEZ • ALY CHAPA • JASMINE ELVA CRUZ • JAVIER DELGADO
CARLOS FELIX ESCOBAR HERNANDEZ • ALEJANDRO GONZALEZ • ELIJAH DAVID GONZALEZ
• MONICA GONZALEZ • JESUS ALEJANDRO HERNANDEZ • ISRAEL LOZANO
JUAN REYNALDO LOPEZ-LOZANO • ISRAEL IRAM LOZANO • MARCO ANTONIO MARTINEZ
ANGEL MIRELES • MIGUEL ELIAS MONTOYA • SAMANTHA MICHELLE NINO • JEFFREY ORTIZ
DULCE DIANA PARRA • DAMIAN ETHAN REYES • OSCAR REYES III • TADEAO RODRIGUEZ
FRANCISCO ROMAN • EILEEN MARIE SAENZ • BERRENICE SANCHEZ
ROBERTO CARLOS SANCHEZ • CARLOS SANTILLANA • CATHY SINGLETERRY
ANDREW CESAR SUEDAN • MYA JADE TAYLOR • MARIELENA VASQUEZ • PAOLA VELIZ ALMA
DAMARIS VILLARREAL • ANDREW VAN WAGONER • MELISSA ZUMAYA



Sharyland Pioneer HS Class of 2019!



The Sharyland ISD Board of Trustees, administrators and staff congratulate each of these students.



SAMPLE



**SOUTH TEXAS
COLLEGE**

Vanguard Academy

A Charter School For Fine Arts



QUALITY EDUCATION

Personalized Learning
Working Together
Empowering Creativity



PROFESSIONAL LEARNING

Mastering Skills
Exploring the World
Gaining Knowledge



COMMUNITY

Family-Style
Building Leaders
Provide Inspiration



We *THANK* STC

Our Partner in Education

(L to R):
Roldan Rodriguez, Noah Serna,
Karina Diaz, Melissa Guerra,
Lauren Benitez, Scarlett Quintana,
and Victor Alvarez



Seven Seniors Earn Associates Degree From South Texas College



This May, seven Vanguard Rembrandt Secondary students graduated with an associate's degree prior to receiving a high school diploma. Lauren Benitez, Karina Diaz, Melissa Guerra, Noah Serna, Roldan Rodriguez, Scarlett Quintana, and Victor Alvarez, each graduated with an associate's degree from South Texas College (STC) on Friday, May 17, 2019.

In partnership with STC, Vanguard Academy students participate in a dual enrollment program, completing all four years of high school and their first two years of college at the same time. In addition to the dual enrollment program, STC also offers students the opportunity to be a part of the Dual Enrollment Academies.

Lauren Benitez, Karina Diaz, and Melissa Guerra graduated with an Associate's Degree in Business, Noah Serna in Biology, and Roldan Rodriguez, Scarlett Quintana, and Victor Alvarez earned an Associate's Degree in Interdisciplinary Studies.

Rising Seniors Set Eyes on Associate's Degree

Sixteen rising seniors are setting their eyes on an Associate's Degree, completing their respective degree from South Texas College in May 2020. Six Mozart Secondary students and 10 Rembrandt Secondary students are currently taking college-level courses at STC.



SAMPLE

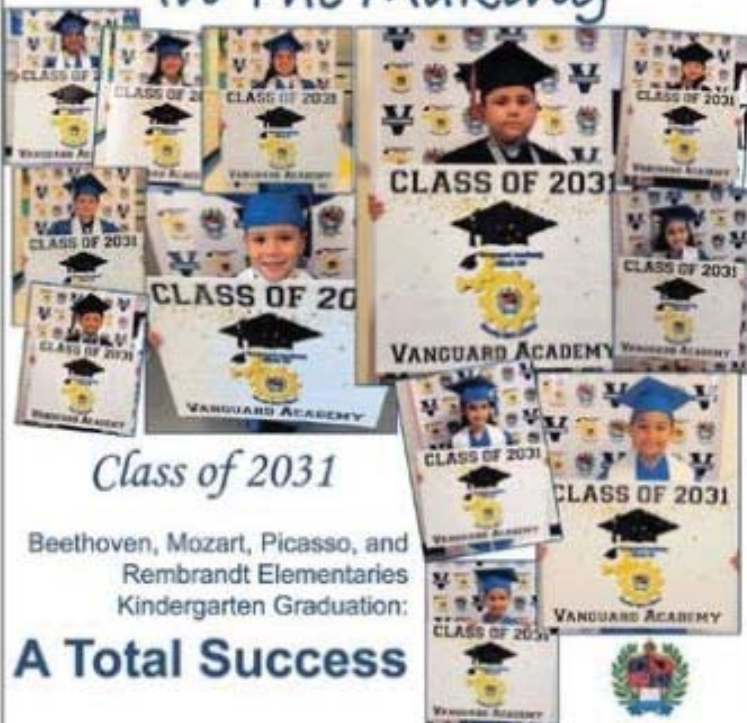
Paving the Way: Senior Class earns over \$1.7 million in scholarships



2018-2019 Vanguard Academy
 Rembrandt Secondary
 Top 10 Graduates

The 2019 Baccalaureate ceremony took place on May 23, 2019, honoring Vanguard Rembrandt Secondary 2019 graduating class.
 "Always keep God first in your life and your family second," Dr. Narciso Garcia, Vanguard Academy Superintendent, advised all seniors during his powerful testimonial.
 "His (Dr. N. Garcia) message gave us all an opportunity to reflect on our past and our future," Senior Ignacio Gonzalez, said. "The Baccalaureate offers all graduates and our families a more personal experience—something to always remember."
 A symbolic and Vanguard tradition, during the Baccalaureate students are presented with their graduation regalia and all of their accomplishments are announced.

Future STC Jaguars In The Making



Class of 2031

Beethoven, Mozart, Picasso, and
 Rembrandt Elementaries
 Kindergarten Graduation;

A Total Success

Vanguard Academy Cradle To Career!

Vanguard Rembrandt Elementary (Pharr)

PK3 Half Day
 PK4 ALL DAY



Vanguard Picasso Elementary (Pharr)

PK3 Half Day
 PK4 ALL DAY



Vanguard Mozart Elementary (Alamo)

PK3 Half Day
 PK4 ALL DAY



Vanguard Beethoven Elementary (Edinburg)

PK3 Half Day
 PK4 ALL DAY

Submit your Application **TODAY** at the Campus of Your Choice!

TUITION FREE!

VANGUARD ACADEMY

"A Purpose in Life. A Reason for Learning."



for Academic Achievement
 &
 for "Superior" in Financial
 Accountability.

Congratulations Class of 2019



Victor Manuel Alvarez Jr.
 Valedictorian
 Rice University
 Houston, Texas



Noah Isalah Serna
 Salutatorian
 University of Texas
 Rio Grande Valley
 Edinburg, Texas



Nine graduates named AP Scholars



Victor Alvarez
 National Honor Scholar
 AP Scholar with Honor



Benjamin Benavides
 AP Scholar with Honor



Diego Cerna
 AP Scholar



Ricardo Hernandez
 AP Scholar



Pablo Nolas
 AP Scholar



Julian Ortega
 AP Scholar with Honor



Daniel Orozco
 AP Scholar



Cristian Rodriguez
 AP Scholar with Honor



Jose Villanueva
 AP Scholar

Nine Vanguard Rembrandt Secondary seniors have been designated as a National AP Scholar with Honor. This award is given to approximately the top 1% of students who take Advanced Placement (AP) exams. A minimum of eight AP exams with a score of four or higher and an average score of four across all AP exams are required. AP Scholars with Honors include Victor Alvarez, Benjamin Benavides, Diego Cerna, Ricardo Hernandez, Pablo Nolas, Julian Ortega, Daniel Orozco, Cristian Rodriguez, and Jose Villanueva. Aside from the National AP Scholar with Honor designation, Valedictorian Victor Alvarez also received the National Hispanic Scholar. The National Hispanic Recognition Program recognizes Latino and Hispanic students who score in the top 2.5 percent among Latino and Hispanic students on their SAT scores in their Junior year in high school.

SAMPLE

Presentation on the South Texas College Library Services 2018 Annual Report Highlights

Dr. Jesus Campos, Dean of Library and Learning Support Services, will review the South Texas College Library Services – 2018 Annual Report.

This report includes data that highlights trends in the use of the library and learning support services at South Texas College. Dr. Campos will illustrate the role of libraries in supporting academic careers by providing the space, services, and resources necessary for successful college completion.

Changing Role of Libraries

Dr. Campos will also provide data that illustrates the changing role of libraries, as access to technology changes how students use the provided resources. He will review the changes in specific areas of library utilization by students, and the correlating needs that have arisen.

This includes a review of the transition into a new age of digital information and the distractions that come with it, where some students are in many cases best served by a quiet place to study and direct access to curated, reputable sources of information.

Dr. Campos will discuss library collection and usage trends, the library art gallery exhibits and events, and the role of library services in directly supporting the academic disciplines.

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

SOUTH TEXAS COLLEGE LIBRARY SERVICES

2018 ANNUAL REPORT HIGHLIGHTS

LIBRARY MISSION

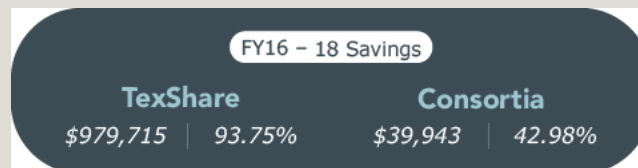
The Library Services Department at South Texas College contributes to academic success at STC by providing:

- learning-centered environments,
- exceptional services, and
- high-quality information resources.

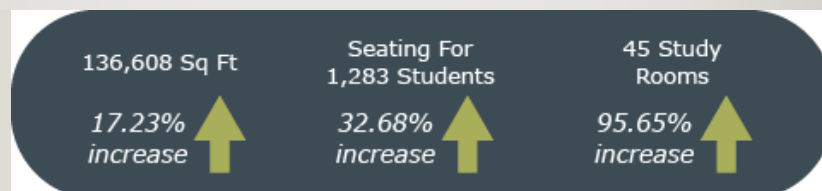


STEWARDSHIP

Library Services participates in consortia to provide high-quality information resources and services at lower cost to the College.



2013 BOND CONSTRUCTION LIBRARY PROJECTS



Collectively

- square footage increased from 116,527 to 136,000 sq. ft.
- seating increased from 967 to 1,283 students
- number of study rooms increased from 23 to 45 study rooms

LIBRARY VISITS

FY 2018 Library visits increased over the previous year in a reversal from a drop in FY2017 which may have been related to a decrease in traditional enrollment and to the temporary move of the Mid-Valley Library to a smaller facility.



LEARNING COMMONS AND OPEN LABS



- Pre-2018 – 14 computer labs and 5 self service locations district wide
- Learning Commons (within the libraries) – computers, printing, specialized software, and staff.
- Post June 2018 – 11 new locations were added.
- 8 Self-service Information Commons
- 3 additional Open Labs
- Total 30 locations district wide

LEARNING COMMONS AND OPEN LABS

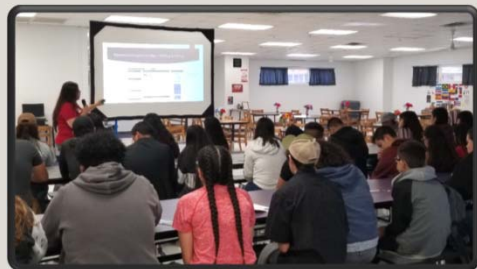
SERVICES AVAILABLE DISTRICT WIDE



- Knowledgeable staff
- Equipment
 - Computers including IMacs
 - Scanners
 - Free printing
 - Headsets
 - Web cams
- Specialized software
- 3-D academic printing
 - in partnership with Architectural Design and Engineering Tech faculty
- Mobile device wireless configurations

LIBRARY SERVICES

- Information Literacy Instruction
- LibGuides (subject guides)
- Reference assistance (email, in-person, and 24 x 7 chat)
- Reserves
- Interlibrary Loan (ILL)
- Centers for Learning Excellence Writing Center (Pecan Campus)



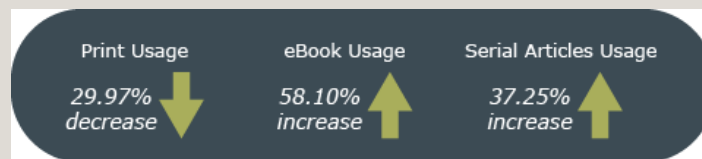
Information Literacy Presentation – Dual Credit Students

LIBRARY COLLECTIONS AND USAGE

Holdings include physical collections and online collections.

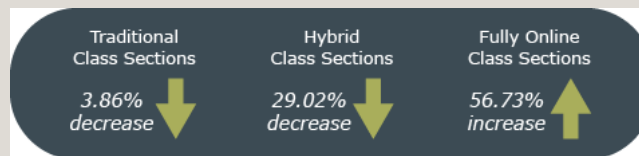


Collection usage has decreased in print collection and increased online



COLLECTION USAGE TREND

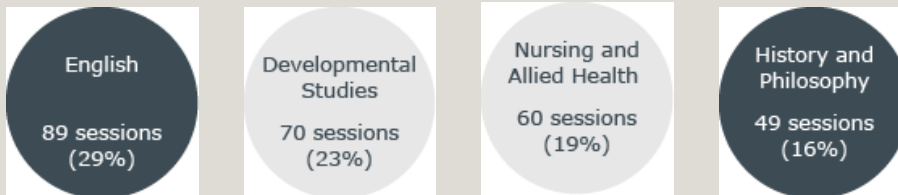
Collection usage parallels the relative growth in online enrollment.



More robust use of online resources is a trend observed among U.S. academic libraries by the Association of College and Research Libraries.

LIBRARY INSTRUCTION

Disciplines using library instruction the most:



The number of in-person sessions held decreased by 12.64% to 311. This parallels the relative growth in online instruction. Current initiatives are expanding library instruction opportunities for online and dual credit students.

LIBRARY ART EXHIBITS AND PROGRAMS

Library Art Gallery Exhibits

- 19 exhibits: an increase of 5.56%
- 22 artist lectures or events: same as FY17
- 1,305 attendees at Art Gallery events: an increase of 7.94%
 - o South Texas Ceramic Showdown Sabor a Mi (Remember My Love) | *Leila Hernandez, Artist*
 - o Solar Painting Workshop | *Carol Flueckiger, Artist*
 - o Technology Tools for the Visually Impaired | *Macarena Pena, Artist*

Speakers / Presentations / Events

- 45 events: an increase of 164.70%
- 3,251 attendees: an increase of 77.75%
 - o Black History Month | *Dr. Marcia Walker-McWilliams, Author*
 - o Misconceptions of Recycling | *Marco Ortiz, Recycling Education Coordinator*
 - o National Poetry Month | *José Antonio Rodriguez, Poet*

OPPORTUNITIES FOR FY2019

Key areas of attention in the current year:

- Leading faculty in the location, creation, and use of Open Education Resources (OER).
- Evaluating methods to improve the Pecan Library facility to address needs of students, including space, study rooms, and technology.
- Adjusting purchases to balance resources to address increased online enrollment and dual credit students.
- Improving collaboration with faculty to align services and resources.

Q & A

Library Services Leadership

Dr. Jesus H. Campos,

Dean of Library and Learning Support Services

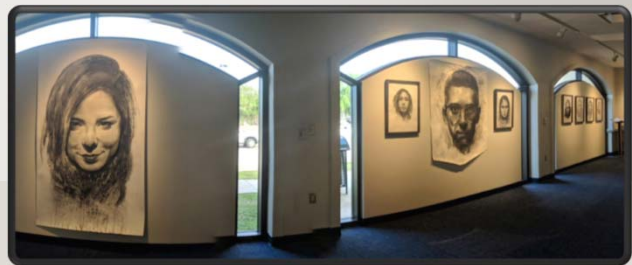
jhcampos@southtexascollege.edu

Lisa Walters, Associate Dean of Library Services

lwalters@southtexascollege.edu

Dr. Lelia Salinas, Director of Learning Commons and Open Labs

lsalinasl@southtexascollege.edu



Mid-Valley Library Art Gallery Exhibit, Summer 2018

Presentation on the South Texas College – College Connections’ Jaguar Pride: Making Exceptional Connections

Dr. Larry Barroso, Director of College Connections, will present College Connections’ Jaguar Pride: Making Exceptional Connections.

The College Connections team manages recruitment and outreach activities that include:

- Graduating dual credit students who seek to continue higher education at STC;
- First time in college (FTIC) students looking for higher education or workforce training;
- Non-traditional students, such as returning students, or working adults seeking training in new fields.

The strategies of the College Connections team align with the College’s focus on developing a culture within our communities that values going to college and successfully attaining a credential. This is also in line with the state-wide TX60x30, which seeks to have 60% of young adults in Texas holding a higher education credential by the year 2030.

College Connections is central in the establishment of enrollment strategies, and the recruitment efforts that support those strategies. This includes working with families, rather than strictly with prospective students, to develop an understanding of the incredible value of higher education and the opportunities provided by college credentials.

Dr. Barroso will review the research that supports the value of early college connections in enrollment strategies, and the impact of these strategies on actual enrollment.

Finally, Dr. Barroso will highlight events throughout the district and with various audiences, promoting a College going culture in Hidalgo and Starr Counties.

This presentation is provided for the Committee’s review and feedback to administration, and no action is requested.



COLLEGE CONNECTIONS' JAGUAR PRIDE: MAKING EXCEPTIONAL CONNECTIONS

2018-2019

COLLEGE CONNECTIONS

- **Manage recruitment and outreach events**
- **Develop enrollment initiatives to increase enrollment, transition and matriculation of FTIC & non-traditional students**
- **Build a college-going and college-completion culture**
- **Establish and develop enrollment strategies, deliverables and publications, for recruitment and building a college-going culture**
- **Increase family awareness of higher education and financial literacy**



THE RESEARCH

- **Campus Tours are a key factor in college selection**
- **The family influences students college choice**
- **Understanding higher education = institutional fit**
- **A college-going culture provides students with college information**



BUILDING CONNECTIONS

- **Be aware of the student life-cycle**
- **Be mindful of generational differences**
- **Create purposeful events**
- **Provide meaningful transactions**
- **Offer an experience**
- **Impact enrollment**





PRE-K - 8



HIGH SCHOOL





OUR COMMUNITY



EVENTS WITH PURPOSE



COLLEGE BOUND ELEMENTARY



JUNIOR JAGUAR LEADERSHIP CONFERENCE



300+ AMBASSADORS COMMISSIONED





2019 - 8371
2018 - 7162
2017 - 5526

VISITORS WHO TOURED A CAMPUS



2018-2019 CAMPUS TOURS

Campus	# Tours	# Visitors
Pecan	49	3845
Mid-Valley	34	1723
Starr	29	1394
NAH	22	756
Tech	19	653
Total	153	8371





#STCCAMPUSEXPERIENCE

RECRUITMENT

- Targeted messaging
- Parental engagement
- Dual matriculation and transition
- Apply Texas, FAFSA & Registration
- Students recruiting students
- Community engagement
- #STCNewJaguar





200+ RECRUITMENT EVENTS



Registration Events	# Attended	# Enrolled	% Enrolled
68	2332	1910	81.90%





**“I’M A NEW
#STCNEWJAGUAR”**



JAGUAR PRIDE





STUDENT AMBASSADOR PROGRAM



GO JAGUARS!!!

