



Wharton County Junior College

Academic Affairs Council

Item	Description
Date	October 31, 2017
Time	2:00 p.m. – 3:30 p.m.
Location	Library Symposium Classroom

1. Attendees

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

2. Agenda

	Description
1.	Welcome (Lac) <ul style="list-style-type: none"> • QEP • Vocational Instruction Dean Position • Johnson Addition & Renovation • Richmond Campus Tech Wing & Phase 2 Plan • Academic Plan & Master Plan
2.	Adult Education Literacy (Tara Zekavat) <ul style="list-style-type: none"> • GED/ESL • Integrated Education & Training Program
3.	College Readiness (Phyllis Appling)
4.	Continuing Education (Alice Atkins)
5.	Dean of Vocational Instruction (N/A)
6.	Distance Education (Michele Betancourt)
7.	GPS Campus Coordinator (Sara Fira) <ul style="list-style-type: none"> • HB 1583 Block Scheduling • EAB Software
8.	Library (Kwei-Feng Hsu)

9.	Instructional Assessment (Tracy Emmons)
10	Instructional Retention (Natalie Stavinoha) <ul style="list-style-type: none"> • Dual credit enrollment fall 2017
11.	Senior Citizens (Megan Wilcox)
12.	Vocational Support (Cindy Kocian)
13.	Division Chairs (Meeting to follow) <ul style="list-style-type: none"> • Highlights
14.	Other

3. Information and Action Items

	<u>Description</u>
1.	<p>Lac welcomed everyone and announced that Phyllis Appling has joined the group to represent College Readiness Reading and Writing. Kelley Whitley will represent College Readiness Math. Lac provided the following updates:</p> <ul style="list-style-type: none"> • QEP <ul style="list-style-type: none"> ○ The SACSCOC off-site compliance report is due March 2018; the on-site visit is scheduled October 16-18, 2018; the QEP report is due approximately 6 weeks prior to the on-site visit. ○ Key factors used with the QEP process: <ul style="list-style-type: none"> ▪ The selection of a topic, development, and proposed implementation plan requires broad-based involvement that was achieved through the strategic planning process and also by surveys and focus groups conducted by Dr. Ellis. ▪ The review of institutional data was used to identify key issues. ▪ The college must demonstrate the capability of initiating, implementing, and completing the QEP. ▪ The QEP Team drafted goals and a plan to assess SLOs; these goals have been approved by the Executive Cabinet. Tracy Emmons is communicating these goals and parts of the draft QEP with various college counsels and committees. Due to Hurricane Harvey, she was not able to present an update on the QEP during Convocation Friday. • SSC <ul style="list-style-type: none"> ○ Lac reviewed the Goals & Activities to Create a Proactive Advising Model approved by President McCrohan and SSC (see attached). The plan is to assign FTIC (first time in college) students to an advisor and as the FTIC cohort increases, we will need to hire more advisors. The plan also involves faculty coaches in the advising process. ○ The option for “Pay-As-You-Go” will be presented to Executive Cabinet to determine interest in considering the process. This process would replace our current “Purge” process and could save personnel time as well as banner system down time. “Pay-As-You-Go” is currently being used at Blinn and San Jacinto College where students

receive e-bills prior to payment deadline at pre-determined schedule dates. At payment deadline, students are automatically dropped for non-payment which opens seats for paying students. Additional discussion will occur before further research is conducted or a decision is made.

- HB 2223 allows students who meet specific criteria, such as testing at the minimally accepted level in developmental education, to be referred to AEL. HB 2223 also requires 25% of dev ed students to be placed in co-requisite courses and dev ed courses simultaneously by fall 2018. The percentages will increase to 50% by fall 2019 and 75% by fall 2020. TSI cut scores are being defined and discussion between disciplines to develop co-requisite courses and creative scheduling will be required.
- Texas Pathways
 - Lac provided an update on Pathways Action Plan (see attached). The goals were reviewed. The Pathways Task Force Committee will be activated to fulfill the goal of engaging stakeholders. Overall, good progress has been made at completing the goals.
 - President McCrohan, Lac, Celine Siewert, Gary Bonewald, Kelley Whitley, and Natalie Stavinoha will attend Texas Pathways Institute #3 in San Antonio next month.
- DVI
 - Megan Costanza has resigned her positions as the Dean of Vocational Instruction. The position has been posted and a hiring committee is in progress. Megan will be working part time for the president on grants.
- Johnson Building Addition & Renovations
 - The addition to the Johnson building is underway and is expected to be completed by May 2018. The nursing program and EMS will move into the new space once completed.
 - Renovation to the existing building will begin May 2018. Allied Health programs will need to relocate for the summer term. Renovations are scheduled to be completed by August 2018.
 - Funds have been donated by the Johnson Foundation and also by the Gulf Coast Foundation.
- Richmond Campus/Tech Wing
 - The renovations to the tech wing on the Richmond campus have been completed. Cosmetology and PTAC have occupied the space.
 - PTAC is still waiting on the skid due to a company buy-out. The new company has stricter requirements which have delayed delivery until mid-December.
 - 12 students are enrolled in the new cosmetology program. Plans are to add an evening cohort as enrollment grows.
 - The marketing department will run an advertising campaign to promote the PTAC and cosmetology programs.
 - Phase 2 of the Richmond campus renovations will be to add a student

	<p>pavilion, construction of an additional building, and renovations of the existing building. Fundraising is needed and will be led by President McCrohan.</p> <ul style="list-style-type: none"> • Academic Plan & Master Plan <ul style="list-style-type: none"> ○ Pending President McCrohan’s review and approval, the Master Plan will be presented to the Board of Trustees in November. ○ To address the need for a One-Stop-Shop, Rickes Associates & Abel Design suggested consolidating student support services in the Administration Building on the Wharton campus. This plan results in the loss of 6 general education classrooms and poses a concern. More discussion and data review is needed before plans will be developed.
<p>2.</p>	<p>Adult Education and Literacy (Tara Zekavat)</p> <ul style="list-style-type: none"> • Tara presented an update on the AEL program. A handout was distributed and reviewed (attached). <ul style="list-style-type: none"> ○ 2017-2018 HGAC contract was submitted and approved in October. ○ AEL services are provided in Austin, Colorado, Fort Bend, Matagorda, Waller and Wharton counties. Enrollment targets have been set by HGAC and the target requirements increased from last year in all 6 counties. ○ Currently, a total of 547 students are enrolled in all 6 counties. ○ AEL enrolled 26 students in Transitions courses in August and 23 students in Pathways/IET (Integrated Education & Training) courses in September. Once a student successfully completes 15 hours of Transitions courses, they are eligible for the Pathways/IET program. ○ The next Transitions program will begin November 2 with 100 potential students expected for both Transitions and Pathways/IET programs concurrently. ○ Plans for the spring semester include new student orientation in January and March; registering students in pathways courses; new partnership to service FBISD employees; expanding partnerships with Igloo Products, Corp; LCISD Nutrition Department; and United Way Greater Houston THRIVE program; and recruiting for 17 Pathways/IET programs.
<p>3.</p>	<p>College Readiness (Phyllis Appling)</p> <ul style="list-style-type: none"> • Patrick Ralls provided a handout and presented an update on College Readiness (attached). <ul style="list-style-type: none"> ○ The College Readiness department has been separated due to re-organization of the Math, Readiness, and Justice Division to the Math and Physical Sciences Division. College Readiness Math is now under the Math department and College Readiness Reading and Writing has been placed under the English department. ○ Robin Nealy resigned. Phyllis Appling accepted the assignment as coordinator of College Readiness Reading/Writing and the search for a coordinator for College Readiness Math is in progress. Patrick and Kelley Whitley agreed to serve as co-chairs for the College

	<p>Readiness Committee.</p> <ul style="list-style-type: none"> ○ With HB 2223, the Math and English departments anticipate meeting the requirement that 25% of dev ed students be placed in co-requisite courses and dev ed courses simultaneously by fall 2018. However, scheduling and curriculum changes may be needed. Meeting the requirements of 50% by fall 2019 and 75% by fall 2020 pose to be more challenging.
4.	<p>Continuing Education (Alice Atkins)</p> <ul style="list-style-type: none"> • Alice not present due to illness; summary report attached.
5.	<p>Dean of Vocational Instruction (N/A)</p>
6.	<p>Distance Education (Michele Betancourt)</p> <ul style="list-style-type: none"> • DE worked diligently over the past year to ensure online courses are evaluated for appropriate course design and accessibility compliance. By August 2018, all online instructors will have at least one course reviewed. By August 2022, <u>all</u> online courses will have been reviewed and updated to meet accessibility standards. • Blackboard (BB) is currently being transitioned to “Cloud” hosting through BB SAAS. The process is expected to be completed by January. BB SAAS has the ability for organizations, clubs, and committees to create a BB presence and to be able to communicate and post information through BB. Collaborate, an online web meeting tool similar to Skype or Go-To-Meeting, is also part of the BB SAAS package. Collaborate will give instructors the ability to have real time office hours via video and/or typing chats. Meetings can also be conducted online allowing participates to attend from personal office computers and HR is currently using Collaborate to enhance the hiring committee processes. • The new integration process, ILP (Integrated Learning Platform), is in place. This new process automatically pulls student information directly from banner into BB in real time. Some changes in the process and also in the look of BB will occur, but all functions are the same. • Call for proposals for spring 2018 Convocation Professional Development presenters have been sent out via email this morning. There are already four proposals. Michele asked to encourage staff and faculty to present. • Beginning this semester, all online sections (with the exception of MATH) are required to use Respondus Monitor to proctor at least one online exam. During FY 2016-2017, 20,385 exams were voluntarily proctored using Respondus Monitor and 5,999 exams have been proctored from September 2017 through October 2017.
7.	<p>GPS Campus Coordinator (Sara Fira)</p> <ul style="list-style-type: none"> • Sara reported that there is no new update on HB 1583 Block Scheduling. • Houston GPS Meta Majors meeting will be scheduled soon. • Academic Advising Committee will meet in December. • The Houston GPS will be presenting on the Houston Purpose First initiative at the CCA Annual Convening in New Orleans November 29-December 1. • EAB software was presented to Executive Cabinet. Questions from the VP’s

	<p>were sent to EAB for clarification and will be discussed at the next meeting. President McCrohan is in favor of purchasing the EAB software; however, unless the software is proven to be sole source, the bidding process will be required due to the cost.</p>
<p>8.</p>	<p>Library (Kwei-Feng Hsu)</p> <ul style="list-style-type: none"> • Kwei provided a handout and presented an update on Library Services (attached). <ul style="list-style-type: none"> ○ There has been a 40% increase in printing needs compared to this time last fall 2016 semester. ○ Due to network/server issues, the spring 2017 biennial library services faculty online survey was postponed. The survey is currently being administered via email link sent to all full-time and part-time faculty and will continue through November 17. Kwei asked to encourage faculty to participate. ○ The library study rooms are 90% complete. Reservations can be made through the library website. From the beginning of the fall semester, 56 students have utilized the rooms. ○ Complaints regarding the smell of food and noise coming from TRIO activities have been reported. An agreement has been met with TRIO regarding library facility rules. ○ During the fall 2017 semester in September and October, Library Services have conducted 33 Face-to-Face and ITV orientations classes and a total of 849 students have attended. 16 online orientation/tutorial classes have also been offered and 323 students have attended. 190 students have attended the Technology Mini Sessions which is provided in the library open computer lab on the Wharton campus. ○ Library staff has evaluated the test results from 2016-17 online orientations. There were a number of questions that were consistently answered incorrectly. Questions have been revised and the number of questions has been reduced from 12 to 10.
<p>9.</p>	<p>Instructional Assessment (Tracy Emmons)</p> <ul style="list-style-type: none"> • Program Management Plan (PMP) <ul style="list-style-type: none"> ○ PMP hearings for 19 programs will be held November 13-16. All PMP's are due to Tracy on November 1. ○ The PMP documents have been revised by the IAC (Instructional Assessment Committee) to be a more functional as well as holistic document for SACSCOC accreditation documentation. The committee developed an assessment tool to aid in determining strengths and weaknesses in the program plans. ○ An annual follow up report will be implemented for the PMPs presented this year. • Gen Ed Assessment <ul style="list-style-type: none"> ○ Core component, Critical Thinking, is being assessed for fall 2017. Rubric review sessions were offered on all three campuses and nine instructors attended.

	<ul style="list-style-type: none"> ○ Assessment is due to Tracy by December 1. ○ Tracy will draft the Texas Core Curriculum Report with input from the IAC. The draft is due to VP Collins on December 1 and the final report will be submitted to THECB in March 2018 which coincides with the date the SACSCOC compliance report is submitted ● QEP <ul style="list-style-type: none"> ○ President McCrohan has approved the QEP goals and outcomes and a brand has been selected. The QEP goals are: Choose, Connect, Complete. The QEP committee is now developing actions and timelines for each goal and learning outcomes. ○ Tracy has been attending various committee meetings to provide members updates on the progress and to gather feedback on the draft QEP. Based on feedback, the brand has been revised to include the college name. ○ The final draft of the QEP is due to Executive Cabinet before spring break. The final QEP document is due to the on-site committee six weeks before the on-site visit in October 2018.
10.	<p>Institutional Retention, Dual Credit, & University Transfer (Natalie Stavinoha)</p> <ul style="list-style-type: none"> ● There are 761 dual credit students enrolled for fall 2017. ● Dual credit agreements have been sent to the high schools. The agreement has been revised to include a statement that per SACSCOC, only 49% of an associate's degree can be offered on the high school campus. ● Several ISD's have shown interest in adding additional dual credit offerings, especially online sections. Discussion has occurred with Louise ISD to start dual credit offerings for TSI complete freshmen students. ● Natalie provided a handout and reviewed a new proposed process for registering dual credit students (attached). If approved, the new process will be implemented for spring 2018 registration. ● Natalie also explained a new process for high school senior dual credit students to transition to FTIC students by having those students update information in Apply Texas. ● Tutoring services for writing have been increased and evening and Saturday tutoring services for math have been added at the Sugar Land campus. Wharton campus now has two writing tutors which supports additional tutoring services. AEL students can utilize the tutoring services for specific assignments.
11.	<p>Senior Citizens (Megan Wilcox)</p> <ul style="list-style-type: none"> ● Participation in home delivered meals and transportation in both Colorado and Wharton counties has decreased due to Hurricane Harvey. Some seniors have moved away permanently and some are still displaced. ● "Hurricane boxes" were distributed in June and included 5 shelf stable meals in the event of a hurricane when meal delivery is unavailable. Suggestion to increase to 10 meals is being proposed to H-GAC to consider based on the outcome of Harvey. ● H-GAC budget for our program has been approved and for the fourth year in a row, the budget remained the same. The TDA application has been

	<p>submitted and the program should receive feedback in December.</p> <ul style="list-style-type: none"> • Recent Events <ul style="list-style-type: none"> ○ Cosmetology students judged the Halloween costume contest today. ○ Texas Home Health performs blood pressure screening/vitals on congregate participants every two months. ○ Local nursing homes and senior agencies regularly host Bingo. ○ Project Assistant w/Aging and Intergenerational Resources from TSU just completed a 6-week seminar presentation on “Matter of Balance”. ○ A Car-Fit Conference was held in May and assisted approximately 20 seniors in getting properly “fit” for their vehicle. ○ A group of seniors from El Campo came to Wharton to have a “42” domino tournament in June. • Upcoming Events <ul style="list-style-type: none"> ○ The 5th Annual 5K Stride & Stroll is scheduled for November 11, 2017. Megan encouraged teams to register. One team consists of 30 WCJC PTA students and 21 EMS students have committed to volunteering to work. ○ Angels Home Health will hold a half-day seminar for Harvey recovery assistance on the Wharton campus on December 6. ○ Pilot Club will hold their annual Christmas party on December 14.
12.	<p>Vocational Support Services (Cindy Kocian)</p> <ul style="list-style-type: none"> • Perkins grant received \$224,667. The funds are used to provide services for childcare and transportation costs for economically disadvantaged technical students who are receiving a PELL grant. Funds are also being used to provide materials and supplies including CTE marketing materials, job search handbooks, HVAC supplies and PTAC simulation software. • Perkins will be undergoing a re-organization due to Cindy Kocian’s retirement in December; she will transition from full-time to part-time employment.
13.	Division Chairs – N/A
14.	Other – N/A
15.	<u>NEXT MEETING:</u> TBA Spring 2018

4. Adjournment

Time:	3:40 p.m.	
Signature of Chair	<i>Lizbeth Ann Callina</i>	11-10-17



Wharton County Junior College
 911 Boling Highway • Wharton, Texas 77488 • (979) 532-4560

Goals and Activities to Create a Proactive Advising Model
 June 22, 2017 approved by Student Success Council
 December 2016 approved by President McCrohan

Goal 1: Develop a Shared Model of Proactive Advising

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENTATION 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 2018	Summer 2020 (first cohort completes)
				Fall 2018	
				Fall 2018/ Spring 2019	
				Fall 2019	

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENTATION DATE	COMPLETION TARGET DATE
	1.2 Develop process for contact points 1. NSO/primary advising, 3 rd week, 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	Summer 2019 (cohort completes 1 st 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 2020 (first cohort completes)

Goal 2: Utilize Technology to Support Proactive Advising

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENTATION DATE	COMPLETION TARGET DATE
2. Students receive a clear pathway in order to complete more quickly and efficiently	<p>2.1 Students have automated access to major pathway (cloud based)</p> <ol style="list-style-type: none"> 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) 	<p>Fall 2018 FTIC cohort's 2-yr graduation rate will increase compared to Fall 2015 FTIC cohort's 2-yr graduation rate</p>	Lac, Pam Youngblood, Student Success Council	<p>Fall 2018</p> <p>Fall 2018</p> <p>Fall 2018</p> <p>Fall 2018</p>	<p>Summer 2020 (first cohort completes)</p>

Goal 3: Improve Student Access to Advising Services

DESIRED STUDENT OUTCOME	ACTIVITIES/TASKS	MEASURES OF SUCCESS	RESPONSIBLE PERSON	TIMELINE	
				IMPLEMENTATION DATE	COMPLETION TARGET DATE
3. Student advising experience is enhanced	<p>3.1 Student access to advising meets F2F and online student needs</p> <ol style="list-style-type: none"> 1. Increase online advising services 2. Extend F2F advising hours beyond 8-5 PM 3. Develop a plan to place student advising, registration, & financial aid services in close proximity on the Wharton campus 4. Add advising positions to maintain 1:300 student-to-advisor ratio (need # positions and timeline) 	<p>By summer 2020, students utilizing advising services will increase compared to 2016 SENSE and CCSSE baseline</p>	<p>Susan Denman, Advising Task Force</p>	<p>Fall 2017</p> <p>Fall 2018</p> <p>Fall 2018</p> <p>Fall 2019?</p>	<p>Summer 2020 (first cohort completes)</p>



Wharton County Junior College

Update on Pathways Action Plan

10-30-17 Update 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: <ul style="list-style-type: none"> • 5-25-17 Pathways woven into QEP, Major Restrictions, SSC, GPS, <ul style="list-style-type: none"> ○ Task accomplished and on-going • 9-7-17 QEP Team drafting QEP report summer 2017 and pathways is major component <ul style="list-style-type: none"> ○ 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 					
2. Engage stakeholders	Students are placed on pathway for success	Package data; Develop communication plan; Kick off at spring Convocation;	Pathways Team Marketing Dept via president	Nov. 2016 May 2017	

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
<p>Follow Up:</p> <ul style="list-style-type: none"> • 5-25-17 Pathways data presented to SSC fall 2016 (Lac, Tessa); presented Spring Convocation Mtg with Dept Heads & DC (Lac); <ul style="list-style-type: none"> ○ 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 		<p>Expand membership of Pathways Team (add faculty & advisors); TF report through SSC</p>			
<p>3. Hire an advising consultant</p>	<p>Student advising experience is improved;</p> <p>Students assigned advis entire time at college;</p> <p>Student engagement with academic advisors & faculty advis. improves to ensure students remain on pathway</p>	<p>Research for consultants;</p> <p>Allocate budget;</p> <p>Engage Dir. of Advising & task force in process;</p> <p>Implement best practices from consultant</p>	<p>Executive Cabinet</p> <p>VPSS</p> <p>Director of Counseling and Advising</p> <p>Advising Task Force</p> <p>Faculty</p>	<p>Spring 2017</p>	<p>Spring 2018</p>
<p>Follow Up:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Task accomplished and work on-going 					

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Activities In progress 10-30-17 Denman provides 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 					
4. Develop mid-level leaders	<p>Through leadership guidance, students will receive "one touch" personal interactions with employees to help them stay on their pathway</p>	<p>VPs identify potential leaders; Hire leadership consultant; Research other leadership academies for guidelines; Draft plan of development; Implement plan</p>	<p>Executive Cabinet; Pathways Team Deans/Directors who supervise areas</p>	<p>Spring 2017 Spring 2017 Spring 2017 Fall 2017</p>	<p>Fall 2018</p>
Follow Up: <ul style="list-style-type: none"> 5-25-17 Hired Ellis consultant on leadership training; begins fall 2017; IP selecting participants by June 30, 2017 <ul style="list-style-type: none"> 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 					
5. Create preferred course pathways	<p>Students receive a clear pathway in order to complete faster</p>	<p>Data reviewed to support need for preferred courses; Division chairs create process to select</p>	<p>VPI, DVI Division Chairs PD/DH Advisors, Faculty Council</p>	<p>Spring 2017</p>	<p>Fall 2019</p>

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
<p>Follow Up:</p> <ul style="list-style-type: none"> • 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 DC May 2017; new format to be used on dept web pages, future catalog, and Programs web page <ul style="list-style-type: none"> ○ In-progress • 9-7-17 Revised Programs webpage posted August 2017; 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 		<p>preferred courses; PD/DH meet with faculty to select courses; Advisors & FC involved</p>			
<p>6. Group advising by major pathway</p>	<p>Students placed and continue on a successful pathway</p>	<p>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</p>	<p>Pathway Team; Division Chairs; DH/PD; Advisors</p>	<p>Summer 2017 (research)</p>	<p>Fall 2018 pilot for spring 2019 registration</p>
<p>Follow Up:</p> <ul style="list-style-type: none"> • 5-25-17 Using advising consultant report, proactive advising model under development via SSC May 2017; Advising TF to begin activities summer 2017 <ul style="list-style-type: none"> ○ Ties well with QEP 					

PRIORITIES	GOALS / SLO	ACTIVITIES / TASKS	RESPONSIBLE PERSON	TIMELINE START	TIMELINE FORMATIVE EVALUATION
<ul style="list-style-type: none"> ○ 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 					



Wharton County Junior College

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The Adult Education and Literacy (AEL) report for the Academic Affairs Meeting 10-31-2017

AEL received PY 2017-2018 contract from the grant recipient Houston Galveston Area Council (HGAC) in October 2017. The assigned counties to serves are Austin, Colorado, Fort Bend, Matagorda, Waller, and Wharton.

1) As of today, AEL enrollment targets assigned by HGAC are as follows:

- Austin county: Target 70
- Colorado county: Target 40
- Fort Bend county: Target 262
- Matagorda county: Target 153
- Waller county: Target 200
- Wharton: Target 250

Total: 975 Students for PY 2017-2018

- Transitions: Target 65
- Integrated Education and Training: Target 100
(AEL students concurrently taking workforce trainings)

As of today, total AEL enrollment is **547** students in all 6 counties. AEL enrolled **26** students in Transitions in August 2017 and **23** students in the following pathways in September 2017.

- Business Office Technology (3 students)
- Early Childhood (2 students)
- Paralegal Studies (1 student)
- Process Technology (3 students)
- Health Information Technology (6 students)
- Welding (3 students)
- **CE Courses:**
- Medical Assistant (MA) (1 student)
- Certified Nurse Aide (4 students)

AEL next Transitions course starts November 2nd - November 16th with almost 100 potential students for both Transitions and Pathway programs in the spring.

Plans for the spring semester:

- New student orientations in January and March 2018
- Registering pathway students in IET
- Partnership with FBISD to serve FBISD employees (custodians, maintenance, food services)
- Expanding partnership with Igloo Products Corp (started in August 2017)
- Expanding partnership with LCISD Nutrition Department to serve more food services employees (Started February 2017)
- Expanding partnership with THRIVE program at United Way Greater Houston to offer AEL services (started August 2017)
- Recruiting for the following pathways:

- 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)***
- 13) ***Paralegal Studies***
- 14) ***Human Services***
- 15) ***Law Enforcement***
- 16) ***Manufacturing Technology***
- 17) ***Process Technology***



October 31, 2017

- Starting in fall 2017 the developmental studies department has been separated from the Math, Justice, and Readiness division. Developmental math was placed with the Math department and Developmental Reading and Writing were placed with English. The committee believes that this will help with vertical alignment and upcoming mandates from HB 2223.
 - Robin Nealy has resigned her position with WCJC.
 - Patrick Ralls and Kelley Whitley have agreed to serve as co-chairs of the College Readiness division for this academic year.
 - Phyllis Appling has been named coordinator of Developmental Writing and Reading. She now oversees state report writing, and oversees HB 5 for writing and reading in which she proctors tests and grades writing assessments from partner ISDs.
 - The math department is currently searching for a suitable candidate to act as coordinator of Developmental Math. The math department is still evaluating strategies for administering and scoring HB 5 exams.
- HB 2223 states that a certain percentage of the developmental education coursework must be provided through co-requisite models under which a student concurrently enrolls in developmental education coursework and a freshman-level course in the same subject area.
 - For the year 2018-2019 academic year, at least 25% of each institution's developmental education students must be enrolled in co-requisite courses.
 - For the year 2019-2020 academic year, at least 50% of each institution's developmental education students must be enrolled in co-requisite courses.
 - For the year 2020-2021 academic year, at least 75% of each institution's developmental education students must be enrolled in co-requisite courses.
- Math and English anticipate being able to meet the 25% threshold for next academic year. They are also anticipating that the co-requisite courses may be scheduled differently for Math and English due to the uniqueness of each area.
 - Math and English departments are examining best practices and attending conferences in order to create procedures that will be used when scheduling co-requisite courses in the future.
 - The developmental writing faculty anticipates having to make some changes to the INRW 0306 AMS and some changes to curriculum. They also believe that moving forward we will need to continue to offer INRW 0306 in order to facilitate students who score very low on TSI. They plan on offering a few stand alone INRW 0307 courses. The majority of Developmental Reading and Writing courses will be co-requisites.
 - The math faculty anticipates having to make some changes to the MATH 0308 and MATH 0312 curriculum. The current strategy is to offer MATH 0308 as a standalone course and paired with a one hour NCBM support course for students who score very low on the TSI. Students who are nearly college ready will co-enroll in a gatekeeper

mathematics course paired with a 3-hour NCBM support course. These NCBM courses will be phased in over a two-year period, beginning with the “College Algebra Support Course” paired with MATH 1314. We also plan on continuing to offer a few standalone MATH 0312 sections to serve the certificate and AAS degree programs that do not require credit level mathematics courses but that do require students to be TSI satisfied in Math.”

Academic Affairs CE Summary 10-31-17

Skills Development Fund

- **JM Eagle** – On June 30th the grant with JM Eagle ended and we began the close out process. Overall this project was a success for both the company and the college. We were able to meet all of our training deliverables at above 95% within the twelve month time frame that was allotted. We completed 2,764 total hours of training for a total of 73 employees. As part of this project, WCJC was able to build new curriculum for training courses that we can offer to other companies in the area as well as enhance some of the existing courses that we were already providing. Some of the new courses developed include Oriented Poly-Vinyl Chloride (PVCO) Training, Poly-Vinyl Chloride (PVC) Training, and Poly-Ethylene (PE) Training. Some of the enhanced courses include Programmable Logic Controllers (PLC) Training, Motors and Transformers, and AC/DC Circuits. We were able to purchase approximately \$5,000 worth of materials for the Electronics division and approximately \$9,000 worth of materials for the EMS Department that we used in the grant but that can also be used to supplement instruction in our credit programs as well as Kids' College where we are trying to incorporate more STEM courses, specifically electronics.
- **Environmental Development Partners (EDP) Grant** - We have been 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. The contract start date for the grant is January 15th with the water operator program starting shortly thereafter.

Skills for Small Business

- We have seen an increased interest in this program in recent months and have therefore been granted an extension on this grant through the end of April 2018.
- **Kalsi Engineering** – Kalsi Engineering who has received training from us in the past has returned for leadership classes and was able to have their training paid for entirely from

the grant. We trained 23 employees in a total of 196 training hours and spent \$7,745 of our grant budget.

- **Southwest Electronic Energy (SWE)** – SWE who we have partnered with before for an SDF grant has come to us to train an employee in online classes. This employee writes the company's technical manuals and also the instructional manuals that the employees use on the manufacturing floor. This employee is attending five online classes related to Photoshop and technical writing to help improve her job skills. This one employee will be taking a total of 110 hours of training and will utilize \$544.00 of the grant budget.

Corporate Training Initiatives

- **City of Rosenberg** – in April and May of this year the Continuing Education Department provided malware awareness training to employees of the City of Rosenberg utilizing an instructor from the Computer Science Department. We trained 231 employees in this two hour program that informed them of the dangers of malware and ways to prevent an attack.
- **Fort Bend County MUD** – A Fort Bend County MUD district contacted us to setup leadership training for some of their newer and younger supervisors. We decided to send these nine employees through our Leadership Workshop Series which consists of 24 hours of training broken down into six separate modules. Training is going well.
- **Army Corps of Engineers** – Provided CPR training to 12 employees of the Army Corps of Engineers in Bay City. The instructor received raving reviews with one student stating he had been certified for 11 years and this was the best CPR class he had ever been to.
- **TCOLE Police Training** – In May we provided a Crisis Intervention training to the employees of the Wharton County Sheriff's Office and the El Campo Police Department. We trained a total of 15 employees in a total of 120 training hours. In August we provided the same training for 6 employees of the Wharton Police Department for a total of 48 contact hours. We also provided in May a Basic Instructor class where we had five employees of the Wharton County Sheriff's Office attend and complete training.
- **Tenaris** – We have provided several courses to Tenaris employees since May of this year. The classes have consisted of Mechanical Measurements, Hydraulic Fundamentals, Sensory Inspection, and OxyCutting Theory and Practice and have all been provided utilizing WCJC faculty and Tenaris University curriculum. We trained a total of 566 hours between May and July of this year for Tenaris employees only. Starting September 1, 2017 we implemented a flat rate billing system for the Tenaris training. We will no longer be registering employees in Banner as students, charging Tenaris on a per person price, or providing CEUs for Tenaris training courses. Instead, we will be billing Tenaris a flat rate per course that is provided. The flat rate is based on

the number of hours in the course and the location the course is being held. There will also not be a formal record of training in Banner however CE continues to maintain an internal record of training based on the class sign-in sheets that Tenaris is required to provide. A total of \$19,376 has been invoiced to Tenaris between May and October of 2017.

Workforce Training at the Fort Bend County Sherriff's Office

- **Welding Classes** – In June we graduated our first class of students in Welding at the jail. We had 11 inmates complete the program for a total of 2,464 hours of training. Students learn an Introduction to Shielded Metal Arc Welding and an Introduction to Flux Cored Arc Welding. We began our second class immediately following the first and they will graduate in November.
- **HVAC Classes** – Since the startup of welding took priority this year, we are currently running our only HVAC program this year. It began on October 16th and will end just before Christmas. We currently have 12 inmates enrolled in the program.
- **Computer classes** – We are still providing computer classes in Introduction to Computers, Keyboarding, MS Excel, and MS Word in a cohort style of training. We are working with the jail in implementing an extra component to these classes that would include job hunting and interview skills.

Community Outreach

- **Fort Bend Central Chamber** – On April 20th Tamara was invited to a chamber meeting to discuss the SDF and SSB grants. There was definitely some interest and we always enjoy spreading the word of these programs.
- **Wharton Chamber Seminars** – In September we partnered with the Wharton Chamber of Commerce to provide three short-course seminars to members of the chamber at no cost. We offered classes in leadership/communication, excel, and computer tips and tricks. While serving the members with free training we took the opportunity to market our Skills for Small Business program while also gaining insight on the training preferences of employees in Wharton through a quick survey provided at the end of each seminar.

Medical Programs

- **CNA**
Spring 2017, we had 2 CNA classes complete. A total of 18 students completed the program and 14 scheduled to sit for their state exam.
Summer 2017, we had 2 CNA classes complete. A total of 17 students completed the program and 12 scheduled to sit for their state exam.

August 2017, we made a partnership with Lamar Consolidated ISD to start a new CNA program with them. We received DADs (Department of Aging and Disability) approval for the ISD's BF Terry High School location and with the RN they have on staff to teach the program. The program began in September 2017 and will end in April/May 2017. The program with LCISD is still in progress for establishing policies and practices. In September 2017 we began 3 CNA classes, one in El Campo at the Northside Education Center and two in Sugar Land at the WCJC campus. We have a total of 20 students registered in the 3 programs.

- **MA**

September 2017, our current MA program of 11 students completed and passed their classroom portion of the program and began their clinical sessions.

- October 2017, we had 6 students register and sit for NHA's CCMA (Certified Clinical Medical Assistant) exam.

August 2017, we met with our current MA instructor and worked out a schedule for our next program. The program will run from November 2017 – August 2017.

- **MOS**

July 2017, our current MOS program with 3 students completed and passed the program.

August 2017, all 3 of our students set for the NHA's CMAA (Certified Medical Administrative Assistant) exam.

Unfortunately, our current instructor informed us due to personal reasons she would be unable to start the next program for us. We are actively seeking a new instructor so that we can begin a program in January for our students and to help with the AEL pathways goal.

- **Phlebotomy**

May 2017, we began working on a partnership with MD Anderson to obtain a new clinical site for our students in Richmond and El Campo (if needed).

July 2017, we began a program in El Campo at the Northside Education Center with 9 students.

The current class completed their classroom portion the 2nd week of October and the first round of students began their clinical portion of the class. The 2nd round of clinical sessions will begin in November.

We actively were seeking a new instructor(s) for the Richmond location and were able to finally hire one in September.

We have met with the new instructor to set up a schedule for a class in Richmond to start in January.

We have added a new option 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. This allows our students to sit for the exam with a proctor they know at a location they are familiar with.

- **Pharmacy Technician**

We were finally able to hire a new instructor for the Pharmacy Technician program July 2017.

We have met with the instructor selected new course materials and revamped the program based on the information provided.

A schedule for the next program is being scheduled and will be posted by the end of October. We are looking to start the next program in January.

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

Adult Education and Literacy

- **AEL**

May 2017, we completed our first pathways partnership with the Adult Education and Literacy (AEL) department. We mirrored seven credit classes, had two continuing education support classes. There were 36 students that participated in the AEL pathways program with CE during spring 2017.

During the summer 2017, we had two mirrored classes with two students for the AEL department for welding students that had excelled during the spring classes.

For fall 2017, we setup mirrors of 23 credit classes in 10 different areas. We also had Continuing Education's CNA & MA programs available for AEL students.

When classes started for fall 2017, we had 18 students, registered in 10 mirror classes and 5 students registered in CE's, CNA & MA programs.

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

Other Programs

- **TCOLE Police Training Classes**

This summer we partnered with the Police Academy to offer TCOLE training classes for officers needing training for their license. For a new offering we started with offering 11 classes and 4 successfully completed classes.

- **CPR**

This summer we renew our partnership with the EMT department to continue our offering of Basic Life Support CPR monthly. We worked up a schedule to offer two classes a month, one in Wharton and one in Richmond.

- **Child Development (CDA)**

This summer we were finally able to hire an instructor for our child development classes. We have established a schedule with the instructor for all 8 of the child development classes.

- **ABC Childcare Conference**

Wharton County Junior College Continuing Education Department, Wharton County Junior College Early Childhood Development Department, Texas A&M Agrilife Extension Service of Wharton County, and Prairie View Cooperative Extension Service of Wharton County form a committee to plan an ABC Childcare Conference at the Wharton County Junior College main campus. The committee was the CE Director Alice Atkins, CE Staff, WCJC Early Childhood Development Director Barbara Lynn, Wharton County AgriLife Family Consumer Science Agent Lori Schindler, and Wharton County PVAMU CEP Family and Consumer Science Agent Kashara Bell.

The ABC Childcare Conference is developed to provide training clock hours to childcare providers in local surrounding counties. The trainings focused on early childhood development in a childcare environment.

The conference was planned for September 9th, and was reschedule due to Hurricane Harvey. The committee met to and rescheduled for Saturday the 30th.

Ninety-two participants attended the ABC Childcare Conference at the Wharton County Junior College. Center Directors and childcare provider attended the full day 7 clock hour's certificate. The committee agreed to hold another success conference next year.

- **Kids' College 2017**

WCJC entered into the 14th year of working with FBISD for facility rental with a new location Anne McCormick Sullivan Elementary School. The agreement included the cost of space, utilities, and custodial services at the agreed amount of \$74,538.00.

Amenities that were lost due to the change in facility were a gym, computer labs, tennis court, science labs, kitchen areas, and a woodworking shop. Due to the change some classes were closed, but new ones were created and class sizes were lowered.

Kids' College student enrollment reached a total of 2,474 participants, for the 28 year of Kids' College. We are able to show that unduplicated enrollment was at 1760.

Kids' College hired 100 part time employees.

For the fiscal year ended August 31, 2017, Kids' College total revenue was \$670,430 profit after all expenses was \$227,243.

Library Services Report – 2017 Fall Semester

(Academic Affairs Council Meeting, October 31, 2017)

1. 40 % increase in printing (*11,236 pages printed this September*) compare to the same period of time for the Fall 2016 semester
2. **Library Services Faculty Online Survey-Biennial** –postponed from 2017 spring semester is now held from October 25 thru November 17 via college full/part time faculty group email message with a link and WCJC library website-*What's New* page
3. **Library Study Rooms Project: 90 % completed and *Online Reservation Form*-library website** (*56 students made 27 onsite reservations have utilized new rooms prior to the door windows installation in the past six weeks.)
4. **Library Facility Rules vs. TRIO Activities – Agreement**
5. **WCJC Library Instructional Activities, Fall 2017 semester** (September & October):
 - **Orientation-Face to Face and ITV: 849 students** (QEP-481 & General-349) of **33 classes** (QEP-19 & General-14) attended including
 - **Sugar Land campus:** 490 students (QEP-199 and General-291) attended 18 classes (QEP-6 & General-12) conducted by two academic liaisons from the University Branch, WCJC/UH joint-use Fort Bend County Library;
 - **Bay City, Richmond, Wharton and ITV:** 359 students (QEP-301 & General-58) of 15 classes (QEP-3 & General-12)
 - **Online Orientation/Tutorials:** 16 sessions (QEP-7 & General-9) and **323 students** (QEP:144 & General: 179)
 - **Tech Mini-Sessions** (e.g. music appreciation class online tests, welding program students' email account set-up, HR annual online training for employees and etc.): **190 patrons**
6. **Academic year 2016-17 student learning outcomes:** WCJC librarians and academic liaisons evaluated the test results and realized there were a number of questions that students consistently answered incorrectly. In order to better improve students' information literacy skills, the library orientation questions are now revised and updated to reflect student's comprehension on the purpose of citation, utilizing library resources and scholarly publications. With limitation of time for the orientation session and quiz, the test also has been shortened from 12 to 10 questions starting from the fall 2017 semester. (*Please continue on the other side*)

Academic Year 2016-17-WCJC Library Orientation Sessions

Students attended: **2680** (QEP: 1114 & General: 1566) for **149** classes (QEP: 72 & General: 77)

Face-to-Face: 1932 students (QEP: 833 & General: 1130) 90 classes (QEP: 33 & General: 57)

Online: 748 students (QEP: 281 & General: 467) 59 sessions (QEP: 39 & General: 20)

Table One, All Classes			
Total Number of Students:			2680
Question Number	Right Answers	Wrong Answers	Percent Correct
1	2640	40	98.51%
2	2360	320	88.06%
3	2520	160	94.03%
4	2460	220	91.79%
5	2082	598	77.69%
6	1401	1279	52.28%
7	1680	1000	62.69%
8	1453	1227	54.22%
9	2032	648	75.82%
10	2338	342	87.24%
11	1552	1127	57.91%
12	2447	233	91.31%

Table Two, General Courses (Non-QEP)			
Total Number of Students:			1566
Question Number	Right Answers	Wrong Answers	Percent Correct
1	1552	14	99.11%
2	1538	28	98.21%
3	1500	66	95.79%
4	1437	129	91.76%
5	1335	231	85.25%
6	950	616	60.66%
7	1302	264	83.14%
8	1238	328	79.05%
9	1296	260	82.76%
10	1320	246	84.29%
11	1221	345	77.97%
12	1500	66	95.79%

Table Three, QEP Courses			
Total Number of Students:			1114
Question Number	Right Answers	Wrong Answers	Percent Correct
1	1100	14	98.74%
2	1008	105	90.48%
3	992	118	89.05%
4	789	325	70.83%
5	635	479	57.00%
6	602	512	54.04%
7	598	516	53.68%
8	586	528	52.60%
9	803	311	72.08%
10	798	316	71.63%
11	573	541	51.44%
12	1006	108	90.31%

Table Four, Comparison		
General Courses vs. QEP		
Question Number	General % Correct	QEP % Correct
1	99.11%	98.74%
2	98.21%	90.48%
3	95.79%	89.05%
4	91.76%	70.83%
5	85.25%	57.00%
6	60.66%	54.04%
7	83.14%	53.68%
8	79.05%	52.60%
9	82.76%	72.08%
10	84.29%	71.63%
11	77.97%	51.44%
12	95.79%	90.31%