



AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE OF THE BOARD OF TRUSTEES

**May 7, 2025
1:00 PM**

3100 Main Street, 2nd Floor Auditorium, Houston, Texas 77002

**NOTICE OF A MEETING OF THE
Academic and Student Affairs Committee
OF THE BOARD OF TRUSTEES**

HOUSTON COMMUNITY COLLEGE

May 7, 2025

Notice is hereby given that a Meeting of the Academic and Student Affairs Committee of the Board of Trustees of Houston Community College will be held on Wednesday, May 7, 2025 at 1:00 PM, or after, and from day to day as required, 3100 Main Street, 2nd Floor Auditorium, Houston, Texas 77002. The items listed in this Notice may be considered in any order at the discretion of the Committee Chair and items listed for closed session discussion may be discussed in open session and vice versa as permitted by law. Actions taken at this Meeting do not constitute final Board action and are only Committee recommendations to be considered by the Board at the next Regular Board meeting.

I. Call to Order

- A. Opportunity for Public Comments

II. Topics For Discussion and or Action

- A. Report on Stackable Credentials
- B. Developmental Education Program Update
- C. Health Science Programs, Partnerships & Recruitment

III. Adjournment to closed or executive session pursuant to Texas Government Code Sections 551.071; 551.072 and 551.074, the Open Meetings Act, for the following purposes:

A. Legal Matters

Consultation with legal counsel concerning pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

B. Personnel Matters

Deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

C. Real Estate Matters

Deliberate the purchase, exchange, lease, or value of real property for Agenda items if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

IV. Additional Closed or Executive Session Authority

If, during the course of the meeting covered by this Notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required in relation to any items included in this Notice, then such closed or executive meeting or session as authorized by Section 551.001 et seq. of the Texas Government Code (the Open Meetings Act) will be held by the Board at that date, hour and place given in this Notice or as soon after the commencement of the meeting covered by the Notice as the Board may conveniently meet in such closed or executive meeting or session concerning:

Section 551.071 - For the purpose of a private consultation with the Board's attorney about pending or contemplated litigation, a settlement offer, or matters on which the attorney's duty to the System under the Texas Disciplinary Rules of Professional Conduct clearly conflicts with the Texas Open Meetings Laws.

Section 551.072 - For the purpose of discussing the purchase, exchange, lease or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.

Section 551.073 - For the purpose of considering a negotiated contract for a prospective gift or donation to the System if deliberation in an open meeting would have a detrimental effect on the position of the System in negotiations with a third person.

Section 551.074 - For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer, employee or board member to hear complaints or changes against an officer, employee or board member unless the officer, employee or board member who is the subject of the deliberation or hearing requests a public hearing.

Section 551.076 - To consider the deployment, or specific occasions for implementation of security personnel or devices, or a security audit.

Section 551.082 - For the purpose of considering discipline of a student or to hear a complaint by an employee against another employee if the complaint or charge directly results in a need for a hearing, unless an open hearing is requested in writing by a parent or guardian of the student or by the employee against whom the complaint is brought.

Section 551.084 - For the purpose of excluding a witness or witnesses in an investigation from a hearing during examination of another witness in the investigation. Should any final action, final decision, or final vote be required in the opinion of the Board with regard to any matter considered in such closed or executive meeting or session, then such final action, final decision, or final vote shall be at either:

A. The open meeting covered by this Notice upon the reconvening of the public meeting, or

B. At a subsequent public meeting of the Board upon notice thereof, as the Board shall determine.

V. Reconvene in Open Meeting

VI. Adjournment

CERTIFICATE OF POSTING OR GIVING NOTICE

On this **2nd day of May 2025**, this Notice was posted at a place convenient to the public and readily accessible at all times to the general public at the following locations: (1) the HCC Administration Building of the Houston Community College, 3100 Main, First Floor, Houston, Texas 77002 and (2) the Houston Community College's website: www.hccs.edu.

Posted By:

Sharon R. Wright
Director, Board Services

REPORT ITEM

Meeting Date: May 7, 2025

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
A.	Report on Stackable Credentials	Dr. Margaret Ford Fisher Dr. Norma Perez Dr. Christopher Burnett Dr. Miguel Ramos Dr. Andrea BurrIDGE

DISCUSSION

Stackable credentials comprise an important and growing component of Houston Community College's programming. The workforce demands of today and tomorrow require flexible, responsive educational pathways that allow students to build skills progressively and advance their careers efficiently.

Stackable credentials are designed to meet these needs by offering structured sequences of short-term certificates, certifications, and degrees that can be accumulated over time. The approach not only strengthens the employability of HCC students but also deepens our engagement with local industry partners and aligns directly with our mission to foster educational excellence and workforce development.

This presentation outlines the structure and successes of HCC's stackable credential work and highlights our next steps.

COMPELLING REASON AND BACKGROUND

Stackable credentials are structured educational pathways that allow students to earn a series of short-term certificates or certifications, each building toward more advanced credentials such as associate degrees or beyond. This model is designed to provide flexibility for students who seek immediate entry into the workforce while maintaining the option to continue their education over time.

Stackable credentials provide students with clear, attainable milestones, enabling immediate workforce entry while supporting continued educational attainment toward higher-level credentials. These pathways are increasingly critical in today's economy, where employers value both specialized skills and the ability to pursue ongoing professional growth.

By implementing stackable credentials, the College strengthens its commitment to student success, workforce development, and responsiveness to regional industry needs, aligning with both our mission and broader strategic goals.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 4 - Community Investment , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Stackable Credentials Presentation	4/29/2025	Attachment

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



Update on Stackable Credentials

Margaret Ford Fisher, Ed.D. Chancellor

Miguel Ramos, Ph.D. Vice Chancellor, Instructional Services

Chris Burnett, Ph.D. Director of Research, Assessment, and Evaluation

Andrea Burrridge, Ph.D. Vice Chancellor, Strategy, Planning, and Institutional Effectiveness

Norma Perez, Ph.D. Sr. Vice Chancellor, Instructional and Student Services and CAO

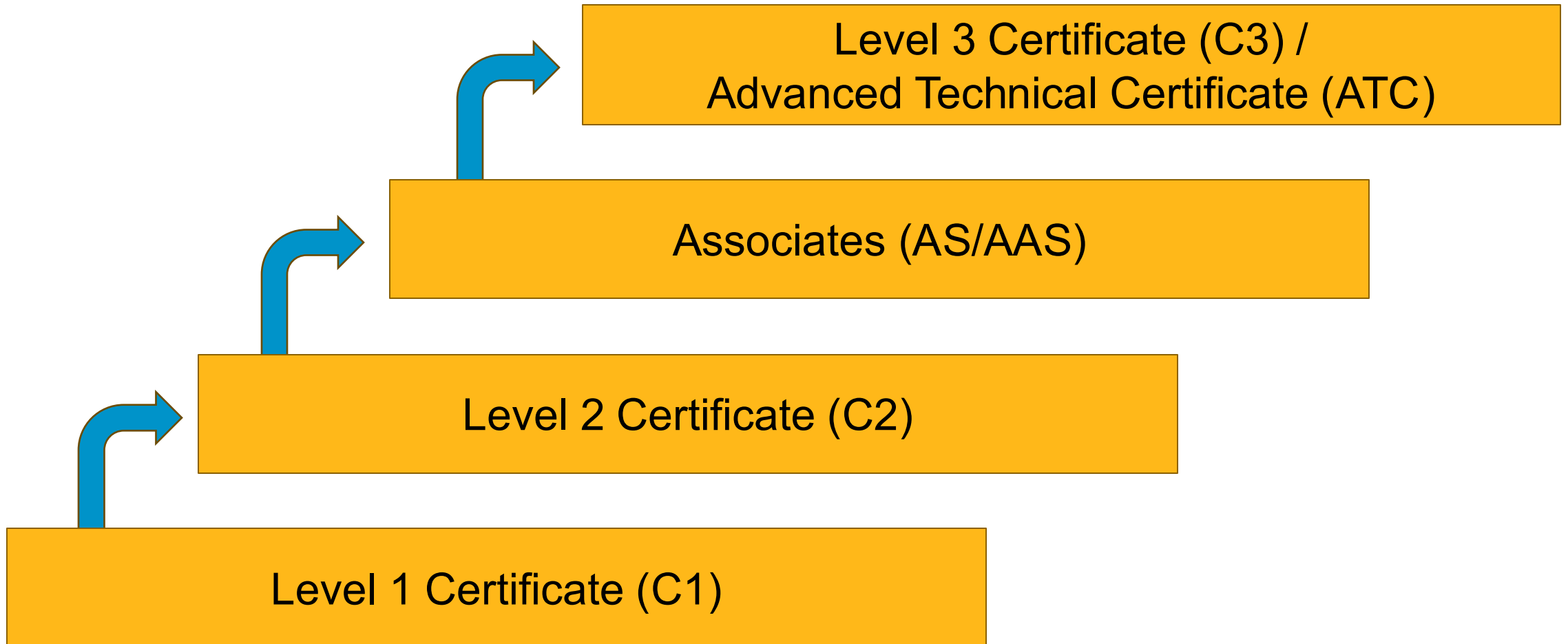
May 7, 2025

Why stackable credentials?

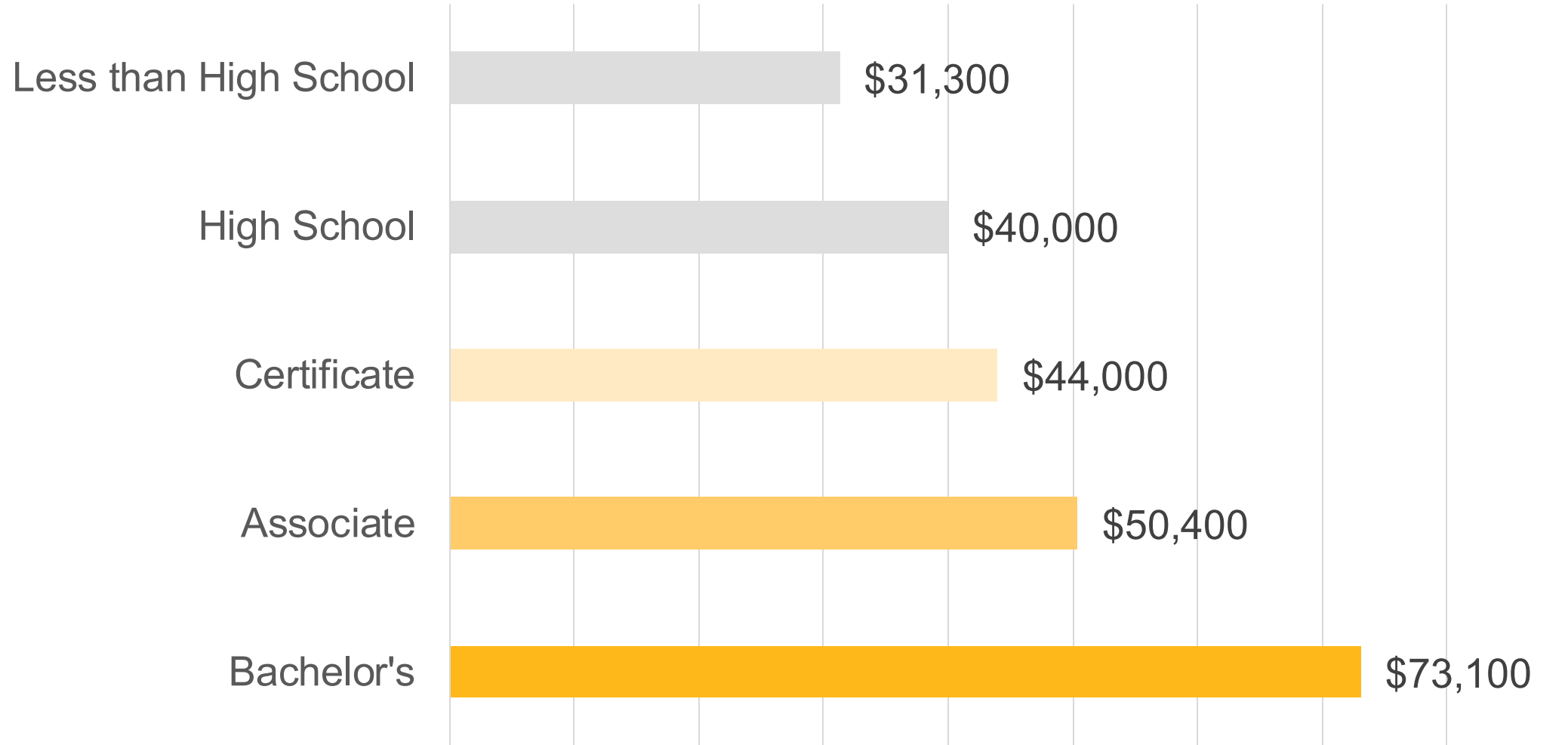
- Stackable credentials allow students to complete short-term awards, like certificates, that lead to employment but are also aligned to more advanced awards.
- The goal of stackable credentials is to create career pathways that allow students to easily re-enroll in aligned awards when they choose enhance skills, knowledge, and advancement opportunities.

Stackable Credentials

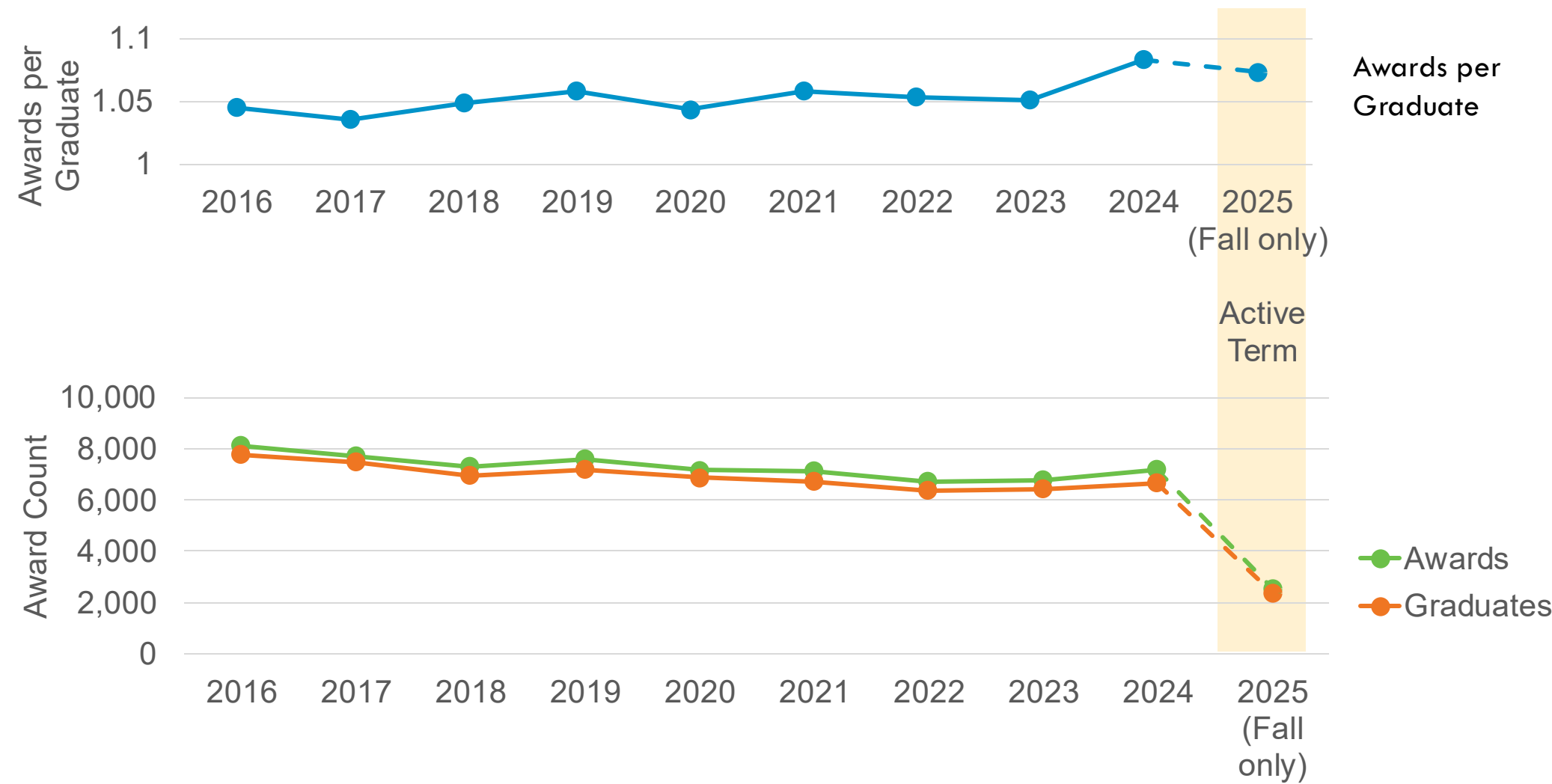
Stackable Credentials



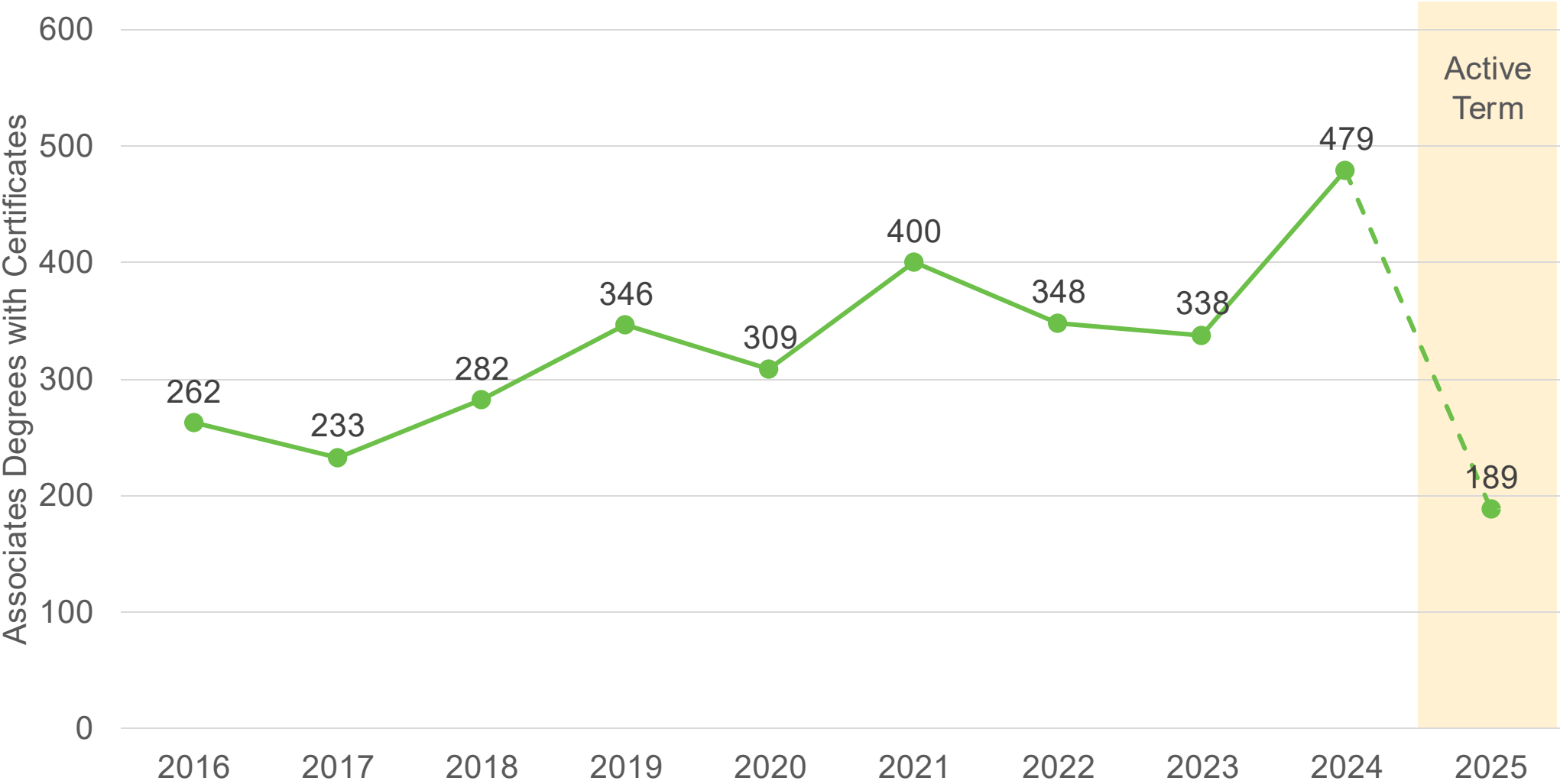
Average Earnings by Education Level



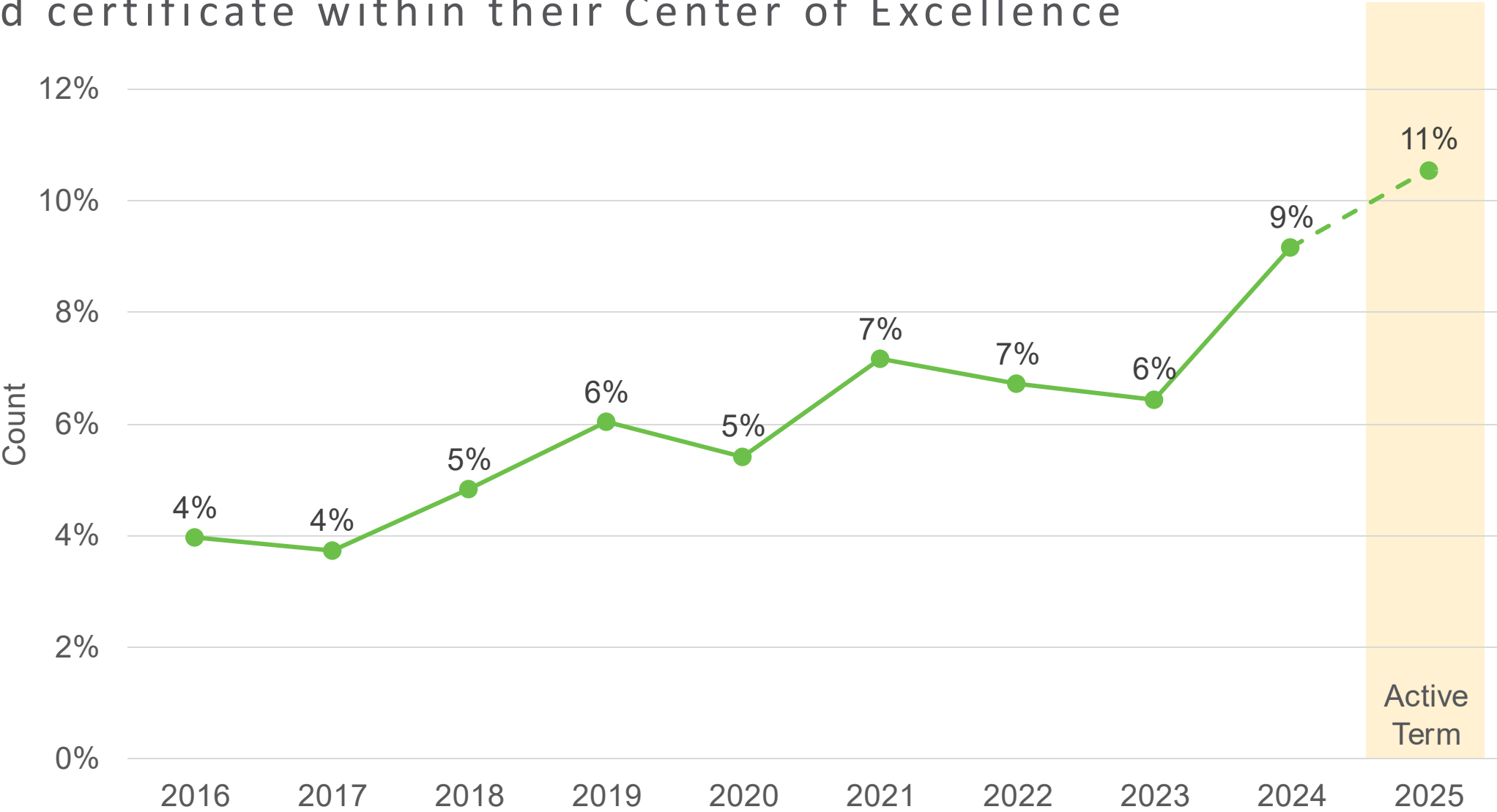
Awards per Graduate



In 2024, 479 Associate degrees were awarded to students who also have at least one certificate in their Center of Excellence



9% of Associate degrees awarded in 2024 include at least 1 stacked certificate within their Center of Excellence



Stacking within Centers of Excellence

Center of Excellence	Percent of Associates with Stacked Certificates	Total Associates
Logistics	33.7%	508
Health Sciences	32.8%	4,030
Public Safety	30.0%	287
Material Science & Smart Manufacturing	27.8%	209
Architectural Design & Construction	25.2%	882
Consumer Arts & Sciences	16.5%	1,217
Transportation	12.4%	209
Media, Visual & Performing Arts	11.0%	746
Education Professions	9.8%	925
Digital & Information Tech	8.9%	2,340
Business	8.0%	7,781
Global Energy	6.0%	1,234

Top Areas for Stacking

Area	Percent of Associates with Stacked Certificates	Total Associates
Health Information Technology	97.6%	123
AAS Allied Health	93.4%	1,084
Welding	64.4%	45
Legal Assistant	60.2%	369
International Business	56.6%	182
Human Services	55.8%	120
Corrosion Technology	55.6%	18
Emergency Medical Technician	55.4%	56
Air Conditioning/Refrigeration	45.2%	62
Child Development	40.5%	222

Next Steps

- Evaluate that all feasible opportunities for stackable credentials are implemented.
- Develop credential pathway maps that illustrate credential alignment in a way that helps students, staff, and administrators make decisions.

Questions?

REPORT ITEM

Meeting Date: May 7, 2025

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
B.	Developmental Education Program Update	Dr. Margaret Ford Fisher Dr. Norma Perez Dr. Andrea Burrridge Dr. Desmond Lewis

DISCUSSION

HB 2223 (85th Legislature, 2017) transformed Developmental Education in the State of Texas by mandating the corequisite model. This presentation provides an update on the success of students in HCC's development education programming.

COMPELLING REASON AND BACKGROUND

Consistent with reports of learning loss during the COVID-19 pandemic, as of Fall 2023, 61% of students entering community college state-wide were deemed not college-ready. Developmental education models implemented by HB 2223 (85th Legislature, 2017) are designed to accelerate students toward student success milestones such as gateway course completion.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 3 - Academic Rigor , Strategic Priority: 4 - Community Investment , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Developmental Education Program Update	4/30/2025	Presentation

This item is applicable to the following:

Central, Coleman, Northeast, Northwest, Southeast, Southwest, District, Online



Developmental Education Program Update

Margaret Ford Fisher, Ed.D.
Chancellor

Norma Perez, Ph.D.
Senior Vice Chancellor, Instruction & Student Services and CAO

Andrea BurrIDGE, Ph.D.
Vice Chancellor, Strategy, Planning, and Institutional Effectiveness

Desmond Lewis, Ed.D.
Associate Vice Chancellor, College Readiness

May 7, 2025

Overview

HB 2223 (85th Legislature, 2017) transformed Developmental Education in the State of Texas by mandating the corequisite model. At HCC, the Developmental Education Program provides personalized pathways of opportunity and success for students to achieve College Readiness.

- Departments and Courses
- Enrollment and Success Rates
- Initiatives

Developmental Education Departments and Courses

Integrated Reading and Writing (INRW)

Corequisite	College Level	Stand Alone Options
INRW 0300	ENGL 1301 - Composition I	INRW 0100 & INRW 0410
INRW 0301	HIST 1301 - United States History I	INRW 0410
	HIST 1302 - United States History II	
INRW 0302	HUMA 1301 - Introduction to Humanities	INRW 0420
INRW 0303	SOCI 1301- Introduction to Sociology	

Developmental Math

Corequisite	College Level	*Stand Alone Options
MATH 0324	MATH 1324 -Math for Business & Social Sciences	MATH 0314P Intermediate Algebra
MATH 0332	MATH 1332 - Contemporary Mathematics	MATH 0324P Basic for Business
MATH 0342	MATH 1342 - Elementary Statistical Methods	MATH 0332P Intro to Algebra
MATH 0314	MATH 1314 - College Algebra	MATH 0342P Basic for Statistics
		MATH 0424P Basic Math and Introduction to Business Math
		MATH 0432P Basic Math and Introduction to Contemporary Math
		MATH 0442P Basic Math and Introduction to Statistics

***Note:** College Algebra Stand Alone Option requires ONLY (1) MATH 0XX2P Course aligned with degree plan

Intensive English (ESOL)

Corequisite	College Level	**Stand Alone Options
ESOL 0370	ENGL 1301 - Composition I	ESOL 0350 Advanced Intermediate Reading for Foreign Speakers
		ESOL 0351 Advanced Intermediate Composition for Foreign Speakers
		ESOL 0352 Advanced Intermediate Grammar for Foreign Speakers
		ESOL 0353 Advanced Reading for Foreign Speakers
		ESOL 0354 Advanced Composition for Foreign Speakers
		ESOL 0355 Advanced Grammar for Foreign Speakers

****Note:** Intensive English Stand Alone Options require ONLY courses designated by placement scores (i.e. Level III – ESOL 0350, ESOL 0351, and ESOL 0352 and/or Level IV – ESOL 0353, ESOL 0354, and ESOL 0355)

Enrollment of Credit Students in Developmental Coursework by Academic Year

	Course Group	2022	2023	2024
College Readiness	Intensive English courses (ESOL)	979	1,323	1,406
	Corequisite courses	4,835	5,365	6,227
	Prerequisite courses	3,596	3,875	3,659
	Total College Readiness	7,972 (12%)	8,841 (13%)	9,418 (13%)
	Total SCH Students (All)	66,982	68,935	71,796

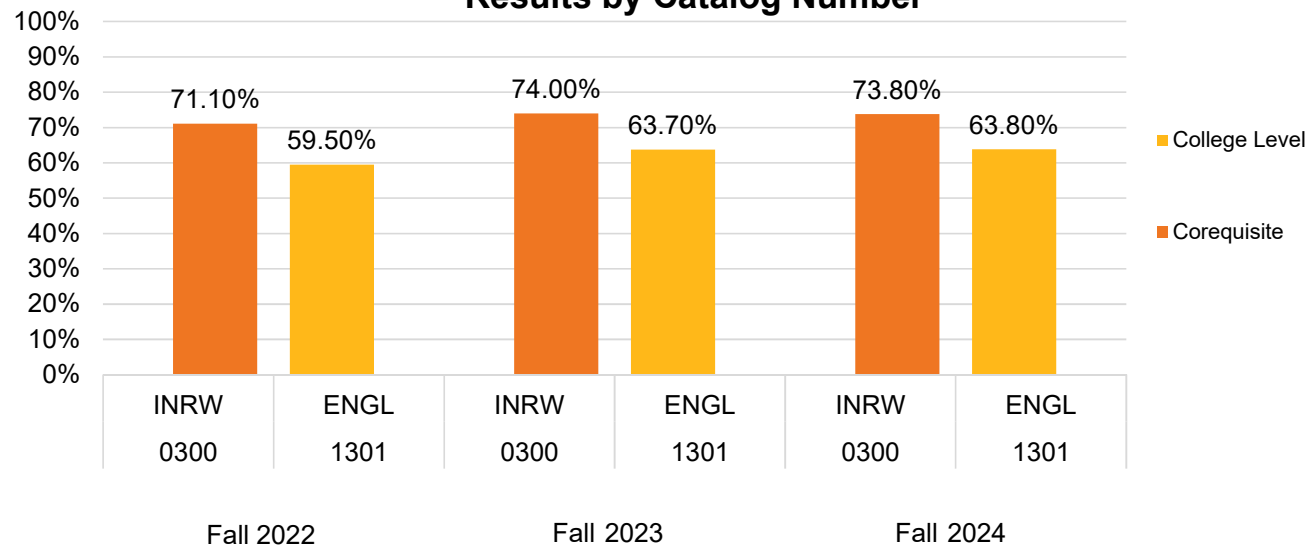
Corequisite INRW Enrollment and Success Rates

Results by Count and Percent

Term	Subject	Catalog Number	Success		Unsuccessful		*Grand Total	
			Count	Percent	Count	Percent	Count	Percent
Fall 2022	ENGL	1301	840	59.5%	575	40.8%	1,411	100.0%
	INRW	0300	1,004	71.1%	409	29.0%	1,412	100.0%
Fall 2023	ENGL	1301	1,097	63.7%	624	36.3%	1,721	100.0%
	INRW	0300	1,276	74.0%	448	26.0%	1,724	100.0%
Fall 2024	ENGL	1301	1,023	63.8%	582	36.3%	1,604	100.0%
	INRW	0300	1,186	73.8%	421	26.2%	1,607	100.0%

*Grand Total count represents the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts

Results by Catalog Number

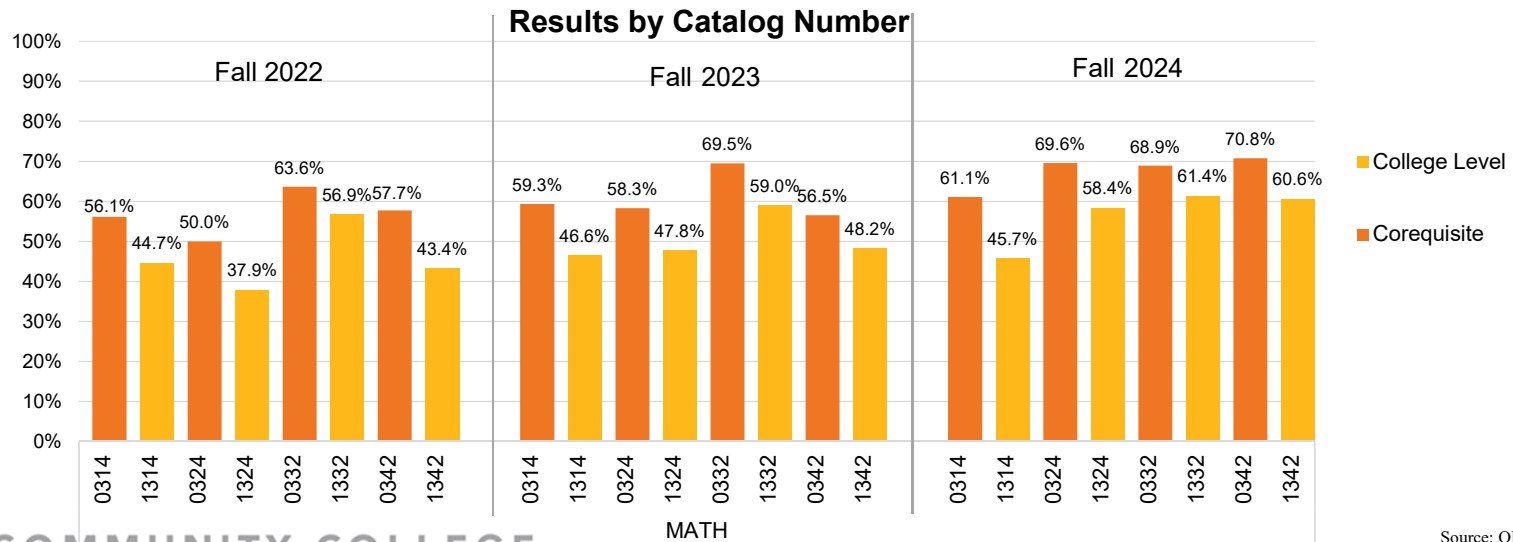


Corequisite Math Enrollment and Success Rates

Results by Count and Percent

		Fall 2022				Fall 2023				Fall 2024				*Grand Total	
		Success		Unsuccessful		Success		Unsuccessful		Success		Unsuccessful			
		Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
MATH	0314	271	56.1%	212	43.9%	312	59.3%	216	41.1%	408	61.1%	261	39.1%	1,644	100.0%
	1314	215	44.7%	266	55.3%	244	46.6%	282	53.8%	305	45.7%	362	54.3%	1,639	100.0%
	0324	183	50.0%	183	50.0%	233	58.3%	167	41.8%	277	69.6%	121	30.4%	1,138	100.0%
	1324	138	37.9%	226	62.1%	191	47.8%	210	52.5%	232	58.4%	165	41.6%	1,135	100.0%
	0332	285	63.6%	163	36.4%	285	69.5%	125	30.5%	308	68.9%	139	31.1%	1,294	100.0%
	1332	253	56.9%	192	43.1%	242	59.0%	168	41.0%	274	61.4%	172	38.6%	1,290	100.0%
	0342	112	57.7%	82	42.3%	126	56.5%	97	43.5%	177	70.8%	73	29.2%	664	100.0%
	1342	85	43.4%	111	56.6%	108	48.2%	116	51.8%	151	60.6%	98	39.4%	666	100.0%

*Grand Total count represents the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts.



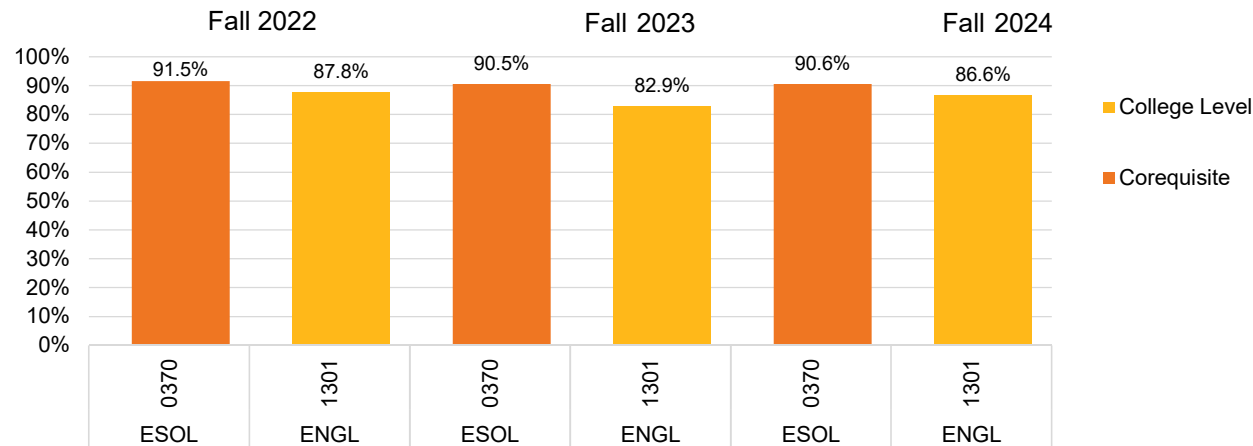
Corequisite ESOL and English Enrollment Semester Success Rates

Results by Count and Percent

Term	Subject	Catalog Number	Success		Unsuccessful		*Grand Total	
			Count	Percent	Count	Percent	Count	Percent
Fall 2022	ENGL	1301	238	87.8%	33	12.2%	271	100.0%
	ESOL	0370	248	91.5%	23	8.5%	271	100.0%
Fall 2023	ENGL	1301	271	82.9%	56	17.1%	327	100.0%
	ESOL	0370	296	90.5%	31	9.5%	327	100.0%
Fall 2024	ENGL	1301	277	86.6%	43	13.4%	320	100.0%
	ESOL	0370	290	90.6%	30	9.4%	320	100.0%

*Grand Total count represents the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts.

Results by Catalog Number

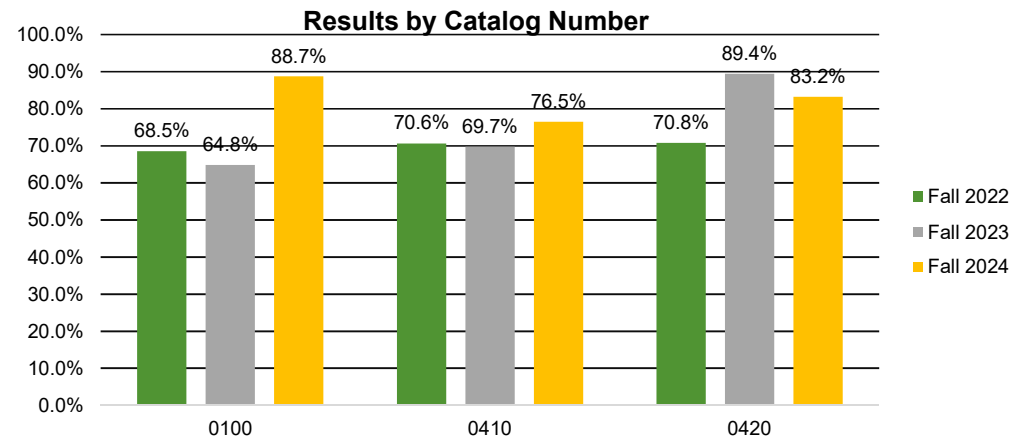


INRW Standalone Options Enrollment and Success Rates

Results by Count and Percent

Subject	Term	Catalog Number	Success		Unsuccessful		*Grand Total	
			Count	Percent	Count	Percent	Count	Percent
INRW	Fall 2022	0100	61	68.5%	28	31.5%	89	100.0%
		0410	120	70.6%	50	29.4%	170	100.0%
		0420	97	70.8%	40	29.2%	137	100.0%
	Fall 2023	0100	81	64.8%	44	35.2%	125	100.0%
		0410	138	69.7%	60	30.3%	198	100.0%
		0420	135	89.4%	16	10.6%	151	100.0%
	Fall 2024	0100	86	88.7%	11	11.3%	97	100.0%
		0410	143	76.5%	44	23.5%	187	100.0%
		0420	109	83.2%	22	16.8%	131	100.0%

*Grand Total and Total count represent the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts.



Developmental Math Standalone Options Enrollment and Success Rates

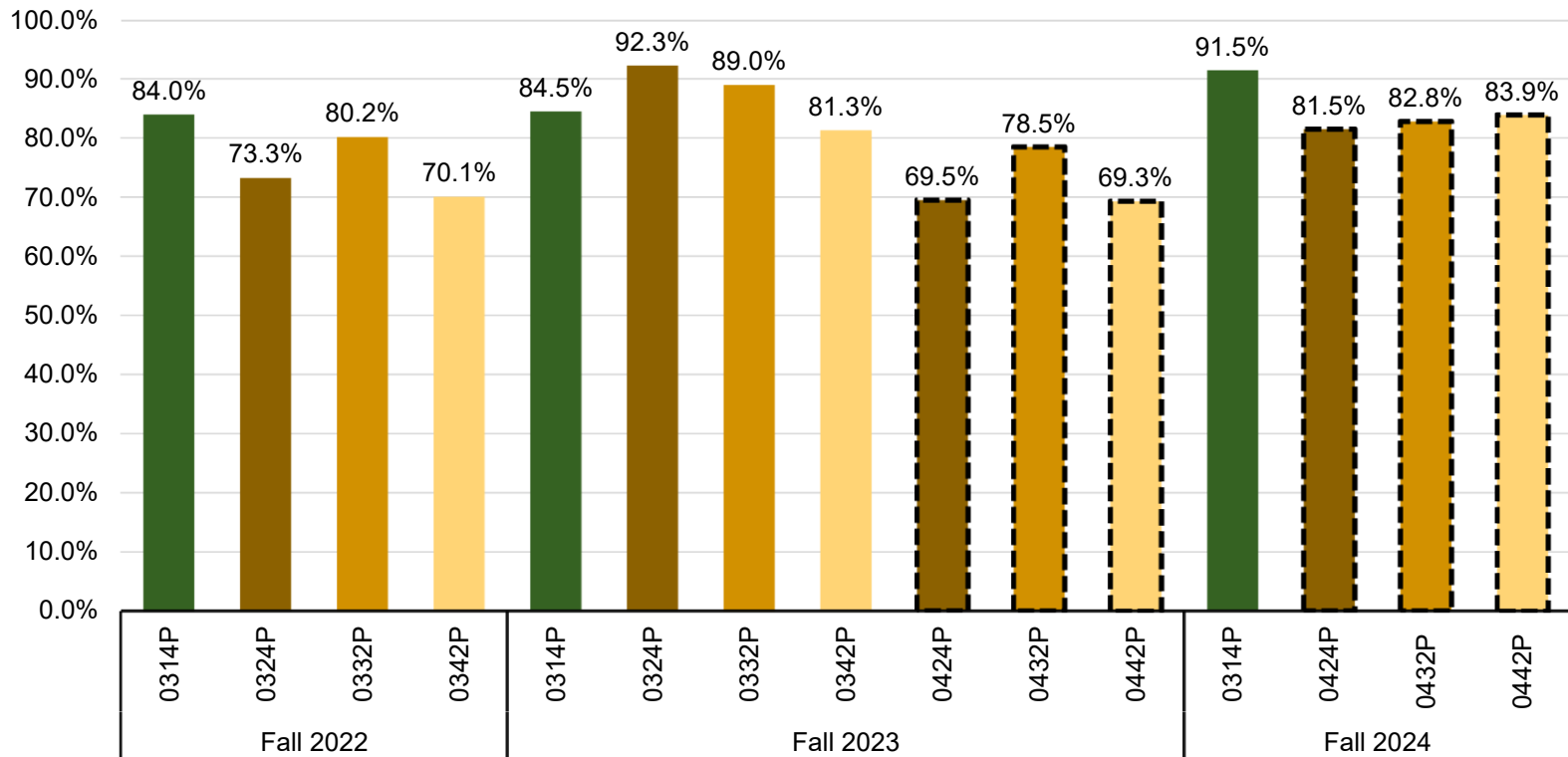
Results by Count and Percent

Subject	Term	Catalog Number	Success		Unsuccessful		*Grand Total	
			Count	Percent	Count	Percent	Count	Percent
MATH	Fall 2022	0314P	241	84.0%	46	16.0%	287	100.0%
		0324P	132	73.3%	48	26.7%	180	100.0%
		0332P	600	80.2%	148	19.8%	748	100.0%
		0342P	47	70.1%	20	29.9%	67	100.0%
	Fall 2023	0314P	229	84.5%	42	15.5%	271	100.0%
		0324P	24	92.3%	2	7.7%	26	100.0%
		0332P	242	89.0%	30	11.0%	272	100.0%
		0342P	13	81.3%	3	18.8%	16	100.0%
		0424P	153	69.5%	67	30.5%	220	100.0%
		0432P	368	78.5%	101	21.5%	469	100.0%
		0442P	52	69.3%	23	30.7%	75	100.0%
	Fall 2024	0314P	75	91.5%	7	8.5%	82	100.0%
		0424P	190	81.5%	43	18.5%	233	100.0%
		0432P	637	82.8%	132	17.2%	769	100.0%
		0442P	94	83.9%	18	16.1%	112	100.0%

*Grand Total count represents the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts.

Developmental Math Standalone Options Enrollment and Success Rates

Results by Catalog Number



Note: Additional hour added to 04XXP courses to increase student success.

Intensive English Standalone Options Enrollment and Success Rates

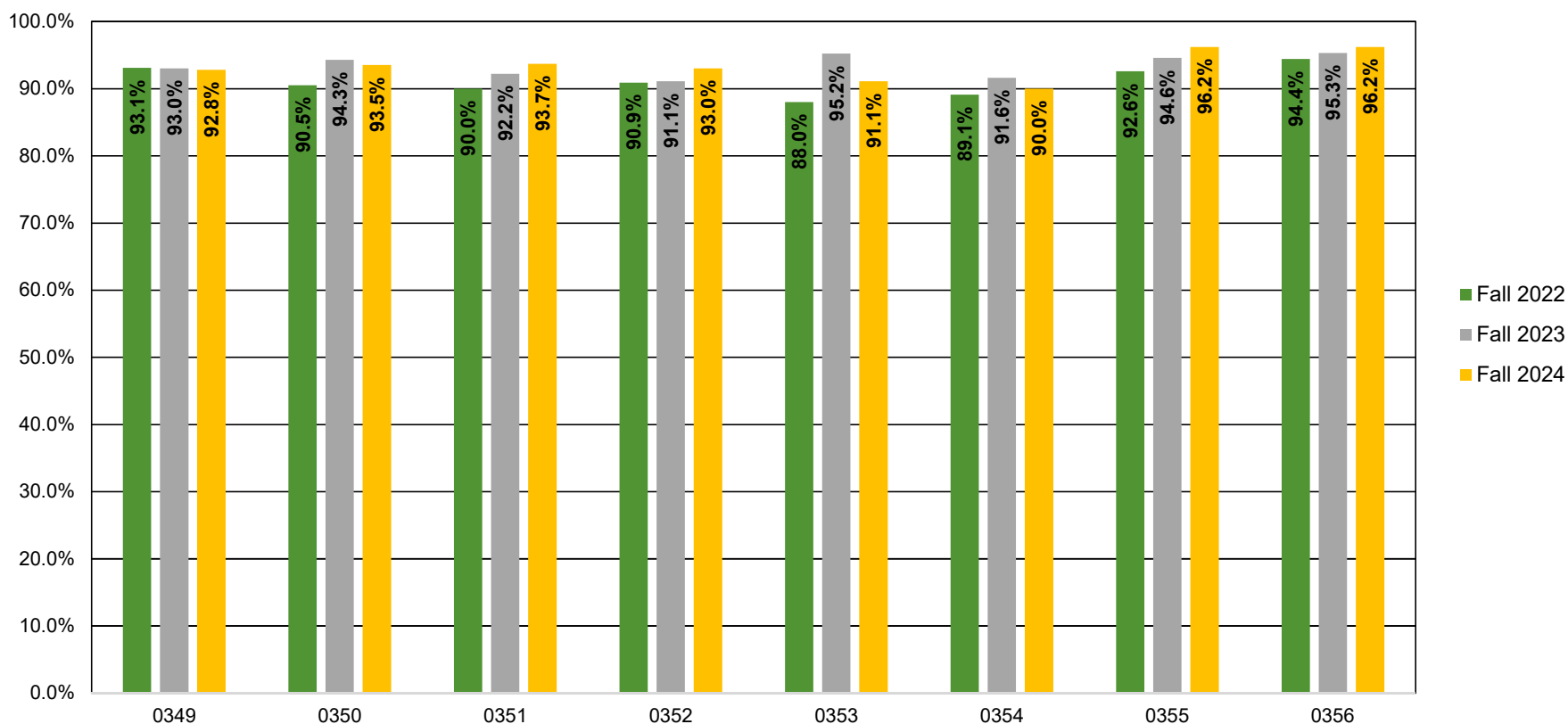
Results by Catalog Number

Subject	Term	Catalog Number	Successful		Unsuccessful		Grand Total	
			Count	Percent	Count	Percent	Count	Percent
ESOL	Fall 2022	0349	190	93.1%	15	7.4%	204	100.0%
		0350	182	90.5%	19	9.5%	201	100.0%
		0351	181	90.0%	20	10.0%	201	100.0%
		0352	170	90.9%	17	9.1%	187	100.0%
		0353	221	88.0%	30	12.0%	251	100.0%
		0354	246	89.1%	30	10.9%	276	100.0%
		0355	187	92.6%	15	7.4%	202	100.0%
		0356	202	94.4%	13	6.1%	214	100.0%
	Fall 2023	0349	187	93.0%	14	7.0%	201	100.0%
		0350	231	94.3%	14	5.7%	245	100.0%
		0351	237	92.2%	20	7.8%	257	100.0%
		0352	174	91.1%	17	8.9%	191	100.0%
		0353	319	95.2%	16	4.8%	335	100.0%
		0354	315	91.6%	29	8.4%	344	100.0%
		0355	227	94.6%	13	5.4%	240	100.0%
		0356	223	95.3%	12	5.1%	234	100.0%
	Fall 2024	0349	192	92.8%	15	7.2%	207	100.0%
		0350	314	93.5%	22	6.5%	336	100.0%
		0351	311	93.7%	21	6.3%	332	100.0%
		0352	199	93.0%	15	7.0%	214	100.0%
		0353	297	91.1%	30	9.2%	326	100.0%
		0354	289	90.0%	33	10.3%	321	100.0%
		0355	201	96.2%	8	3.8%	209	100.0%
		0356	204	96.2%	8	3.8%	212	100.0%

*Grand Total count represents the unique number of students and the count of success and unsuccessful represent course attempts. A single student can have multiple course attempts.

Intensive English Standalone Options Enrollment and Success Rates

Results by Catalog Number



Corequisite and Prerequisite Student Completion Rates

Corequisite Student Completion Rate

Cohort Year	Associate degree within 3 Years		C1 or C2 within 3 Years	
	Number	Percent	Number	Percent
2019	197	6.8	41	1.4
2020	311	8.9	71	2
2021	248	11.3	39	1.8
2022	283	11.3	52	2.1

Prerequisite Student Completion Rate

Cohort Year	Associate degree within 3 Years		C1 or C2 within 3 Years	
	Number	Percent	Number	Percent
2019	198	5.2	55	1.5
2020	137	4.8	44	1.5
2021	116	8.6	33	2.4
2022	139	7.9	45	2.6

Success and Completion Initiatives

- College Readiness and Success Models Grant (\$124,000)
- Texas Success Center Translating Opportunity Texas (MLE) Grant (\$25,000)
- Corequisite Professional Development Series
- Texas Higher Education Coordinating Board SSAW Subcommittee
- ATB (Ability to Benefit) State Defined Process: Student Support & Services Subcommittee
- English as a Second Language Pathways
- Texas Higher Education Coordinating Board Multiple Measure Assessment (MMA) Study

Conclusions

- Majority of Developmental Education students are enrolled in the Corequisite Model
- Positive increases in successful completion of courses and attainment of college-readiness in Stand Alone Developmental Education Courses
- INRW Corequisite Success Rates are stable with students achieving College Readiness status at the 70th percentile
- Developmental Math Corequisite Success Rates are increasing
- Intensive English Corequisite Success Rates remain high
- HCC is positioned to impact state-wide reforms for Developmental Education
- Grant awards are allowing for expansion of Developmental Education Professional Development
- Multiple Measures Assessment (MMA) placement impacts Developmental Education enrollment

Thank you!

REPORT ITEM

Meeting Date: May 7, 2025

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
C.	Health Science Programs, Partnerships & Recruitment	Dr. Margaret Ford Fisher Dr. Lutricia Harrison

DISCUSSION

Provide an update on Health Science programs outcomes, partnerships and recruitment.

COMPELLING REASON AND BACKGROUND

Data for the last three years on health science programs outcomes, new partnerships and recruitment efforts.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 3 - Academic Rigor , Strategic Priority: 4 - Community Investment , Strategic Priority: 5 - College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Health Science Programs, Partnerships & Recruitment	4/30/2025	Presentation

This item is applicable to the following: Coleman



Health Science Programs Partnership & Recruitment Efforts

Dr. Lutricia Harrison
President, HCC Coleman College
May 7, 2025

About HCC Coleman College



- ▶ Serves entire Houston region
 - ▶ Only HCC campus dedicated to health sciences
 - ▶ Only community college in TMC
 - ▶ Offers 20-plus health science programs
 - ▶ Offers 100% online bachelor's degree
-
- | | |
|--|---|
| ▶ Dental Assisting | ▶ Nuclear Medicine Technology |
| ▶ Dental Hygiene | ▶ Nursing (Licensed Vocational Nursing) |
| ▶ Diagnostic Medical Sonography | ▶ Occupational Therapy Assistant |
| ▶ Endoscopy Technician | ▶ Pharmacy Technician |
| ▶ Health Information Technology | ▶ Physical Therapist Assistant |
| ▶ Healthcare Management, BAS | ▶ Radiography (& Computed Tomography) |
| ▶ Histologic Technician | ▶ Respiratory Therapy |
| ▶ Human Service Technology (Community Health Worker) | ▶ Sterile Processing |
| ▶ Medical Assistant (& Medical Scribe) | ▶ Surgical Technology |

About HCC Coleman College at Midtown



- ▶ Opened Aug. 19, 2024
 - ▶ Only college in HCC Administration Building
 - ▶ Offers pre-healthcare courses on evenings & weekends
 - ▶ Offers convenient pathway for working students
 - ▶ Free garage parking & access to MetroRail
-
- | | |
|--------------------------------------|--|
| ▶ Introduction to Chemistry | ▶ Medical Terminology I & II |
| ▶ Composition I & II | ▶ Medical Administrative Support |
| ▶ Introduction to Health Professions | ▶ Health Information Systems |
| ▶ Basic Health Profession Skills | ▶ Medical Insurance |
| ▶ Elementary Statistical Methods | ▶ HIPAA |
| ▶ Introduction to Ethics | ▶ Insurance Coding |
| ▶ General Psychology | ▶ Intermediate & Advanced Medical Coding |
| ▶ Introduction to Humanities | |
| ▶ College Algebra | |

Partnerships

- ▶ Affiliation agreements with majority of healthcare facilities in Harris County and the surrounding communities.
- ▶ HCA in Texas, Utah, Florida, Virginia, North Carolina, Tennessee, and Missouri to upskill their imaging technicians to become CT technicians.
- ▶ Greater Houston Partnership
- ▶ Texas Medical Center
- ▶ Memorial Hermann System to upskill their PCTs to LVNs
- ▶ Prairie View A&M University for Brighter Futures STEM Summer Day Camp
- ▶ American College of Education to create BAS to Master's degree pathway. Status: pending OGC review process
- ▶ Texas Woman's University to create BAS to Post-Bachelor's pathway. Status: pending OGC review process
- ▶ Kelsey-Seybold Clinic
- ▶ Methodist West to develop sterile processing technicians
- ▶ MD Anderson School of Health Professions
- ▶ Baylor College of Medicine, National School of Tropical Medicine
- ▶ Partnering with CUBiO, an innovation hub. Status: pending OGC review process.

Partnerships (cont'd)

- ▶ Allison Sutton-Jones Future Academy (Advising)
- ▶ City Of Houston Immunization Partnership (Admission Advising)
- ▶ Houston Apprenticeship Workforce Strategy Symposium facilitated by Greater Houston Partnership (for Career Services to partner with employers to gain apprenticeships for students)
- ▶ Wesley Community Center for student scholarships
- ▶ Acres Homes with University of Texas MD Anderson Cancer's Centers for BeWell Summer Fit & Wellness Expo
- ▶ Raul Yzaguirre School for Success
- ▶ Michael E. DeBakey High School for Health Professions
- ▶ Collaborating with:
 - ▶ Greater Houston Opportunity Youth Collaborative (GHOYC)
 - ▶ Alliance of Community Assistance Ministries, Inc. (ACAM)
 - ▶ Memorial Assistance Ministries
 - ▶ Uncharted Territory

Recruitment Efforts

- ▶ Health Sciences Palooza at each campus
- ▶ Youth & Teen Symposium with HCC, HISD and Fort Bend ISD
- ▶ Biology Day with DeBakey High School and Furr High School
- ▶ HealthScare with DeBakey High School and other area high schools
- ▶ Constant campus tours with area middle schools and high schools

Completions and Licensure Pass Rates

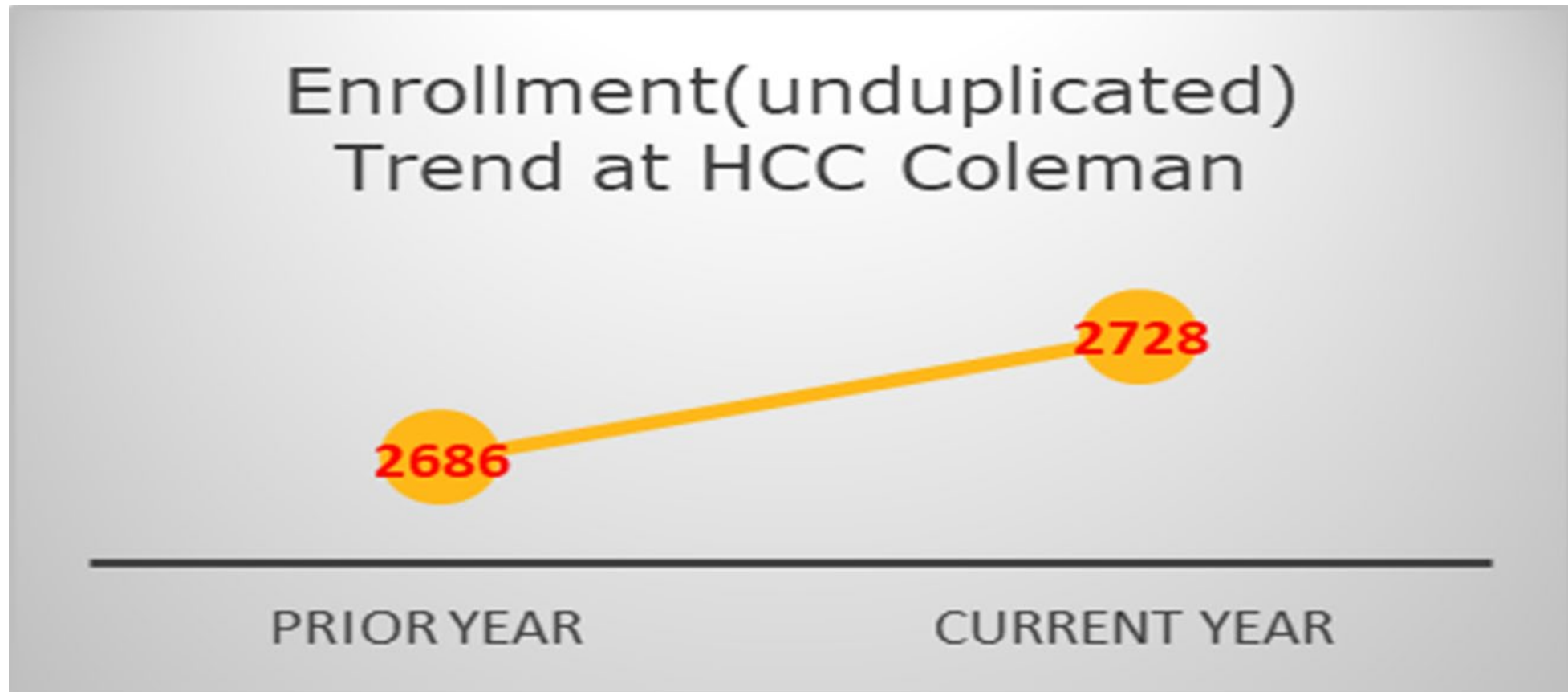
▶ Completions:

- 2022: 841
- 2023: 1,130
- 2024: 1,278

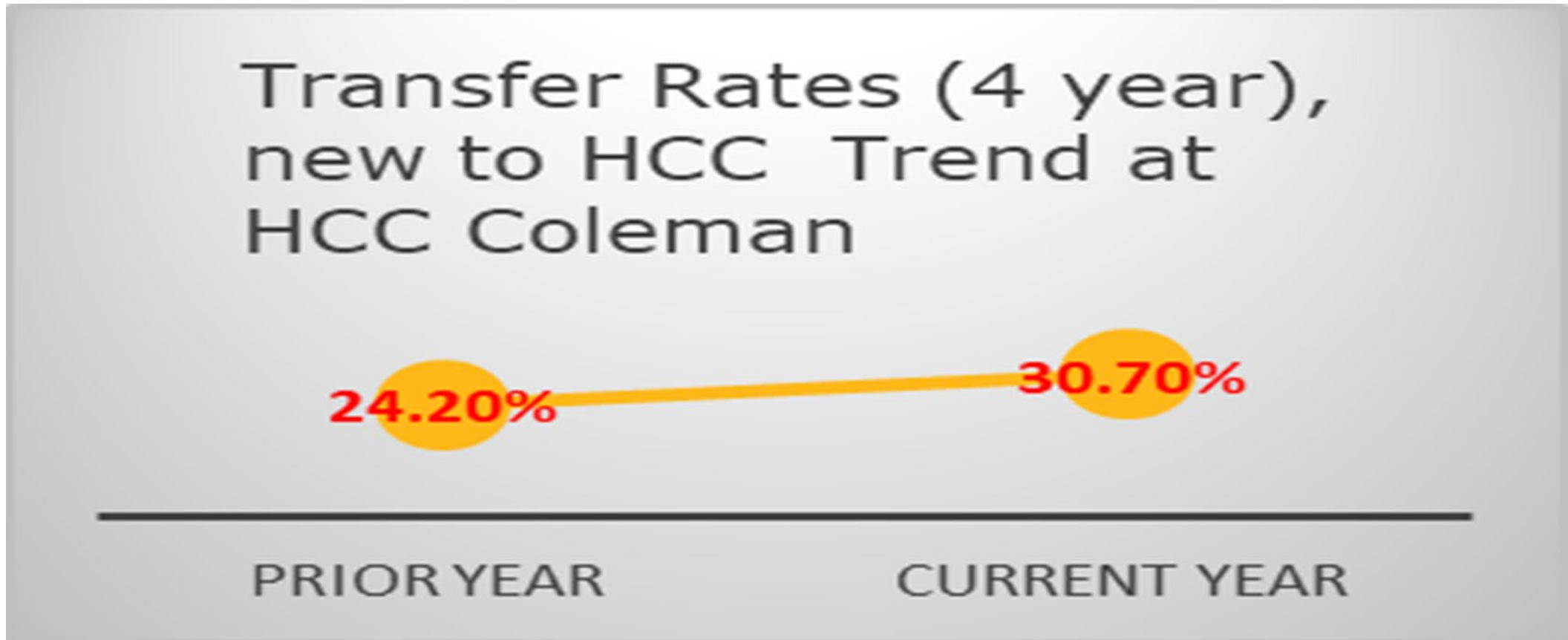
▶ Licensures:

- ▶ 2020 – 2021: 575
- ▶ 2021 – 2022: 509
- ▶ 2022 – 2023: 497

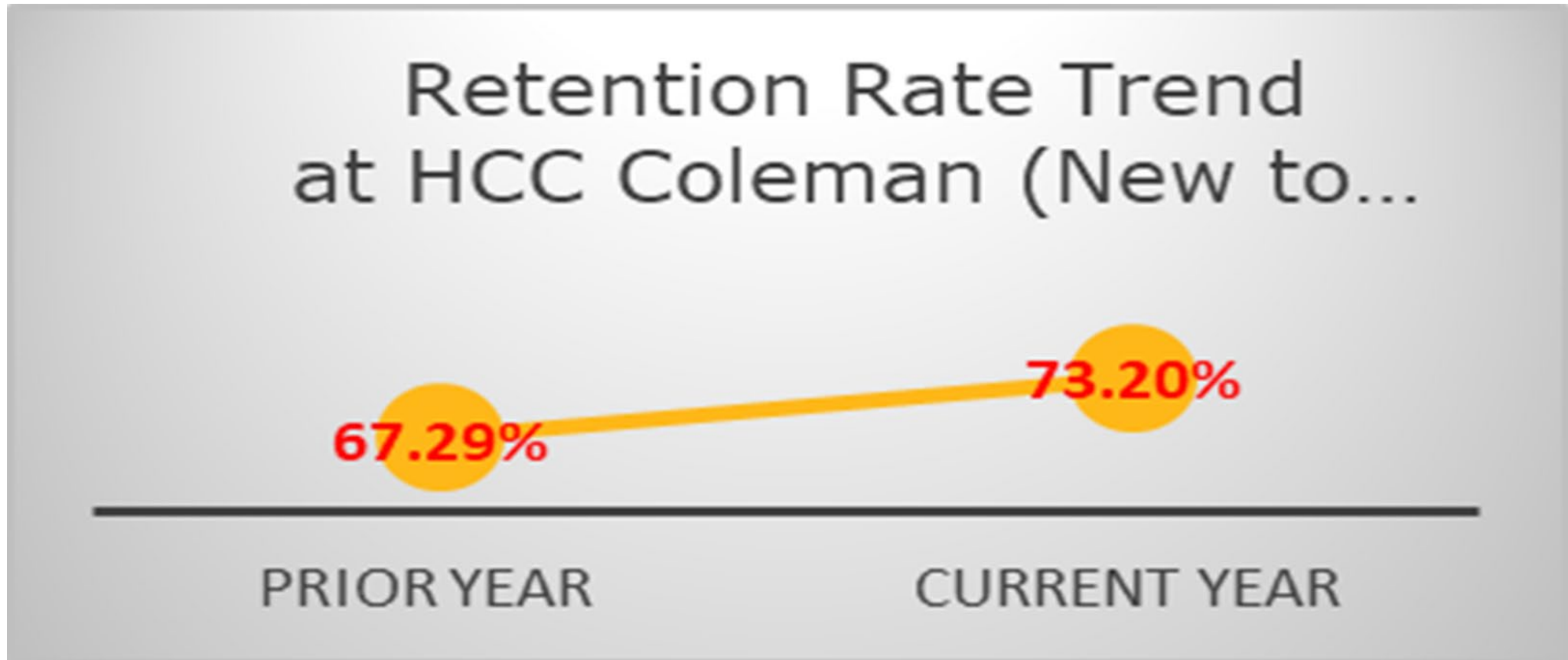
Enrollment Trend



Transfer Trend



Retention Trend



Thank You!