

## ACCTech Consortium Meeting

**October 23, 2015**

**ACC's Highland Business Center, Room 201**

### **Attendees**

Annette Gregory, ACC & AISD	Stephen Gonzales, Wimberley ISD	Norris Sebastian, Del Valle ISD
Camille Clay, Leander ISD	Pat Betzner, Eanes ISD	Davelyn Forrest, ACC & AISD
Donna Paurer, ACC	Zach Denton, ACC	Katharine Bennett, AISD
Gary Madsen, ACC	Sheri Bonds, Lake Travis ISD	Thomas Bragg, ACC
Justin Walker, Lago Vista ISD	Michelle Swain, Round Rock ISD	Christian Raymond, ACC
Les Hudson, Bastrop ISD	Idolina Maldonado, ACC	Rebecca French, Lexington ISD
Michael Norton, Dripping Springs ISD	Jason Valentine, Wimberley ISD	Renee Villanueva, American Youthworks
Mike Doyle, San Marcos ISD	Amanda Brantley, Elgin ISD	Jayme Spexarth, Leander ISD
Sylvia Flannery, Leander ISD	Jessica Ozuna, Manor ISD	Jason Sanchez, ACC
Tammy Caesar, ACC & AISD	Natalie Almanza, ACC	Naomi Garza, ACC
Tim Strouse, ACC	Avery Woods, Pflugerville ISD	Suzy Lofton, Lago Vista ISD
Traci Hendrix, ACC & AISD	Rachel Behnke, Lake Travis ISD	Mison Zuniga, ACC
Jessica Burrow, Wimberley ISD	Donna Moore, ACC	Pat Abbott, ACC
Mike Midgley, ACC	Rebecca Robinson-Francis, ACC	Kelly ?

**Meeting called to order at 9:05am**

#### **9:05 - Review of minutes for 4-10-15 (Handout)**

Jayme Spexarth moved to accept, Annette Gregory seconded. Minutes accepted.

#### **9:10 - Discussion of Priorities for 15/16**

The Governing Council met last week and determined the following priorities:

- Transition from articulation to Dual Credit
- Teacher trainings
  - o Hands on Summer trainings in more areas than Welding, Automotive, and Visual Communications
- Encourage ACC Departments to present Demos at high schools
  - o Auto Collision Dept. Chair asked how to get in contact with schools that want to be visited by ACC staff. (get in touch with Rebecca)
- More integration with dual credit for planning purposes
  - o Need to continue working together to create pathways of articulated and dual credit for students.

#### **9:15 – ACC Allied Health Program, Donna Moore (Handout)**

- Overview of Allied Health – Provides classes in support of other Health Science programs
- HPRS 1206 Med Term – articulated course
- Faculty requirements: Medical Doctor, or BSN+ 3 years non-teaching work experience (SACS requirements)
- Instructional Methodology – taught in body systems approach. 5 unit exams. No final if they are successful on unit exams.
- HPRS 1106 is 1 credit hour self-study course. Student is provided book with exercises, online quizzes, formal mid-term and cumulative final. This is NOT the articulated course and is not recommended for articulation. It requires a high level of drive and maturity to complete the course.
- HPRS 1171 – Student Success in Health Professions.
  - o Designed for students with less than 12 hours of college credit.
  - o Has potential to be articulated, possibly with Principles of Health Science – need a group to look at TEKS and content.
  - o Instructor credentials – current licensure in a Health Science field (pharmacist, nurse, etc.) plus a Master's Degree in a Health Science field or Education.
- Question – Does ACC have staff to offer this class at a high school campus as a dual credit course?
  - o Possibly, the department does have a lot of adjunct faculty and are currently offering a dual credit health science program with Del Valle ISD.

## **9:26 – Updates**

### **Annual Report (Handout)**

- Enrollment is up by 400 students
- Enrollment by gender is about equal, exactly 50/50 this year
- Ethnicity enrollments stayed about the same
- Students collecting credit went up from 3660 to 5132
- About 15% continue on in the same path of articulated credit, which is down from 21% last year
- 26% of students enrolled in CATEMA last year collected credit at ACC
- Students collecting credit:
  - o 3,566 in district students \$472 savings per student
  - o 1,566 out of district at an average of \$1,486 savings per student
- Impact of 60 hour degrees (Handout)
- All articulation agreements, CATEMA and ACC Program pages have been updated
- All school district webpages are in the process of being updated

### **Articulation Web conference**

- Targeted for Spring
- Get all ACC program areas that articulate to come in and do 30 minute web segments.
- Teachers dial in and watch, Q&A. (also be recorded for new teachers)
- Would not take the place of summer PD
- Update on this in January

### **Accounting update**

- Letter included (Handout)
- New final exam that must be used
- Info shared with teachers on Wednesday – if teacher didn't receive, they need to contact Rebecca

## CATEMA Upgrade

- New passwords required
- First semester deadline – Thanksgiving
- Second semester deadline for students accepted into class – Spring Break
  - o Senior Letter information will be pulled after Spring Break.
  - o If student is not accepted into a course by then, the info will not be on the letter.
- Teacher lists – Send Rebecca a list of teachers that are no longer there and need to have access removed.
- Senior Letters – used to be delivered through College Connections, which no longer exists. Instead, have spring meeting in late April and districts can pick up letters at meeting.

## 9:38 – Transitioning ACCTech courses to Dual Credit

At the April meeting there was discussion on potential pitfalls of articulated courses becoming dual credit. Conversation will continue today.

Mike Midgley, VP of Instruction at ACC introduced himself and explained that ACC has been doing both types of courses for a long time. He always felt that ACC did a good job with ACCTech (Tech Prep) courses. He personally feels that ACC and the ISD's have done a good job of putting the articulated program together. There is high participation and utilization, but now ACC is looking at how to move articulated to dual credit. The following concerns have been mentioned but he would like to hear from ISD's regarding their concerns and the barriers they face.

Concerns:

- Pace of conversion
- Which areas of articulation can we begin to move to dual credit
- Do schools have faculty that are SACS qualified
- Are there ways to get them SACS qualified, etc.

ACC is not talking about a full transition where all of a sudden everything is dual credit. Want to look at which areas would make sense to start with. The main barrier is expected to be the SACS requirements for faculty. He has thought about if there are places dual credit is a possibility – maybe teacher has a degree but not sufficient hours in a particular area – they could come to ACC to get those hours (ACC would waive tuition and fees.) President and Provost would like us to move in this direction if we can. Provides students with immediate transcribed credit. Starting to do academies and will be adding more- these are dual credit. The discussion within ACC has been at a minimal level and there are a lot of details to work out. Would love to do something for spring if possible, fall for sure.

Mison Zuniga – Dual Credit Director. Entire team is here today to help campuses make transitions. Dual credit is open to all high school students. ACC prefers to use a high school teacher who is already SACS qualified. Begin pulling teacher's credentials and send them to Rebecca and myself to review. If they pass this preliminary review the teacher will be sent a request to fill out an ACC application. We will then send the application and credentials to the ACC department with a letter of explanation. The ACC department will review and if they agree will then schedule an interview for the teacher. The department retains the final decision for hiring and will let us know their decision.

Rebecca reiterated that we are not looking at a hard conversion of all classes at the same time.

- Districts who are interested should start thinking about one or two classes that could support 1 section of dual credit.
- Are there enough students?
- Is teacher qualified? Etc.
  - o Pull their credentials, send to Mison or Rebecca and they'll do a first-step review. If they look like they would qualify, they will send an email asking for a full application. At this point it would go to the department.
- Don't want to prescribe a program area, would rather spread it out as it makes sense to avoid becoming burdensome on any one program area.
- Handouts: Master list of courses that are articulated for planning purposes, Faculty credentials list, Dual Credit Faculty Approval process.

**Opened up for discussion – ISD representatives in regular type, ACC staff comments in italics**

If our person meets SACS, are we allowed on our campus to run students who have met TSI and not met TSI in the same section?

*Mike Midgley – [went back to SACS faculty qualified – first have to go through dept. hiring process. He personally thinks it won't be an issue – the departments are more familiar with our staff. One of the things they are doing is provide instruction in what it means to teach a dual credit course.] For TSI requirements – if a dual credit student, they have to apply/be admitted to ACC. They are an ACC student within their system. It would depend on the course and what are they doing within that course. There are different levels of TSI requirements. Dept. puts TSI requirements on the course. Technically, you must have met TSI to be in that course. However, there is a provision that allows exemptions. If the student is in a course at level 1 certificate, they can be exempt for that course. There is a little leeway but we would need to look at that and determine – are they really ready for the course?*

*Mison – since most of these workforce courses will be level 1 certificate courses and not subject to TSI requirement.*

Scenario – I have 2 sections of a course that makes. If 15 meet TSI and 35 that don't meet TSI – can the non-TSI students be in the same class if it is our teacher that is SACS qualified/hired?

*Mike does not know the answer to this. He will take that back and get back to us. We don't do it in other areas, but those are academic.*

A concern is that we are going 2 different directions. Exciting to give students more dual credit but there are increasing consequences to students. Not sure that experimenting is what is best for students.

*Mike- your point remains. You do have to be aware of this (if fail first course and not meet SAP and now have to pay for college credit, etc.) Are they appropriately prepared? On college transcript it will be a W – could affect academic progress, future financial aid, etc. We have to be sure we are advising appropriately.*

This goes back to is there a course that makes sense, a campus that makes sense? May look more at junior and senior level courses. Maybe not something that is offered at every campus. It does mean we would have to educate our staff much more. We have been behind a curtain of articulation. As soon as they are dual credit, their permanent record starts.

If we use one of our faculty that are adjunct, do we still have to meet minimum class size?

*Mike -No. ACC would look at a reasonable number of students. IF the high school is paying the full instructor salary, they are exempt from class size. Maximum standards would have to match ACC standards for the course.*

*New student success course – only in ACC degree plans, so high school students would not have to take that until they are “first time in college” at ACC. They require at Early College High Schools. Right now it is not a requirement for Dual Credit students but ACC would like it to be, so they’ll be looking at it in more depth.*

Understand the value of the student success course – thinking of mainstream dual credit course students, if they have to give up another class slot to take that, they’ll go with AP. They are not going to take something they don’t see as necessary/tangible benefit. My question would be – would that be mandatory or discretionary? If mandatory, numbers will drop. *Mike – don’t know the answer to that. We haven’t implemented it yet. For CTE students, they probably should be taking dual credit academic courses also – if someone is actually in the pathway program, they can take 15 hours of academic, it positions them really well to continue to finish associate degree. We should be thinking in those terms too.*

ACC understands the limited number of slots in the curriculum.

Something else to think about EDUC course – if we are looking at staffing, if we have to get every CTE and dual credit student in it, who pays for that? And what is high school credit does it align to?

*Mison – We have aligned it to a couple of courses: an English elective and an innovative College and Career study skills course.*

*Mike - There is an alternative to EDUC from workforce programs POFT 1171 – College to Career Success.*

With CTE, in most of our articulation agreements, there are 1 or 2 classes in a pathway that are articulated that we could convert to dual credit. With endorsements, students must have 4 courses. The goal for a student earning college credit for a CTE course is for them to continue on. There will have to be a very strong advising/counseling approach so students know why they are taking these course, will the credit transfer, how it will affect the new maximum hours. There would need to be more ACC involvement on campus to explain to students why they are taking dual credit. Need to make students more aware and give them a true understanding of what they can do with that credit. With requirements on the number of hours a student can take, it is no longer exploratory. It becomes their degree plan.

*Mike- I concur. One of the discussions is what is the goal? Maybe this is for kids on a clear pathway.*

*Mike – we are looking at this transition. We don’t want to negatively impact students. We want it to be as smooth as possible and start moving this direction. Not dual credit in an exploratory sense, but look at career pathways.*

*Mison – she and Rebecca have had many conversations. We view this as more of a combination of both areas to make six year plans for students. Don’t want to take away option to explore. But recognize there are CTE students that are headed in a pathway and this makes it seamless for them. Not a complete conversion of all classes, just increasing the options of CTE students.*

Admirable that ACC wants to work with districts who want to get teachers credentials. UT Onramps has provided a lot of flexibility to districts. It is innovative and allows high quality instruction. ACC might look at that model – might open it up. It’s a Teacher of Record model.

*Mison – will pass that forward.*

*Rebecca - Would anyone be ready to start the process in the spring?*

No.

*Gary – Would anyone be ready to start something next fall? How does this affect course catalog or even next fall's planning? Would that be difficult to do by next fall?*

- Catalogue is updated online, it would have to be communicated to students.
- One school is looking at their articulated agreements and listing courses as both articulated and dual credit.
- Takes 2 years to get a new course in our district. Even if we change the name of a course, we are 2 years out.

Poll – anyone looking at doing this? A few looking at auto, construction, welding.

What gives us reservations? Staffing. Getting everything set up and getting teacher approved, but then when a teacher leaves you are stuck. Also the review of teacher credentials.

*Mison - Have them contact me directly. Otherwise they get lost in the shuffle.*

We hire teachers all summer and into late August. What amount of time could we anticipate it taking to get approved?

*Mison - Minimum of 60 days, 6-8 weeks. Could happen faster. More flexibility when districts are paying for the course. Also remember students must go through a process.*

Another district says that this is very tough. Our timeline in the summer is very quick.

Along with the teacher credentialing timeline we need 6 to 8 weeks to get students set up through the process.

Model that welding is using is good – would like to see ACC offer more courses at their campuses for dual credit. Our high school courses are set up for high school courses and credits don't usually match up. Would like to see ACC offer courses geared towards high school students using their faculty to get around these issues.

*Mison – if we moved to that, what time of day would work best for high school?*

They need to be able to be back on their campus by about 10:15am (attendance period). Alamo colleges do it very early in the morning.

Other issues on transportation – if transport needs to happen during normal bus runs, it doesn't happen.

*What about evening courses? How late can busses run? 1:30-4 would be more practical than 5-10pm.*

Envision that students start at the campus and then the school works to get them back to their high school. More discussion about what times would work best for high schools.

Our district will not bus students for this. We've already requested it and been turned down.

AISD has 13 different campuses with 13 different schedules, which makes it difficult for all campuses to get their students to ACC campuses to take advantage of these opportunities.

Next steps –

Teacher audit – who is stable in your district? What class would make sense? Be sure to bring in the dual credit person from your district for planning. Keep Mison in the loop.

This is a desire of ACC. If we don't make any steps towards it, we might see more of a push. If we are showing progress, it brings everyone to the table.

#### **11:04 – New Business and Sharing**

- Donna Paurer is retiring in January, presented with a gift for years of service 2006-2015
- Award for Casey Burkhart, who served as President of Governing Council for the last 2 years
- Election of Secretary
  - o Rachel made a motion to open nominations for Secretary, Jayme Spexarth seconded.
  - o Suzi nominated Rachel Behnke, Les seconded. Motion carried. Rachel Behnke elected as Secretary.
- The Governing Council is a subgroup of the ACCTech Consortium that meets approximately every other month to make decisions about the priorities for the year and provide guidance on school district issues in regards to articulation to Rebecca.
- Open nominations for open seats
  - o Camille nominated Jayme Spexarth and Les Hudson. Motion carries.
  - o To replace ACC members who resigned, Governing Council will nominate 2 ACC representatives at their next meeting.
  - o Annette nominated Tammy Caesar. Camille seconded.
  - o Pat nominated Suzi Mitchell. Tim seconded. Nominations closed.
  - o Jayme, Les, Tammy, Suzi elected to serve.
- Nominations for chair-elect for next year.
  - o Annette nominated Les Hudson. Les accepted. Motion carried.

STEM Project - <http://stem101.org/>

- Gary Madsen provided overview of the STEM academy. Different format of delivery, not as proprietary at PLTW.
- Offering free materials, ownership to the software for beta testing.
- ISD signs up to do beta testing for a few years. If you are interested in a STEM project, this would allow you to do it free for the next 2 years.
- If interested, call Gary Madsen and he'll get you connected.

Welding Dual Credit

- See flyer
- Date for Open House in Round Rock will be April 8, 2016
- Summer teacher professional development workshop for welding will be June 21-23, 2016 at Hays High School
- We are going to try 2 classes on ACC campuses for dual credit in Welding in the spring. Not going to offer it in the summer but will again in fall 2016. 8-10:30am.

ACC IT Workforce Academy

- Aimed at giving students a certificate while in high school
- See flyer for more info

Governor's Summer Merit Program

- Jenna Akridge sent a Grant opportunity for a STEM summer program.
- Rebecca will send out electronic copy so you have the link.

Decision made to add a January meeting – January 29, 2016

April 29, 2016 (tentative) to deliver Senior Letters

Pat retiring in December, thanked for his service

Pat makes motion to adjourn, Gary seconded

**11:25 – meeting adjourned**