Wharton County Junior College

Academic Affairs Council Meeting Minutes

Item	Description
Date	March 21, 2018
Time	2:00 -3:30 p.m.
Location	Library Sympodium Classroom

1.   Attendees

Role	Name
Chair	Leigh Ann Collins
Minute Taker	Trish Chandler
Attendees	Alice Atkins, Michele Betancourt, Kwei-Feng Hsu, Cindy Kocian, Sara Fira, Kevin Dees, Carol Derkowski, David Kucera, Patrick Ralls, Amanda Shelton, Kelley Whitley, Tim Guin, Tracy Emmons, Phyllis Appling, Tara Zekavat
Absent:	Natalie Stavinoha, Megan Wilcox
Guests:	

2.   Agenda

	Description
1.	Welcome (Lac) • SACSCOC & QEP • Student Success Council (SSC) • Texas Pathways • Vocational Instruction Dean Position • Johnson Addition & Renovation • Academic Plan & Master Plan
2.	Adult Education and Literacy (Tara Zekavat) • GED/ESL • Integrated Education & Training Program
3.	College Readiness (Phyllis Appling)
4.	Continuing Education (Alice Atkins)
5.	Dean of Vocational Instruction (NA)
6.	Distance Education (Michele Betancourt)

7.	GPS Campus Coordinator (Sara Fira) • HB 1583 Block Scheduling • Academic Maps
8.	Library (Kwei-Feng Hsu)
9.	Instructional Assessment & QEP (Tracy Emmons) • EAB Software
10.	Instructional Retention, Dual Credit, & University Transfer (Natalie Stavinoha) • Dual Credit Enrollment Spring 2018 • Vocational Dual Credit
11.	Senior Citizens (Megan Wilcox) • Handouts
12.	Vocational Support (Cindy Kocian)
13.	Division Chairs (Meeting to follow) • Highlights
14.	Other

3.   Information and Action Items

	Description
1.	Lac presented on update on SACSCOC & QEP (handout of QEP goals attached), Student Success Council (handout of advising goals attached), Texas Pathways (handout of action plan #1 and #3 attached), the Vocational Instruction Dean vacant position, the Johnson building addition and renovation, and progress on the academic plan/master plan. The SACSCOC Compliance Certification (off-site review) was submitted prior to the March 1st deadline. The on-site review occurs October 16-18, 2018. The QEP report is due by September 1, 2018 and will be reviewed by the on-site visiting team. The QEP must include broad-based involvement of the college community, identification of key issues emerging from institutional data (ties to the strategic planning process conducted in 2015), demonstration of capability to implement and sustain the plan, as well as development of goals and assessment processes. Lac provided a handout of the three Goals & Activities to Create an Intensive Academic Advising Model. The goals resulted from the advising consultant's report completed spring 2017. A few of the activities were mentioned. FTIC students will be assigned to a professional academic advisor in fall 2019. Vocational students will be assigned to a vocational faculty pathway coach in fall 2018. Vocational faculty coach training begins spring 2018. Once the FTIC student completes 30 college-level credit hours, the student will transition from the assigned professional academic advisor to the faculty pathway coach. In the academic plan, Rickes Associates identified assignable square footage (ASF)

	as interior room space (excludes hallways, restrooms, etc.). The ASF utilization target for a general purpose classroom should be scheduled 67% of the scheduling window and 67% of the seats should be filled. For specialized instructional space (labs, studios), the ASF of the rooms should be scheduled 50% of the scheduling window and 80% fill rate. The ASF per seat is about 20-25 square feet per seat for a general purpose room and 30-35 square feet for collaborative leaning instruction. Per Rickes, the Wharton campus needs to optimize its scheduling and redistribute capacity as we have an opportunity to redefine space for new pedagogical use. For the Sugar Land campus, we need additional ASF for specialized instruction and general purpose classrooms; some of the classrooms are crowded per the ASF seat rule; BIOL and Reading labs are over scheduled and need expansion; some labs are under scheduled thus could be scheduled for other courses to meet need; and realignment of schedules for the three instructional computer labs could provide opportunity for student use of open computer lab time. At the Richmond campus, we need student support space for dining, library/study space, and facilities support (storage); classrooms are overcrowded; some labs are insufficient. At the Bay City campus, some classrooms are overcrowded; sufficient office space exists; storage is lacking in shared space; and student gathering space is lacking. As the master plan is revised, more information will be shared regarding the academic plan.
2.	Tara Zekavat provided a handout (attached) with information on the Adult Education and Literacy (AEL) programs. AEL requirements are set by the Texas Workforce Commission through Houston Galveston Area Council (HGAC). Services and programs offered by AEL include Preparation for High School Equivalency (HSE); English as a Second Language (ESL); Transitions to College; Workforce Preparation and Workplace Activities; Integrated Education and Training (IET); Integrated English Literacy and Civics Education (IET EI Civics); and Family Literacy Activities. These programs are offered in several counties, Austin, Colorado, Fort Bend, Matagorda, Waller, and Wharton. To date, the program enrolled 960 of the 980 student target. To date, the program enrolled 62 of the 80 student target in various IET programs. AEL students may enroll in CE mirror classes or CE classes/programs to receive workforce training. And the program is working with the College Readiness English/Writing and Math programs to support the requirements of HB 2223. Thus, students who received a high school equivalency (HSE) but score low on the TSI may enroll in AEL classes to improve basic skills.
3.	Phyllis Appling presented information on HB 2223 compliance for College Readiness Reading and Writing (handout attached). Co-requisite classes (College Readiness class paired with an entry-level college-level course) are scheduled fall 2018 at the Wharton, Richmond, and Sugar Land campuses. Kelley Whitley discussed plans for co-requisite courses with math. Math faculty will pilot math labs as co-requisite support for college-level math courses. To achieve 25% co-requisite classes for College Readiness Math students, the department must add enough seats in Algebra for another 200 students.

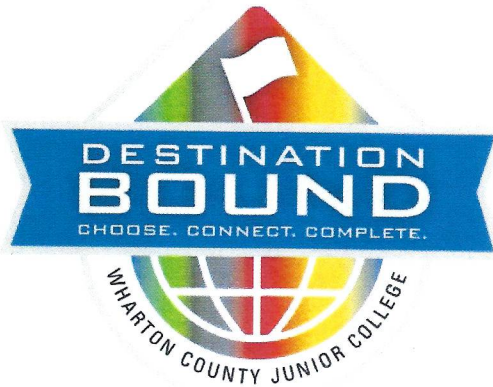|	
	Incorporation of math labs will ease the challenge of scheduling classrooms and allow use of math software for student support. For HB 5 (high school college prep course), Phyllis will host a meeting/luncheon for instructors from WCJC's partnering high schools (Rice Consolidated, Ganado, Wharton, El Campo, Bay City, Tidehaven, and Brazos). Discussion is underway to change the process to determine student success in the college prep course. Presently, WCJC faculty grade all final exams and essays. If students attain the minimum score, they receive eligibility to enter college-level courses up to two years after completion of the prep course. Faculty is discussing omitting the final exam and having students retake the TSI to prove eligibility. The advantage of this method eliminates the expiration period and allows transferability of the score to any college.
4.	Alice Atkins provided a handout on the Continuing Education Department's grants, corporate and workforce training initiatives, CE medical programs, pathways with AEL, Kid's College, and other CE classes and programs. CE partnered with EDP in a Skills Development Fund Grant to train 46 employees; the grant award is over $383,000. CE received Skills for Small Business grants and a Natural Disaster Grant related to Hurricane Harvey. Workforce training initiatives include the Fort Bend County Sheriff's Office, Tenaris, and EMS training for various companies such as LyondellBasell. CE medical programs include Certified Nurse Assistant, Medical Assistant, Medical Office Specialist, Phlebotomy, and Pharmacy Technician. The department continues to struggle to hire instructors qualified to teach the various medical programs. In partnering with AEL, CE offers several mirror courses; 62 students are involved in pathway courses. Additional instructional programs will offer mirror courses in fall 2018. For the 29th year of Kid's College (KC), the program hired 85 part-time employees to date. Registration started and KC location moved to Sartartia Middle School. With this move, the facility provides space for four additional computer classes, tennis, volleyball, and additional basketball classes.
5.	Michele Betancourt presented information summarizing major projects underway. Three to four master course developments or redevelopments are planned for FY19. Master courses meet higher standards with more detailed information so faculty can customize the master course. With the Integrated Learning Platform (ILP), the bridge between Blackboard and Banner, some processes will change such as merge requests. Faculty must know CRNs of courses since naming conventions will change. DE requests proposals for fall 2018 professional development sessions. Survey

	feedback indicated some faculty request discipline-specific sessions.
	Use of Respondus Monitor to maintain academic integrity is underway. In FY17, faculty voluntarily used Respondus on 385 exams. Between September and mid-March, 15, 605 exams have been given using Respondus.
	Online Course Evaluation and Accessibility Compliance measures are ongoing. By August 2018, all instructors will have had at least one course reviewed to reflect best practice for course design. With the addition of a full-time Media Support Specialist, by August 2022, all courses will have been reviewed and updated to meet accessibility standards. Course reports have been revised to clearly note mandatory revisions and suggested revisions.
6.	Sara Fira reported the completion of academic maps for all programs. The new maps will be published on the web. HB 1583 requiring block schedules is complete with information published on the web. More programs will develop block schedules next year.
7.	Kwei-Feng Hsu provided a handout summarizing some of the library services and activities. During the first ten weeks of 2018 spring semester, forty-three sessions of library orientation were provided to 978 students via face-to-face or online sessions. 274 students used the four new study rooms in the past six months. Library staff provided reports for two vocational program accreditation assessments. The online student survey will open April 20 through May 4; faculty will be asked to encourage students to participate. Feedback is used to enhance library services.
8.	Tracy Emmons presented an update on the QEP and the bid for student support software. EAB software will be recommended for purchase at the March 26th Board of Trustee meeting. QEP members will provide an information table at the Employee Banquet scheduled April 19th. The goals of the QEP include Choose, Connect, Complete. The draft QEP is due to Executive Cabinet on April 2nd. Once approved, the QEP Implementation Team begins.
9.	Prior to the meeting, Natalie Stavinoha emailed an update on dual credit and tutoring services. She had a schedule conflict for this meeting. WCJC enrolled 716 dual credit students in spring 2018 and this is the same number of students enrolled in spring 2017. LCISD elected to drop WCJC for dual credit courses effective fall 2018; however, Natalie is working with LCISD to develop vocational dual credit courses. Some vocational program options for dual credit include Process Technology, Cosmetology, Health Information Technology, Emergency Medical Services, Paralegal Studies, Engineering Design, and Automotive Technology.
	Wharton, Sugar Land, and Richmond campuses now have writing and math tutors hired. We experienced a significant increase in the number of students utilizing online tutoring through Smarthinking. In fall 2017, 909 students utilized tutoring services (face-to-face and online combined) for 2917 total visits and 2494 total hours. To date for spring 2018, 648 students utilized tutoring services (face-to-face and online combined) for 1607 total visits and 1338 total hours.
10.	Megan Wilcox provided handouts on the Senior Citizen program prior to the meeting due to a scheduling conflict with an audit. The program offers services in

	Wharton and Colorado counties. Some previous program participants moved permanently out of county since Hurricane Harvey and a few passed away. In Wharton County for February 2018, congregate participants totaled 61 (down by five from February 2017); homebound participants totaled 48 (down by eight from February 2017); 705 congregate meals were served (up 37 from February 2017); and 1027 homebound meals were served (up 26 from February 2017). Numbers for Colorado County are included in the handout. New or recent activities include workout sessions twice per week, monthly birthday parties, health fair, Harvey Relief Seminar, bingo, holiday parties, and blood pressure screenings. Upcoming events include meal fundraisers.
11.	Cindy Kocian presented information on Perkins grant, Houston Live Stock & Rodeo Scholarships, TWC Certified Training Provider, and Community College Petroleum Institute (CCPI). The Perkins grant provided funds for childcare and transportation assistance for 73 technical students. Funds were also provided to purchase simulation software for the Process Technology program, materials and supplies for HVAC, marketing for technical programs, funds for faculty professional development, and salaries.
12.	The meeting ended at 3:30 PM with the division chair meeting immediately following.

4.   Adjournment

Time:	3:30 p.m.	
Signature of Chair	*Leigh Ann Collins*	**Date:** 3/28/18

QEP Update:

Goals of QEP:

- **Choosing a Major Pathway through Career Assessment and Exploration**
  - **WCJC will:** Integrate career assessment and exploration resources into college front door processes.
  - **Students will:** Apply knowledge from multiple resources, including labor market data and assessment of personal interests and skills, when choosing a major pathway.

    Actions:
      - ➢ Career exploration data is included in processes from recruitment through registration.
      - ➢ Provide college wide professional development to ensure wide-spread knowledge of the importance of career exploration and available resource for reference.

- **Connecting Students to the college through utilization of appropriate college services**
  - **WCJC will:** Implement a multi-functional technology platform which proactively connects students, faculty, and staff.
  - **Students will:** Utilize appropriate college services and resources to successfully complete educational and career goals.

    Actions:
      - ➢ Appropriate employees will participate in contextualized training to utilize all functions of the new technology.
      - ➢ Develop consistent communication with students through the technology platform to connect them with available college services and resources.

> Students will utilize college services and resources.

- **Completing a Major Pathway: Graduate and Transfer**
  - ○ **WCJC will**: Institute processes to support student completion.
  - ○ **Students will**: Set academic goals and engage in tracking their own progress to achieve these goals.

    Actions:
    - ➢ All FTIC students will be assigned a professional advisor.
    - ➢ FTIC students on academic pathway receive professional advising up to 30 SCH after which they will be assigned a faculty pathway coach.
    - ➢ FTIC students on a vocational pathway will be assigned a vocational pathway coach.
    - ➢ Selected faculty will participate in professional development to become a faculty pathway coach.
    - ➢ Students will utilize technology to monitor progress toward achieving their academic goal.

Wharton County Junior College

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Goals and Activities to Create a Proactive Academic Advising Model
May 2017 approved by Student Success Council
June 2017 approved by President McCrohan
Summer 2017 and January 2018 revision approved by SSC

Goal 1: Develop a Shared Model of Proactive Advising

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENATION DATE	COMPLETION TARGET DATE
1. Students placed and remain on a major pathway	1.1 Students assigned advisor 1. Assign FTIC academic students a professional advisor up to 30 SCH 2. Students in workforce programs are assigned faculty advisor/mentor 3. Select and train faculty mentors/coaches 4. Students completing 30 SCH assigned to faculty mentor/coaches	Fall-to-fall retention increases 3% over fall 2017 baseline	Susan Denman, Advising Task Force	Fall 2019 Fall 2018 (train spring 2018; pilot summer 2018) Spring 2018 (vocational only) Fall 2020	Fall 2021 (first cohort completes)

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENATION DATE	COMPLETION TARGET DATE
	1.2 Develop process for contact points 1. NSO/primary advising, 3rd week series, midterm/freshman follow up, prior to registration for next term 2. Mandate freshman follow up	Fall-to-spring retention increases 2% over fall 2017 baseline Number of FT FTIC students earning 12-15 SCH at end of first semester increases 2%	Susan Denman, Advising Task Force	Fall 2018 Fall 2019	Summer 2020 (cohort completes 1st two terms)
	1.3 Develop process for mandatory advising of students on probation & suspension	Fall-to-spring decrease in number of students on probation moving to suspension over baseline fall 2016	Natalie Stavinoha, Early Interventions Task Force	Spring 2018	Summer 2021 (first cohort completes)

Goal 2: Utilize Technology to Support Proactive Advising

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENATION DATE	COMPLETION TARGET DATE
2. Students receive a clear pathway in order to complete more quickly and efficiently	2.1 Students have automated access to major pathway (cloud based) 1. Technology must offer student degree planning functionality 2. Provide course scheduling data for VPI 3. Provide student case management support (tracking, communication, notes) 4. Automated early alert features (early risk detection & alerts, automated intervention strategies)	Fall 2019 FTIC cohort's 2-yr graduation rate will increase compared to Fall 2015 FTIC cohort's 2-yr graduation rate	Lac, Pam Youngblood, Student Success Council	Fall 2018 Fall 2018 Fall 2018 Fall 2018	Summer 2021 (first cohort completes)

Goal 3: Improve Student Access to Advising Services

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENATION DATE	COMPLETION TARGET DATE
3. Student advising experience is enhanced	3.1 Student access to advising meets F2F and online student needs 1. Increase online advising services 2. Extend F2F advising hours beyond 8-5 PM 3. Add advising positions to maintain 1:300 student-to-advisor ratio (need # positions and timeline) 4. Develop a plan to place student advising, registration, & financial aid services in close proximity on the Wharton campus	By summer 2020, students utilizing advising services will increase compared to 2016 SENSE and CCSSE baseline	Susan Denman, Advising Task Force Executive Cabinet	Fall 2017 Fall 2019 Fall 2019 Fall 2019	Summer 2021 (first cohort completes)

Wharton County Junior College

Progress Report on 2016 Pathways Action Plan #1

3-21-18 Updated by VPI

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
1. Weave pathways into other initiatives (QEP, Major Restrictions, GPS, SSC, Strategic Plan)	Students understand the importance of pathways	Incorporate into QEP; Add more data review in SSC mtgs; Ensure major restrictions include pathways; Fold pathways into Strategic Plan	Executive Cab. SSC Division Chair DH/PD	Fall 2016	Dec. 2017

Follow Up:
• 5-25-17: Pathways woven into QEP, Major Restrictions, SSC, GPS,
   o Task accomplished and on-going
• 9-7-17: QEP Team drafting QEP report summer 2017 and pathways is major component
   o QEP goals focus on Choose, Connect, Complete
• 10-30-17: SSC, Houston GPS, and QEP Planning Team recommend EAB software to support students choosing the correct pathway, staying on their pathway, and timely completion to graduation or transfer
• 3-21-18: QEP draft report due to Executive Cabinet April 2, 2018; QEP includes pathways goals—Choose, Connect, Complete; proposal to purchase student support software to the Board of Trustees at its March27, 2018 meeting.					

2. Engage stakeholders	Students are placed on pathway for success	Package data; Develop communication plan;	Pathways Team Marketing Dept via president	Nov. 2016	May 2017

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
		Kick off at spring Convocation; Expand membership of Pathways Team (add faculty & advisors); TF report through SSC			

Follow Up:

- 5-25-17: Pathways data presented to SSC fall 2016 (Lac, Tessa); presented Spring Convocation Mtg with Dept Heads & Division Chairs (Lac);
  - Kick off and data presentation Friday Convocation spring 2017 college-wide (Ellis)
  - Communication plan tied to QEP, planned fall 2017
  - Membership expansion planned fall 2017 with committee assignments
- 9-7-17: Fall committee assignments posted prior to start of fall term; Lac to schedule meeting in October
- 10-30-17: Task Force assigned but has not met; Lac to follow up and appoint a chair after attending the November Pathways Institute in San Antonio
- 3-21-18: Lac assigned new Pathways committee chair to activate the committee; new Programs webpages created to promote revised academic maps (promoting pathways & metamajors); presentation to faculty during Spring Convocation Tuesday Professional Development (2 sessions) and to staff March 2, 2018 via 6 presentations on 3 campuses

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
3. Hire an advising consultant	Student advising experience is improved; Students assigned advis entire time at college; Student engagement with academic advisors	Research for consultants; Allocate budget; Engage Dir. of Advising & task force in process;	Executive Cabinet VPSS Director of Counseling and Advising	Spring 2017	Spring 2018

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
	& faculty advis. improves to ensure students remain on pathway	Implement best practices from consultant	Advising Task Force Faculty		

Follow Up:

- 5-25-17: Consultant report completed March 31, 2017 & posted Intranet May 2017 with SSC minutes; SSC prioritized tasks May 2017; 3 goals & strategies presented to Executive Cabinet June 2017
  - Task accomplished and work on-going
- 9-7-17: President approved 3 goals with revision of last activity (identify # advisors needed to maintain 1:300 advisor-to-student ratio) in July 2017
  - Activities In progress
- 10-30-17: Denman provides progress updates during SSC meetings; activities in progress; Lac informed Executive Cabinet of need to add advising positions as advising plan is implemented and all FTIC assigned to academic advisor
- 3-21-18: Proactive Advising Goals incorporated with QEP goals/activities; planning underway to implement faculty pathway coaches; planning underway to train vocational faculty coaches

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
4. Develop mid-level leaders	Through leadership guidance, students will receive "one touch" personal interactions with employees to help them stay on their pathway	VPs identify potential leaders; Hire leadership consultant; Research other leadership academies for guidelines; Draft plan of development; Implement plan	Executive Cabinet; Pathways Team Deans/Directors who supervise areas	Spring 2017 Spring 2017 Spring 2017 Fall 2017	Fall 2018

Follow Up:

- 5-25-17: Hired Ellis consultant on leadership training; begins fall 2017; IP selecting participants by June 30, 2017

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PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
		o In-progress			

- 9-7-17: Mid-level leadership training begins 9-20-17; team of 25 selected
- 10-30-17: Mid-level leadership training in progress; comments to date are very positive about utility of training
- 3-21-18: Mid-level leadership training continues through spring 2018; positive comments from participants; Executive Cabinet discussion in progress on future training sessions

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
5. Create preferred course pathways	Students receive a clear pathway in order to complete faster	Data reviewed to support need for preferred courses; Division chairs create process to select preferred courses; PD/DH meet with faculty to select courses; Advisors & FC involved	VPI, DVI Division Chairs PD/DH Advisors, Faculty Council	Spring 2017	Fall 2019

- 5-25-17: GPS work group led by Shelton develops Metamajors; redesigns Program webpage yet awaiting IT support to post on OU Campus; Shelton revises format of Academic Maps & presents to Division Chairs May 2017; new format to be used on dept web pages, future catalog, and Programs web page
    - o In-progress
- 9-7-17: Revised Programs webpage posted August 2017; further revisions needed and underway
- 10-30-17: Web page revisions underway to be more student friendly; Division Chairs agreed on uniform content per department web page with the allowance of additional content for program customization; acquisition of technology needed to support student selection of major pathway and keep them on the correct pathway; EAB software under review by the president
- 3-21-18: Programs webpages revised and published March 2018 to display metamajors, improve student-friendly format, and publish current academic maps

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
6. Group advising by major pathway	Students placed and continue on a successful pathway	Research best practices on how to group or cluster majors; Obtain buy-in from stakeholders to develop group advising model; Develop plan to implement group advising	Pathway Team; Division Chairs; DH/PD; Advisors	Summer 2017 (research)	Fall 2018 pilot for spring 2019 registration

- 5-25-17: Using advising consultant report, proactive advising model under development via SSC May 2017; Advising Task Force to begin activities summer 2017
    - Ties well with QEP
    - In-progress
- 9-7-17: Part of Advising Goals and Timeline; In progress
- 10-30-17: Proactive Advising Goals underway via Advising Task Force who reports to SSC
- 3-21-18: Advising Task Force updated Proactive Advising Goals timeline; planning in progress for faculty pathways coaches

TEXAS SUCCESS CENTER

Short-Term Action Plan
Pathways Institute #3
Cadre 2
Pathway Design II: Pathways to Transfer and Employment

Institution Name: Wharton County Junior College

Part III: Strategies for Closing the Gaps that Still Exist
Our 60×30TX Plan

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #3 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL

Instructions: Based on the advance work and the gaps identified in team session #2, identify concrete action steps, create a timeline for moving forward, and identify responsible parties to take the next steps in implementation. This planning should be started in team session #3 and completed with stakeholders at your institution. **Once you complete the exercise with your broader pathways team at your institution, submit to Raquel Garza by December 8, 2017**

Action Steps	Timeline	Responsible Parties	Anticipated Challenges

1. Improve communication across the institution to eliminate silos (present institutional data and provide brief overview from major committees/initiatives)
 	
   a. QEP Presentation
   b. Pathways, GPS, Proactive Advising
   c. Facilities (new, renovations video tour)
   d. Security Updates
	• January Convocation 2018 (Tuesday for Faculty; Friday for most employees)
	• March TCCTA for Staff
	
	a. 1-9-18; 3-2-18
	b. 1-9-18
	c. 1-12-18; 3-2-18 (TCCTA day for staff)
	d. 1-12-18; 3-2-18 (TCCTA day for staff)
		• LAC (faculty prof. dev.)
		• Bryce (staff development)
		• Betty (inform about TCCTA staff meeting; create video tour)
		
		a. Tracy Emmons
		b. Natalie, Sara Fira, Denman
		c. Betty McCrohan
		d. Danny Terronez
			• Short timeline at a busy time (end of year and SACSCOC)
			• Available room at SL Campus for Tuesday Faculty Prof Development lunch (Plan A)
			• Plan B—schedule prof development sessions with limited seating

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Institution Name: Wharton County Junior College

2. Align AA degree curricula to ↑ core complete & degree completion prior to transfer
   ○ Evaluate & revise core curriculum
   ○ Review Business transfer data to ensure proper alignment to univer. as case study
   ○ Research liberal arts science requirements at top 5 univ.
   ○ Discuss with division chairs
   ○ Discuss with SSC
   ○ Discuss with Faculty Council
   ○ Research AA Programs of Study for alignment to top 5 universities
 	
   ○ Add POS research to DH/DC Monday Convocation meeting
	• Complete fall 2019
	
	• Fall 2018
	• Jan. 25, 2018 CIR mtg & Feb CIR meeting
	
	• Jan. 25, 2018 CIR mtg.
	• Nov. 30, 2017
	• Nov. 29, 2017
	• Jan./Feb. meeting
	• Spring 2018; complete by August 2018
	
	• 1-8-18
		• VPI
		
		• CIR
		• Celine
		
		• Natalie
		
		• Lac, Kelley
		• Natalie
		• Rexford
		• Dept. Heads; Div. Chairs (Lac email to inform; attach Celine's template)
		• Lac
			• Faculty resistance to change
			• Limited time/personnel & dept. heads overloaded
			• Limited data on transfers
			• Lack IE staff

3. Identify students with "undecided" major from students noting general studies due to default (appropriate major not available such as fashion design) a. Lac ask OAR about Apply TX or other internal methods	• Fall 2018 • ASAP (complete via email 11-8-17)	• Academic dean take ownership of general studies degree • Lac	• No academic dean • Limited personnel • Others overloaded

Short-Term Action Plan
Pathways Institute #3
Cadre 2
Pathway Design II: Pathways to Transfer and Employment

Institution Name: Wharton County Junior College

Part IV: Reflections on Work Thus Far and Outlining Next Steps

TO BE INITIATED DURING COLLEGE TEAM STRATEGY SESSION #4 AND AUGMENTED WITH OTHER COLLEGE PERSONNEL

Instructions: Reflect on your institution's OVERALL work in conjunction with the two Pathways Institutes to date and answer the following questions. Complete the exercise with the broader pathways team at your institution and submit to Raquel Garza by December 8, 2017.

Reflection Questions	College Responses
What was your institution's vision for the pathways project when you were accepted into cadre 2 in 2016?	To improve college processes to focus on student success.
Outline your major pathways accomplishments over the last 12 months.	1. Created academic maps. 2. We updated web pages and are in the process of further revisions for department webpages to include Career Coach and uniform format of maps. 3. Hired an advising consultant and developed an action plan to implement intentional advising. 4. We will assign advisors as part of the advising plan. 5. Created mid-level leadership training. 6. Wove pathways into QEP, GPS, SSC, Strategic Planning. 7. Created a pathways committee.
What gaps still exist? Do you have a plan to address them?	1. We need to better align our AA curriculum for transfer. We developed action steps (see session # 3). 2. We are working on a plan for automation of our processes (EAB software).
What remaining challenges are most daunting?	1. Lack of sufficient number of personnel; current personnel are overloaded with tasks. 2. We need a continual communication from the top down in a timely manner (share institutional data, progress on initiatives).

Short-Term Action Plan
Pathways Institute #3
Cadre 2
Pathway Design II: Pathways to Transfer and Employment

Institution Name: Wharton County Junior College

Reflection Questions	College Responses
How have you celebrated your institution's short-term wins? With your pathways team? With the broader institutional stakeholders?	1. We have not celebrated; we recognize that it needs to happen from the top down and in a timely fashion.
REQUIRED: Please describe needed technical assistance and/or professional development to support the college's work on the connections to transfer institutions and employment.	1. Software to automate our processes (EAB plan) 2. Professional development needs: a. start with data sharing such as the importance of Pathways and relevant WCJC statistics related to pathways/completion. b. maintain easily accessible information on the top five transfer universities and majors. c. need a mechanism for department heads to share across disciplines related to transfer courses and scheduling needs.

The Adult Education and Literacy (AEL) report for the Academic Affairs Meeting 3-21-2018

The AEL program is offering the following services in PY 2017-2018:

- Preparation for High School Equivalency (HSE)
- English as a Second Language (ESL)
- Transitions to College
- Workforce Preparation and Workplace Activities
- Integrated Education and Training (IET)
- Integrated English Literacy and Civics Education (IET El Civics)
- Family Literacy Activities

Who can enroll in the AEL program?

- Adults who don't have a HSE
- Adults who have a HSE but score low in TSI or want to improve their basic skills
- Adults who want to improve English skills (Reading, Writing, Speaking, Listening)

Requirements: TX Picture ID, attending a 3-hour orientation, taking the AEL standard test (TABE or BEST)

Assigned counties to serve in 2017-2018 are: Austin, Colorado, Fort Bend, Matagorda, Waller, and Wharton. WCJC/AEL service area may change in the new program year starting July 1, 2018.

As of today, AEL has enrolled 960 students (Target is 980). The AEL is at 85% of enrollment target since 836 students have completed the required contact hours. The AEL program is offering summer intensive ESL and HSE courses to exceed the enrollment target by June 30, 2018.

As of now, there are 62 students co-enrolled in the AEL and college or CE courses (Integrated Education and Training, IET). The IET courses that AEL students are co-enrolled are:

- Business Office Technology
- Early Childhood
- Human Services
- Paralegal
- Process Technology
- Network Support Technician

CE Programs:

- CNA
- Office Administration
- Medical Assistant Training
- Medical Office Specialist
- Phlebotomy

The AEL program has paid the college almost $30,000 for the student tuition for the college courses and the CE programs.

The AEL program hired a full time Career Navigator to monitor the IET programs. This position identifies the potential college students, recruits for the IET programs, and helps students to enroll to the college and monitors their progress and attendance.

Future Plans:

- New student orientations in April 2018
- Intensive ESL and HSE courses in May-June 2018
- Recruiting for the following IET programs for fall 2018:

1) *Medical Assistant (MA)*

2) *Medical Office Specialist (MOS)*

3) *Phlebotomy*

4) *Certified Nurse Aide (CNA)*

5) *Business Office Technology*

6) *Health Information Technology*

7) *Automotive*

8) *Welding*

9) *Network Support Technician*

10) *Emergency Medical Technician*

11) *Early Childhood*

12) *Air Conditioning, Heating, Refrigeration and Electrical Technology (HVAC)*

Wharton County Junior College

13) *Paralegal Studies*

14) *Human Services*

15) *Law Enforcement*

16) *Manufacturing Technology*

17) *Process Technology*

Wharton County Junior College

College Readiness Update
March 21, 2018

1. Beginning Fall 2018

   WCJC will offer corequisite classes in Wharton, Richmond, and Sugar Land. (Corequisite or mainstreaming is an instructional strategy whereby students are co-enrolled in a developmental education course and an entry-level freshman course.)

   Each campus will offer course pairings according to the following TSIA Reading and Writing placement scores:

READING

MC 342 – 350 and Credit in Writing

NCBI/INRW 0307 with PSYC 2301 – Pilot - Fall 2018

(Appling/Hutchinson – Wharton)

NCBI-W 0300 with ENGL 1301

WRITING

MC of 340 or> and Essay Score of 3

And credit in Reading

NCBI-W 0300 with English 1301

2. WCJC's HB5 Team will host a meeting /luncheon for instructors from our partnering high schools on April 12, 2018. High Schools participating in the HB5 program include Rice, Ganado, Wharton, El Campo, Bay City, Tidehaven, and Brazos.

The college readiness committee met this semester to discuss plans for moving forward.

- Developmental writing and math do not anticipate any obstacles in reaching the state mandated goal of offering 25% of developmental writing and math sections in a co-requisite model.
    - The English and Math departments are exploring all options with regards to scheduling, however, it is important to keep in mind that staffing, room availability, and student enrollment can all impact plans.
- Developmental math and developmental writing are creating a new document that will be used by advisors to place developmental students in the best developmental course. Our plan is for that document to be used starting next fall.
- HB 5
    - Debbie Hammon will score all math assessments
    - Phyllis Appling and Cynthia Diener have agreed to score all writing assessments. A PPA needs to be created and approved for Cynthia Diener.
    - Patrick Ralls will discuss the possibility of using the TSI for post HB 5 assessment with VP Leenhouts and VP Collins. At this time, high school students who do not pass the TSI in their junior year at participating schools have the option to enroll in college prep course at their high school. The high school instructors are given our AMS for developmental writing and math along with textbooks. Once the students have completed the course they are assessed with the same assessments that are used in our developmental courses. If they pass the assessment they are college ready, at WCJC only, for 2 years. We believe that we should replace our assessment with the TSI. This is better for students because it makes them college ready at any institution. Additionally, it would be less time consuming for our faculty, and it would be consistent with what our developmental students are asked to do.
- The college readiness chair will schedule a meeting with VP Collins to discuss the MOUs for WCJC and ISD in the area. It is our understanding that they are expired at this time.
- Patrick Ralls will investigate what report will need to be filed with THECB regarding developmental studies at WCJC.

Wharton County Junior College

Alice Atkins
Director of Continuing Education

Academic Affairs CE Summary – March 21, 2018

Grants

- **Environmental Development Partners (EDP) Skills Development Fund Grant** – Our contract start date was January 15th and we have already begun training employees. We were awarded $383,615 by TWC to train 46 employees in 15,329 training hours. The training will consist mainly of water and wastewater operator training that is mandated by the Texas Commission on Environmental Quality (TCEQ) but will also involve computer classes, leadership training, basic business principles, traffic control training, and IT troubleshooting. These funds will be utilized by the Continuing Education Department to develop curriculum that will be used in the development of a Water and Wastewater Operator Licensure program that will be provided by the college.

- **Skills for Small Business (SSB)** - We have seen an increased interest in this program in recent months so with our current contract expiring in April 2018, we initiated a new contract with TWC that will provide funding through June 2019. This grant allows small businesses to send their employees to pre-scheduled CE courses for licensure or skill upgrade. Kalsi Engineering in Sugar Land has once again come back to us for training and is interested a basic Project Management course. We have also initiated a partnership with Shady Oaks Primary in Richmond to train a few of their teachers in specified topics.

- **Natural Disaster Grant-Hurricane Harvey** – CE was tasked with implementing a grant awarded by the Texas Workforce Commission (TWC) and the Department of Labor (DOL) to assist with Harvey related training. The college was awarded $190,204 to purchase supplies and equipment needed to provide fast-track training courses in Electrical, HVAC, and Welding that will allow the student to become employed in a field where they can assist with Harvey rebuild. Workforce Solutions will pay all tuition, fees, and supplies associated with these courses for individuals that were displaced or became unemployed due to Harvey. We are in the process of ordering materials and scheduling classes and are working diligently with the workforce offices to market the program.

Corporate and Workforce Training Initiatives

- **Fort Bend County Sheriff's Office** – We continue to provide computer, HVAC/Electrical, and welding training to inmates at the Fort Bend County Jail. We have made some changes in curriculum and program length so that we are able to run three workforce programs a year. The computer training runs on continuous schedule.

- **Tenaris** – We continue to provide training to Tenaris employees at the request of the company. Most of the training is now being provided at the Tenaris location but using WCJC instructors. However, in April we will be providing welding training utilizing the Bay City welding lab.
- **EMS Training** – In recent months we have seen an increase in the need for EMT and CPR training. Companies such as Tenaris, LyondellBasell, and the Richmond Police Department are **all requesting training in this area.**

CE Medical Programs

- **CNA** – For Fall 2017, we had 3 CNA classes complete in December. A total of 18 students completed the program and 10 scheduled to sit for their state exam. In this program 4 of the registered students we're AEL pathway students. In January 2018, our partnership class with Lamar Consolidated ISD began their clinical rotations; we have 18 students in two separate rotations. They will complete the clinical portion the first week of April. Upon completion the students will apply to sit for their state exam. In February 2018, we began 1 CNA class in Sugar Land at the WCJC campus. We have a total of 10 students registered students. Of the registered students 2 are AEL pathway students. Our main instructor submitted her notice that she would not be returning so we are down to one instructor. We are actively seeking more instructors for this program.
- **MA** – For our class that completed in September 2017, we've had 4 sit for NHA's CCMA (Certified Clinical Medical Assistant) exam and pass. We currently have 4 scheduled to sit for the exam on March 26, 2018 and 3 that have choose not to sit for the exam at this time. In November 2017, we started our next program with 10 students registered, 1 of these students is an AEL pathway student. The students have successfully completed the first 2 modules of the program and our in the 3rd module at this time.
- **MOS** – From July 2017, program all 3 of our students set for the NHA's CMAA (Certified Medical Administrative Assistant) exam and 2 passed. The 3rd student has decided to wait on retaking the exam at this time. We are still actively seeking more instructors for this program so that we can start the next one for our students and to help with the AEL pathways goal.
- **Phlebotomy** – At the end of October and November our July 2017, program students all completed (9 students) their clinical rotations. At this time 1 of those students has applied to sit for their state exam with ASCP. We hired a new instructor for the Richmond location in September and scheduled the first class to begin at the end of January. In January 2018, a Richmond program began with 10 students registered. This class will finish their lecture portion in the middle of April and then begin clinical. In February 2018, an El Campo program began with 10 students registered, 2 of these students are AEL pathway students. This class will finish their lecture portion in May and then begin clinical. The two class starting this year will be able to take advantage of the new option we added for our students to be able sit for the NHA's CPT (Phlebotomy Technician) exam on completion of the program. This is not a requirement but an

option since it is not required for Phlebotomist to have a state or national certification to practice in the state of Texas.

- **Pharmacy Technician** – We were finally able to hire a new instructor for the Pharmacy Technician program July 2017 and set a schedule for the next program to begin in January 2018. In January 2018, a program began in Sugar Land at the WCJC campus with 5 registered students. This program will run from January to September 2018 preparing the students to sit for the state exam. Students will have the option to register for the state exam through NHA.

We continue to have a lot of difficulty in finding instructors for our medical programs.

AEL Pathway

We continue to partner with AEL every semester to setup mirror classes through credit classes and continuing education classes/programs. For Fall 2017, we has 23 students enrolled in pathway classes. For those students we mirrored 5 classes and had 1 Continuing Education programs or classes. For Spring 2018, we has 39 students enrolled in pathway classes. For those students we mirrored 5 classes and had 4 Continuing Education programs or classes. We will begin working on Fall 2018 classes with the AEL department.

We are in the process of setting up spring 2018 mirror classes & CE programs for AEL students.

TCOLE Police Training Classes

We have begun working with the Police Academy on the offering for TCOLE training classes this summer and hope to have a schedule up by the end of April.

CPR – We are continuing to work with EMT on the schedule set to offer two classes a month, one in Wharton and one in Richmond. We will renew this partnership this summer for the 2018-2019 classes.

Office Administration – CE is offering an Office Administration program in Richmond that started in February. We are partnering with AEL and Tara is offering this course to her students. The final count was 17 students, 11 being AEL. The next section is scheduled to run at the Sugar Land campus from April, as of today, we already have 10 students enrolled, 6 of which are AEL.

We have partnered with the Computer Science department and Stephen Lyford has agreed to offer this to his students as a trial run and to get the word out. That workshop is scheduled for March 23, 2018. The workshop covers topics such as appropriate interview attire, resume/cover letter writing skills, tips and tricks for searching for a job, what to expect at an interview, etc. We currently have 7 students enrolled.

Dance Fitness

Members of the community requested a Dance Fitness course ran in Sugar Land. This six weeks course started in January and ended right before spring break. There were 9 students enrolled and positive feedback was recorded.

Kids' College 2018

It's our 29th year and 15th working with Fort Bend ISD for facility rental. The rental agreement includes the cost of space, utilities, and custodial services at the agreed amount of $ 81,896.00. This year we will be at a new location Sartartia Middle School located in the New Territory Subdivision. The change in school has allowed us to add back 4 computer classes (Computer Keyboarding, Computer Jungle K-1, and Computer Basics PowerPoint/Digital Story), tennis, volleyball and more basketball classes. Move-in day is set for Friday, June 8, 2018.

As of today we have 85 part-time employees and plan on hiring at least 5 more Transition Coordinators and 2 Instructors. Orientation dates has been set for Saturday, May 12th and Tuesday, May 15th.

Mail-in Registration has begun! This year with the collaboration with the Marketing Department we hit our goal to have the KC Catalog on our website and print copy to the printers before Spring Break. Our 50,000 catalogs have arrived and we're in the process of sorting to distribute catalogs to every elementary and middle school in Fort Bend ISD and Lamar CISD. We also distribute to the local libraries. This will be the last year that Fort Bend ISD will accept the catalogs. They have transitioned to a paperless system using the website peachjar.com. There is a cost for outside entities to use the website in order to distribute a flyer to each school and parents. Next year the estimated cost to use the system will be $3,000. This year the cost for the 50,000 catalogs was $6,981.12. No changes at Lamar CISD at this time will follow-up with Mike Rockwood, Executive Director of Community Relations.

Walk-in Registration will begin May 14, 2018 at the Sugar Land Campus, Brazos Hall A201.

Wharton County Junior College

Library Services Report – Spring Semester, 2018
(Academic Affairs Council Meeting, Wednesday, March 21, 2018)

(A) WCJC Library Instructional Activities: (January thru March 21, 2018)

    1. Library Orientation— **978 students** attended **43 sessions** including
- **Face-to-Face: 780** students of **36** sessions
- **Online: 198** students attending **7** sessions

Face-to-Face Orientation			
Location	Number of Class	Total Number of Students	Note
Bay City	1	18	WCJC librarian
Dual credit/High school	2	17	WCJC librarian
Richmond	3	71	WCJC librarian
Sugar Land	22	486	Academic liaisons
Wharton	8	188	WCJC librarian
Total	36	780	*Three MLS librarians

Online Orientation (Note: coordinated by library instructional specialist/computer lab coordinator)
198 students attended **7 sessions** including
- **General Tutorial:** 62 students/2 sessions
- **Citation Skills Tutorial :** 136 students/5 sessions

    2. Technology Mini-Sessions : 210 students attended including
- **In the library computer lab**
- Two Psychology 1300 classes: 45 students
- Two Geology 1402 classes: 22 students
- One ROAR Academy class: 15 students
- Individual from all classes: 38 students
- **Johnson Building** – Level 2 & 4 Associate Degree Nursing (ADN) classes for *OneNote* sessions: 40 students
- **Sugar Land Campus** – ADN classes *OneNote* software sessions: about 50 students

(B) Library Study Rooms Usage and Management: (September, 2017 thru March, 2018)
- 274 students used four study rooms (*19 students in three groups used the Sympodium classroom in 2017 fall semester)
- 119 onsite reservations and 24 online reservations

(C) Library Resources Reports:
- Self-assessment report – Health Information Technology program
- Accreditation report and site visit – Dental Hygiene program

(D) Library Services Student Online Survey-Biennial: will be delayed to Friday, April 20 thru May 4, 2018 because of a scheduled upgrade for the surveying software, *ClassClimate*.

Senior Citizen Program Report - Academic Affairs Meeting
March 21, 2018

i.   Participants

a.   Participation has increased in Colorado County and El Campo, but our homebound consumers in Wharton are still down (see chart below). We have a handful that moved permanently out of the county since Harvey, and we have 6 that have passed away recently.

b.   We need more homebound referrals for Wharton from doctor, nurse, Licensed Social Worker, etc. (see page 3 of attached referral form)

i.   Must be over 60 years old with limited/no driving ability

ii.   Most local doctors have our referral form on file

PARTICIPANTS	COLORADO COUNTY		WHARTON COUNTY	
	FEB 2017	FEB 2018	FEB 2017	FEB 2018
CONGREGATE	37	40 (+3)	56	61 (+5)
HOMEBOUND	30	34 (+4)	56	48 (-8)

MEALS SERVED	COLORADO COUNTY		WHARTON COUNTY	
	FEB 2017	FEB 2018	FEB 2017	FEB 2018
CONGREGATE	378	396 (+18)	668	705 (+37)
HOMEBOUND	628	662 (+34)	1001	1027 (+26)

ii.   Funding

a.   Current funding breakdown is shown below

b.   *Should* be starting new H-GAC budget late April/May

c.   Expect Commissioner's Court proposals late May/June

FY 2018 FUNDING	COLORADO COUNTY	WHARTON COUNTY
COMMISSIONER'S COURT (Jan – Dec)	$24,880	$98,000
FEDERAL RESOURCES (Feb – Jan)	$73,691	$105,222
TX DEPT OF AGRICULTURE (Oct – Sept)	$3,000	$4,160

iii. New Activity
   a. On 2/13 we started a workout session in both counties that is held every Tuesday and Thursday from 10:45-11:15 open to any of our congregate participants. It is performed while sitting and we alternate between Stretch (Tuesday) and Strength (Thursday) – see attached pictures
   b. We have a Human Services student completing her practicum by working with our program. She comes in twice a week to help with the workout program, deliver meals, assist with assessments, etc.
   c. The Colorado County Citizen (newspaper) did a half-page article on our program at the end of January to aid in boosting participation – we had 3 new referrals within 3 days of it running! (See Attached Article)
   d. Since January, we are holding a monthly birthday party at the Wharton Center to celebrate everyone who had a birthday that month

iv. Recent Events
   a. Senior Health Fair hosted by OakBend on February 23rd – good turn out!
   b. We co-hosted Harvey Relief Seminar on 12/6 with Angels Home Health
   c. Pilot Club generously hosted Wharton's Christmas Party and Bingo on 12/14, and even paid for our seniors' meals that day!
   d. El Campo center hosted an Ugly Christmas Sweater party (see attached pic of winners)
   e. Valentine's Day Party on 2/14 (see attached picture of our king and queen)
   f. Texas Home Health comes every 2 months to perform Blood Pressure Screenings/Vitals on Congregate Participants
   g. Local Nursing Homes and Senior Agencies host Bingo on monthly basis

v. Upcoming Events
   a. We will follow the college's Easter schedule and be closed March 29th and 30th. Consumers will receive 2 frozen meals on 3/28 to cover the 2 missed days.
   b. Meal Fundraisers TBD – Colorado's will be in April, Wharton's will be in June

Helen P, Cathy K, Debi F, Patricia B, and Albert K working out to new DVD

El Campo Ugly Christmas Sweater Winners
Marlene J, Ramona G, and Leola E

Wharton's Valentine's
Queen & King
Helen P and Allen K