

**San Jacinto College District Board Workshop
May 7, 2018
District Administration Building, Suite 201**

MINUTES

	Board Workshop Attendees:	Board Members: Erica Davis Rouse, Marie Flickinger, Dan Mims, John Moon, Jr., Keith Sinor, Dr. Ruede Wheeler, Larry Wilson Chancellor: Brenda Hellyer Other: Mandi Reiland, Steve Trncak, Laurel Williamson, Teri Zamora
	Agenda Item:	Discussion/Information
I.	Call the Meeting to Order	Board Chair, Marie Flickinger, called the workshop to order at 5:17 p.m.
II.	Roll Call of Board Members	Marie Flickinger, Erica Davis Rouse, Dan Mims, John Moon, Jr., Keith Sinor, Dr. Ruede Wheeler, Larry Wilson
III.	Adjournment to closed or executive session pursuant to Texas Government Code Section 551.074 and 551.072 of the Texas Open Meetings Act, for the following purposes: Personnel Matters & Real Estate	Adjourned to closed session at 5:18 p.m. a. Personnel Matters - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee. Mandi Reiland, Steve Trncak, and Teri Zamora were present for this discussion. a. Real Estate - For the purpose of discussing the purchase, exchange, lease or value of real property. Mandi Reiland, Steve Trncak, and Teri Zamora were present for this discussion.
IV.	Reconvene in Open Meeting	Reconvened in open meeting at 5:57 p.m.
V.	Review Student Residency Status	Dr. Brenda Hellyer reviewed the student residency status fact sheet. This summarizes the information the Board members received at the retreat in April. She explained that she has been receiving more questions so she wanted

		<p>to ensure the information was distributed in case members are getting any additional questions.</p> <p>She explained that Texas House Bill 1403 (HB 1403) passed in 2001, which enabled students, including those who were undocumented, to qualify as Texas residents and pay in-state tuition at public colleges and universities in the state. Texas residents are eligible to receive state (not federal) financial aid. In 2005, the Texas Legislature approved Senate Bill 1528 (SB 1528), which helped clarify the benefits offered under HB 1403.</p> <p>To qualify under SB 1528, a student must meet the following four criteria:</p> <ol style="list-style-type: none">1. Graduate from a public or private high school, or receive a GED, in Texas;2. Reside in Texas for at least the three years leading up to high school graduation or receiving a GED;3. Reside in Texas for the 12 consecutive months right before the semester the student is enrolling in college; and4. If not a citizen or permanent resident, provide the institution an affidavit stating that they will file an application to become a U.S. permanent resident as soon as they are eligible to do so. <p>Immigrant students who do not meet the above requirements but have filed an application for permanent residency (I-485) and have received a Notice of Action as a response from U.S. Citizenship and Immigration Services (USCIS), may also be eligible to receive in-state tuition if they have resided in Texas for at least 12 months.</p> <p>According to the Texas legislature, if students meet the criteria, they receive in-state tuition. Then the College determine if they are in district or out of district based on residency. The Texas Higher Education Coordinating Board (THECB) has established the rules and regulations governing Texas residency for higher education. As mandated by the Texas legislature, in order to determine a student's eligibility for classification as a resident, the THECB requires each student applying to enroll at an institution to respond to a set of core residency questions. The core residency questions are found at the Texas Higher Education Coordinating Board Website.</p>
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VI.	Discuss Board Self-Evaluation Process	<p>Brenda asked that the members submit their self-evaluation to Mandi Reiland if they have not done so already. The evaluations are due by the end of the week. The next step is for Keith Sinor to compile and synthesize the information. This assessment will be reviewed with the Board of Trustees at the June 4, 2018, Board Workshop.</p>
VII.	Update on the Student Success Continuum	<p>Dr. Laurel Williamson was present for this portion of the workshop and provided an update on the student success continuum.</p> <p>She explained formative, intentional change and that the College joined Achieving the Dream in 2006, and work began to create a common vision around student success and a one-college context. This was facilitated through a performance management system (2009) in which all employees understood the vision, strategic goals, and annual priorities and understood clearly their roles in putting that vision in place.</p> <p>In 2015, the College joined the American Association of Community Colleges (AACC) Pathways project, which provided a new focus for the ongoing work and prompted the College to re-consider work, systems, and processes and to re-frame everything in terms of students and the barriers students encounter in their educational journeys.</p>

		<p>Because of previous work, the College was poised to embrace needed changes.</p> <p>Laurel explained that the pathways theme is “No student will fail at San Jacinto College because of a barrier we overlooked or created.” She stated that the addition of the fifth strategic goal of continuous improvement was added at a perfect time because the pathways work aligned with this goal. All of the work done in pathways is directly tied to the strategic plan and the annual priorities.</p> <p>She explained that one key point to success through the pathways work is accountability and responsibility. You cannot hold people accountable in the aggregate, if you want to improve processes, systems, teaching, and outcomes. This means looking at student performance data at the department and individual levels and clear assessment strategies for non-instructional areas. This means courageous conversations across the entire College for the sake of our students.</p> <p>Laurel stated that the lessons learned from Achieving the Dream and Pathways is to depend on your data. We need to analyze where our students hit roadblocks in course progression and courses, ask the question, “Are we satisfied with our performance as measured through student achievement?” and disaggregate, disaggregate, and then disaggregate some more. We should also plan meetings to review data and drill down which we do at each Board meeting. We review student performance data at three levels: institutional, departmental, and individual. We also charge faculty and staff with changing student performance and progression and charge support areas to refine processes and services. We do not let design be encumbered by mechanics and budget. We can figure those elements out at a later time.</p> <p>Laurel reviewed some of the main areas that were changed as a result of the pathways work. Some examples were mandatory orientation, differential placement, shared ed planners, developmental course redesigns, student success course, professional development, faculty advising, career advising, and reverse transfer. There are many other changes on the list that the Board can review.</p>
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VIII.	Review of Calendar	Brenda reviewed the calendar with the Board.

<p>IX.</p>	<p>General Discussion of Meeting Items</p>	<p>Brenda explained a few items from the purchasing package that will be voted on in the Board meeting. She wanted to give the members an opportunity to ask any questions regarding these or any other items.</p> <p>She reviewed CSP 18-25 which is a contract for the Petrochemical Process Training Unit in the amount of \$5,514,961. This item awards Austin Maintenance & Construction with the contract for the Center for Petrochemical, Energy, and Technology (CPET) Process Training Unit. This item includes a delegation for the Chancellor to negotiate the final pricing.</p> <p>Erica asked about IFB 18-20, Contract for Welding Fume Extraction Arms. She wanted clarification on the company that will be providing the equipment. Brenda explained that this is not the original company that provided the current equipment.</p> <p>Brenda reviewed RFP 18-27, Contract for Beverage Vending and Pouring Rights. She gave background and impact of this action as well as budget information and timeline. An additional handout with a price comparison chart was distributed for review. Members discussed their thoughts on this item. Brenda clarified that this is an economic decision based on the best value to the College.</p> <p>Brenda also asked the Board members to be aware that purchase request (PR) 4 and 11 are requesting approval for delegation of authority to the Chancellor. PR #4 is delegation of authority to approve purchase of necessary equipment required to upgrade the Central Campus Central Plant. PR #11 is delegation of authority to the Chancellor to approve purchase of necessary door lock equipment required to comply with the National Fire Protection Association 101 Life Safety Code.</p>
<p>X.</p>	<p>Adjournment</p>	<p>Workshop adjourned at 7:00 p.m.</p>