



AGENDA

BOARD OF TRUSTEES

REGULAR MEETING

May 21, 2025

4:00 PM

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

**NOTICE OF A REGULAR MEETING
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

May 21, 2025

Notice is hereby given that a Regular Meeting of the Board of Trustees of the Houston Community College will be held on Wednesday, May 21, 2025 at 4:00 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 Chair or Board and items listed for closed session discussion may be discussed and/or approved in open session and vice versa as permitted by law.

I. Call to Order

II. Prayer and Pledge of Allegiance

III. Approval of Minutes

- A. Approval of Minutes for April 2025

IV. Awards, Presentations, and Recognitions

- A. Check Presentation by Assistance League of Houston
- B. Check Presentation by CenterPoint Energy
- C. Recognition of Cinco De Mayo
- D. Recognition of Asian American and Pacific Islander Heritage Month

V. Chair's Report

- A. Trustees District Report

VI. Chancellor's Report

- A. United Student Council Report
- B. Faculty Senate Report
- C. Staff Senate Report
- D. Credentials of Value (CoV) Monthly Highlight

VII. Hearing of Citizens

VIII. Consent Agenda

- 1. Acceptance of Donated Item by Siemens
- 2. Acceptance of Donated Item by Qualcomm
- 3. Acceptance of Donated Item by Prifina

4. Acceptance of Donated Item by Nvidia
5. Acceptance of Donated Item by Microsoft
6. Acceptance of Donated Item by Dr. Helen Graham
7. Acceptance of Donated Item by H-E-B
8. Acceptance of Donated Item by Frito-Lay
9. Acceptance of Donated Item by Eric Gruetzner
10. Acceptance of Donated Item by Ace Frabricators, Inc.
11. Acceptance of Donated Item by Primeway
12. Acceptance of 2nd Donated Item by Dr. Helen Graham
13. Acceptance of Donated Item by Cognitive Space
14. Proposed Changes to Policy CAK (LOCAL) - APPROPRIATIONS AND REVENUE SOURCES: INVESTMENTS
15. Proposed Changes to Policy CDE (LOCAL) - ACCOUNTING: FINANCIAL EHTICS
16. Proposed Changes to DHB (LOCAL): EMPLOYEE STANDARDS OF CONDUCT: CHILD ABUSE AND NEGLECT REPORTING
17. Proposed Changes to FAA (LOCAL) Policy: EQUAL EDUCATIONAL OPPORTUNITY: PREGNANT AND PARENTING STUDENTS
18. Monthly Investment Report, Financial Statement and Budget Review for March 2025
19. Tuition Assistance Options for FY26 Operating Budget
20. Update on the Strategic Plan

IX. Topics for Discussion and/or Action

- A. Houston Dynamo FC Sponsorship (Sole Source Award)
- B. Personnel Agenda (Faculty)

X. 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.

1. Discuss Real Estate Portfolio including Value of Current Real Estate Holdings

XI. 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.

XII. Reconvene in Open Meeting

XIII. Adjournment

XIV. Appendix - No Action Required

CERTIFICATE OF POSTING OR GIVING NOTICE

On this **16th 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

ACTION ITEM

Meeting Date: May 21, 2025

Approval of Minutes

ITEM #	ITEM TITLE	PRESENTER
A.	Approval of Minutes for April 2025	Dr. Margaret Ford Fisher Sharon Wright

RECOMMENDATION

Approve meeting minutes for April 2025.

COMPELLING REASON AND BACKGROUND

In accordance with the Board bylaws, the Board shall prepare and keep minutes of each open meeting.

The following Board meetings were held in April 2025:

- Academic and Student Affairs Committee on April 2, 2025
- Audit Committee on April 2, 2025
- Board Governance Committee on April 2, 2025
- Committee of the Whole on April 2, 2025
- External Relations Committee on April 2, 2025
- Audit Committee Meeting on April 16, 2025
- Regular Meeting on April 16, 2025
- Special Meeting (Board Workshop) on April 24, 2025

LEGAL REQUIREMENT

In accordance to Board Bylaws, Article G, Section 9

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Draft Minutes - April 2025	5/14/2025	Attachment

This item is applicable to the following: District

**MEETING OF THE
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 2, 2025

Minutes

The Academic and Student Affairs Committee of Houston Community College Board of Trustees met on Wednesday, April 2, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Adriana Tamez, Committee Chair
Sean Cheben, Committee Member
Cynthia Lenton-Gary, Committee Member (via Video Conference)
Renee Patterson, Alternate member (via Video Conference)
Eva Loredó

CHANCELLOR COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor for Student Services
Andrea Burrige, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Rodney McLaurie for Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni

Relations

OTHER PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALL TO ORDER

Dr. Adriana Tamez, Committee Chair, called the meeting to order at 1:46 p.m. and declared the Board convened to consider matters about Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Lenton-Gary, and Tamez)

OPPORTUNITY FOR PUBLIC COMMENTS

No citizens signed up to speak before the Board.

TOPICS FOR DISCUSSION AND/OR ACTION

FALL TO SPRING RETENTION UPDATE

Dr. Ford Fisher noted that Dr. Norma Perez, Senior Vice Chancellor, Instructional Services/Chief Academic Officer, and Dr. Andrea Burrridge, Vice Chancellor, Strategy, Planning, and Institutional Effectiveness, would provide an overview of the Fall to Spring Retention Update.

Dr. Perez and Dr. Burrridge provided an overview of the following:

- Retention vs. Persistence
- Institutional Initiatives
- Financial Support: Types of Aid
- Are we seeing results?

KPI UPDATE: APRIL 2025

Dr. Ford Fisher noted that Dr. Norma Perez and Dr. Andrea Burrridge would provide an update on the KPI for April 2025.

Dr. Burrridge noted that the update would review benchmark data and key strategies. She provided an update to include:

- Strategic Plan KPI Progress (1/15/2025)
- Benchmarking Completion
 - THECB Full-time First-time-in-College Cohort (3-year Completion)
 - THECB Full-time First-time-in-College Cohort (4-year Completion)
 - THECB Full-time First-time-in-College Cohort (6-year Completion)
 - 1.6 Benchmark Data: Academic Job Placement
- Focus on Career and Transfer Services

(Trustee Patterson joined the meeting remotely at 1:50 p.m.)

(Trustee Loreda joined the meeting at 1:50 p.m.)

Trustee Cheben mentioned concerns regarding limited availability and inquired about current and future marketing strategies to support HCC enrollment. Dr. Burrige noted the importance of leveraging partnership opportunities and engaging in discussions with industry leaders and advisory board members to promote the college and share relevant information.

Dr. Lenton-Gary noted the importance of raising community awareness. Trustee Cheben recommended sharing relevant data with alumni.

Dr. Ford Fisher noted the importance of influential representatives on advisory committees across the geographic districts. She apprised that this effort is not intended to interfere with the work of the Trustees but rather to help spread awareness. She also noted that the college leverages social media and student ambassadors to support these outreach efforts.

FALL 2024 COMPLETION UPDATE

Dr. Ford Fisher noted that Dr. Burrige would provide an update on the Fall 2024 Completion.

Dr. Burrige provided an overview of the following:

- In Fall 2024 HCC Students earned 572 awards
- The number of Fall awards surpassed previous awards
- Awards over time illustrate HCC's progress in short.

Trustee Cheben noted the phenomenal 30% increase in fall-to-fall awards. He expressed his appreciation to the HCC team and remarked that the city is thriving, and the team is contributing to that success.

Dr. Tamez noted that she had a productive meeting with the Chancellor during the Committee Chair call. She stated that she would continue contacting the Trustees to gather input on items for consideration by the Academic and Student Affairs Committee.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 2:14 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**AUDIT COMMITTEE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 2, 2025

Minutes

The Audit Committee of Houston Community College Board of Trustees met on Wednesday, April 2, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Pretta VanDible Stallworth, Committee Chair
Renee Patterson, Committee Member (via Videoconference)
Eva Loredó

CHANCELLOR'S COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burrige, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Rodney McLaurie for Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALL TO ORDER

Dr. Pretta VanDible Stallworth, Committee Chair, called the meeting to order at 2:32 p.m. and declared the Board convened to consider matters about Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Loredo, Patterson, and VanDible Stallworth)

OPPORTUNITY FOR PUBLIC COMMENTS

No citizens signed up to speak before the Committee.

TOPICS FOR DISCUSSION AND/OR ACTION

APPROVE INTERNAL AUDIT DEPARTMENT AND AUDIT COMMITTEE CHARTERS

The item was pulled due to a lack of in-person quorum and will be considered at a subsequent meeting.

BASELINE AUDIT REPORTING: MINORS ON CAMPUS

Dr. Ford Fisher noted that Dr. Norma Perez would provide an update on the requirements regarding minors on campus.

Dr. Perez noted that HCC adheres to state and federal guidelines regarding minors on campus. She reported on the following:

- HCC Policy GDA (Local) - Unaccompanied Minors and Relatives on Property
- Areas Related to Youth and Minors on Campus
- Managing The Risk
- Minors on Campus Chart
- Minors on Campus Checklist
- Ongoing Training / Process Review

Dr. VanDible Stallworth expressed appreciation for Dr. Perez reporting on human trafficking and commended the Board's proactive efforts to enhance student safety.

Trustee Loredo inquired how the college ensures this information reaches faculty, staff, and students. Dr. Perez apprised that faculty and staff have access to training sessions, and the information is also distributed to students.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 2:40 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**MEETING OF THE
BOARD GOVERNANCE COMMITTEE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 2, 2025

Minutes

The Board Governance Committee of Houston Community College Board of Trustees met on Wednesday, April 2, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Sean Cheben, Committee Member
Dave Wilson, Committee Member
Cynthia Lenton-Gary (via Videoconference)
Eva Loredó
Renee Patterson (via Videoconference)
Adriana Tamez

CHANCELLOR COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burrige, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Rodney McLaurie for Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President

Houston Community College
Board Governance Committee Meeting – April 2, 2025 - Page 2

Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALL TO ORDER

Trustee Sean Cheben, Committee Member, called the meeting to order at 3:05 p.m. and declared the Board convened to consider matters of Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Loredo, Lenton-Gary, Patterson, Tamez, and Wilson)

HEARING OF THE CITIZENS

No citizens signed up to speak before the Committee.

TOPICS FOR DISCUSSION AND/OR ACTION

PROPOSED BOARD BYLAWS REVISIONS TO ARTICLE F, SECTION 1: COMMITTEES AND ARTICLE G, SECTION 17: AGENDA

The item was pulled and will be considered at a subsequent meeting.

BOARD EXPENDITURES REPORT FOR FISCAL YEAR 2025 (SEPTEMBER 1, 2024, THROUGH FEBRUARY 28, 2025)

Dr. Ford Fisher noted that the item provides an overview of the Board Expenditures for Fiscal Year 2025.

Trustee Loredo noted the importance of Trustees being more cost-effective.

Trustee Wilson recommended that a limit be established for Board travel.

Dr. Lenton-Gary inquired about whether BACA funds could be used for college events. Ms. Sharon Wright, Executive Director of Board Services, advised that such requests must be approved by Board Counsel. She noted that the requests are reviewed on a case-by-case basis.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 3:09 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**COMMITTEE OF THE WHOLE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 2, 2025

Minutes

The Houston Community College Board of Trustees held a Committee of the Whole meeting on Wednesday, April 2, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Eva Loreda, Chair
Laolu Davies, Vice Chair
Sean Cheben, Secretary
Cynthia Lenton-Gary (via Videoconference)
Renee Patterson (via Videoconference)
Adriana Tamez
Dave Wilson

CHANCELLOR COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burrige, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Rodney McLaurie for Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President

Houston Community College
Committee of the Whole – April 2, 2025, Page 2

Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALL TO ORDER

Trustee Eva Loreda, Chair, called the meeting to order at 4:00 p.m. and declared the Board convened to consider matters of Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Davies, Lenton-Gary, Loreda, Patterson, Tamez, and Wilson)

HEARING OF THE CITIZENS

No citizens requested to speak before the Board.

TOPICS FOR DISCUSSION AND/OR ACTION

MONTHLY INVESTMENT REPORTS, FINANCIAL STATEMENTS AND BUDGET REVIEWS FOR JANUARY AND FEBRUARY 2025

Motion – Dr. Adriana Tamez motioned, and Trustee Sean Cheben seconded.

Dr. Ford Fisher noted that the item is a request to accept the Investment Report, Financial Statement, and Budget Review for January and February 2025. She apprised that Dr. Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations, would provide an overview and entertain any questions.

Dr. Hawn provided an overview of the executive summary of the report.

Trustee Davies inquired about the weighted average return for February 2025 and noted that it is essential to track the data for prioritization in the current market climate. Dr. Hawn noted that the information could be provided. Trustee Loreda apprised that the weighted average return is indicated under the Fiscal Impact section.

Trustee Davies requested an opportunity to hear from the Financial Advisor regarding the college's investments and portfolio balancing.

Trustee Cheben noted that it would be helpful to review monthly expectations and clarify the timing associated with them. Dr. Hawn apprised that actions are underway to align with the Governmental Accounting Standards Board (GASB) requirements, which will provide more specific and detailed information.

Vote – The motion passed with a vote of 7-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Tamez, and Wilson in favor.

BUDGET WORKSHOP #4: PRELIMINARY FY2026 OPERATING & OTHER BUDGETS

Dr. Ford Fisher noted that the item is workshop #4 to provide an opportunity for discussion and feedback regarding an overview of the preliminary operating budget for Fiscal Year 2026. She noted that Dr. Hawn would provide an overview.

Dr. Hawn reported on the following:

- FY26 Timeline
- FY 2026 Preliminary Operating Budget Revenue Component
 - Tuition & Fees Summary
 - State Appropriations – Base Tier
 - State Appropriations – Performance Tier FY26
 - State Appropriations – Trended Performance Tier (Special Funding and FAST)
 - Tax Scenario Options 1 & 2
 - Tax Scenario Option 3
- FY 2026 Preliminary Operating Budget Revenue Component
 - Trended Expense Analysis
 - Operating Expense – Salary & Benefits

Dr. Hawn noted that the percentage of change for salaries should be 3% instead of 4.7%.

- FY26 Proposed Known Commitments
- FY 2026 RECOMMENDED OPERATING BUDGET SCENARIO
 - FY26 Operating (Unrestricted) Budget – Flat Budget
 - FY26 Operating (Unrestricted) Budget – Alternate Scenario
- FY 2026 NON-OPERATING BUDGETS
 - FY26 Recommended Restricted Budget – Fund 2
 - FY26 Recommended Auxiliary Budget – Fund 3
 - FY26 Recommended Capital & Technology Plan Budget
- CONTINGENCY PLAN – COST CONTAINMENT TACTICS
 - HCC Financial Contingency Plan - Guiding Principles
 - Sampling of Potential External Factors
 - HCC Financial Contingency Plan

Trustee Cheben noted that he is very concerned about the lack of sufficient funding for deferred maintenance and noted similar concerns regarding the IT infrastructure. He noted that the landline item for the IT budget does not appear to be included in the proposed budget. Dr. Hawn apprised that additional data can be provided on the areas of concern. She noted that discussions have indicated a need to allocate at least \$44 million for deferred maintenance. She also apprised that there is a five-year projected cost for IT of approximately \$11 million for FY26 and noted that the intent is to balance funding with actual needs.

Trustee Cheben noted that the opportunity for tuition assistance programs was discussed at the Executive Committee meeting and apprised that he would like to see the items included in the

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Committee of the Whole – April 2, 2025, Page 4

May budget discussions. Dr. Hawn noted that the items could be presented and apprised that the Houston Reconnect initiative would require \$12 million. She also noted that a conservative budgeting approach did not support moving forward with the initiative at this time.

Trustee Loredó inquired about FAFSA funding compared to previous years. Dr. Hawn noted that the data could be provided.

Trustee Davies referenced FAFSA and noted concerns regarding the merging of federal agencies, emphasizing that the college must anticipate potential delays resulting from this consolidation.

Trustee Davies referenced the tuition and fees summary on page 5 and noted that the percentage changes for the categories should reflect positive values. He apprised that the figure for international students currently shows a negative percentage. Dr. Hawn noted that the change was less than one percent and apprised that the data would be reviewed and corrected if necessary.

Dr. Ford Fisher noted that the expected funding for Credentials of Value (COV) was initially projected at \$49 million; however, the current estimate is closer to \$90 million. She apprised that the funding model has changed and that community colleges have experienced growth as a result.

Trustee Davies referenced page 8 regarding the estimation of state appropriations and noted an anticipated increase in funding for dual credit, alongside a decline for associate degrees. Dr. Hawn apprised that this shift is related to changes in the Credentials of Value (COV) model. Dr. Ford Fisher noted that this issue is currently under discussion and apprised that the Texas Higher Education Coordinating Board (THECB) and the Texas Association of Community Colleges (TACC) are reviewing which degrees should qualify for COV funding. She apprised that while no final decisions have been made, the college has received preliminary information from THECB and TACC. She also noted that an additional update will be provided on programs that may no longer be eligible for funding.

Trustee Davies referenced the tax scenarios and noted that the college is trending positively. He noted that various scenarios can be considered and apprised that the college may not be able to wait for sine die, as it could be extended with a special session. Dr. Ford Fisher noted that the administration has been reviewing options to provide one-time funding from the Fund Balance for high-demand fields, given the current uncertainties. She noted that a detailed plan will be presented to the Board for review, including specifics on the funding needed to support continued operations. Dr. Hawn noted that research was conducted on tax rates and nearby competitors.

Trustee Davies inquired about the status of the adoption of the Enterprise Resource Planning (ERP) System. Mr. James Jackson, Interim Chief Information Officer of Information Technology, noted that the analysis and action will occur in FY2026, with implementation scheduled for FY2027.

(Dr. Tamez stepped out at 4:54 p.m.)

Trustee Davies noted that the IT Master Plan needs to be presented to the Board. He apprised that while the 5-year plan has been referenced, the Board does not have a clear view of the IT Master Plan.

Trustee Davies inquired about the amount expended for deferred maintenance drawn from the Fund Balance. Mr. Bob McCracken, Vice Chancellor of Administration and Operations, noted that approximately \$4 million remains in the deferred maintenance budget for the fiscal year. He apprised that the college is currently at a 10 percent rating of good and average regarding facility condition. He also noted that a re-analysis has been conducted, revealing that approximately \$40 million is needed annually to support the deferred maintenance requirements.

Dr. Ford Fisher apprised that the goal was to present a budget that takes the community's needs into account. She noted that while the intent was to propose a flat budget, a "wish list" version could also be provided.

Trustee Davies noted the importance of having a comprehensive view of the budget to understand the most critical needs and to help the Board set its priorities. Dr. Hawn apprised that a thorough and detailed analysis had been conducted, identifying \$66 million in prioritized initiatives, and noted that the report could be provided.

Trustee Davies noted that without providing the review of the \$66 million in initiatives, the Board would not have a full view to make informed decisions.

(Dr. Tamez returned at 5:07 p.m.)

Trustee Wilson noted that budget priorities are a key concern for the Board from his perspective. He apprised that his concern centers on general funding and competition related to dual credit programs. He noted that he would like to see a more conservative budget approach.

Trustee Wilson noted that when the college begins using Fund Balance to cover operational expenses, it is treading into concerning territory. He apprised that the college needs to tighten expenses and noted that he would like to see a flat budget.

Trustee Wilson inquired whether all employees had returned to the office for work. Dr. Ford Fisher apprised that the college is currently conducting an assessment regarding the return to in-person work. She noted that it is difficult to determine employee locations due to the varied work sites of faculty. She apprised that the administration plans to bring on an individual to assist with improving efficiency. She noted that several memos have been sent out regarding the return-to-work policy and apprised that an efficiency report will assist with identifying who is not reporting onsite.

Trustee Davies noted that he has a different perspective on return-to-work matters. He apprised that the evolving structure of today's workforce should not be overlooked when considering the future work environment. He noted that there are multiple viewpoints worth considering and apprised that he does not believe an all-onsite policy is the best approach. Dr. Ford Fisher noted that there is currently no remote work policy and apprised that, if the Board desires to adopt such a policy, the administration will take the necessary steps.

Trustee Davies inquired whether there was a remote work policy in place during the COVID period. Mr. Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer, noted that there had been a remote work policy during that period, but it has since been rescinded.

Trustee Loreda announced that the next budget meeting will be held on April 24, 2025, and requested that questions be submitted to Board Services in advance of the meeting.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 5:17 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**MEETING OF THE
EXTERNAL RELATIONS COMMITTEE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 2, 2025

Minutes

The External Relations Committee of Houston Community College met on Wednesday, April 2, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Cynthia Lenton-Gary, Committee Chair (via Videoconference)
Sean Cheben, Committee Member
Adriana Tamez, Alternate Member
Eva Loreda
Renee Patterson (via Videoconference)
Dave Wilson

CHANCELLOR'S COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burrige, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Rodney McLaurie for Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALLED TO ORDER

Dr. Cynthia Lenton-Gary, Committee Chair, called the meeting to order at 3:35 p.m. and declared the Board convened to consider matters of Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Lenton-Gary, Loreda, Patterson, and Wilson)

OPPORTUNITY FOR PUBLIC COMMENTS

No citizens signed up to speak before the Committee.

TOPICS FOR DISCUSSION AND/OR ACTION

REPORT ON EXTERNAL RELATIONS ACTIVITIES

Dr. Ford Fisher noted that Dr. Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations, would provide an overview of the External Relations Committee activities.

Dr. Young provided a report on the following:

- Community College Appropriations
- Community College Supplemental Appropriation (\$89.5 million)
- Financial Aid for SWIFT Transfer (FAST Funding/ 2023-2024)
- HCC Regional Response Emergency Training Center (2026-27 Biennium)
- Workforce Program Growth Initiative (HCC Rider Request)
- Key Bill Tracking as of April 2, 2025:
 - HB 1/SB 1
 - HB 500
 - HB 2856 / SB 1908
 - HB 3923 / SB 1041
 - HB 2110 / SB 1786

(Dr. Tamez joined the meeting at 3:41 p.m.)

- House Committee on Appropriations - Key HCC Delegation
- House Committee on Higher Education for 89th Legislative Session
- HCC Legislative Timeline

Dr. Lenton-Gary inquired about how the Board can provide support. Dr. Young apprised that the team will coordinate with Board members through the Office of the Chancellor and Board Services as assistance is needed. He also noted that Legislative updates will be included in the Weekly Administrative Briefing (WAB).

Dr. Young acknowledged Dr. Daejan Grisby, Interim Executive Director of Government & External Affairs, for her support with legislative initiatives.

Trustee Cheben inquired about the possibility of receiving a primer on the bill contents. Dr. Young responded that a bill analysis could be included in the Weekly Administrative Briefing (WAB).

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 3:51 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved: _____

DRAFT

**AUDIT COMMITTEE
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 16, 2025

Minutes

The Audit Committee of Houston Community College Board of Trustees met on Wednesday, April 16, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Pretta VanDible Stallworth, Committee Chair
Renee Patterson, Committee Member
Eva Loreda
Dave Wilson

CHANCELLOR'S COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burridge, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

Houston Community College
Audit Committee Meeting – April 16, 2025 - Page 2

CALL TO ORDER

Dr. Pretta VanDible Stallworth, Committee Chair, called the meeting to order at 3:47 p.m. and declared the Board convened to consider matters about Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Loredo, Patterson, VanDible Stallworth, and Wilson)

OPPORTUNITY FOR PUBLIC COMMENTS

No citizens signed up to speak before the Committee.

TOPICS FOR DISCUSSION AND/OR ACTION

APPROVE INTERNAL AUDIT DEPARTMENT AND AUDIT COMMITTEE CHARTERS

Motion – Trustee Renee Patterson motioned, and Dr. Pretta VanDible Stallworth seconded.

Dr. Ford Fisher noted that the item is requesting approval of the Internal Audit Department and Audit Committee Charters. She apprised that Terrance Corrigan, Director, Internal Auditing, would provide the overview.

Mr. Corrigan noted that there were more changes than usual due to the adoption of global standard requirements.

Dr. VanDible Stallworth requested clarification on the necessity of these changes. Mr. Corrigan apprised that the new regulations require mandatory items to be explicitly stated in the charter, even though the college's Internal Audit Charter already included many of the procedures. He noted that the Internal Audit department had already implemented most of the recommended practices. He also advised that while a strategic plan for internal audit exists, the new guidelines require that it be formally presented to the Audit Committee.

Trustee Loredo noted that the new requirements had been shared with the Board during the orientation in February and commended the Internal Audit department for exceeding the expectations.

Vote – The motion passed with a vote of 2-0, with Trustees VanDible Stallworth and Patterson in favor.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 3:55 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**REGULAR MEETING
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 16, 2025

Minutes

The Board of Trustees of Houston Community College held a Regular Meeting on Wednesday, April 16, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Eva Loreda, Chair
Laolu Davies, Vice Chair
Sean Cheben, Secretary
Cynthia Lenton-Gary
Renee Patterson
Monica Richart
Adriana Tamez
Pretta VanDible Stallworth
Dave Wilson

CHANCELLOR COUNCIL

Margaret Ford Fisher, Chancellor
Rima Adil, Interim Vice Chancellor, Student Services
Andrea Burridge, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration and Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer

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Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

OTHERS PRESENT

Melissa Mihalick, Board Counsel, Thompson and Horton, LLP

CALL TO ORDER

Trustee Eva Loreda, Chair, called the meeting to order at 4:03 p.m. and declared the Board convened to consider matters of Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Lenton-Gary, Loreda, Patterson, Richart, VanDible Stallworth, and Wilson)

PRAYER AND PLEDGE OF ALLEGIANCE

Trustee Sean Cheben led in the prayer and pledges.

APPROVAL OF MINUTES FOR JANUARY 2025

Motion – Dr. Cynthia Lenton-Gary motioned, and Trustee Sean Cheben seconded.

Vote – The motion passed with a vote of 7-0 with Trustees Loreda, Cheben, Lenton-Gary, Patterson, Richart, VanDible Stallworth, and Wilson.

AWARDS, PRESENTATIONS, AND RECOGNITIONS

The awards and recognition were as follows:

- Check Presentation by Lennar Homes
- Recognition of 2025 NISOD Excellence Awards Recipients
- Recognition of Dr. Cynthia Lenton-Gary, Immediate Past Chair, 2022-2024

(Trustee Davies joined the meeting at 4:19 p.m.)

CHAIR'S REPORT

• **TRUSTEE DISTRICT REPORT**

Trustee Loreda expressed appreciation to Trustee Lenton-Gary for her leadership as Board Chair from 2022 through 2024.

District II – Trustee Patterson advised that she attended the Legacy of Leadership event honoring former Trustee Maxine Lane Seals. She also participated in the Public Safety Career Fair and attended the Fire Protection Graduation, which celebrated 21 graduates. In addition, she attended the Acres Homes Quarterly Network Luncheon, Fifth Ward

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Exposed, and joined the community for a day of celebrating the past, present, and future. Trustee Patterson also took part in Sylvester Turner Fund Day and the 5th Ward Renaissance Festival.

District IV – Trustee Davies noted that he attended the Board of Trustees Institute (BOTI) in Austin, Texas, as well as the Association of Governing Boards Conference. He also participated in the Texas Southern University Tiger Ball. Trustee Davies informed the Board that the Association of Community College Trustees (ACCT) awards nomination deadline is in June 2025. He expressed appreciation to Dr. Desmond Lewis, Associate Vice Chancellor for College Readiness, for coordinating the tour of Coleman College for high school students.

District V – Trustee Cheben congratulated Dr. Michael Webster, President of Southwest College, and his team on another successful AI Conference. He also recognized SpaceX for its involvement in welder-to-welder engagement focused on stainless steel welding. He noted that 27 HCC students passed the welding exam.

District VI – Trustee Wilson expressed appreciation to Lennar Homes for the contributions to the HCC Foundation.

District VIII – Trustee Loredo shared that she participated in numerous events district-wide and remarked that it is wonderful to see the students and all that HCC is doing throughout the city.

District IX – Dr. VanDible Stallworth noted that she attended the American Association of Community Colleges (AACC) Conference in Tennessee and expressed her interest in seeing future presentations by HCC at the conference. She congratulated Congressman Al Green for organizing the Coding Fest and thanked Dr. Maya Durnovo, Associate Vice Chancellor of Entrepreneurial Initiatives, and Dr. Sowmiya Ravidhandran, Instructor of Artificial Intelligence, for their efforts in support of the event. Dr. VanDible Stallworth also thanked Dr. Michael Webster for his leadership in the AI program. Additionally, she extended best wishes for a happy retirement to Dr. Walter Bumphus, who will be retiring as CEO of the AACC.

- **BOARD MEETING SCHEDULED**

Trustee Loredo announced that a Special Meeting (Board Workshop) will be held on April 24, 2025, at 1:00 p.m., and the HCC Board College Tour is scheduled for April 25, 2025. She also advised that the Committees/COTW meetings for May will be held on Wednesday, May 7, 2025, and the Regular meeting will be on Wednesday, May 21, 2025.

- **BOARD ANNUAL TRAINING**

Trustee Loredo noted that the deadline to complete the HCC Trustee Required Annual Training is April 30, 2025.

(Dr. Tamez joined the meeting at 4:40 p.m.)

CHANCELLOR'S REPORT

Dr. Ford Fisher reported on the following:

- Expressed appreciation to Dr. Lenton-Gary for her leadership as Board Chair, 2022-2024
- Expressed appreciation to Lennar Homes for their contributions in support of HCC students.
- Acknowledged April as Community College Month
- Attended the Greater Houston Partnership Quarterly Board Meeting
- Provided an overview of Spring Enrollment and HCC Enrollment Comparison: Summer 2024 and 2025
- Overview of HCC Community Engagement Activities
- Faith-based Community Partnership hosted by Southwest College at Brays Oaks
- Hosted Annual Student Success Summit with Dr. Martha Ellis, President/CEO of Mellis LLC, as the Guest Speaker
- Hosted Fourth Annual National Conference on Artificial Intelligence
- Hosted Commitment to Complete and Signing Day for Milestones and Baccalaureate Degrees

UNITED STUDENT COUNCIL REPORT

Jonah Garcia, United Student Council President, provided a report on the following:

- Houston Food Bank/Eagle Market Projects
- Second General Assembly
- Student Government Association Meeting at the College of Mainland
- Attended USC/SGA State Conference
- Recognition of Awards Committee
- Announced Awards Recipients during the Student Government Association State Conference

FACULTY SENATE REPORT

Dr. Nichole Boutte-Heiniluoma, Faculty Senate President, highlighted the following:

- March 21 - 3rd Meeting of the calendar year
- Q&A with Dr. Norma Perez and Senate Faculty
- Executive Senate Townhall
- Speaker Series Talks
- Faculty Annual Conference
- Faculty Retreat May 12-15, 2025
- Emergency Fund

STAFF SENATE REPORT

Ms. Morgan Yette provided the Staff Senate Report on the following:

- Recognized Aaron Henry, Inaugural President
- Staff Senate Election
- Professional Development
- Stellar Salongo, first Staff Senate Employee of the Month

CREDENTIALS OF VALUE (COV) MONTHLY HIGHLIGHT

Dr. Ford Fisher noted that the monthly highlight focuses on students' success and outcomes through Credentials of Value. She noted that Dr. Betty Fortune, HCC Northeast College, would provide the highlight.

HEARING OF THE CITIZENS

The following appeared before the Board:

- Daven Bofil
- Auburn Carvell
- Dione Ebong
- Nicole Finkbeiner
- Bradley Michalsky

CONSENT AGENDA

Motion – Trustee Laolu Davies motioned, and Dr. Adriana Tamez seconded to approve the Consent Agenda with the exception of Items #1, 7, and 8.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

The following items were approved:

- Acceptance of Donated Item by RobotLAB
- Acceptance of Donated Item by Password Productions
- Acceptance of Donated Item by Boodlebox.AI
- Acceptance of Donated Item by PepsiCo Foundation Truck
- Acceptance of Donated Item by KC Events and Florals

ACCEPTANCE OF DONATED ITEM BY LA PORTE FLIGHT LINE LLC SPORT WINGS OF TEXAS

Motion – Trustee Laolu Davies motioned, and Dr. Cynthia Lenton-Gary seconded.

Trustee Patterson expressed appreciation to La Porte Flight Line, LLC, noting that the donations will assist in preparing for the next generation.

Trustee Wilson inquired if the donated item is the one-passenger plane currently at Northeast College. Ms. Karen Schmidt noted that it is a second plane that has not been delivered. Dean David Vogel, Automotive Technology, apprised that it is a single-engine plane.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

MONTHLY INVESTMENT REPORT, FINANCIAL STATEMENT AND BUDGET REVIEW FOR JANUARY AND FEBRUARY 2025

Motion – Trustee Laolu Davies motioned, and Trustee Monica Richart seconded.

Trustee Davies requested the current cash on hand and noted that the information could be provided at the Budget Workshop.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

APPROVE INTERNAL AUDIT DEPARTMENT AND AUDIT COMMITTEE CHARTERS

Motion – Dr. Cynthia Lenton-Gary motioned, and Trustee Laolu Davies seconded.

Trustee Wilson noted that his question was why the two items were combined into one. Mr. Terrance Corrigan, Internal Audit Director, apprised that the items were combined for ease but noted that they could be separated if necessary.

Dr. VanDible Stallworth noted that the matter has been discussed several times and apprised that the Internal Audit Department and the Audit Committee work hand in hand. She apprised that all work has consistently been performed by HCC's Internal Audit team and noted that there is no need to separate the items.

Trustee Davies inquired about the impact of Internal Audit on accreditation and recommended reviewing how the audit function is described, noting that it enhances HCC's accreditation. Dr. VanDible Stallworth apprised that the preference is to maintain the charter in alignment with global standards. She apprised that this has been HCC's standard practice, even before being documented, and noted that these practices are now reflected in written format.

Trustee Davies noted that he was referring to the paragraph regarding the purpose statement, specifically one of the bullet points. He noted that, under the section on risk management, he would recommend adding a statement in the future.

Vote – The motion passed with a vote of 8-1 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and in favor; and Wilson opposing.

TOPICS FOR DISCUSSION AND/OR ACTION

WEB-BASED PROGRAM FOR COMMERCIAL DRIVING LICENSE (CDL) TRAINING (PROJECT NO. RFP-C 25-14)

Motion – Trustee Laolu Davies motioned, and Dr. Cynthia Lenton-Gary seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize a contract with Bumper-to-Bumper EASY CDL, LLC to provide a web-based program for Commercial Driving CDL Training, in accordance with RFP-C 25-14, in support of Continuing Education – Commercial Transportation. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Trustee Cheben inquired how the software integrates with the platform for Online College. Dr. von Biedenfeld apprised that the program is implemented at Northeast College and noted that the curriculum delivery would not overlap with the Online College.

Trustee Wilson inquired about the \$90,000 maximum for Items A, B, and C. Dr. von Biedenfeld noted that efforts have been made to revamp the contract format and apprised that the goal is to obtain authority for a not-to-exceed amount.

Trustee Wilson mentioned the amounts of \$95,000 and \$475,000 listed for each item and inquired about the procurement method. Dr. von Biedenfeld noted that the amounts relate to specific delivery methods and projects with a defined structure. Trustee Davies noted that the \$475,000 may reflect the total over five years.

Trustee Wilson inquired why the items require Board approval if they fall within the Chancellor's signature authority. Dr. von Biedenfeld apprised that they are multi-year contracts, and the intent is to maintain transparency.

Trustee Wilson noted that he would prefer to see contracts specified down to the dollar amount. Dr. Nicole Montgomery, Interim General Counsel, noted that the total contract value is considered, and the total exceeds the Chancellor's signature authority.

Trustee Cheben inquired about historical spending on the item. Dr. von Biedenfeld noted that spending has historically been in the \$60,000 range and apprised that while the projects are similar, the current calculation reflects a different approach.

Trustee Wilson noted that his concern is with how the college procures and allocates funds. He apprised that Items A through D reflect a broader issue with current practices and emphasized that the administration should closely monitor how taxpayer dollars are spent.

Trustee Davies inquired about the status of the website revamp. Mr. Stephen Lestarjette, Interim Associate Vice Chancellor of Communication and Marketing, noted that the project is

on schedule and is expected to launch in the spring of 2026. He apprised that Dr. Dawn Major, Executive Director of Projects and Change Management, is serving as the project manager for the redesign. Dr. Major provided an update on the site's redesign and noted that the target launch date remains spring 2026.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

LINEN LAUNDRY SERVICES (PROJECT NO. RFP-C 25-16)

Motion – Dr. Adriana Tamez motioned, and Trustee Laolu Davies seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize the Chancellor to execute a contract with Laundry Genie to provide Linen Laundry Services systemwide, in accordance with RFP-C 25-16. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

GOLF CARTS UTILITY VEHICLES PREVENTATIVE MAINTENANCE & REPAIR SERVICES (PROJECT NO. RFP-C 25-18)

Motion – Trustee Laolu Davies motioned, and Dr. Adriana Tamez seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize the Chancellor to execute a contract with Cart Leasing Inc., to provide Golf Cart and Utility Vehicle Preventative Maintenance and Repair Services, in accordance with RFP-C 25-18, in support of the Fleet Management Department. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

VARIOUS TYPES OF COMMERCIAL LIGHT BULBS (PROJECT NO. RFP-C 25-19)

Motion – Dr. Cynthia Lenton-Gary motioned, and Trustee Laolu Davies seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize the Chancellor to execute a contract with E. Sam Jones Distributor Inc., to provide Various Types of Commercial Light Bulbs in accordance with RFP-C 25-19. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

DRUG TESTING & MEDICAL EXAMINATION SERVICES (PROJECT NO. RFP-C 25-22)

Motion – Dr. Adriana Tamez motioned, and Trustee Laolu Davies seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize the Chancellor to execute a contract with Texas WSS Holdings Corp dba, workplace safety screenings to provide drug testing and medical examination services, in support of Continuing Education – Commercial Transportation. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

SOLE SOURCE CONTRACT AWARD FOR BIOMETRIC SIGNATURE ID TECHNOLOGY

Motion – Dr. Cynthia Lenton-Gary motioned, and Trustee Laolu Davies seconded.

Dr. Ford Fisher noted that the item was recommended for approval to authorize the Chancellor to negotiate and execute the contract sole source exemption agreement with Biometric Signature ID Technology for an identity verification system and that is approved in the Fiscal Year 2025 Budget. She apprised that Dr. Dietrich von Biedenfeld, Interim Executive Director of Purchasing and Procurement Operations, would provide an overview and address any questions.

Vote – The motion passed with a vote of 9-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, VanDible Stallworth, and Wilson in favor.

PERSONNEL AGENDA (FACULTY)

Motion – Dr. Lenton-Gary motioned, and Trustee Davies seconded.

(Trustee Wilson stepped out at 6:15 p.m.)

Trustee Davies inquired about the hybrid work policy and whether it had been rescinded. Mr. Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resources Officer, noted that the policy was rescinded by recent actions of the Chancellor's Executive Council. He apprised that, while the policy was under review at the time, communication was sent to faculty and staff indicating all employees were to return to in-person work effective September 1, 2023.

Dr. Ford Fisher noted that the return-to-work directive had been officially communicated to faculty and staff by executive order from Dr. Cesar Maldonado, former Chancellor, establishing

that there would be no remote work. She apprised that the remote work policy was considered null and void.

Trustee Davies apprised that peer institutions allow some flexibility in their remote work policies. He expressed concern over the college's rigid stance on remote work and apprised that in a 21st-century work environment, there should be options beyond ADA accommodations. He inquired how the college can claim to be forward-thinking if it does not support flexible work arrangements.

Dr. Ford Fisher noted that the Governor had issued an executive order requiring all state employees to return to in-person work. She apprised that, as HCC is partially state-funded, the college aligned with the directive. She noted that many other entities returned to in-person operations much sooner, and HCC's delayed response may have contributed to enrollment challenges. She further apprised that, should the Board wish to revisit the issue of remote or flexible work, the administration would bring forward recommendations that reflect the Board's guidance.

Trustee Davies noted that he was not directing the administration to revise the policy but suggested allowing for some flexibility. He clarified that he was not asking the Board to set policy but stated that if opportunities exist for individuals to work remotely, he would like to see them considered.

Trustee Loredó noted that this is a matter that should be brought back to the Board for further discussion.

Trustee Loredó also referenced the Appendix and welcomed new staff members, and expressed well wishes to those who have departed.

Trustee Cheben acknowledged Jacob Atkins in his new role at Lee College.

Vote – The motion passed with a vote of 8-0 with Trustees Loredó, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, and VanDible Stallworth in favor.

RATIFY APPROVAL OF RESOLUTION IN MEMORIAM OF CONGRESSMAN SYLVESTER TURNER

Motion – Dr. Adriana Tamez motioned, and Dr. Cynthia Lenton-Gary seconded.

Vote – The motion passed with a vote of 8-0 with Trustees Loredó, Davies, Cheben, Lenton-Gary, Patterson, Richart, Tamez, and VanDible Stallworth in favor.

PRESENTATION OF COMMUNITY SENTIMENT RESEARCH

Trustee Loredó noted that the presentation for the item would be provided before the closed session discussion.

(Trustee Davies stepped out at 6:32 p.m.)

Mr. Stephen Lestarjette, Interim Associate Vice Chancellor for Communications and Marketing, provided an overview of the community sentiment research and noted that the presentation would be followed by a request to submit a short list of names for the Board's consideration at a later time.

Mr. Lestarjette introduced Mr. Paul Rivera, with Outreach Strategist, to provide an overview of the research.

Mr. Rivera presented the following:

- Timeline
- Opportunity for Repositioning
- How Other Systems Evolved
- Methodology
- HCC Task Forces
- Stakeholder Audiences
- Key Research Questions and Topics Discussed
- Survey Demographics
- Focus Group Demographics
- How Important do you think Higher Education is?
- What Factors do you consider most important when evaluating the quality of a college or university?
- How would you rate the overall quality of higher education institutions in Houston?
- Terms associated with Community College: Affordable
- How would you rate the overall quality of education provided by community colleges compared to universities?
- To what extent does the name of a college influence your perception of its graduates as potential employees?
- How would you describe HCC's reputation in the community?
- How would you rate the impact of HCC on the local community?
- How well do you think HCC prepares students for success in the job market?
- What do you think is the biggest strength of HCC?

(Trustee Wilson returned at 6:41 p.m.)

Trustee Richart inquired about data received from the focus groups regarding HCC's potential name change, in comparison to four-year college institutions. Mr. Rivera apprised that the data could be provided.

Trustee Patterson expressed appreciation for the research.

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Trustee Cheben inquired why the community is unfamiliar with the baccalaureate degrees offered at HCC. Mr. Rivera advised that the programs are not sufficiently promoted and noted that the community is more aware of HCC's workforce offerings.

Trustee Cheben expressed hesitation in continuing the discussion until the administration can provide information on the financial implications associated with the name change.

(Trustee Patterson stepped out at 6:50 p.m.)

Trustee Cheben requested a report on non-name-related feedback for the Board to review before the approval of the budget.

Trustee Richart requested a timeline for the website redesign project. Dr. Ford Fisher noted that a timeline could be provided and apprised that the goal is to complete the project by Spring 2026 or sooner.

Trustee Loredó noted that significant effort has gone into the exploration process; however, the research emphasized that other issues, such as the website, now require focused attention.

Dr. Major noted that the vendor provided a 14-month timeline for the website redesign and apprised that an additional two months were added to account for the winter and spring breaks. She further noted that the timing of the redesign will be critical concerning the college's name and branding.

Trustee Richart noted that she does not want to lose the goodwill that has been built at HCC. She further noted that the college has not fully capitalized on opportunities to effectively communicate with the community.

Trustee Davies inquired how long it would take to register for an Excel course. Dr. Drain noted that he would follow up with the requested information.

ADJOURNED TO CLOSED SESSION

Trustee Eva Loredó adjourned the meeting to Executive Session at 7:24 p.m. notice having previously been given and reiterated per Sections 551.071, 551.072, and/or 551.074 of the Open Meetings Law. Trustee Eva Loredó stated that any final action, vote, or decision on any item discussed in Executive Session would be taken up in the Open Session or a subsequent Public Meeting.

Trustee Eva Loredó reconvened the meeting in Open Session at 8:54 p.m. and entertained any motions on pending matters.

(The following Trustees were present: Cheben, Davies, Lenton-Gary, Loredó, Richart, and Wilson)

Motion to Postpone – Trustee Cheben motioned to postpone consideration of Item I until the June regular meeting. Trustee Davies seconded.

Vote – The motion passed with a vote of 6-0 with Trustees Loreda, Davies, Cheben, Lenton-Gary, Richart, and Wilson in favor.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 8:56 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

**SPECIAL MEETING
OF THE BOARD OF TRUSTEES
HOUSTON COMMUNITY COLLEGE**

April 24, 2025

Minutes

The Board of Trustees of Houston Community College held a Special Meeting on Thursday, April 24, 2025, at the HCC Administration Building, 3100 Main, Second Floor Auditorium, Houston, Texas.

MEMBERS PRESENT

Eva Loreda, Chair
Laolu Davies, Vice Chair
Sean Cheben, Secretary
Renee Patterson
Cynthia Lenton-Gary
Pretta VanDible Stallworth

CHANCELLOR COUNCIL

Margaret Ford Fisher, Chancellor
Andrea Burridge, Vice Chancellor for Strategy, Planning, and Institutional Effectiveness
Jerome Drain, President, Online College
Michael Edwards, Office of the Ombudsman
Betty Fortune, Interim President, Northeast College
Frances Villagran-Glover, President, Southeast College
Lutricia Harrison, President, Coleman College
Sherry Hawn, Senior Vice Chancellor, Finance and Administration/Chief Finance and Building Operations
Edmond "Butch" Herod, President, Central College
Zachary Hodges, President, Northwest College
Warren Hurd, Vice Chancellor, Administrative Services
James Jackson, Interim Chief Information Officer, Information Technology
Bob McCracken, Interim Vice Chancellor, Administration and Operations
Nicole Montgomery, Interim General Counsel
Rodney Nathan, Interim Vice Chancellor for Talent Engagement and Chief Human Resource Officer
Norma Perez, Senior Vice Chancellor for Instructional Services and Chief Academic Officer
Miguel Ramos, Interim Vice Chancellor, Instructional Services
Karen Schmidt, Executive Director, HCC Foundation
James Walker, Interim Chief Facilities Officer
Michael Webster, President, Southwest College
Morgan Yette, Staff Senate President
Remmele Young, Vice Chancellor of External and Governmental Relations, Transfer and Alumni Relations

CALL TO ORDER

Trustee Laolu Davies, Vice Chair, called the meeting to order at 1:09 p.m. and declared the Board convened to consider matters of Houston Community College as listed on the duly posted Meeting Notice.

(The following Trustees were present: Cheben, Davies, Lenton-Gary, Loreda, Patterson, and VanDible Stallworth)

HEARING OF THE CITIZENS

No citizens signed up to speak before the Committee.

(Dr. VanDible Stallworth joined the meeting at 1:10 p.m.)

TOPICS FOR DISCUSSION AND/OR ACTION

ACCOUNTING, FUNDS, AND CHART OF ACCOUNTS

Dr. Ford Fisher noted that the report provides an overview of material that explains how the HCC accounting platform (PeopleSoft) cost centers are designed, including explaining the five segments and what those segments represent informationally. She noted that Dr. Sherry Hawn would provide the overview.

Dr. Hawn reported on the following:

- Chart of Accounts Structure
- Accounts Overview
- Deferred Outflows & Deferred Inflows of Resources
- Chart of Accounts Structure-Miscellaneous Income Account
- Chart of Accounts - Commonly Used Expense Accounts
- Chart of Accounts- Commonly Used Expense Accounts: Other Contracted Services
- Funds Overview

Trustee Davies inquired if any members of the Board have seen the current Chart of Accounts (COA) and if there is an example of the COA. Dr. Hawn noted that there has not been one to her knowledge. She noted that there are so many combinations of accounts and apprised that it is enormous. Dawn Stephens noted that a tree of the COA is available.

Trustee Davies inquired if it is typical to have a summary of COA. Ms. Stevens noted that it depends on the organization.

Trustee Davies noted that the request was a simple request for the COA summary to better understand the financial component.

Ms. Stevens noted that the COA will only list the accounts and will not tie back to the budget. She clarified that it only describes the line item. She noted that the summarized data could be provided on the COA.

Trustee Loreda noted that the Board has never requested the information or held an in-depth discussion on the matter because the administration does the work and provides the information to the Board.

Trustee Davies noted that it is more helpful given his background.

Dr. Ford Fisher noted that all the members of the team are conscientious about following up on the requests. She noted that if there are additional elements requested, the team will gather the information.

Trustee Davies noted that Ms. Stevens provided the clarification and noted that maybe the incremental approach should be to start big and then narrow it down.

Dr. VanDible Stallworth noted that she makes it a point to go through the budget as presented and send in specific requests independently. She requested a report on all vendor expenses by vendor, description, purchase order, and amount in Excel format for the past two years. She noted that the description would allow the Board to sort and tie back to the expense. She noted that there are vendor duplications where it may be the same vendor with different names.

Dr. Hawn noted that the information could be provided and noted that the vendor should have the same identification number in PeopleSoft.

REVIEW OF INFORMATION TECHNOLOGY 5-YEAR MASTER PLAN

Dr. Ford Fisher noted that Dr. Hawn would provide an overview of the Information Technology Strategic Plan.

Dr. Hawn apprised that James Jackson, Interim Chief Information Officer, would provide the report.

Mr. Jackson reported on the following:

- IT Department Mission and Vision
- Goals - Increased Student Learning Support and Operating Efficiency
 - Establish a 2-Year ERP Modernization Roadmap
 - Transform institutional operations and educational delivery through Artificial Intelligence (AI) integration.
 - Develop a Process for IT to Identify and Manage All Software
- Goals - Increased Security
 - Strengthen and advance the maturity of security controls that safeguard HCC's information resources and assets.
 - Access Control & Video Surveillance Upgrade (Collaboration with HCC Police & Facilities)
 - Enhance Emergency Notification System (ENS)
- Goals - Increased Customer Service

Provide responsive and effective service to meet the needs of our campus community and foster positive relationships with our campus customers through dedicated service.

- Funding Needs – IT Infrastructure
- Funding Needs – New Initiatives
- Timeline

Trustee Cheben expressed appreciation for the five-year outlook. He noted that the five-year outlook is the best practice. He apprised that it would be beneficial to get the five-year outlook for the other presentations.

Trustee Cheben noted that the numbers do not align with the proposed amount in the budget for FY2026 regarding the \$11M for IT infrastructure and \$1M for Cyber Security. He requested that the numbers be reviewed.

Trustee Cheben requested verification that the numbers sync regarding the IT Infrastructure. Mr. Jackson referenced slide 8 and noted that it aligns with the budget.

Trustee Davies noted that Trustee Cheben was referencing the budget forecast presented in the April budget workshop.

Trustee Cheben noted concerns regarding the Enterprise Resource Planning (ERP) implementation cost. He noted that ERP costs tend to be higher than what is presented. He noted that a decision to commit to more support for students or no tax increase will yield a deficit in the budget. He inquired if information will be available before we have to set the tax rate regarding the comparison with other peer community colleges. Mr. Jackson noted that research will need to be conducted regarding the estimate of ERP for peer institutions and noted that it depends on the size of the institution and student enrollment. He noted that the cost of the new Enterprise Resource Plan would be approximately \$4-6M, and the implementation would be twice the cost.

Trustee Davies noted that there is a \$2M budget item for FY2027 for ERP Implementation and inquired if the assessment is based on the three options. Mr. Jackson noted that the stakeholders have to be engaged regarding the ERP to review the options. He noted that the numbers shared are large and will take the commitment of the entire organization.

Trustee Davies requested that the IT presentation notes regarding the ERP be provided in writing to the Board.

Trustee Cheben referenced the escalating maintenance cost and noted it would be helpful to get it quantified with pros/cons. Mr. Jackson noted that the effort is to provide a range of the estimated cost.

Dr. VanDible Stallworth inquired about the inventory that gives the baseline for the projected IT budget. Mr. Jackson noted that the listing of switches is provided. He noted that there is

inventory for PC and classroom projections; however, the software is different. He noted that maintaining an accurate inventory is challenging because some software is purchased independently by various departments across the campuses.

(Trustee Davies stepped out at 2:15 p.m.)

Dr. VanDible Stallworth inquired if there was an inventory of what was recently purchased. Mr. Jackson noted that the inventory covers everything.

Dr. VanDible Stallworth noted that when the inquiry was made over 18 months ago, there was no inventory.

(Trustee Davies returned at 2:18 p.m.)

Ms. Emma Ramos, AVC, Information Technology, noted that the College is currently utilizing ServiceNow based on the licensed modules.

Dr. VanDible Stallworth inquired as to when ServiceNow was purchased and the number of modules purchased at that time. She requested a conversation regarding the IT inventory before asking additional questions. She noted that the funding needs for IT Infrastructure need more review. She noted that she will provide the inquiries regarding IT in writing. Ms. Emma Ramos noted that there are two modules and apprised that the information could be provided.

FACILITIES PLAN AND DEFERRED MAINTENANCE

Dr. Ford Fisher noted that Dr. Hawn and Bob McCracken would provide the report on Facilities Plan and Deferred Maintenance.

Mr. McCracken apprised that the item relates to Chancellor's priority goal #8 for 2024-25. He reported on the following:

- Objectives
- Situation Overview
- Deferred Maintenance Procedure for Project Selection and Prioritization
- Prioritization Score = Impact (FCA) + Urgency + Building Condition (FCI)
- Deferred Maintenance Current Deficiencies by Prioritization Score

(Trustee Patterson stepped out at 2:30 p.m.)

- Deferred Maintenance Current Deficiencies by System
- Current Deficiencies – Prioritized List

(Trustee Loredó stepped out at 2:32 p.m.)

Mr. McCracken noted that slide 15 is slightly different from what was provided in the material agenda. He noted that the updated slide includes a column for operational cost and utilization by

building compared to the capacity of the building. He noted that capacity is based on registration purposes.

(Trustee Patterson returned at 2:34 p.m.)

- Investment Scenarios Impact on Facility Condition
- Deferred Maintenance and Annual FCI by Year and Investment
- Strategies for Deferred Maintenance
 - Maximize the useful life of existing buildings/equipment
 - Prioritize deferred maintenance projects to maximize impact
 - Reduce footprint
 - Finance through bond issuance
 - Operate until building failure

Mr. McCracken noted that the strategies are examples and not recommendations. He provided an overview of the next steps. He noted that the timeline, if the Board desires, would be for October 2025.

Dr. VanDible Stallworth noted that the report aligns with the Deferred Maintenance item identified in the Top 10 Risks. She emphasized that one of the key challenges is understanding building utilization concerning student needs. She also indicated that there are several items from an internal audit perspective that warrant further review. Additionally, she recommended that the college examine the impact on the service area, particularly when the focus is on the taxpaying jurisdiction, as it relates to facilities.

Trustee Cheben noted that the presentation addressed most of the questions he had submitted. He stated that it would be helpful to receive an update on the facilities' programmatic strategy work and requested ongoing updates on its progression through WAB.

Trustee Davies noted that the presentation took into consideration the feedback provided by the Board. He inquired where we are regarding the year and investment. Mr. McCracken referenced the annual FCI by year and investment and noted that the ranking is based on critical need. He apprised that over the next 10 to 20 years, it will be average moving to below average, with some cases moving to poor.

Trustee Davies inquired about the options if the \$40 million is not sufficient. Mr. McCracken provided scenarios to include replacing buildings that would upgrade the facilities without closing classes.

Trustee Davies inquired about the steps in the long run that would provide a closer view. Mr. McCracken noted that building new facilities has other costs associated with it. Dr. Ford Fisher noted that the presidents have been working with their respective advisory committees and Mr. McCracken to review facility needs.

FY2026 PRIORITIZED BUDGET REQUESTS

Dr. Ford Fisher noted that Dr. Sherry Hawn would provide a review of the full portfolio of prioritized FY2026 budget requests as reference information regarding operational needs and context for what will be presented in the recommended budget workshop at the COTW in May 2025.

Dr. Hawn noted that the report provides a summary of the known commitments and the new initiatives in preparation for the budget discussion.

Trustee Cheben referenced slide 9 and noted that the IT syncs with the previous IT Plan presentation and inquired if it is truly incremental. He inquired how it ties back to the previous budget presentation about the contingency regarding the known and unknown. He requested a reconciliation of the numbers.

Trustee Cheben noted that only the expense is shown without any revenue. He referenced the presentation provided in February regarding incremental tuition assistance options and noted that tying the needs to the goals and priorities would be helpful. Dr. Hawn noted that data with narrative and goals could be achieved, but would not be crisp dollars requested for tuition assistance. Dr. Hawn noted that the numbers are being developed and could be provided.

Trustee Davies requested an overview of the tuition assistance program options. Dr. Hawn noted that three program options will be presented and mentioned the potential use of the fund balance to support one of the programs, Houston Reconnect, or to fund credentials of value initiatives.

Trustee Davies inquired whether Coleman College parking has been factored in. Dr. Ford Fisher noted that the Coleman parking has not been factored in. She noted that a scenario could be provided, factoring in the parking cost. She noted that it was not included because of the utilization of Coleman Midtown at 3100 Main, where students would not have to pay for parking. She also noted that TMC advised that parking is limited in the medical center.

Trustee Davies noted that students attending the medical center location have to pay for parking. He recommended holding a discussion about the usage of the lot close to Coleman for student parking, and also possibly reviewing the use of shuttles. Dr. Ford Fisher noted that some students park at Central and take shuttles to Coleman. She noted that the parking options could be reviewed for discussion.

UPDATE TO FY2026 BUDGET WORKSHOP #4

Dr. Ford Fisher noted that the report provides an update to Budget Workshop #4 that was held on April 2.

Dr. Hawn would provide an overview of the following:

- Tuition Assistance Initiative - Houston Reconnect
- Tuition Assistance Initiative - Hope "Last Dollar" Scholarship

- Tuition Assistance Initiative - Out-of-District Tuition Rate Reduction

Trustee Davies referenced the out-of-district tuition rate reduction and inquired how it was determined. He requested that scenarios be provided regarding the lowering of tuition for out-of-district students in comparison to our peer institutions based on cost per semester hour. Dr. Hawn noted that the information could be provided.

Trustee Cheben referenced the revenue and requested a five-year view as opposed to the two years.

Dr. Hawn continued with an overview of the following:

- Contingency for Unforeseen Revenue Loss - Contracts
- Contingency for Unforeseen Revenue Loss - Facilities

Dr. VanDible Stallworth inquired whether contracted services have been reviewed and requested to have a full review of contracted services.

Trustee Davies inquired about the lingering fear regarding a revenue loss. Dr. Hawn noted that the main concern is the unknown on the federal level, or the various degrees of loss of international students.

Dr. VanDible Stallworth requested a breakeven analysis or dual credit and Early College High School (ECHS) programs and inquired whether the college would offer Level 1 Certificates. Dr. Ford Fisher noted that they would be offered.

Dr. VanDible Stallworth noted that there is no information available or marketing efforts regarding the Level 1 Certificate programs. Dr. Ford Fisher noted that meetings with the superintendents have been held, and the presidents have also been meeting with the principals regarding the opportunities.

(Trustee Patterson left at 3:19 p.m.)

Trustee Davies inquired whether the college has access to the addresses for all 8th-grade students. Dr. Perez noted that we have an agreement with the ISDs to obtain the information.

Trustee Davies noted that we should be able to send a pre-admission notification to all 8th graders and requested that the pre-admission information be sent to every 8th grader in the service area. Dr. Perez noted that the information could be sent. Dr. Ford Fisher noted that the presidents have also initiated commitments to complete activities.

FY2026 BUDGET SCENARIO #3 GUIDING PRINCIPLES

Dr. Hawn provided FY26 Budget Scenario guiding principles. She noted that we originally were scheduled to provide three scenarios; however, three additional scenarios will be provided based on the request. She noted that there will be more tax options presented as well. She noted that

the cost-of-living increase will still be included. She noted that faculty and staff who have not benefited from the salary increase adjustment which will be presented in the budget presentation in May.

Trustee Cheben inquired if the scenarios would cover Deferred Maintenance and the entire amount for IT. Dr. Hawn noted that it would be \$15 million for IT and Deferred Maintenance.

Trustee Cheben noted that it would be helpful to highlight which one would be covered by \$15 million and if there is a scenario for the IT funding need of \$4 million for FY26. Dr. Hawn noted that there would not be enough revenue generation to cover the funding.

Trustee Davies requested an overview of the faculty and staff salary adjustments. Mr. Nathan noted that while the faculty salary minimum has been raised, the entry-level salary for faculty remains low. He apprised that the proposed scenario would present an opportunity to allocate funding to further increase faculty salaries.

ADJOURNMENT

With no further business coming before the Board, the meeting adjourned at 3:33 p.m.

Minutes submitted by Sharon Wright, Director, Board Services

Minutes Approved as Submitted: _____

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
1.	Acceptance of Donated Item by Siemens	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of Jacques St. Laurent, Sr. Business Development Consultant L5 at Siemens, involvement at the 2025 AI Conference held at West Loop on April 9-11, 2025:

- Travel Expenses: \$950.00 (transportation, hotel, meals, tolls)
- Event presentation costs: \$750/day – 3 days

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$3,200.

Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Siemens Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
Vice Chair of
Board Relations

Ed Fierro
Vice Chair of
Governance

Jennifer Waldner Grant
Vice Chair of Philanthropic
Strategy

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 21, 2025

Jacques St. Laurent
Sr. Business Development Consultant L5
Academic Enablement & Workforce Development
Siemens Digital Industries Software

Dear Mr. St. Laurent:

Thank you for the in-kind donation of travel and workshops for the national 2025 conference on Artificial Intelligence held at Houston Community College on April 9-11, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$3,200.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

From: kristina.perez <kristina.perez@hccs.edu>
Sent: Monday, April 14, 2025 9:12 AM
To: St. Laurent, Jacques (DI SW GS&CS AM PORT SST ACOE) <jacques.stlaurent@siemens.com>
Subject: Re: value?

All sounds wonderful!

So I calculated the total to be \$3,200 for the sessions plus your time/travel.

Definitely keep me posted on future plans. The conference was so much fun.

Sent from my T-Mobile 5G Device
Get [Outlook for Android](#)

From: St. Laurent, Jacques <jacques.stlaurent@siemens.com>
Sent: Monday, April 14, 2025 6:30:33 AM
To: kristina.perez <kristina.perez@hccs.edu>
Subject: RE: value?

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Good morning Kristina,

Great seeing you again last week. Hope to see more of you as we keep collaborating with the Browns on bringing more awareness to the students as they prepare for their individual futures.

As far as value I can break it down as follows:

- Travel Expenses: \$950.00 (transportation, hotel, meals, tolls)
- Event presentation costs: \$750/day – 3 days

The sessions were small (3-7 people). Main reason being that Siemens did not provide you with sufficient details on our topic. We'll be better prepared the next time. No fault of Samir by any means.

As far as where we go from here – I spoke with both Professors Brown before leaving and we will put together a repeat session for their students once they have at least 30-40 students. They agreed to work on this – dates TBD.

Thank you for having us, we look forward to the net steps.
Jacques

Jacques St-Laurent
Sr. Business Development Consultant L5
Academic Enablement & Workforce Development
Siemens Digital Industries Software
C: (817) 846-3879
EAA AeroEduate Advisory Board Member
FIU MME Advisory Board Member

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
2.	Acceptance of Donated Item by Qualcomm	Dr. Margaret Ford Fisher Dr. Andrea Burrige

RECOMMENDATION

Acceptance of the donation of the following:

- Hotel, flight, and attendance for one administrator at the Association of University Technology Managers (AUTM) Conference held at the Gaylord in Washington, DC on March 2 – 5, 2025 (M. Durnovo).

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$1,106.83.

Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. *Student Success*

ATTACHMENTS:

Description	Upload Date	Type
Qualcomm Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: District



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

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*Vice Chair of
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Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Sonia Gull
Qualcomm

Dear Ms. Gull:

Thank you for the in-kind donation for Maya Durnovo to attend the AUTM conference held in Washington, DC on March 2 - 5, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$1,106.83. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

We are pleased to confirm your reservations for the AUTM 2025 Annual 50th Anniversary Meeting at Gaylord National Resort & Convention Center. Our entire staff is looking forward to your arrival.

Below is a summary of your booking and room information. Should your travel plans change and you need to make updates to your reservation, please [click here](#) or call 877-491-0468.

We look forward to seeing you soon!

- Gaylord National Resort & Convention Center

Reservation Details

Online

Acknowledgment Number: YVV5TRI1

Hotel

Confirmation Number: 94475173

Date Booked: Jan 14, 2025

Reservation Name: Maya Durnovo Buck

Arrival Date: Mar 2, 2025

Departure Date: Mar 4, 2025

Room Type: Deluxe Guest Room

Special Requests: Request a king non smoking please

Number of Rooms: 1

Number of Guests: 1

	Date	Guests	Status	Rate
Nightly Rate & Status:	Mar 2, 2025	1	Confirmed	265.00
	Mar 3, 2025	1	Confirmed	265.00
	Additional Guest Rate			
	Second Guest	0.00		
	Third Guest	20.00		
	Fourth Guest	20.00		

Total Charges: 530.00

Room rates shown do not include 18.00% Sales Tax

02 MAR 2025 ▶ 04 MAR 2025 TRIP TO WASHINGTON REAGAN, DCPREPARED FOR
DURNOVO BUCK/MAYA MARINA**US Team 858-678-3760**
Text: 858-213-0055 Email:
Qualcomm@balboa.comRESERVATION CODE CQDIK
AIRLINE RESERVATION CODE L4GELZ (UA)**DEPARTURE: SUNDAY 02 MAR** Please verify flight times prior to departure**UNITED AIRLINES**
UA 0654Duration:
2hr(s) 58min(s)Cabin:
EconomyStatus:
Confirmed**IAH**
HOUSTON GEO BUSH,
TXDeparting At:
11:55amTerminal:
TERMINAL C**DCA**
WASHINGTON REAGAN,
DCArriving At:
3:53pmTerminal:
TERMINAL 2Aircraft:
AIRBUS INDUSTRIE
A320 JET

Distance (in 1208

Miles):

Meals:

Food for Purchase

Est. emission:
154.77 kg CO2Notes:
YOUR UNITED AIRLINES
CONFIRMATION NBR IS
L4GELZChecked Baggage: Adult, 0 pieces
Cabin Baggage: Adult, 1 piece

Passenger Name:	Seats:	Frequent Flyer #:	eTicket Receipt(s):
» DURNOVO BUCK/MAYA MARINA	10D	AJ144565 / UNITED AIRLINES	0167171846389

**CHECK IN: SUNDAY 02**
MAR**CHECK OUT: TUESDAY 04**
MAR**▶ 2 NIGHT(S)****GE GAYLORD**
NATIONAL RESORT AN
(GAYLORD
ENTERTAIN)**Phone****1-301-9654000**201 WATERFRONT ST
NATIONAL HARBOR MD 20745Confirmation:
94475173Status:
ConfirmedRoom Details:
CORP

Room(s): 1 Guest(s): 1

Rate:
265.00 USD / nightGuarantee:
Room is guaranteedNotes:
TO AVOID NO SHOW
CHARGES CANCEL
72HR PRIOR TO
ARRIVAL.
HOTEL MAY CHARGE A
FEE FOR EARLY
DEPARTURE.
PLEASE VERIFY
DEPARTURE DATE
UPON CHECKIN.



DEPARTURE: **TUESDAY 04 MAR** Please verify flight times prior to departure

UNITED AIRLINES
UA 1469

Duration:
3hr(s) 31min(s)

Cabin:
Economy

Status:
Confirmed

DCA
WASHINGTON REAGAN,
DC

Departing At:
7:59pm

Terminal:
TERMINAL 2

IAH
HOUSTON GEO BUSH,
TX

Arriving At:
10:30pm

Terminal:
TERMINAL C

Aircraft:
BOEING 737-700 JET
Distance (in 1208
Miles):
Meals:
Food for Purchase
Est. emission:
185.43 kg CO2

Notes:
YOUR UNITED AIRLINES
CONFIRMATION NBR IS
L4GELZ

Checked Baggage: Adult, 0 pieces
Cabin Baggage: Adult, 1 piece

Passenger Name:	Seats:	Frequent Flyer #:	eTicket Receipt(s):
» DURNOVO BUCK/MAYA MARINA	08C	AJ144565 / UNITED AIRLINES	0167171846389

Notes

FOR EMERGENCY INFORMATION PLEASE GO TO
[HTTP://WWW.INTERNATIONALSOS.COM](http://www.internationalsos.com) AND LOG IN USING
QUALCOMM ID 1CMA1162 OR CALL INTERNATIONAL SOS FOR
MEDICAL OR SECURITY ADVICE 1-215-942-8226

----PLEASE REVIEW YOUR ITINERARY FOR ACCURACY ----

---- WITHIN SAME DAY OF PURCHASE ----

--PLEASE REPORT DISCREPANCIES TO BALBOA WITHIN 24 HOURS--

--FAILURE TO DO SO MAY RESULT IN FARE INCREASES--

--AND FEES AT PASSENGER EXPENSE--

CHECKED BAGGAGE POLICIES VARY BY AIRLINE DESTINATION
FREQUENT FLYER STATUS BOOKING CLASS BAG SIZE AND WEIGHT.
ADDITIONAL FEES MAY APPLY IF ANY OF THESE OCCUR

1. YOU PLAN TO CHECK A BAG
2. YOU PLAN TO CARRY SPORTS EQUIP OR AN ODD-SHAPED ITEM
3. YOUR BAG EXCEEDS AIRLINE WEIGHT LIMITS.

US Team 858-678-3760

Text: 858-213-0055 Email: Qualcomm@balboa.com

Electronic Invoice

Prepared For:

DURNOVO BUCK/MAYA MARINA

SALES PERSON	WT
INVOICE NUMBER	0364848
INVOICE ISSUE DATE	14 Jan 2025
RECORD LOCATOR	CQDIK
CUSTOMER NUMBER	QC1QUALC01

Client Address
QUALCOMM

DATE: Sun, Mar 02

Flight UNITED AIRLINES 654			
From	HOUSTON GEO BUSH, TX	Departs	11:55am
To	WASHINGTON REAGAN, DC	Arrives	3:53pm
Departure Terminal	C	Arrival Terminal	2
Duration	2hr(s) 58min(s)	Cabin	Economy
Type	AIRBUS INDUSTRIE A320 JET	Meal	Food for Purchase
Stop(s)	Non Stop		
Seat(s) Details	DURNOVO BUCK/MAYA MARINA	Seat(s) - 10D	UA - XXXXXX 65
Notes	YOUR UNITED AIRLINES CONFIRMATION NBR IS L4GELZ		

DATE: Sun, Mar 02

Hotel: GE GAYLORD NATIONAL RESORT AN 201 WATERFRONT ST NATIONAL HARBOR MD 20745			
Service City	WASHINGTON REAGAN		
Check-In	02 Mar	Check-Out	04 Mar
Night(s)	2	Rate per Night	265.00
Confirmation Number	94475173		
Service Information			
Guarantee	Room is guaranteed	Phone	-301-9654000
Notes	TO AVOID NO SHOW CHARGES CANCEL 72HR PRIOR TO ARRIVAL. HOTEL MAY CHARGE A FEE FOR EARLY DEPARTURE. PLEASE VERIFY DEPARTURE DATE UPON CHECKIN.		

DATE: Tue, Mar 04

Flight UNITED AIRLINES 1469			
From	WASHINGTON REAGAN, DC	Departs	7:59pm
To	HOUSTON GEO BUSH, TX	Arrives	10:30pm
Departure Terminal	2	Arrival Terminal	C

Duration	3hr(s) 31min(s)	Cabin	Economy
Type	BOEING 737-700 JET	Meal	Food for Purchase
Stop(s)	Non Stop		
Seat(s) Details	DURNOVO BUCK/MAYA MARINA	Seat(s) - 08C	UA - XXXXXX 65
Notes	YOUR UNITED AIRLINES CONFIRMATION NBR IS L4GELZ		

Ticket Information

Ticket Number	UA 7171846389	Passenger	DURNOVO BUCK MAYA MARINA		
		Billed to:	AX XXXXXXXXXXXX1000	USD	* 576.83
				SubTotal	USD 576.83
				Net Credit Card Billing	* USD 576.83

				Total Amount Due	USD 0.00

ITINERARY NOTES:

FOR EMERGENCY INFORMATION PLEASE GO TO
[HTTP://WWW.INTERNATIONALSOS.COM](http://www.international-sos.com) AND LOG IN USING
 QUALCOMM ID 1CMA1162 OR CALL INTERNATIONAL SOS FOR
 MEDICAL OR SECURITY ADVICE 1-215-942-8226

 ---PLEASE REVIEW YOUR ITINERARY FOR ACCURACY ---
 --- WITHIN SAME DAY OF PURCHASE ---
 --PLEASE REPORT DISCREPANCIES TO BALBOA WITHIN 24 HOURS--
 --FAILURE TO DO SO MAY RESULT IN FARE INCREASES--
 --AND FEES AT PASSENGER EXPENSE--
 CHECKED BAGGAGE POLICIES VARY BY AIRLINE DESTINATION
 FREQUENT FLYER STATUS BOOKING CLASS BAG SIZE AND WEIGHT.
 ADDITIONAL FEES MAY APPLY IF ANY OF THESE OCCUR
 1. YOU PLAN TO CHECK A BAG
 2. YOU PLAN TO CARRY SPORTS EQUIP OR AN ODD-SHAPED ITEM
 3. YOUR BAG EXCEEDS AIRLINE WEIGHT LIMITS.

INVOICE NOTES:

H*02MAR/RC-17
 H*02MAR/MAX RATE-Y/DCA/300.00/DOMESTIC
 H*02MAR/RA-265.00N

The carriage of certain hazardous materials, like aerosols, fireworks, and flammable liquids, aboard the aircraft is forbidden. If you do not understand these restrictions, further information may be obtained from your airline.

Your travel arranger provides the information contained in this document. If you have any questions about the content, please contact your travel arranger. For Credit Card Service fees, please see eTicket receipt for total charges.

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
3.	Acceptance of Donated Item by Prifina	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of the following for the 2025 AI Conference at West Loop, April 9-11, 2025:

- \$17,280 for the software license fees for 60 AI twins for a year per, our list pricing
- \$7,720 consisting of travel, presentation and support services related to the AI Twins at the conference

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$25,000.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Prifina Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Markus Lampinen
Prifina

Dear Mr. Lampinen:

Thank you for the in-kind donation software license fees for 60 AI Twins for a year, in addition to travel, presentation and support for the national 2025 conference on Artificial Intelligence held at Houston Community College on April 9-11, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$25,000.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

ML

Markus Lampinen<markus@prifina.com>

To: kristina.perez

Sun 4/13/2025 10:36 PM

You replied on Sun 4/13/2025 10:38 PM

Retention: Enabled Hcc 4y (4 years) Expires: Fri 4/13/2029 10:36 PM

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Hi Kristina,

Yes, but slight adjustments to the make up. Broken down, it would be as follows:

- \$17,280 for the software license fees for 60 AI twins for a year per, [our list pricing](#)
- \$7,720 consisting of travel, presentation and support services related to the AI Twins at the conference

Best,
Markus

On Sun, Apr 13, 2025 at 8:32PM kristina.perez <kristina.perez@hccs.edu> wrote:

Okay sounds good. One more response to confirm, the value of your donation and service/time to the 2025 AI conference is \$25,000.

Broken down with travel, presentation/facilitation at \$7,720 and the training involving 60 AI twins use for a year at \$17,280.

Is this all correct?

Thank you!

Sent from my T-Mobile 5G Device
Get [Outlook for Android](#)

Hi Kristina,

Sounds good, thank you. We created about 60 AI Twins for the participants in the workshop, and assuming they keep them for a year, that would be worth $24 \times 12 \times 60 = \$17,280$. Then if we round up support and travel and our time, we could say roughly \$25,000. We don't need to show it on our side anywhere, and just let me know if that is in line with your expectations or if you have any questions.

Sincerely,
Markus

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
4.	Acceptance of Donated Item by Nvidia	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of the following:

- Nvidia workshop at the HCC 2025 National Conference on Artificial Intelligence held on April 11, 2025; 45 attendees on at \$500 per person

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$22,500.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Nvidia Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
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Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Jo Bungo
NVIDIA

Dear Mr. Bungo:

Thank you for the in-kind donation for the workshop at our annual Artificial Intelligence Conference at Houston Community College Southwest. The Workshop was held on April 11, 2025, and had 45 attendees. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$22,500. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

JB

Joe Bungo <jbungo@nvidia.com>

To: kristina.perez

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↺

📧

📅

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Fri 4/11/2025 2:45 PM

You replied on Fri 4/11/2025 2:49 PM

Retention: Enabled Hcc 4y (4 years) Expires: Wed 4/11/2029 2:45 PM

Start reply with:

Thank you for your confirmation.

Thank you!

Thank you for confirming.

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Confirmed.

Joe Bungo
Deep Learning Institute Program Manager
NVIDIA Corporation
developer.nvidia.com/teaching-kits
Mobile: +1 (512) 293-7324

From: kristina.perez <kristina.perez@hccs.edu>
Sent: Friday, April 11, 2025 2:39 PM
To: Joe Bungo <jbungo@nvidia.com>
Subject: Confirmation email

External email: Use caution opening links or attachments

Hi Joe,

I wanted to confirm the number of attendees at the Nvidia workshop at the HCC 2025 national conference on Artificial Intelligence. We had 45 attendees on April 11, 2025.

Please confirm the workshop value is \$500 per person or a total of \$22,500.

We truly appreciate this inkind donation to our efforts.

Warm regards,

Kristina Perez

Development Director
HCC Foundation

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
5.	Acceptance of Donated Item by Microsoft	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of the following: Attendance for 2 staff/faculty from DIT at the Microsoft AI Tour Houston held on March 19, 2025, at George R. Brown Convention Center, 1001 Avenida de las Americas Houston, Texas, United States 77010. Valued at \$150 per person.

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in- kind contribution at a total of \$300.00.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Microsoft Acknowledgement	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Maria Olaya
Microsoft

Dear Ms. Olaya:

Thank you for the in-kind donation of 2 registrations for a faculty/staff of Houston Community College Southwest, Digital and Information Technology Center of Excellence to attend the Microsoft AI Tour Houston held on March 19, 2025, at George R. Brown Convention Center, 1001 Avenida de las Americas Houston, Texas, United States 77010. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$300.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

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Microsoft Corporation	Tel 425 882 8080
One Microsoft Way	Fax 425 936 7329
Redmond, WA 98052-6399	http://www.microsoft.com/

Re: Microsoft AI Tour Houston

From time-to-time, Microsoft invites government customers to participate in events to learn about and provide input on Microsoft products, services and solutions that meet government needs. One or more representative from your agency are invited to attend the **Microsoft AI Tour Houston** to be held on **March 19, 2025** at **George R. Brown Convention Center, 1001 Avenida de las Americas Houston, Texas, United States 77010**.

As part of this event, Microsoft would be pleased to pay for the following expenses for each agency representative who attends the event (collectively, "gifts"):

- **MEAL**
Meals
Market value of **\$150** per day for **1 day**.

The total value of Microsoft's offered gifts per attendee for this event is **\$150**. Agency attendees are responsible for all other expenses associated with the event.

For purposes of this form, "Government" refers to U.S. Federal, State, Local & Education customers. Microsoft provides these items without seeking promises, favoritism, or exclusivity in any bidding arrangement, and with the expectation Microsoft will not be excluded from any agency procurement opportunities. By accepting these items, your agency is under no obligation to acquire or use any Microsoft products or services.

To ensure that Microsoft's provision of the item(s) listed above at no charge to your agency or agency personnel does not violate the letter or spirit of any applicable gifts and ethics rules, the entity's **designated ethics/ compliance officer or attorney for gift and ethics compliance should** review

Microsoft Confidential

this letter, and if approved, sign in the space provided. Then scan and return a signed copy of this letter to Microsoft at **v-kkerstner@microsoft.com**

Attendees who are not able to provide a copy of this letter, signed by their entity’s designated Ethics Official or Attorney, must either:

- 1. Decline to attend the event, or;

- 2. Choose to provide reimbursement of the fair market value of all offered gifts, which is \$150.

If you have any questions or concerns regarding this letter, please contact **Kristen Kerstner** at **v-kkerstner@microsoft.com**.

AGENCY EVENT ATTENDEE(S)

(attach separate list for additional attendees if required)

NAME	TITLE
Patricia McManus	AI Faculty, HCC
Samir Saber	Dean, Digital & Information Technology, HCC

Sincerely,
MICROSOFT CORPORATION

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
6.	Acceptance of Donated Item by Dr. Helen Graham	Dr. Margaret Ford Fisher Dr. Betty Fortune

RECOMMENDATION

Acceptance of the donation of: 1-Apple Watch SE (Gen 2) 40mm Starlight

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$249.00.

Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. *Student Success*

ATTACHMENTS:

Description	Upload Date	Type
Dr. Helen Graham Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Northeast



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 3, 2025

Dr. Helen Graham
2218 Chappell Ln
Missouri City, TX 77459

Dear Dr. Graham:

Thank you for the in-kind donation of the Apple Watch for the community fair scheduled for April 26, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$249.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

Asset Management

- Asset Management will make arrangements for delivery of donated item(s).
- For items valued over \$1,000.00, Asset Management will forward Asset Management Inventory Form and tags to the Campus Manager of the receiving department.
- The Asset Management Department will enter system data and maintain donation records.
- If the donated property is an automobile, documentation will be forwarded to Risk and Fleet Managements.

Fleet Management


- HCC system service entry documentation will be created by Fleet Management.


Risk Management


- The title to said vehicle will be filed in the Office of Risk Management.

IT

- System software and hardware compatibility testing
- System software and hardware installation

 kristina.perez
To francisca.rios

 If there are problems with how this message is displayed, click here to view it in a web browser.


Start your reply all with:  [Feedback](#)

Subject: Re: Donation Question

Thanks Ms. Perez - will do.

Item donated: Apple Watch SE (Gen 2) 40mm Starlight
Value: \$249
Purpose: Registration and Community Fair raffle item for HCC student
Contact for sending the acknowledgement letter (name, address, email, phone):





Donor:
Dr. Helen Graham
2218 Chappell Ln - Missouri City, TX 77459
helengraham600@gmail.com
281-763-6276





Best,

"The mere imparting of information is not education" - Carter G. Woodson

Helen Graham, Ed.D (she, her)
Vice President, Instruction and Student Services - Northeast, Office of the President

HOUSTON COMMUNITY COLLEGE
 8001 Fulton St., A-122, Houston, Texas 77002  helen.graham@hccs.edu
 713.718.8074  hccs.edu


 Please consider the environment before printing.

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
7.	Acceptance of Donated Item by H-E-B	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of the following:

- Gift card(s) in the amount of \$15,000.00 in support of Houston Community College Foundation (HCCF), specifically for the Summer STEM Camps in DIT.

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in- kind contribution at a total of \$15,000.00.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. *Student Success*

ATTACHMENTS:

Description	Upload Date	Type
H-E-B Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Anna Bryant
HEB

Dear Ms. Bryant:

Thank you for the in-kind donation of gift cards for our Summer STEM camps at Houston Community College Southwest, Digital and Information Technology Center of Excellence. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$15,000.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

Message from H-E-B – Houston Community College Foundation (HCCF)



HEB Race_Logo.png

Retention: Enabled Hcc 4y (4 years) Expires: Mon 2/26/2029 2:08 PM



[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Dear Kristina,

H-E-B is pleased to provide you with a gift card(s) in the amount of \$15,000.00 in support of Houston Community College Foundation (HCCF). It is our sincere hope that our support will help to make your Summer STEM Camps a success. You should expect your gift card(s) by mid-April. We invite you to share photos of your program/event by using the tag @HEB with #HEBHelpingHere on social media or by replying directly to this email.

For over 115 years, H-E-B has contributed to worthy causes throughout Texas and Mexico, and we continue to support our community as strongly as ever. To help us maintain that tradition, we ask that you encourage members of your organization to visit their nearest H-E-B store.

Please see attachment for the H-E-B logo.

Thank you for contacting us with this wonderful opportunity to make an impact in our community. We wish you great success with your future endeavors.

Sincerely,

H-E-B Public Affairs Team

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
8.	Acceptance of Donated Item by Frito-Lay	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of the following:

- Snacks for the national AI conference held at HCC West Loop on April 9 – 11, 2025

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$78.00.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Frito-Lay Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Carlos Becerra
Frito-Lay

Dear Mr. Becerra:

Thank you for the in-kind donation for the snacks at the annual Artificial Intelligence Conference at Houston Community College Southwest. The conference was held on April 9-11, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$78.00. Your generosity has furthered the efforts of the student programs at Houston Community College.


As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.


Sincerely,








Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.



Becerra, Carlos (PEP) <Carlos.Becerra1@pepsico.com>

To:  kristina.perez

Tue 4/15/2025 1:42 PM

You replied on Tue 4/15/2025 1:45 PM

Retention: Enabled Hcc 4y (4 years) Expires: Sun 4/15/2029 1:41 PM

Start reply with:

Thank you!

No problem, thank you!

Thank you very much!

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Sorry for the delay.

Total value = \$78.00

Carlos Becerra

GES/Core WH Inventory Specialist

Frito-Lay North America

3310 36th Division Memorial Highway | Rosenberg, TX 77471

Office: 281-232-1547

From: kristina.perez <kristina.perez@hccs.edu>

Sent: Wednesday, April 9, 2025 11:45 AM

To: Becerra, Carlos (PEP) <Carlos.Becerra1@pepsico.com>

Subject: Fw: national AI conference

WARNING: Email originated outside of PepsiCo.

Hi Carlos,

I hope you are well. Can you please let me know the value of the donated items for the AI conference?

Sincerely,

Kristina

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
9.	Acceptance of Donated Item by Eric Gruetzner	Dr. Margaret Ford Fisher Dr. Michael Webster

RECOMMENDATION

Acceptance of the donation of:

3 gift cards for the Design-A-Thon, held at West Houston Institute on March 29, 2025 (Starbucks \$40, Amazon \$25, Amazon \$50)

COMPELLING REASON AND BACKGROUND

This gift will support student success at Southwest College.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$115.00.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Eric Gruetzner Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Southwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
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Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 21, 2025

Eric Gruetzner
10006 Cucklebur Circle
Houston, Texas 77095

Dear Mr. Gruetzner:

Thank you for the in-kind donation for Houston Community College - Southwest College by providing three gift cards to use as event prizes, held on March 29, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution at \$115.00. Your generosity has furthered the efforts of the student programs at the Southwest College of Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.



Gruetzner, Eric <Eric.Gruetzner@wilsonelser.com>

To: kristina.perez



Thu 3/27/2025 11:52 AM

Retention: Enabled Hcc 4y (4 years) Expires: Tue 3/27/2029 11:51 AM

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Hi Kristina,

I donated three gift cards for the Design-A-Thon:

1. Starbucks gift card (\$40)
2. Amazon gift card (\$25)
3. Amazon gift card (\$50)

Thanks!

Eric

Eric Gruetzner
Attorney at Law
Wilson Elser Moskowitz Edelman & Dicker LLP
909 Fannin Street, Suite 3300
Houston, TX 77010
713.353.2030 (Direct)
713.353.2000 (Main)
713.785.7780 (Fax)
eric.gruetzner@wilsonelser.com
https://www.wilsonelser.com/attorneys/eric_gruetzner
<https://www.linkedin.com/in/eric-gruetzner/>



ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
10.	Acceptance of Donated Item by Ace Frabricators, Inc.	Dr. Margaret Ford Fisher Dr. Betty Fortune

RECOMMENDATION

Acceptance of the donation of:

- 2-yard mules/yard trucks

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in- kind contribution at a total of \$9,000.00.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. *Student Success*

ATTACHMENTS:

Description	Upload Date	Type
Ace Fabricators, Inc. Acknowledgement Letter	5/2/2025	Attachment

This item is applicable to the following: Northeast



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
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Governance*

Jennifer Waldner Grant
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Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Gloria Cantu
Ace Fabricators, Inc.
7010 Furay Ave.
Houston, Texas 77016

Dear Ms. Cantu:

Thank you for the in-kind donation of two-yard mules/yard trucks for the Heavy Vehicle/Diesel program at Houston Community College. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$9,000.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.



Gloria Cantu <gloria@acefabricatorsinc.com>

To: kristina.perez; hugh.mann

Cc: david.vogel; gary.nagelhout



Thu 2/27/2025 3:40 PM

You replied on Thu 2/27/2025 3:41 PM

Retention: Enabled Hcc 4y (4 years) Expires: Tue 2/27/2029 3:40 PM

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]
Let's say 4,500 each/ \$9,000 total.

Gloria Cantu

ACE Fabricators Inc

346.754.5328 | gloria@acefabricatorsinc.com

7010 Furay Ave, Houston, TX 77016



From: kristina.perez <kristina.perez@hccs.edu>

Sent: Thursday, February 27, 2025 3:27 PM

To: Gloria Cantu <gloria@acefabricatorsinc.com>; hugh.mann <hugh.mann@hccs.edu>

Cc: david.vogel <david.vogel@hccs.edu>; gary.nagelhout <gary.nagelhout@hccs.edu>

Subject: Re: Heavy Vehicle, Diesel Technology

Hi Gloria,

Thank you!

To confirm, would you value both with a total of \$10,000?

Sent from my T-Mobile 5G Device

Get [Outlook for Android](#)

From: Gloria Cantu <gloria@acefabricatorsinc.com>

Sent: Thursday, 27 February 2025 15:24:59

To: kristina.perez <kristina.perez@hccs.edu>; hugh.mann <hugh.mann@hccs.edu>

Cc: david.vogel <david.vogel@hccs.edu>; gary.nagelhout <gary.nagelhout@hccs.edu>

Subject: RE: Heavy Vehicle, Diesel Technology

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]
Sorry for the delayed response:

A description of the items: 2 yard mules

Purpose of the items: Move trailers / materials across yard

Value: purchased at 25k current value probably under 5k each

Contact name, email and address Gloria Cantu gloria@acefabricatorsinc.com 7010 Furay Rd Houston TX 77016

Gloria Cantu

ACE Fabricators Inc

346.754.5328 | gloria@acefabricatorsinc.com

7010 Furay Ave, Houston, TX 77016



From: kristina.perez <kristina.perez@hccs.edu>

Sent: Friday, February 21, 2025 12:28 PM

To: hugh.mann <hugh.mann@hccs.edu>; Gloria Cantu <gloria@acefabricatorsinc.com>

Cc: david.vogel <david.vogel@hccs.edu>; gary.nagelhout <gary.nagelhout@hccs.edu>

Subject: Re: Heavy Vehicle, Diesel Technology

Hi Gloria,

It is wonderful to e-meet you! I am looking forward to helping move the donation forward. Please send me the information below at your earliest convenience. Thank you and have a blessed Friday!



*Model is not the actual donated truck

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
11.	Acceptance of Donated Item by Primeway	Dr. Margaret Ford Fisher Dr. Betty Fortune

RECOMMENDATION

Acceptance of the donation of:

- Gift cards to the Northeast Advising Week, held the week of April 21, 2025.

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC.

FISCAL IMPACT

Donation Value: in-kind contribution at a total of \$500.00.
Additional Costs: no additional costs included in HCC Budget.

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Primeway Acknowledgement Letter	5/9/2025	Attachment

This item is applicable to the following: Northeast



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 22, 2025

Mike Green
PrimeWay

Dear Mr. Green:

Thank you for the in-kind donation of gift cards for the Houston Community College Northeast Advising Week, held the week of April 21, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of \$500.00. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.


I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.


Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation


All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.


Re: confirmation


 Michael Green <mgreen@primewayfcu.com>
To: kristina.perez



Tue 4/22/2025 2:14 PM

 Some content in this message has been blocked because the sender isn't in your Safe senders list. [Trust sender](#) [Show blocked content](#)

 You replied on Tue 4/22/2025 2:15 PM

 Retention: Enabled Hcc 4y (4 years) Expires: Sun 4/22/2029 2:14 PM

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

yes that's correct, Dr. Martin picked them up yesterday.

Michael Green
VP Business-Community Development and Governmental Affairs
d: 713-799-6625 | o: 713-799-6200 | m: 281-451-9701
12811 Northwest Freeway
Houston, TX 77040

 PrimeWay Auto Loan

Love us? Tell us! Email us a [LOVE Letter](#), or call [713-799-LOVE](#). Let's get social:

The E-mail transmission and the enclosed material, if any, are intended only for the exclusive use of the individual or entity to whom it is addressed in the body of the message, and unless otherwise expressly indicated, is confidential and privileged information. If you are not the intended recipient or agent responsible to deliver the message to the intended recipient, you are hereby notified that any dissemination, distribution, or copying of the communication or the enclosed material is strictly prohibited. If you have received this material in error, please notify us immediately and destroy the enclosed material. Your cooperation is appreciated.
12811 Northwest Freeway, Houston, TX 77040

From: kristina.perez <kristina.perez@hccs.edu>
Sent: Tuesday, April 22, 2025 1:50 PM
To: Michael Green <mgreen@primewayfcu.com>
Subject: confirmation

[This message originated from outside your organization](#)

Hello and good afternoon,

I hope you are having a wonderful week. I wanted to confirm if PrimeWay donated the \$500 value of gift cards to the NorthEast Advising Week held this week, organized by Dr. Martin?

Please let me know. Thank you!

Sincerely,
Kristina

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
12.	Acceptance of 2nd Donated Item by Dr. Helen Graham	Dr. Margaret Ford Fisher Dr. Betty Fortune

DISCUSSION

Acceptance of the donation of:

- 1- Dell Inspiron 2-in-1 14" Touch Screen Laptop - Intel Core 5 with 8FB Memory.

COMPELLING REASON AND BACKGROUND

This gift will support student success at HCC, and specifically the HCC NE Pinning Ceremony April 21-24, 2025.

FISCAL IMPACT

Donation Value: in- kind contribution at a total of \$749.99.
Additional Costs: no additional costs included in HCC Budget

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. Student Success

ATTACHMENTS:

Description	Upload Date	Type
Dr. Helen Graham Acknowledgement Letter	5/9/2025	Attachment

This item is applicable to the following: Northeast



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
*Vice Chair of
Board Relations*

Ed Fierro
*Vice Chair of
Governance*

Jennifer Waldner Grant
*Vice Chair of Philanthropic
Strategy*

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

April 21, 2025

Dr. Helen Graham
2218 Chappell Ln
Missouri City, TX 77459

Dear Dr. Graham:

Thank you for the in-kind donation of the Dell Laptop for the HCC NE Pinning Ceremony during April 21-24, 2025. We anticipate that Houston Community College's Board of Trustees will determine its formal acceptance of the donation at the May 21, 2025, board meeting. We will keep you aware of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution of at \$749.99. Your generosity has furthered the efforts of the student programs at Houston Community College.

As one of the largest community colleges in the nation, HCC's top priority and mission is focused on serving our students and student success. We know that education changes lives and is an equalizer, creating opportunities for all. HCC works to ensure students acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to education and the chance at building a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

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Cc: rylie.jefferson <rylie.jefferson@hccs.edu>

Subject: Re: Donation Question

Good evening Ms. Perez,

Reporting another donation:

- Item donated: Dell Inspiron 2-in-1 14" Touch Screen Laptop - Intel Core 5 with 8GB Memory
- Value: \$749.99
- Purpose: Student Milestone Initiative raffle item

Contact for sending the acknowledgement letter (name, address, email, phone):

Donor:

Dr. Helen Graham

2218 Chappell Ln - Missouri City, TX 77459

helengraham600@gmail.com

281-763-6276

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
13.	Acceptance of Donated Item by Cognitive Space	Dr. Margaret Ford Fisher Dr. Zachary Hodges

RECOMMENDATION

Approve the acceptance of the in-kind donation of a space mural by Cognitive Space.

COMPELLING REASON AND BACKGROUND

The donated item will be used by the West Houston Institute to inspire students pursuing coursework and projects related to engineering, space, and design. Cognitive Space has donated a large mural to be displayed at West Houston Institute for the department's use in inspiring students to pursue careers and certifications related to the aerospace industry. This artwork will provide a great focal point for the room housing it in the West Houston Institute.

FISCAL IMPACT

Donation Value: In-Kind contribution valued at \$7,000.00

Additional Costs: No Additional Costs.

LEGAL REQUIREMENT

Approved by Legal

STRATEGIC ALIGNMENT

1. *Student Success*

ATTACHMENTS:

Description	Upload Date	Type
Cognitive Space Acknowledgement Letter	5/13/2025	Attachment

This item is applicable to the following: Northwest



**HCC Foundation
Executive Committee**

David D. Itz
Board Chair

Ryan F. McCauley
Immediate Past Chair

Melissa Vela
Vice Chair of
Board Relations

Ed Fierro
Vice Chair of
Governance

Jennifer Waldner Grant
Vice Chair of Philanthropic
Strategy

Juanita S. Parker
Secretary

Cecelia Allen
Treasurer

Margaret Ford Fisher, Ed.D.
HCC Chancellor

Karen L. Schmidt, M.B.A., CFRE
HCC Foundation President

May 6, 2025

Cognitive Space
4119 Montrose Blvd., Suite 310
Houston, TX 77006

Dear Cognitive Space:

Thank you for your very generous, in-kind donation received on February 26, 2025. Your gift of a mural by Mike and Rin Johnston (Truth Murals) will be used by West Houston Institute at the Alief Hayes Campus of Northwest College for the purpose of advancing student success. We anticipate that HCC's Board of Trustees will determine its formal acceptance of the donation at its May 2025 board meeting. We will keep you apprised of this process.

While, according to IRS regulations, we cannot declare the value of your donation, you have valued your in-kind contribution at \$7,000.00. Because of your generosity, these are dollars saved which we are able to apply directly to support HCC's programs and services to help ensure that Houston-area students will receive the higher education they need to meet the challenges of today's economy.

As one of the largest community colleges in the nation, HCC's top priority and mission are focused on serving our students. We know that students must graduate to acquire the skills needed to compete in today's marketplace and contribute to the economic growth of Houston's region.

Thank you for your generosity. I appreciate you joining the HCC Foundation in its mission of ensuring that all Houston students have access to the educational opportunities available to them and the chance at a promising future.

Sincerely,

Karen Schmidt, M.B.A., CFRE President
Houston Community College Foundation

All gifts to the HCC Foundation are tax deductible to the extent allowed by law. In compliance with IRS tax reporting laws, the amount of your charitable contribution is limited to the excess of your payment over the value of goods or services provided by HCCF. The HCCF tax identification number is #74-1885205. No goods or services were provided in exchange for this donation.

Re: Gift-in-Kind (Mural) to West Houston Institute Valuation

From Guy de Carufel <guy@cognitivespace.com>

Date Wed 4/16/2025 4:38 PM

To william.horton2 <william.horton2@hccs.edu>; Dax Garner <dax.garner@cognitivespace.com>

Cc kameco.delossantos <kameco.delossantos@hccs.edu>; astrid.salarda <astrid.salarda@hccs.edu>

 1 attachment (249 KB)

Outlook-2w043msb;

[CAUTION: This email originated from outside of Houston Community College System. Do not click links or open attachments unless you recognize the sender and know the content is safe]

Hi, answering inline below.

Best

Guy

From: william.horton2 <william.horton2@hccs.edu>

Sent: Wednesday, April 16, 2025 4:25 PM

To: Guy de Carufel <guy@cognitivespace.com>; Dax Garner <dax.garner@cognitivespace.com>

Cc: kameco.delossantos <kameco.delossantos@hccs.edu>; astrid.salarda <astrid.salarda@hccs.edu>

Subject: Gift-in-Kind (Mural) to West Houston Institute Valuation

Cognitive Space

Warning: Sender william.horton2@hccs.edu is not yet trusted by your organization.

Please be careful before replying or clicking/downloading the attachment and URLs.

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You don't often get email from william.horton2@hccs.edu. [Learn why this is important](#)

Good afternoon, Guy, and Dax,

My name is Will Horton, and I work with Kameco de los Santos. I, along with Astrid Salarda (copied here), am helping with the formal paperwork for the mural that Cognitive Space is donating. First, thank you so much for your generosity. This art piece looks incredible from the photo that Kameco has shared with me!

Glad you like it!

Second, can one or both of you please provide what Cognitive Space has determined to be the Fair Market Value for the mural? We need this information to complete the paperwork.

\$7k

Third, can you please provide any physical dimensions for the artwork, the name of the artist, etc., that I can include for the Board of Trustees when they vote on approving the donation?

Artists: Mike and Erin Johnston ([Truth Murals](#) | [The Home of Mike Johnston Artist and Team Truth](#))

Dimensions: (Didn't measure, sorry)

Finally, will you please confirm Cognitive Space's address and a good phone number? We'd love to be able to invite you all to future events hosted by the HCC Foundation and often share invitations by mail and phone in addition to email.

4119 Montrose Blvd, Suite 310, Houston, TX, 77006

713-385-8463

Looking forward to it!

Thank you again!

Warm regards,

Will

Will Horton, MPA, CFRE
Development Director, HCC Foundation

HOUSTON COMMUNITY COLLEGE
FOUNDATION

📍 3100 Main St, Suite 12B12 (MC 1148), Houston, Texas 77002

📞 713-718-5138 📠 903-348-0904 📧 william.horton2@hccs.edu 🌐 hccsfoundation.org/donate



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ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
14.	Proposed Changes to Policy CAK (LOCAL) - APPROPRIATIONS AND REVENUE SOURCES: INVESTMENTS	Dr. Margaret Ford Fisher Dr. Sherry Hawn Dr. Melissa Mihalick Dr. Nicole Montgomery Dr. Lucie Tredennick

RECOMMENDATION

Approve of the proposed revisions to policy CAK (LOCAL) - Appropriations and Revenue Sources, as recommended in the TASB Update 48.

COMPELLING REASON AND BACKGROUND

Under "Sellers of Investments", recommended revisions apply the required qualifications applicable to representatives of brokers/dealers to representatives with distributors of investment pools and indicate representatives with distributors of investment pools must be registered in good standing with the Municipal Securities Rulemaking Board.

STRATEGIC ALIGNMENT

1. Student Success, 4. Community Investment , 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
CAK(LOCAL) Policy	4/8/2025	Attachment

This item is applicable to the following: District

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

Purpose

The purpose of this investment policy (the policy) is to comply with Chapter 2256 of the Texas Government Code, also known as the Public Funds Investment Act (the Act), which requires that the College District annually adopt a written investment policy for the investment of its funds and funds under its control. This document sets forth specific investment policies and strategy guidelines for the College District in order to achieve the goals of ensuring the preservation and safety of principal, maintaining adequate liquidity (including considerations of marketability of investments), proper diversification of investments, maintaining public trust for all investment activities, and achieving the best allowable yield commensurate with the risk criteria of this policy.

Policy

The College District shall invest its funds in a manner that provides optimal security and a reasonable rate of return while meeting daily cash flow demands. Effective cash management is recognized as essential to good fiscal management. An active cash management and investment policy shall be pursued to take advantage of investment interest as a viable and material source of revenue. The College District's portfolio shall be designed and managed in a manner intended to optimize this revenue source, to maintain the public trust, and to be in compliance with legal requirements and limitations.

Investments shall be made with the following primary objectives:

1. Safety and preservation of principal;
2. Maintenance of sufficient liquidity to meet operating needs;
3. Maintaining public trust by following prudent investment activities; and
4. Risk-commensurate yield on the portfolio, including considerations of diversification, maturity and quality.

Investment Strategy

The College District shall maintain a portfolio that utilizes specific investment strategies designed to address the unique characteristics of the fund groups represented in the portfolio. A comprehensive and proactive cash management program shall be maintained to monitor and control all funds, to the extent possible, to have cash invested and not idle, and to yield a risk-commensurate rate of return. The investment strategy is to minimize credit risk, properly diversity, and actively manage maturities. In order to avoid selling an investment prior to maturity, thereby exposing the College District to the risk of principal due to interest rate increases (market risk), investment maturities shall not exceed the anti-

APPROPRIATIONS AND REVENUE SOURCES
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pated cash flow requirements of the respective funds. The composite portfolio shall have a dollar weighted average maturity of two years or less. The management of maturities is accomplished by laddering the maturity dates of investments (longer-term maturities shall be purchased to enhance yield, while shorter-term maturities shall be purchased to cover cash flow needs). The allowable investment instruments, as defined at Authorized Investments, below, reflect the avoidance of credit risk. Diversification is accomplished by allocating investments among a variety of alternatives and maturities.

Authorized
Investments

The list of investments authorized by this policy intentionally excludes some investments allowed by state law. The restrictions limit possible credit risk and provide the conservatively appropriate measure of safety. Within the investment objectives, the investment strategy is to utilize authorized investments for maximum advantage to the College District.

General Portfolio
Strategy

The general portfolio strategy for the aggregate portfolio is to increase the interest earnings for funds identified as being available for investment over longer periods of time while also meeting cash requirements projections.

*Investment Pools
and Mutual
Funds*

Satisfying liquidity requirements through the use of financial institution deposits, local government investment pools, and money market mutual funds shall be considered. An investment pool or money market mutual fund invests funds jointly on behalf of its participants. Because funds are usually available from investment pools and money market mutual funds on a same-day basis, these pools or funds have a high degree of liquidity. The College District shall prudently select investment pools and money market mutual funds that are able to efficiently invest in a variety of investment types.

*Laddered
Investments*

Building a laddered structure of investments with staggered maturities for all or part of the longer-term investable funds shall also be considered. The benefits of this laddered approach include the following:

1. It is straight-forward and easily understood;
2. It is a prudent diversification method;
3. It maintains investments within the approved maturity horizon;
4. It helps minimize the impact of volatile interest rates;
5. It will typically allow the College District to capture a reasonable portion of the yield curve; and

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6. It provides predictable cash flow with scheduled maturities and reinvestment opportunities.

*Investment
Adviser*

Pursuant to the Act, the College District may, at its discretion and with Board approval, contract with an investment management firm registered under the Investment Advisers Act of 1940 or with the State Securities Board to provide for investment and management of public funds received by the College District subject to investment restrictions.

An appointed investment adviser shall act solely in an advisory and administrative capacity, within the guidelines of this policy. At no time shall the adviser take possession of investments or funds or otherwise be granted authority to transact business on behalf of the College District. Any contract awarded by the College District for investment advisory services shall be approved by the Board and shall not exceed the then maximum term allowed by law (currently two years), with an option to extend by mutual consent of both parties, upon Board approval.

Any investment adviser engaged by the College District shall give investment advice with the judgment and care, under circumstances then prevailing, that persons paid for their special prudence, discretion, and intelligence in such matters exercise in the management of their client's affairs, not for speculation by the client or production of fee income by the adviser or broker, but for investment by the client with emphasis on the probable safety of capital while considering the probable income to be derived.

Before the College District enters into a contract with an outside investment advisor, it shall adopt ethics and disclosure standards pursuant to Chapter 2263 of the Texas Government Code.

*Liquidity and
Maturity*

The strategy of the College District shall be to maintain sufficient liquidity in its portfolio so that it does not need to sell or liquidate an investment prior to maturity. However, the primary investment advisers shall have the authority to sell or liquidate an investment prior to maturity for less than the then current book value, if necessary.

*Specific Investment
Strategy*

The specific investment strategies for the College District fund or fund groups shall utilize five strategy considerations designed to address the unique characteristics of the fund groups represented in the portfolios. All authorized investments shall be suitable and permitted for each fund-type strategy, and marketability shall be managed by maturity limitations.

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*Operating and
Pooled Funds*

Investment strategies for operating funds and pooled funds containing operating funds shall have as their primary objective to ensure that anticipated cash flows are matched with adequate investment liquidity. The secondary objective shall be to create a portfolio structure that shall experience minimal volatility during economic cycles through diversification by investment type, maturity date, and obligor.

*Debt Service
Funds*

Investment strategies for debt service funds shall have as the primary objective the assurance of investment liquidity adequate to cover debt service obligations on the various required payment dates. These funds shall be invested to meet scheduled debt payment schedules. Investments shall not have stated final maturity dates that exceed the next unfunded debt service payment date for which such investments are designated. Alternatively, funds can be maintained in shorter-term investments to be available for scheduled debt service payments. Additionally, debt service funds shall be invested according to the restrictions and/or requirements of the related bond covenants.

*Bond and Debt
Service Reserve
Funds*

Investment strategies for bond funds and debt service reserve funds shall have as the primary objective the ability to generate a dependable revenue stream for the related debt service fund with a low degree of interest rate volatility or market volatility or both. Managing the debt service reserve fund's portfolio maturities to not exceed the call provisions of the related bond issue reduces the investment's market risk if the College District's bonds are called and the reserve fund liquidated. Except as may be required by a specific bond order, resolution or trust indenture, investments shall be of high quality, with short-to-medium term maturities. No investment maturity shall exceed the final maturity of the related bond issue. Additionally, bond and debt service reserve funds shall be invested according to the restrictions and/or requirements of the related bond covenants.

*Special Projects
or Capital Project
Funds*

Investment strategies for special project or capital project funds shall have as their primary objective to ensure that anticipated cash flows are matched with adequate investment liquidity. Market conditions and arbitrage regulations, if any, shall influence the investment of capital project funds. To the extent market conditions and federal income tax law allow, achieving a positive spread to applicable arbitrage yield shall be the desired objective for bond proceeds; although at no time shall the anticipated expenditure schedule be exceeded in an attempt to increase yield.

Scope

This policy shall govern the investment of all financial assets considered to be part of the College District and includes all funds or

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**Investment
Objectives**

fund types as described in the College District's audited financial report and any other funds that have been contractually delegated to the College District for management purposes. The College District shall add or delete funds as required by law or for proper accounting procedures. This policy does not include funds governed by approved trust agreements or assets administered for the benefit of the College District by outside agencies under retirement or deferred compensation programs. Additionally, bond funds (including debt service and reserve funds) are governed by related bond orders, resolutions and trust indentures and might be subject to the provisions of the Internal Revenue Code and applicable federal regulations governing the investment of bond proceeds.

The College District shall manage and invest its cash with four primary objectives as identified in the Policy section above. The safety of the principal invested shall always remain the primary objective. All investments shall be designed and managed in a manner to maintain public trust and consistent with all applicable state and federal statutes, this policy, and any other approved, written administrative procedures.

The College District shall maintain a comprehensive cash management program that includes prompt collection of accounts receivable, processing vendor payments in accordance with invoice terms, and prudent investment of available cash. Cash management is defined as the process of managing funds in order to ensure maximum cash availability and optimal yield on short-term investment of pooled idle cash.

The four objectives of the College District's investment activities shall be as follows, in order of importance:

1. Safety and—Preservation of Principal - Safety of principal invested shall be the foremost objective in the investment decisions of the College District. Each investment transaction shall seek to ensure the preservation of capital. The risk of loss shall be controlled by portfolio diversification and by investing only in authorized investments as defined in this policy, by qualifying the financial institutions with whom the College District transacts. Safety is defined as the undiminished return of the principal of the College District's investments.
2. Liquidity – The College District's investment portfolio shall remain sufficiently liquid to meet all reasonably anticipated operating and debt service requirements by structuring the portfolio so that investments mature concurrently with reasonably anticipated cash needs. Because all possible cash demands

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cannot be anticipated, a reasonable portion of the portfolio shall also be placed in investment options that offer same-day liquidity for short-term funds.

3. Public Trust – All participants in the College District's investment program shall act responsibly as custodians of the public trust. Investment officers shall avoid any transaction that might involve an actual or appearance of a conflict of interest or otherwise impair public confidence in the College District's ability to govern effectively. All personnel of the College District having either a direct or indirect role in the process of investing idle funds shall act responsibly as custodians of the public trust.
4. Yield – The College District's investment portfolio shall be designed with the objective of attaining a risk-commensurate rate of return throughout budgetary and economic cycles, taking into account investment risk constraints and liquidity needs. Return on investment is of secondary importance to the safety of principal and liquidity objectives described above. The core of investments is limited to relatively low-risk instruments in exchange for a fair return relative to the risk being assumed.

**Investment
Responsibility and
Control**

The authority for investing funds rests with the Board. As provided in this policy, the daily operation and management of the College District's investments are delegated to the following persons. These individuals shall be qualified and capable of making investment decisions.

**Investment Officer
Designation**

The Board delegates the authority to invest the College District funds to the senior vice chancellor of finance and administration, the associate vice chancellor of finance and accounting, and the executive director of finance and treasury. Therefore, the senior vice chancellor of finance and administration, the associate vice chancellor of finance and accounting, and the executive director of finance and treasury shall be the "primary investment officers" for the College District and are authorized to deposit, withdraw, invest, transfer, or manage in any other manner the funds of the College District. All persons involved in investment activities, but not officially designated as investment officers, shall be referred to in this policy as "investment personnel."

No persons may engage in an investment activity except as provided under the terms of this policy and the procedures established by the primary investment officers. The primary investment officers shall be responsible for executing all transactions undertaken and

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shall establish a system of controls to regulate the activities of investment personnel. The system of controls shall be designed to provide reasonable assurance that the assets of the College District are protected from loss, theft, or misuse. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived and the valuation of costs and benefits requires estimates and judgments by the primary investment officers.

The primary investment officers for the College District shall be responsible for investment decisions and activities under the direction of the Board. The executive director of finance and treasury is responsible for daily investment decisions and activities. However, ultimate responsibility for investment decisions shall rest with the vice chancellor of finance and administration. Commitment of financial and staffing resources in order to maximize total return through active portfolio management shall be the responsibility of the Board.

Prudence

The standard of prudence to be applied by a primary investment officer shall be the "prudent person" rule, which states, "investments shall be made with judgment and care, under circumstances then prevailing, that a person of prudence, discretion, and intelligence would exercise in the management of the person's own affairs, not for speculation, but for investment, considering the probable safety of capital and the probable income to be derived." In determining whether a primary investment officer has exercised prudence with respect to an investment decision, the determination shall be made taking into consideration the following:

1. The investment of all funds over which the investment officer had responsibility rather than a consideration as to the prudence of a single investment; and
2. Consistency with the written investment policies and procedures of the College District.

Due Diligence

A primary investment officer acting in accordance with the College District's written policies and procedures and exercising due diligence shall not be held personally responsible for a specific investment's yield or market price changes due to credit risk or market risk. All investment officers and personnel involved in investment activities shall be bonded.

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**Ethical Standards
and Conflicts of
Interests**

All College District primary investment officers and investment personnel having a direct or indirect role in the investment of the College District funds shall act as custodians of the public trust avoiding any transaction that might involve a conflict of interest, the appearance of a conflict of interest, or any activity that might otherwise discourage public confidence. Primary investment officers and investment personnel involved in the investment process shall refrain from any personal business activity that could be reasonably foreseen to conflict with proper execution of the investment program or that could be reasonably foreseen to impair the ability to make impartial investment decisions.

A primary investment officer who has a personal business relationship with a financial institution or with any entity seeking to sell an investment to the College District shall file a statement with the Ethics Commission and the Board disclosing that personal business interest. Primary investment officers shall disclose any material interests in financial institutions with which they conduct business on behalf of the College District. They shall further disclose any personal financial/investment positions that could be reasonably be considered to relate to the performance of the College District's investment portfolio. Primary investment officers and investment personnel shall refrain from undertaking personal investment transactions with any individual with whom business is conducted on behalf of the College District.

A primary investment officer who is related within the second degree of affinity or consanguinity to an individual seeking to sell an investment to the College District shall file a statement disclosing that relationship. A statement required under this subsection shall be filed with the Ethics Commission and the Board.

Training

Each member of the Board shall attend at least one training session provided by the Texas Higher Education Coordinating Board related to the person's responsibilities under the Act within six months after taking office. The training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio, and compliance with the Act.

In order to ensure qualified and capable investment management, the primary investment officers shall attend a training session containing at least ten hours of instruction relating to the officers' responsibilities under the Act within six months after assuming duties and prepare a report thereon to the Board not later than the 180th day after the last day of each regular legislative session. The training shall include education in investment controls, security risks, strategy risks, market risks, diversification of investment portfolio,

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and compliance with the Act. In addition, the primary investment officers shall attend an investment training session containing at least eight hours of instruction not less once each two-year period beginning on the first day of the School District's fiscal year. The investment training sessions shall be provided by one of the following approved training sources:

1. The Texas Higher Education Coordinating Board;
2. The American Institute of Certified Public Accountants;
3. The Association of Governmental Accountants;
4. The International City/County Management Association;
5. The Council of Governments;
6. The Texas Society of Certified Public Accountants;
7. The Texas State Board of Public Accountancy;
8. The Government Finance Officers Association;
9. The Government Finance Officers Association of Texas;
10. The Government Treasurers' Organization of Texas;
11. The Texas Municipal League;
12. The Government Investment Officers Association;
13. The Texas State University of San Marcos;
14. The Texas Association of Community College Business Officers (TACCBO); and
15. The University of North Texas Center for Public Management.

Internal Controls

The primary investment officers shall establish a system of internal controls. The controls shall be designed to prevent loss of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions. The College District's independent external auditors, in conjunction with their annual financial audit, shall perform a compliance audit of management controls and adherence to the College District's established investment policy. The internal controls shall address the following points:

1. Avoidance of collusion;
2. Separation of transaction authority between accounting and recordkeeping;
3. Custodial safekeeping;

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4. Clear delegation of authority to subordinate staff members;
and
5. Written confirmation for telephone (voice) transactions for investment and wire transfers.

Authorized Investments

Safety of principal shall be the primary objective in investing College District funds and shall be accomplished by limiting two types of risk: credit risk and interest rate risk. Credit risk is the risk associated with the financial failure of an investment obligor or guarantor. Interest rate risk is the risk that the value of a portfolio might decline due to an increase in the prevailing level of interest rates at any time. In order to provide for safety of principal as the College District's primary objective, only certain investments shall be authorized as acceptable investments for the College District. The College District shall not be required to liquidate investments that were authorized investments at the time of purchase. The following list of authorized investments for the College District intentionally excludes some investments authorized by law. These restrictions are placed in order to limit risk and provide a conservative and appropriate measure of safety for the College District funds.

Authorized and Acceptable Investments

Obligations of or guaranteed by governmental entities, limited to the following, as authorized by Section 2256.009(a) of the Public Funds Investment Act:

1. Obligations of the United States or its agencies and instrumentalities, including the Federal Home Loan Bank and letters of credit issued by U.S. agencies;
2. Direct obligations of this state or its agencies and instrumentalities;
3. Collateralized mortgage obligations directly issued by a federal agency or instrumentality of the United States, the underlying security for which is guaranteed by an agency or instrumentality of the United States, with the exception of those excluded at Unauthorized Investment Instruments below;
4. Other obligations, the principal and interest of which are unconditionally guaranteed or insured by, or backed by the full faith and credit of, this state or the United States or their respective agencies and instrumentalities including obligations that are fully guaranteed or insured by the Federal Deposit Insurance Corporation (FDIC) or by the explicit full faith and credit of the United States; and
5. Obligations of states, agencies, counties, cities, and other political subdivisions of any state rated as to investment quality

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	by a nationally recognized investment rating firm not less than A or its equivalent.
Financial Institution Deposits	<p>Financial institution deposits (a deposit issued by, or placed with, a depository institution that has its main office or a branch office in this state), and is:</p> <ol style="list-style-type: none">1. Guaranteed or insured by the FDIC or its successor or the National Credit Union Share Insurance Fund or its successor;2. Secured by obligations that are described by the Public Funds Collateral Act (Chapter 2257, Texas Government Code) and are eligible under this policy; and3. Collateralized in accordance with Market Value of Collateral, as described below. <p>In addition to the above provisions, the College District may invest in certificates of deposit through a broker or depository institution that has its main office or a state branch office and is selected as required by the Act. The broker or depository institution shall arrange for the deposit of the funds in certificates of deposit in one or more federally insured depository institutions, wherever located, for the account of the College District. The full amount of the principal and accrued interest of each of the certificates of deposit shall be insured by the United States or an instrumentality of the United States.</p> <p>The College District shall appoint an independent custodian qualified under the Act for the College District with respect to the certificates of deposit and require delivery versus payment settlement, when applicable.</p>
Eligible Local Government Investment Pools	<p>Eligible local government investment pools (public funds investment pools that invest in instruments and follow practices allowed by the current law, as defined in the Act), provided that an investment pool shall:</p> <ol style="list-style-type: none">1. Be authorized by the Board;2. Have an advisory board as specified in the Act;3. Have furnished the investment officer an offering circular or other disclosure document containing the information required by Section 2256.016(b) of the Act;4. Furnish the investment officer investment transaction confirmations with respect to all investments made with it;

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	<ol style="list-style-type: none">5. Furnish to the investment officer monthly reports containing the information required in the Act;6. Be continuously rated no lower than "AAA" or "AAA-m" or an equivalent rating by at least one nationally recognized rating service;7. Mark its portfolio to market daily;8. Be compliant with all requirements of the Act; and9. Have an investment philosophy and strategy consistent with this policy.
Repurchase Agreements	<p>Repurchase agreements with a defined termination date, and secured by a combination of cash and obligations of the United States or its agencies and instrumentalities and meeting the following qualifications:</p> <ol style="list-style-type: none">1. The repurchase agreement shall be placed through a primary government securities dealer, as defined by the Federal Reserve, or a financial institution doing business in this state.2. The underlying collateral shall be pledged to the College District, held in an account in the name of the College District, and deposited at the time the investment is made with the College District's custodial (safekeeping) agent.3. A written repurchase agreement between the College District and its trading partner shall be executed.4. Repurchase agreement transactions shall be settled on a delivery versus payment basis.5. Securities pledged as collateral for repurchase agreements shall have a market value greater than or equal to 102 percent of the outstanding principal amount of plus accrued interest on the agreement at all times.
Regulated No-Load Money Market Mutual Funds	<p>Regulated no-load money market mutual funds that meet the following qualifications:</p> <ol style="list-style-type: none">1. The money market mutual fund is registered with and regulated by the Securities and Exchange Commission (SEC);2. The fund provides the College District with a prospectus and other information required by the Securities Exchange Act of 1934 or the Investment Company Act of 1940;3. The investment objectives include the maintenance of a stable net asset value of \$1.0000 per share; and

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4. The fund is continuously rated no lower than "AAA" or an equivalent rating by at least one nationally recognized rating service.

The College District shall not invest funds under its control in an amount that exceeds ~~ten~~-10 percent of the total assets of any individual money market mutual fund.

Regulated No-Load
Mutual Funds

Regulated no-load mutual funds that meet the following qualifications:

1. The mutual fund is registered with the SEC;
2. Has an average weighted maturity of less than two years; and
3. Either has a duration of one year or more and is invested exclusively in obligations approved by the Act or has a duration of less than one year and the portfolio is limited to investment grade securities, excluding asset-backed securities.

The College District shall not invest funds under its control in an amount that exceeds 15 percent of the total monthly average fund balance, excluding bond proceeds, reserves, and debt service funds. In accordance with the Act, the College District shall not invest any proceeds of bond issuances, bond reserve funds, or funds held for debt service in a mutual fund described in this section. The College District shall not invest funds under its control in an amount that exceeds ~~ten~~-10 percent of the total assets of any individual mutual fund.

Securities Lending
Programs

The securities lending program shall be an authorized investment by complying with Section 2256.0115 of the Act.

Unauthorized
Investment
Instruments

Specifically unauthorized investment instruments include:

1. Obligations whose payments represent the coupon payments on the outstanding principal balance of the underlying mortgage-backed security collateral and pays no principal;
2. Obligations whose payment represents the principal stream of cash flow from the underlying mortgage-backed security collateral and bears no interest;
3. Collateralized mortgage obligations that have a stated final maturity date of greater than ~~ten~~-10 years; and
4. Collateralized mortgage obligations, the interest rate of which is determined by an index that adjusts opposite to the changes in a market index.

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**Credit Rating Review
and Effect of Loss**

Not less than quarterly, the investment officers shall obtain the current credit rating for each held investment that is required to maintain a minimum credit rating from a reliable source to ensure that each investment has maintained the required minimum rating. The primary investment officers shall take all prudent measures that are consistent with this policy to liquidate an investment that is downgraded below the required minimum rating.

Diversification

Diversification of investment instruments shall be utilized to avoid incurring unreasonable risks resulting from overconcentration of investments in a specific maturity, issue, or class of investments. With the exception of federal securities, as authorized in this policy, fully collateralized financial institution deposits, and authorized local government investment pools, no more than 50 percent of the total investment portfolio shall be invested in any one security type. Diversification of the portfolio considers diversification by maturity dates and diversification by investment instrument.

Maturities

The longer the maturity of investments the greater their price volatility. Therefore, it is the College District's policy to concentrate its investment portfolio in shorter-term investments in order to limit principal risks caused by increases in interest rates. The College District shall attempt to match its investments with anticipated cash flow requirements. Unless matched to a specific cash flow, the College District operating funds shall not directly invest in instruments maturing more than three years from the date of purchase. However, the above-described obligations, certificates, or agreements may be collateralized using instruments with longer maturities. Maturity scheduling shall be managed by the primary investment officers so that maturities of investments shall be timed to coincide with projected cash flow needs.

The entire College District portfolio, including funds at the College District's primary depository bank, shall comprise one pooled fund group, and the maximum average dollar-weighted maturity allowed based on the stated maturity date for the portfolio is two years or less. Investment maturities for debt service interest and sinking funds and/or other types of reserve funds whose use is longer term may not exceed the earlier of ~~ten~~ 10 years or the maturity date of the applicable bond issue.

Investment
Instrument

The College District shall diversify the use of investment instruments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions, or maturities. Diversification by investment instrument shall not exceed the following guidelines for each type of instrument:

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Percentage of Portfolio	
(Maximum at Time of Purchase)	
U.S. Treasury Obligations	100%
U.S. Gov't Agency Securities and Instrumentalities	80%
U.S. Agency Step-Up Options	10%
Authorized Local Gov't Investment Pools	100%
Fully Collateralized Financial Institution Deposits	100%
Fully Collateralized Repurchase Agreements	10%
SEC-Regulated No-Load Money Market Mutual Funds	50%
SEC-Regulated No-Load Mutual Funds (excluding bond funds)	15%
Obligation of States, Agencies, Counties, Cities, and Other Governmental Entities	20%

Authorized Brokers,
Dealers, and
Financial
Institutions

Financial institutions (federally insured banks) with and through whom the College District invests shall be state or national banks. No public deposit shall be made except in a qualified public depository authorized by state law. Broker/dealers authorized to provide investment services to the College District shall be reviewed and approved annually by the Board. All primary banking services shall be governed by a depository contract awarded by the Board. In addition, the primary investment officers shall maintain a list of investment pools that are authorized by the Board.

All local government investment pools and discretionary investment management firms ("business organizations") shall be required to provide a certification of having read the College District's investment policy, signed by a qualified representative of the business organization, acknowledging that the business organization has implemented reasonable procedures and controls in an effort to preclude imprudent investment activities arising out of investment transactions conducted between the College District and the organization.

The College District shall supply a copy of the currently approved investment policy to any broker/dealer or financial institution with

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whom it transacts investment business and will request acknowledgment of receipt of the document from the broker/dealer or financial institution. This best practice procedure will ensure that the broker/dealer or financial institution is aware of the current investment policy parameters.

**Sellers of
Investments**

Prior to handling investments on behalf of the College District, a broker/dealer or a qualified representative of a business organization must submit required written documents in accordance with law.

Commented [JL1]: All changes in this policy are recommended under TASB Update 48, the Administration and Board Counsel are in concurrence.

Representatives of brokers/dealers and representatives with dis-tributors of investment pools shall be registered with the Texas State Securities Board, and must have membership in the Securities Investor Protection Corporation (SIPC), and be in good standing with the Financial Industry Regulatory Authority (FINRA). Dis-tributors of investment pools shall also be registered in good standing with the Municipal Securities Rulemaking Board (MSRB).

Selection Criteria

Selection criteria for federally insured financial institutions shall include the following:

1. The financial institution shall be insured by the FDIC;
2. The financial institution shall be incorporated under the laws of this state or of the United States of America; and
3. The financial institution shall be eligible under state law.

**Delivery Versus
Payment**

All of the College District's security transactions shall be conducted on a delivery versus payment basis through the Federal Reserve System or other appropriate settlement system. By doing this, the College District funds shall not be released until the College District has received the securities purchased. The College District shall release funds only after the safekeeping bank has received the purchased security in the safekeeping account of the College District.

Safekeeping

All securities owned by the College District shall be held by its Safekeeping Agent. Collateral for financial institution deposits shall be held in a Federal Reserve Bank, a Federal Home Loan Bank, or other custodial institution acceptable to the College District in an account in the College District's name. Original safekeeping receipts shall be obtained and held by the College District. The College District shall contract with a bank or banks for the safekeeping of securities either owned by the College District as part of its investment portfolio or held as collateral to secure financial institution deposits.

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Collateralization

Consistent with the requirements of Chapter 2257, Texas Government Code, the Public Funds Collateral Act, the College District shall require full collateralization of non-insured College District funds on deposit with a permitted institution. The College District will accept any collateral permitted by the Public Funds Collateral Act or other state law but, reserves the right, in its sole discretion, to accept or reject any form of insurance or collateralization pledged towards those deposits.

The custodial agreement, with the Federal Reserve Bank, Federal Loan Home Bank or third-party custodian, shall specify the investment securities acceptable as collateral, including provisions relating to possession of the collateral, the substitution or release of investment securities, ownership of securities, and the method of valuation of securities. The agreement shall clearly state that the custodian is instructed to release purchased and collateral securities to the College District in the event the College District has determined that the financial institution has failed to pay on any matured deposit or has determined, in its sole discretion, that the funds of the College District are in jeopardy for any reason, including involuntary closure or change of ownership. A clearly marked pledge receipt shall be supplied to and retained by the College District. Any release of collateral or substitution of securities shall be approved by the primary investment officer and then reported to the College District.

The College District may accept irrevocable letters of credit issued by the Federal Home Loan Bank as collateral. The value of the letter of credit must equal 100 percent of the principal plus the aggregate amount of accrued interest to be paid on the letter of credit until maturity.

**Market Value of
Collateral**

For certificates of deposit and other evidence of deposit, the market value of securities pledged as collateral shall always equal or exceed 102 percent or 110 percent in the case of declining principal balances of the principal plus accrued interest of deposits at financial institutions. Irrevocable letters of credit issued by the Federal Home Loan Bank must equal 100 percent of principal and anticipated accrued interest on deposits at financial institutions.

**Pledged Collateral
Listing**

Financial institutions with whom the College District invests or maintains other deposits shall require the custodian to provide monthly, and more often as requested by the primary investment officers, a listing of the collateral pledged to the College District, marked to current market prices (if available). The listing shall include total pledged securities itemized by name, type, description, CUSIP, par value, current market value, maturity date, and the

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Collateralized Deposits

credit rating, if applicable. The financial institution shall have the sole responsibility for ensuring that the collateral is sufficient.

Consistent with the requirements of state law, the College District shall require all financial institution deposits to be federally insured or collateralized. Financial institutions serving as the College District's depositories shall be required to sign a depository agreement with the College District meeting the following criteria:

1. The agreement shall be in writing;
2. The agreement shall be executed by the depository and the College District contemporaneously with the acquisition of the security or other collateral;
3. The agreement shall be approved by the Board of Directors or the Designated Committee of the depository, and a copy of the meeting minutes shall be delivered to the College District; and
4. The agreement shall be part of the depository's official record continuously upon and after its execution.

Competitive Environment

The collateralized deposit portion of the agreement shall define the College District's rights to the collateral in the event of default, bankruptcy, or closing, shall establish a perfected security interest in compliance with federal and state regulations.

The College District requires a competitive environment for all individual security purchases and sales, financial institution time deposit and transaction accounts, and money market mutual fund and local government investment pool selections. The vice chancellor of finance and administration shall develop and maintain procedures for ensuring a competitive environment for the investment of the College District's funds.

The College District recognizes that a competitive quote process is not always in the best interest of the College District when market conditions are changing rapidly or a specific type of security, maturity date, or rate of return is sought that might not be easily available.

Performance

The College District's investment portfolio shall be managed in accordance with the parameters specified within this policy. The portfolio shall be designed with the objective to obtain a market rate of return on investments commensurate with investment risk constraints and cash flow requirements of the College District. The dollar-weighted average yield to maturity shall be the standard for calculating portfolio rate of return.

APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

Reporting	The primary investment officers shall submit a signed monthly investment report that complies with the Act, summarizes the investment strategies employed in the most recent month, and describes the portfolio in terms of investment instruments, maturities, risk characteristics, and total investment return for the month.
Compliance Audit	The independent auditor will perform an audit of the investment reports in compliance with the Public Funds Investment Act and report the results to the Board annually and to the state auditor not later than January 1 of each even-numbered year.
Methods	<p>The monthly investment report shall include a succinct management summary that provides a clear picture of the status of the current investment portfolio and transactions made over the past month. This management summary shall be prepared in a manner, which shall allow the College District to ascertain whether investment activities during the reporting period have conformed to the investment policy. The report shall be provided to the Board and shall include the following:</p> <ol style="list-style-type: none">1. A listing of individual instruments held at the end of the reporting period. This list shall include the name of the fund or pooled group fund for which each individual investment was acquired;2. Unrealized gains or losses resulting from appreciation or depreciation by listing the beginning and ending book and market value of instruments for the period. Market values shall be obtained from financial institutions or portfolio reporting services independent from the broker/dealer from which the security was purchased;3. Fully accrued interest for the reporting period;4. Listing of investments by maturity date;5. The percentage of the total portfolio that each type of investment represents; and6. Statement of compliance of the College District's investment portfolio with state law and the investment strategy and policy approved by the Board.
Investment Policy Amendment and Adoption	The College District's investment policy shall be adopted by resolution of the Board. The College District shall comply with state law and regulations. The College District's written policies and procedures for investments are subject to review not less than annually to stay current with changing laws, regulations, and the needs of the College District. The Board shall adopt a written instrument that

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APPROPRIATIONS AND REVENUE SOURCES
INVESTMENTS

CAK
(LOCAL)

says it has reviewed the investment policy and investment strategies and the written resolution, so adopted, shall record any changes made to the investment policy or strategies.

DATE ISSUED: 12/12/2024
UPDATE 48
CAK(LOCAL)-X

Adopted: ~~12-18-2024~~

20 of 20

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
15.	Proposed Changes to Policy CDE (LOCAL) - ACCOUNTING: FINANCIAL EHTICS	Dr. Margaret Ford Fisher Dr. Sherry Hawn Dr. Melissa Mihalick Dr. Nicole Montgomery Dr. Lucie Tredennick

RECOMMENDATION

Approve of the proposed revisions to policy CDE (LOCAL) - Accounting: Financial Ethics, as recommended in the TASB Update 48.

COMPELLING REASON AND BACKGROUND

Adding Federal Awards Disclosure requirements have been made to align the text with amendments to the OMB Guidelines reflected in CAAB.

A reference to policy CAAA has been added for more information related to awards and grants.

STRATEGIC ALIGNMENT

1. Student Success, 4. Community Investment , 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
CDE(LOCAL) Policy	4/8/2025	Attachment

This item is applicable to the following: District

As public servants, College District employees shall be required to maintain the highest ethical standards and perform their duties in accordance with College District finance policies and state and federal law. College District employees shall be prohibited from engaging in any activities that constitute the offenses of bribery, corruption, corrupt influence, perjury, abuse of office, and other offenses that violate state or federal law.

College District funds and resources shall be used for institutional purposes. Improper use of institutional funds and resources, including, but not limited to, unauthorized or personal use or abuse of timekeeping and time entry, shall not be tolerated. Violators will be prosecuted to the fullest extent of the law; employees shall also be subject to disciplinary action, up to and including termination.

All Board members, employees, vendors, contractors, agents, consultants, volunteers, and any other parties who are involved in the College District's financial transactions shall act with integrity and diligence in duties involving the College District's fiscal resources.

Note: See the following policies and/or administrative regulations regarding conflicts of interest, ethics, and financial oversight:

- Code of ethics:
 - for Board members—BBF
 - for employees—DH
- Financial conflicts of interest:
 - for public officials—BBFA
 - for all employees—DBD
 - for vendors—CFE
- Compliance with state and federal grant and award requirements: CAA, CAAB
- Systems for monitoring the College District's investment program: CAK
- Budget planning and evaluation: CC
- Compliance with accounting regulations: CDC
- Criminal history record information for employees: DC
- Disciplinary action for fraud by employees: DCC and DM series

Commented [JL1]: All changes in this policy are recommended under TASB Update 48, the Administration and Board Counsel are in concurrence.

**Fraud and Financial
Impropriety**

The College District prohibits fraud and financial impropriety, as defined below, in the actions of its Board members, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with the College District.

Definition

Fraud and financial impropriety shall include but not be limited to:

1. Forgery or unauthorized alteration of any document or account belonging to the College District.
2. Forgery or unauthorized alteration of a check, bank draft, or any other financial document.
3. Misappropriation of funds, securities, supplies, or other College District assets, including employee time.
4. Impropriety in the handling of money or reporting of College District financial transactions.
5. Profiteering as a result of insider knowledge of College District information or activities.
6. Unauthorized disclosure of confidential or proprietary information to outside parties.
7. Unauthorized disclosure of investment activities engaged in or contemplated by the College District.
8. Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to the College District, except as otherwise permitted by law or College District policy. [See [CAAA](#), [CAAB](#), and [DBD](#)]
9. Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment.
10. Failing to provide financial records required by state or local entities.
11. Failure to disclose conflicts of interest as required by law or College District policy.
12. Any other dishonest act regarding the finances of the College District.
13. Failure to comply with requirements imposed by law, the awarding agency, or a pass-through entity for state and federal awards.

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ACCOUNTING
FINANCIAL ETHICS

CDE
(LOCAL)

**Financial Controls
and Oversight**

Each employee who supervises or prepares College District financial reports or transactions shall set an example of honest and ethical behavior and shall actively monitor his or her area of responsibility for fraud and financial impropriety.

Fraud Prevention

The Chancellor or designee shall maintain a system of internal controls to deter and monitor for fraud or financial impropriety in the College District.

Reports

Any person who suspects fraud or financial impropriety in the College District shall report the suspicions immediately to a person with authority to investigate them, including any supervisor, the Chancellor or designee, the Board President, or local law enforcement.

Reports of suspected fraud or financial impropriety shall be treated as confidential to the extent permitted by law. Limited disclosure may be necessary to complete a full investigation or to comply with law. All employees involved in an investigation shall be advised to keep information about the investigation confidential.

*Protection from
Retaliation*

Neither the Board nor any College District employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety. [See DG]

Fraud Investigations

In coordination with legal counsel and other internal or external departments or agencies, as appropriate, the Chancellor, Board Chair, or a designee shall promptly investigate reports of potential fraud or financial impropriety.

Response

If an investigation substantiates a report of fraud or financial impropriety, the Chancellor or designee shall promptly inform the Board of the report, the investigation, and any responsive action taken or recommended by the administration.

If an employee is found to have committed fraud or financial impropriety, the Chancellor or designee shall take or recommend appropriate disciplinary action, which may include termination of employment. If a contractor or vendor is found to have committed fraud or financial impropriety, the College District shall take appropriate action, which may include cancellation of the College District's relationship with the contractor or vendor.

When circumstances warrant, the Board, Chancellor, or designee may refer matters to appropriate law enforcement or regulatory authorities. In cases involving monetary loss to the College District, the College District may seek to recover lost or misappropriated funds.

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ACCOUNTING
FINANCIAL ETHICS

CDE
(LOCAL)

The final disposition of the matter and any decision to file a criminal complaint or to refer the matter to the appropriate law enforcement or regulatory agency for independent investigation shall be made in consultation with legal counsel.

Federal Awards
Disclosure

The College District shall promptly disclose in writing whenever, in connection with the federal award, which includes any activities or subawards, the College District has credible evidence of the commission of a violation of federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in federal law, including the Civil False Claims Act. [See CAAB]

Analysis of Fraud

After any investigation substantiates a report of fraud or financial impropriety, the Chancellor or designee shall analyze conditions or factors that may have contributed to the fraudulent or improper activity. The Chancellor or designee shall ensure that appropriate administrative procedures are developed and implemented to prevent future misconduct. These measures shall be presented to the Board for review.

Effective Date

~~This policy shall be effective as of the adoption date, September 4, 2019.~~

DATE ISSUED: ~~10/15/2019~~ 12/12/2024 ~~ADOPTED:~~ Adopted:
~~LDU-2019-04~~ UPDATE 48
CDE(LOCAL)-X

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
16.	Proposed Changes to DHB (LOCAL): EMPLOYEE STANDARDS OF CONDUCT: CHILD ABUSE AND NEGLECT REPORTING	Dr. Margaret Ford Fisher Dr. Melissa Mihalick Dr. Nicole Montgomery Dr. Lucie Tredennick

RECOMMENDATION

Approve of the proposed revisions to DHB (LOCAL), Employee Standards of Conduct: Child Abuse and Neglect Reporting, as recommended in the TASB Update 48.

COMPELLING REASON AND BACKGROUND

Recommended revisions have been made to clarify state requirements for Oral Reports and Making a Report.

STRATEGIC ALIGNMENT

1. Student Success, 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
DHB(LOCAL) Policy	4/8/2025	Attachment

This item is applicable to the following: District

EMPLOYEE STANDARDS OF CONDUCT
CHILD ABUSE AND NEGLECT REPORTING

DHB
(LOCAL)

Reporting

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a responsibility under state law to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child has an additional legal obligation to submit a written or oral report within 48 hours after the professional first has reasonable cause to believe the abuse or neglect has occurred or may be occurring. A "professional" is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

Oral Reports

As required by law, an oral report made to the Texas Department of Family and Protective Services (DFPS) is recorded.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of ~~the Texas Department of Family and Protective Services (DFPS)~~ DFPS at (800) 252-5400 or the Texas Abuse Hotline Website¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility.

Commented [JL1]: All changes are recommended under TASB Update 48, the Administration and Board Counsel are in concurrence.

EMPLOYEE STANDARDS OF CONDUCT
CHILD ABUSE AND NEGLECT REPORTING

DHB
(LOCAL)

	<p>An individual does not fulfill the person's responsibilities under the law by only reporting suspicion of abuse or neglect to the ChancellorChancellor or another College District staff member. The College District shall not require an employee to first report the employee's suspicion to a College District or campus administrator.</p>
	<p><u>In accordance with law, an individual must provide the individual's name and telephone number. If the individual making the report is a professional, as defined by law, the individual must also provide the individual's business address and profession.</u></p>
Confidentiality	<p>In accordance with state law, theThe identity of a person making a report of suspected child abuse or neglect shall be kept confidential and shall be disclosed only in accordance with <u>law and</u> the rules of the investigating agency.</p>
Immunity	<p>A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.</p>
Failure to Report	<p>By failing to report suspicion of child abuse or neglect, an employee:</p> <ol style="list-style-type: none">1. May be placing a child at risk of continued abuse or neglect;2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report; and3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment. <p>It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.</p>
Responsibilities Regarding Investigations	<p>In accordance with law, College District officials shall be prohibited from:</p> <ol style="list-style-type: none">1. Denying an investigator's request to interview a child on campus in connection with an investigation of child abuse or neglect;2. Requiring a parent or College District employee be present during the interview; or3. Coercing someone into suppressing or failing to report child abuse or neglect. <p>College District personnel shall cooperate fully and without parental consent with an investigation of reported child abuse or neglect.</p>

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EMPLOYEE STANDARDS OF CONDUCT
CHILD ABUSE AND NEGLECT REPORTING

DHB
(LOCAL)

**Adverse
Employment Action
Prohibited**

The College District prohibits any adverse employment action, including termination or discrimination, against any employee who in good faith reports child abuse or neglect or participates in a related investigation.

Training

The College District shall provide training to employees as required by law. Training shall address reporting requirements and techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children.

Effective Date

This policy shall be effective as of the adoption date, August 17, 2022.

¹ Texas Abuse Hotline Website: <https://www.txabusehotline.org>

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
17.	Proposed Changes to FAA (LOCAL) Policy: EQUAL EDUCATIONAL OPPORTUNITY: PREGNANT AND PARENTING STUDENTS	Dr. Margaret Ford Fisher Dr. Melissa Mihalick Dr. Nicole Montgomery Dr. Lucie Tredennick

RECOMMENDATION

Approved revisions to FAA (LOCAL): PREGNANT AND PARENTING STUDENTS, as recommended in the TASB Update 48.

COMPELLING REASON AND BACKGROUND

Recommended revisions to this local policy have been made to reflect new Coordinating Board rules relating to the pregnant and parenting students Liaison and the Publication of information regarding the liaison and the community college’s pregnant and parenting student procedures on the college’s website.

STRATEGIC ALIGNMENT

1. Student Success, 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
FAA(LOCAL) Policy	4/8/2025	Attachment

This item is applicable to the following: District

EQUAL EDUCATIONAL OPPORTUNITY
PREGNANT AND PARENTING STUDENTS

FAA
(LOCAL)

Note: For complaints of discrimination, harassment, and retaliation on the basis of sex or gender, see FFDA. For all other discrimination, harassment, and retaliation complaints related to this policy, see FFDB.

Procedures

The Chancellor or designee shall develop procedures addressing protections and accommodations, consistent with law, for students who are pregnant or parenting, including procedures addressing early registration or pre-registration and leaves of absence.

Commented [JL1]: All changes are recommended under TASB Update 48, the Administration and Board Counsel are in concurrence.

Liaison

The Chancellor shall designate a pregnant and parenting students liaison for current ~~or~~and incoming students ~~at the institution who are pregnant or~~ who are the parents or guardians of children ~~younger than~~under 18 years ~~of age~~old. The liaison shall provide the students information ~~regarding support services and other available on~~ and access to resources ~~and designed to help them successfully and timely complete a degree or certificate. The liaison shall also~~ serve as the point of contact for a student requesting a protection or accommodation under Education Code 51.982. The liaison's contact information shall be included in the procedures described above.

Publication

The procedures and the liaison's contact information shall be published in the student and employee handbooks and posted on the College District's website ~~- in a location that is readily available to current and incoming students who are pregnant or who are the parents or guardians of children under 18 years old.~~

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
18.	Monthly Investment Report, Financial Statement and Budget Review for March 2025	Dr. Margaret Ford Fisher Dr. Sherry Hawn

RECOMMENDATION

Accept the Investment Report, Financial Statement and Budget Review for the month of March 2025.

COMPELLING REASON AND BACKGROUND

- The monthly investment report provides the Board with a status of the investment portfolio, including book and market values, and complies with the relevant statute. This report includes the unexpended proceeds of various bond issues.
 - The portfolio is liquid and secure with 59% of the assets invested in local government pools, money market funds and interest-bearing checking accounts.
 - All pools and money market funds are rated “AAA” by Standard & Poor’s, which is the highest level. All bank deposits are secured with U.S. Treasuries/Agencies. The balance of the portfolio is invested in U.S. Treasuries and government-sponsored entities/agencies with “AAA” credit ratings.
- The monthly financial statement and budget review provides the Board with a status of the finances of the college and information related to the various funds of the college, including fund balances, comparison to previous year and comparison to budget.
- Awareness and review of financial information throughout the year helps to inform decision making, and allows for mid-year adjustments, if needed.

FISCAL IMPACT

For March, the interest income earned for the month and fiscal year to date totaled \$2,306,096 and \$10,066,760, respectively. The weighted average interest rate (WAR) on March 31, 2025, was 4.24% compared to 4.27% last month and 5.17% a year ago.

Interest expense on outstanding debt was \$1,550,824 for the month of March 2025.

LEGAL REQUIREMENT

The investment report is required by the Public Funds Investment Act (Texas Government Code 2256.023) to be submitted to the governing body of Houston Community College no less than quarterly.

STRATEGIC ALIGNMENT

1. Student Success, 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Financial Report Presentation	4/29/2025	Presentation
Investment Report - March 2025	4/29/2025	Attachment
Financial Statement - March 2025	4/29/2025	Attachment

This item is applicable to the following: District



FY 2025
Summary of March 2025
Monthly Investment Report, Financial
Statements, and Budget Review

Dr. Margaret Ford Fisher, Chancellor

Dr. Sherry Hawn, Sr. Vice Chancellor, Finance &
Administration and CFO/CBO

May 7, 2025

Fund 1: Unrestricted Revenues

	Budget Comparison				Previous Fiscal Year Comparison			
	FY 2025 Adjusted Budget	Year-to-Date Actuals Thru March 31, 2025	Actuals as a % of Budget		Year-to-Date Actuals Thru March 31, 2025	Year-to-Date Actuals Thru March 31, 2024	Year-Over-Year Change (\$)	Year-Over-Year Change (%)
REVENUES								
State Appropriations	\$ 68,243,000	\$ 53,869,664	78.9%	A	\$ 53,869,664	\$ 48,441,970	\$ 5,427,694	11.2%
Ad Valorem Taxes	224,386,251	219,361,038	97.8%	B	219,361,038	202,804,828	16,556,209	8.2%
Tuition & Fees, Net	126,237,802	116,425,064	92.2%	C	116,425,064	102,123,246	14,301,818	14.0%
Other Local Income	22,736,208	9,361,979	41.2%	D	9,361,979	13,290,801	(3,928,822)	-29.6%
Tuition & Fees, Net -- Extended Learning	7,885,993	6,486,393	82.3%	E	6,486,393	5,551,455	934,937	16.8%
Grant Revenue - Indirect Cost	650,000	469,528	72.2%	F	469,528	380,187	89,342	23.5%
Total Revenues	450,139,254	405,973,665	90.2%		405,973,665	372,592,487	33,381,178	9.0%
Fund Balance Transfers In & Rolled POs	17,809,983	17,809,983	100.0%		17,809,983	7,045,981	10,764,002	152.8%
Total Revenues and Fund Balance Transfers	\$ 467,949,237	\$ 423,783,648	90.6%		\$ 423,783,648	\$ 379,638,469	\$ 44,145,180	11.6%

Fund 1: Unrestricted Expenses

	Budget Comparison				Previous Fiscal Year Comparison			
	FY 2025 Adjusted Budget	Year-to-Date Actuals Thru March 31, 2025	Actuals as a % of Budget		Year-to-Date Actuals Thru March 31, 2025	Year-to-Date Actuals Thru March 31, 2024	Year-Over-Year Change (\$)	Year-Over-Year Change (%)
EXPENSES								
Salaries	258,802,221	146,650,994	56.7%		146,650,994	130,292,472	16,358,522	12.6%
Employee Benefits	38,321,946	17,854,041	46.6%	G	17,854,041	17,515,350	338,692	1.9%
Supplies & General Expense	6,543,361	2,899,945	44.3%	H	2,899,945	2,390,622	509,323	21.3%
Travel	1,486,848	324,802	21.8%	I	324,802	341,288	(16,485)	-4.8%
Marketing Costs	4,025,692	1,465,539	36.4%	J	1,465,539	1,233,336	232,203	18.8%
Rentals & Leases	444,450	259,756	58.4%		259,756	166,416	93,341	56.1%
Insurance/Risk Mgmt.	9,366,656	8,162,186	87.1%	K	8,162,186	7,625,994	536,193	7.0%
Contracted Services	38,747,122	18,570,572	47.9%	L	18,570,572	14,953,345	3,617,228	24.2%
Utilities	11,409,224	4,580,119	40.1%	M	4,580,119	5,025,752	(445,633)	-8.9%
Other Departmental Expenses	4,949,769	1,242,176	25.1%	N	1,242,176	1,239,540	2,636	0.2%
Instructional & Other Materials	10,949,644	5,229,070	47.8%	O	5,229,070	7,294,927	(2,065,857)	-28.3%
Maintenance & Repair	3,188,493	1,563,961	49.1%		1,563,961	940,597	623,364	66.3%
Transfers\Debt	55,094,331	22,149,986	40.2%	P	22,149,986	17,046,136	5,103,850	29.9%
Contingency/Initiatives	2,457,625	-	0.0%		-	-	-	0.0%
Capital Outlay	21,291,855	11,015,137	51.7%		11,015,137	2,164,718	8,850,419	408.8%
Amortization/Depreciation	-	-	0.0%		-	-	-	0.0%
Scholarship Distribution	870,000	-	0.0%	Q	-	-	-	0.0%
Total Expenses	\$ 467,949,237	\$ 241,968,286	51.7%		\$ 241,968,286	\$ 208,230,491	\$ 33,737,795	16.2%
NET REVENUE/(EXPENSES)	\$ (0)	\$ 181,815,363			\$ 181,815,363	\$ 171,407,978	\$ 10,407,385	

Explanation of Variance Amounts

Variance Code	Notes
A	State Appropriations are received in October, February and June; this is expected to be within budget by year-end.
B	Ad Valorem Taxes are collected between December and March, leading to temporary fluctuations in monthly revenue.
C	Tuition and Fees reflect early Spring collections, classes begun in January and most collections are done.
D	Other Local Income includes interest income, gain/losses on investments and fine & penalties. The variance is primarily tied to reduced interest income and unrealized losses on investments due to the volatility of the financial market.
E	Tuition and Fees, Extended Learning collections varies as course offerings varies.
F	Grant Revenue - Indirect Cost do not occur equally by month; it is contingent on activity for the month.
G	Employee Benefits – Pension & OPEB expenses are recorded at year-end, creating a delay in reporting.
H	Supplies and General expenses are incurred as needed throughout the year, leading to periodic spending variations.
I	Travel expenses are trending down following the limitation on travel in FY24; Travel will likely be under budget by FYE.
J	Marketing expenses occur based on timing of marketing campaigns.
K	Rental expenses occur based on events during the year; numerous events have been hosted , including Fall & Spring Convocations.
L	Contracted Services includes legal fees, janitorial and facility maintenance which are sporadic in nature; it will be within budget by year-end.
M	Utility expenses are lower this month but will start to trend upward as Summer approaches.
N	Other Departmental expenditures occur at irregular intervals but will be within budget by year-end.
O	Instructional & Other Material expenses decreased compared to prior year due to a reduction and reclass of software maintenance related to GASB 96 (SBITA contracts).
P	Transfers/Debt include debt payments, deferred maintenance and technology expenses. Spend patterns differ from year to year, but will be within budget by year-end.
Q	Scholarships are mostly awarded during the Summer semester, affecting distribution timing.

Thank You



HOUSTON COMMUNITY COLLEGE SYSTEM

MONTHLY INVESTMENT REPORT

For the Month of March 2025

**Prepared by
Finance & Administration Division**

The investment portfolio of the Houston Community College System is in compliance with the Public Funds Investment Act and the College's Investment Policy and Strategies.

/s/ Sherry Hawn

Sherry Hawn, JD, CPA

Senior Vice Chancellor, Finance & Administration and CFO/CBO

/s/ Dawn Stephens

Dawn Stephens

Interim Associate Vice Chancellor, Finance & Accounting

/s/ Victor Onwumere

Victor Onwumere

Executive Director, Finance & Treasury

HOUSTON COMMUNITY COLLEGE SYSTEM

INVESTMENT PORTFOLIO COMPOSITION

March 31, 2025

Beginning Book Value (March 1, 2025)	\$ 611,400,177
Beginning Market Value (March 1, 2025)	\$ 614,381,647
Additions/Subtractions (Book Value - Net)	\$ (17,843,420)
Change in Market Value	\$ 10,389,724
Ending Book Value (March 31, 2025)	\$ 593,556,757
Ending Market Value (March 31, 2025)	\$ 595,885,932
Unrealized Gain/(Loss)	\$ 2,329,175
WAM (59% of Portfolio's Weighted Average Maturity)	1 day
WAM (41% of Portfolio's Weighted Average Maturity - Securities Held To Maturity)	321

* Net amount provided/(for) operations	\$ 32,139,527
* Net amount provided/(for) CIP/others	17,053
	<u>\$ 32,156,580</u>

EXECUTIVE SUMMARY

INVENTORY HOLDINGS REPORT

March 31, 2025

	Ending Book Value	Ending Market Value	Unrealized Gain (Loss)
US Treasuries	\$ 196,365,580	\$ 198,192,401	\$ 1,826,821
US Agencies	44,398,162	44,900,515	502,353
Local Government Pools	146,564,737	146,564,737	-
Money Market Funds	156,014,229	156,014,229	-
Certificate of Deposit	50,000,000	50,000,000	-
Interest Bearing Checking	214,049	214,049	-
Total	<u>\$ 593,556,757</u>	<u>\$ 595,885,932</u>	<u>\$ 2,329,175</u>
WAR (Weighted Average Interest Rate)		<u>4.24%</u>	

INVESTMENTS
INVENTORY HOLDINGS REPORT (OPERATING AND OTHERS)
March 31, 2025

Description	Held At	Interest Rate	Purchase Date	Maturity Date	Par	Discount AMT	Beginning Mkt. Value	Beginning Book Value	Net Change	Ending Book Value	Ending Mkt. Value	Change in Mkt. Value	Unrealized Gain/(Loss)
Fannie Mae ARM Pool 708686	Bank of America	4.07%	02/22/05	05/01/33	7,794	\$ (1,469)	\$ 7,984	\$ 9,263	\$ (56)	\$ 9,207	\$ 7,917	\$ -	\$ (1,290)
Fannie Mae ARM Pool 805454	Bank of America	4.67%	12/23/04	12/01/34	8,716	(5,914)	8,939	14,630	(53)	14,578	8,887	-	(5,691)
Federal Home Loan Bank Global Unsecured	Bank of America	0.38%	01/19/24	09/04/25	10,000,000	635,453	9,806,116	9,364,548	-	9,364,548	9,832,862	26,746	468,315
Federal Farm Credit Bank US Domestic Unsecured	Bank of America	4.25%	02/12/25	01/28/28	10,000,000.00	19,430	10,065,807	9,980,570	-	9,980,570	10,075,556	9,750	94,986
U.S. Treasury Note US Govt Treasury	Bank of America	1.75%	10/19/23	03/15/25	10,000,000	488,256	9,991,336	9,511,744	(9,511,744)	-	-	-	-
U.S. Treasury Note US Govt Treasury	Bank of America	1.75%	01/19/24	03/15/25	5,000,000	160,500	4,995,668	4,839,500	(4,839,500)	-	-	-	-
U.S. Treasury Note US Govt Treasury	Bank of America	0.50%	01/19/24	03/31/25	10,000,000	475,000	9,970,313	9,525,000	(9,525,000)	-	-	-	-
U.S. Treasury Note US Govt Treasury	Bank of America	2.75%	02/08/24	05/15/25	5,000,000	115,500	4,984,141	4,884,500	-	4,884,500	4,990,625	6,484	106,125
U.S. Treasury Note US Govt Treasury	Bank of America	2.63%	02/08/24	04/15/25	15,000,000	348,047	14,971,406	14,651,953	-	14,651,953	14,989,667	18,261	337,714
U.S. Treasury Note US Govt Treasury	Bank of America	2.88%	02/08/24	06/15/25	5,000,000	112,305	4,978,750	4,887,695	-	4,887,695	4,984,805	6,055	97,109
U.S. Treasury Note US Govt Treasury	Bank of America	3.50%	03/05/24	09/15/25	5,000,000	87,500	4,979,688	4,912,500	-	4,912,500	4,984,453	4,766	71,953
U.S. Treasury Note US Govt Treasury	Bank of America	3.50%	03/05/24	09/15/25	5,000,000	87,150	4,979,688	4,912,850	-	4,912,850	4,984,453	4,766	71,603
U.S. Treasury Note US Govt Treasury	Bank of America	0.25%	03/20/24	09/30/25	10,000,000	661,500	9,773,047	9,338,500	-	9,338,500	9,806,250	33,203	467,750
U.S. Treasury Note US Govt Treasury	Bank of America	4.25%	03/28/24	10/15/25	5,000,000	35,547	5,000,000	4,964,453	-	4,964,453	5,001,133	1,133	36,680
U.S. Treasury Note US Govt Treasury	Bank of America	4.25%	03/28/24	10/15/25	5,000,000	35,938	5,000,000	4,964,063	-	4,964,063	5,001,133	1,133	37,070
U.S. Treasury Note US Govt Treasury	Bank of America	5.00%	04/24/24	10/31/25	5,000,000	2,214	5,024,492	4,997,786	-	4,997,786	5,022,773	(1,719)	24,987
U.S. Treasury Note US Govt Treasury	Bank of America	4.00%	04/11/24	12/15/25	10,000,000	162,109	9,986,094	9,837,891	-	9,837,891	9,992,109	6,016	154,219
U.S. Treasury Note US Govt Treasury	Bank of America	3.38%	09/16/24	09/15/27	10,000,000	33,594	9,852,734	9,966,406	-	9,966,406	9,875,000	22,266	(91,406)
U.S. Treasury Note US Govt Treasury	Bank of America	2.75%	10/25/24	07/31/27	15,000,000	15,000,000	14,574,023	14,510,850	-	14,510,850	14,611,523	37,500	100,673
U.S. Treasury Note US Govt Treasury	Bank of America	3.88%	10/15/24	10/15/27	10,000,000	10,000,000	9,970,703	9,996,484	-	9,996,484	9,989,063	18,359	(7,422)
FARMER MAC DOMESTIC MTN UNSECURED	Bank of America	3.63%	09/13/24	09/13/27	15,000,000	(27,510)	14,844,201	15,027,510	-	15,027,510	14,876,930	32,729	(150,580)
FARMER MAC DOMESTIC MTN UNSECURED	Bank of America	4.35%	02/12/25	01/28/28	10,000,000	(1,750)	10,083,780	10,001,750	-	10,001,750	10,098,363	14,583	96,613
U.S. Treasury Note US Govt Treasury	Bank of America	3.75%	12/5/2024	8/31/2026	10,000,000	10,000,000	9,955,469	9,937,500	-	9,937,500	9,966,797	11,328	29,297
U.S. Treasury Note US Govt Treasury	Bank of America	3.75%	12/5/2024	8/31/2026	10,000,000	10,000,000	9,955,469	9,930,859	-	9,930,859	9,966,797	11,328	35,938
U.S. Treasury Note US Govt Treasury	Bank of America	0.88%	12/5/2024	6/30/2026	10,000,000	10,000,000	9,590,234	9,506,250	-	9,506,250	9,621,094	30,859	114,844
U.S. Treasury Note US Govt Treasury	Bank of America	4.50%	1/29/2025	3/31/2026	15,000,000	15,000,000	15,057,422	15,048,633	-	15,048,633	15,060,586	3,164	11,953
U.S. Treasury Note US Govt Treasury	Bank of America	3.50%	2/26/2025	1/31/2028	30,000,000	30,000,000	29,595,703	29,524,219	-	29,524,219	29,666,016	70,313	141,797
U.S. Treasury Note US Govt Treasury	Bank of America	2.75%	2/26/2025	2/15/2028	10,000,000	10,000,000	9,657,422	9,631,250	-	9,631,250	9,686,719	29,297	55,469
U.S. Treasury Note US Govt Treasury	Bank of America	3.88%	3/19/2025	3/15/2028	10,000,000	39,063			9,960,938	9,960,938	9,991,406	9,991,406	30,469
Debt Service 2001A Bond Interest Checking	Bank of America	1.83%				-	1,290	1,290	2	1,292	1,292	-	-
HCCS Merchant Service	Bank of America	0.79%				-	28,096	28,096	(1,630)	26,466	26,466	-	-
LTD 2013 Tax Bond General Checking	Bank of America	1.77%				-	260,671	260,671	(74,380)	186,291	186,291	-	-
Chase Certificate of Deposit	Chase	3.42%					50,000,000	50,000,000	-	50,000,000	50,000,000	-	-
Merrill Lynch (Morgan Stanley Govt/Goldman Sachs)	Bank of America	3.70%				-	175,314,529	175,314,529	(22,374,251)	152,940,277	152,940,277	-	-
Money Market 2006 Jr. Lien Debt Reserve	Bank of America	3.70%				-	3,063,881	3,063,881	10,071	3,073,952	3,073,952	-	-
Lone Star (Corporate Overnight Fund)	State Street Bank	4.09%				-	57,727,218	57,727,218	9,232,366	66,959,585	66,959,585	-	-
TexPool	State Street Bank	4.03%				-	70,325,334	70,325,334	9,279,818	79,605,152	79,605,152	-	-
TOTAL							\$ 614,381,647	\$ 611,400,177	\$ (17,843,420)	\$ 593,556,757	\$ 595,885,932	\$ 10,389,724	\$ 2,329,175



Summary Operating Statements

**For the Period
September 1, 2024 - March 31, 2025**

For the Meeting of the Board of Trustees - May 7, 2025

**for
Houston Community College System**



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For the Period September 1, 2023 - March 31, 2025

Houston Community College System

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Summary of Financial Statements As of March 31, 2025

On June 26, 2024, the Board of Trustees approved the FY 2025 operating budget totaling \$465.1 million. The FY 2025 budget included conservative revenue and expense estimates. Included in the FY 2025 budget is a fund balance transfer totaling \$15 million to continue addressing deferred maintenance. Other major operating expenses were also approved to address IT Network/Infrastructure, \$5M; Safety and Security, \$2.3M; Instructional Services Support, \$2.5M; and Dual Credit Support, \$1.1M.

The Board approved the FY 2025 Auxiliary budget, Restricted Funds budget, and the Capital and Technology Plan budget. The approved FY 2025 Auxiliary Services budget totals \$8.6 million. Overall, this is a 10% increase compared to the prior year, primarily due to increased scholarship funding for students, annual salary increases, and the rental of HCCS space for campus wide events. The Restricted budget totals \$144.6 million for grant activities, financial aid, and payments for employee benefits. Finally, the approved Capital and Technology Plan budget totals \$7.9 million, which is earmarked for the continuation of asset upgrades and replacement of information and instructional technology equipment.

The Unrestricted Fund as of March 31, 2025, total revenues, fund balance transfers and rolled purchase orders (POs) are \$423.8 million. This represents 90.6% of the budgeted total of \$467.9 million. Expenses total \$242 million to date, which is 51.7% of the total expense budget of \$467.9 million. Compared with the same period last year, revenues and transfers are higher by 11.6% and expenses are higher by 16.2%. Actual net revenue is \$181.8 million to date.

Ad Valorem Tax revenue for Maintenance & Operations (M&O) was estimated to increase by 5.7% for FY 2025, which is 2.3% less than the statutorily allowed maximum increase of 8%. Property tax valuations in the taxing district increased 1.2%. This increase is much lower than the average annual increase of 6% experienced over the last 10 years in the taxing district. Thus, Ad Valorem tax revenue is higher when compared to last year. Taxes are billed in October and collected during the periods of December through February. Tax revenue will normalize and fall within budget by year end.

State appropriations are slightly higher when compared to prior year due to \$4.7 million THECB funding adjustment. Appropriations are expected to be within budget by year-end.

Tuition and fees, net, which include revenues for semester credit hour (SCH) courses, are **14.0%** higher than last year at this time. Gross tuition and fee revenues are up 13.3% compared to last year due to increased enrollments and increased program offerings in high demand fields (see page 9). Total waivers and exemptions increased by 8.9% primarily due to Dual Credit waivers.

Other local income, which includes investment income, is lower by \$3.9 million due to the volatility of the finance market.

Continuing Education/Non-credit tuition and fees, net are 16.8% higher than last year at this time. Gross tuition and fees revenues are up by 16.8%.

Actual salaries for FY 2025 are 12.6% higher compared to FY 2024; this is due primarily to a Board approved salary increase of 7.5% for faculty, full-time employees, part-time hourly staff, and a 4% increase for executive staff. Employee benefits are higher by 1.9% for FY 2025 compared to FY 2024.

Transfers/Debt remain high due to continuing the budgeted transfers for Deferred Maintenance and technology fees.

Several line-item expenses (supplies, travel, marketing, insurance, contracted services, instructional and other material, etc.) have variances due to timing differences in recording transactions from year-to-year. Expenses are expected to be within budget by year-end.

Debt interest expense for the month totaled \$1,550,824 compared to this time in FY 2024 of \$1,563,940.

HOUSTON COMMUNITY COLLEGE SYSTEM
Statement of Revenues, Expenses and Fund Balances - All Funds
As of March 31, 2025

	Unrestricted	Restricted	Auxiliary	Loans	Scholarship	Unexpended Plant	Capital and Technology	Retirement of Debt	Investment in Plant	Total
Revenues	\$ 405,973,665	\$ 23,755,887	\$ 5,657,841	\$ -	\$ 118,210,157	\$ 1,160,196	\$ -	\$ 43,754,568	\$ 290,777	\$ 598,803,091
Expenses										
Salaries	146,650,994	3,348,405	509,558	-	1,683,049	-	-	-	-	152,192,006
Employee Benefits	17,854,041	11,848,733	97,131	-	-	-	-	-	-	29,799,905
Supplies & General Expense	2,899,945	207,529	372,669	-	-	109,132	186,290	-	-	3,775,565
Travel	324,802	32,336	13,863	-	-	-	-	-	-	371,001
Marketing Costs	1,465,539	48,417	270	-	-	-	-	-	-	1,514,226
Rentals & Leases	259,756	31	2,830	-	-	7,642	-	-	-	270,260
Insurance/Risk Mgmt.	8,162,186	1,846	1,253	-	-	-	-	-	-	8,165,285
Contracted Services	18,570,572	420,230	744,343	-	-	38,087	192,852	329,453	-	20,295,537
Utilities	4,580,119	-	210,489	-	-	-	-	-	-	4,790,608
Other Departmental Expenses	1,242,176	335,603	262,033	-	329,064	-	-	-	-	2,168,875
Instructional & Other Materials	5,229,070	362,840	4,803	-	-	24,877	71,512	-	-	5,693,101
Maintenance & Repair	1,563,961	-	893	-	-	-	(287)	-	-	1,564,568
Transfers (In)/Out ¹	22,135,686	-	-	-	(998,581)	(993,098)	(24,572,500)	4,428,493	-	-
Debt	14,300	-	-	-	-	-	-	33,410,667	-	33,424,967
Capital Outlay	11,015,137	321,200	141,298	-	-	3,451,632	6,757,284	-	-	21,686,552
Amortization/Depreciation	-	-	-	-	-	-	-	-	20,573,379	20,573,379
Scholarship Distribution	-	-	1,456,596	-	117,213,489	-	-	-	-	118,670,085
Total Expenses	241,968,286	16,927,170	3,818,028	-	118,227,021	2,638,273	(17,364,849)	38,168,613	20,573,379	424,955,921
Net Revenues/(Expenses)	164,005,379	6,828,716	1,839,813	-	(16,863)	(1,478,077)	17,364,849	5,585,955	(20,282,602)	173,847,170
Other Adjustments and Transfers										
Debt Principal Payments ²	(48,000,000)	-	-	-	-	-	-	-	75,164,785	27,164,785
Debt Refinancing	-	-	-	-	-	-	-	-	-	-
Capitalization of Assets & CIP ²	3,116,721	116,568	-	-	-	1,489,437	4,044,937	-	1,720,157	10,487,820
Transfers of Completed Projects/Assets	(3,116,721)	(116,568)	-	-	-	(773,254)	(745,071)	-	4,751,614	-
Transfers of Balances between Funds	-	-	-	-	-	-	-	-	-	-
Total Other Adjustments and Transfers	(48,000,000)	-	-	-	-	716,183	3,299,866	-	81,636,556	37,652,605
Beginning Fund Balances, Audited	68,450,207	1,058,425	22,536,108	238,698	3,181,945	85,619,954	28,679,244	18,825,701	505,730,743	734,321,025
Ending Fund Balances	\$ 184,455,586	\$ 7,887,141	\$ 24,375,921	\$ 238,698	3,165,081	\$ 84,858,060	\$ 49,343,959	\$ 24,411,656	\$ 567,084,697	\$ 945,820,799

¹Transfers include student revenue bond payment funds, scholarship matching funds, and transfers to Unexpended Plant and Capital and Technology Funds.

²Per government accounting practices, items included in the expenses category above are subsequently deducted from YTD expenses shown above and reclassified as increases or decreases to appropriate asset and liability line items on the balance sheet (page 8). Also, includes GASB 96 SBITA.

HOUSTON COMMUNITY COLLEGE SYSTEM
Unrestricted Revenues and Expenses
Comparison to Budget and Previous Fiscal Year
As of March 31, 2025
58.3% of Year

	Budget Comparison			Previous Fiscal Year Comparison			
	FY 2025 Adjusted Budget & Actuals						
	FY 2025 Adjusted Budget	Year-to-Date Actuals Thru March 31, 2025	Actuals as a % of Budget	Year-to-Date Actuals Thru March 31, 2025	Year-to-Date Actuals Thru March 31, 2024	Increase (Decrease) FY 2025 Compared to FY 2024	% Increase (Decrease)
REVENUES							
State Appropriations	\$ 68,243,000	\$ 53,869,664	78.9%	\$ 53,869,664	\$ 48,441,970	\$ 5,427,694	11.2%
Ad Valorem Taxes	224,386,251	219,361,038	97.8%	219,361,038	202,804,828	16,556,209	8.2%
Tuition & Fees, Net	126,237,802	116,425,064	92.2%	116,425,064	102,123,246	14,301,818	14.0%
Other Local Income	22,736,208	9,361,979	41.2%	9,361,979	13,290,801	(3,928,822)	-29.6%
Tuition & Fees, Net -- Extended Learning	7,885,993	6,486,393	82.3%	6,486,393	5,551,455	934,937	16.8%
Grant Revenue - Indirect Cost	650,000	469,528	72.2%	469,528	380,187	89,342	23.5%
Total Revenues	450,139,254	405,973,665	90.2%	405,973,665	372,592,487	33,381,178	9.0%
Fund Balance Transfers In & Rolled POs	17,809,983	17,809,983	100.0%	17,809,983	7,045,981	10,764,002	152.8%
Total Revenues and Fund Balance Transfers	\$ 467,949,237	\$ 423,783,648	90.6%	\$ 423,783,648	\$ 379,638,469	\$ 44,145,180	11.6%
EXPENSES							
Salaries	258,802,221	146,650,994	56.7%	146,650,994	130,292,472	16,358,522	12.6%
Employee Benefits	38,321,946	17,854,041	46.6%	17,854,041	17,515,350	338,692	1.9%
Supplies & General Expense	6,543,361	2,899,945	44.3%	2,899,945	2,390,622	509,323	21.3%
Travel	1,486,848	324,802	21.8%	324,802	341,288	(16,485)	-4.8%
Marketing Costs	4,025,692	1,465,539	36.4%	1,465,539	1,233,336	232,203	18.8%
Rentals & Leases	444,450	259,756	58.4%	259,756	166,416	93,341	56.1%
Insurance/Risk Mgmt.	9,366,656	8,162,186	87.1%	8,162,186	7,625,994	536,193	7.0%
Contracted Services	38,747,122	18,570,572	47.9%	18,570,572	14,953,345	3,617,228	24.2%
Utilities	11,409,224	4,580,119	40.1%	4,580,119	5,025,752	(445,633)	-8.9%
Other Departmental Expenses	4,949,769	1,242,176	25.1%	1,242,176	1,239,540	2,636	0.2%
Instructional & Other Materials	10,949,644	5,229,070	47.8%	5,229,070	7,294,927	(2,065,857)	-28.3%
Maintenance & Repair	3,188,493	1,563,961	49.1%	1,563,961	940,597	623,364	66.3%
Transfers\Debt	55,094,331	22,149,986	40.2%	22,149,986	17,046,136	5,103,850	29.9%
Contingency/Initiatives	2,457,625	-	0.0%	-	-	-	0.0%
Capital Outlay	21,291,855	11,015,137	51.7%	11,015,137	2,164,718	8,850,419	408.8%
Amortization/Depreciation	-	-	0.0%	-	-	-	0.0%
Scholarship Distribution	870,000	-	0.0%	-	-	-	0.0%
Total Expenses	\$ 467,949,237	\$ 241,968,286	51.7%	\$ 241,968,286	\$ 208,230,491	\$ 33,737,795	16.2%
NET REVENUE/(EXPENSES)	\$ (0)	\$ 181,815,363		\$ 181,815,363	\$ 171,407,978	\$ 10,407,385	

HOUSTON COMMUNITY COLLEGE SYSTEM

Auxiliary Revenues and Expenses by Fund

As of March 31, 2025

Auxiliary Funds - Uncommitted Portion

	Main Leasing	Misc. Auxiliary *	Bookstore Commission	Scholarships	Subtotal Uncommitted
Revenues	\$ 3,153,720	\$ 160,733	\$ 751,462	\$ -	\$ 4,065,915
Expenses					
Salaries	184,797	59,153	-	34,991	278,941
Employee Benefits	44,163	7,629	-	313	52,105
Supplies & General Expense	16,467	55,019	-		71,486
Travel			-		-
Marketing Costs	270		-		270
Rentals & Leases			-		-
Insurance/Risk Mgmt.			-		-
Contracted Services	672,837	18,118	-		690,955
Utilities	210,489		-		210,489
Other Departmental Expenses	1,027	215,271	-		216,299
Instructional & Other Materials			-		-
Maintenance & Repair	5,621		-		5,621
Transfers/Debt			-		-
Capital Outlay	72,809	20,795	-		93,604
Scholarship Distribution		6,445	-	1,428,151	1,434,596
Total Expenses	1,208,482	382,430	-	1,463,455	3,054,367
Contribution to Fund Balance	\$ 1,945,238	\$ (221,698)	\$ 751,462	\$ (1,463,455)	1,011,548
Beginning Fund Balance, Audited					18,426,404
Ending Fund Balance					\$ 19,437,952

* Expenditures in this category include Minority Male Initiative, Government Relations, Mobile Go, etc.

HOUSTON COMMUNITY COLLEGE SYSTEM

Auxiliary Revenues and Expenses By Fund

As of March 31, 2025

Auxiliary Funds - International and Committed Portions

	International		Committed				Total
	Other International Initiatives	Subtotal International	Student Vending Commission	Student Activity Fee	Student Athletic Fee	Subtotal Committed	Total Auxiliary
Revenues	\$ -	\$ -	\$ -	\$ 897,277	\$ 694,649	\$ 1,591,926	\$ 5,657,841
Expenses							
Salaries	-	-	-	10,591	220,025	230,616	509,558
Employee Benefits	-	-	-	98	44,927	45,026	97,131
Supplies & General Expense	61	61	-	260,563	40,634	301,197	372,744
Travel	-	-	-	13,863		13,863	13,863
Marketing Costs	-	-	-			-	270
Rentals & Leases	-	-	-		2,830	2,830	2,830
Insurance/Risk Mgmt.	-	-	-	1,162	91	1,253	1,253
Contracted Services	-	-	-	36,878	16,511	53,388	744,343
Utilities	-	-	-			-	210,489
Other Departmental Expenses	143	143	-	35,153	10,438	45,591	262,033
Instructional & Other Materials	-	-	-			-	-
Maintenance & Repair	-	-	-			-	5,621
Transfers/Debt	-	-	-			-	-
Capital Outlay	-	-	-	22,059	25,635	47,694	141,298
Scholarship Distribution	-	-	-	22,000		22,000	1,456,596
Total Expenses	203	203	-	402,367	361,091	763,458	3,818,028
Contribution to Fund Balance	(203)	(203)	-	494,910	333,558	828,468	1,839,813
Beginning Fund Balance, Audited		1,559,228	(1,284,080)	1,957,474	1,877,082	2,550,476	22,536,108
Ending Fund Balance	\$ 1,559,025		\$ (1,284,080)	\$ 2,452,384	\$ 2,210,640	\$ 3,378,944	\$ 24,375,921

HOUSTON COMMUNITY COLLEGE SYSTEM
Unrestricted Adjusted Budgets and Actuals by Division - Summary Comparison
As of March 31, 2025
58.3% of Year

Division	FY 2025 Adjusted Budget	Actuals as of March 31, 2025	% Spent	FY 2024 Adjusted Budget	Actuals as of March 31, 2024	% Spent
Central College	\$ 15,579,981	\$ 8,742,969	56.1%	\$ 13,348,440	7,343,003	55.0%
Northwest College	19,266,620	10,128,309	52.6%	16,895,074	9,170,499	54.3%
Northeast College	17,380,447	9,935,626	57.2%	14,597,253	8,273,157	56.7%
Southwest College	16,248,459	9,788,897	60.2%	14,121,814	8,336,406	59.0%
Southeast College	17,928,066	10,979,628	61.2%	15,851,733	8,937,807	56.4%
Coleman College	22,238,193	12,307,326	55.3%	18,978,892	10,415,621	54.9%
Academic Instruction	83,190,126	50,954,327	61.3%	76,444,140	45,001,651	58.9%
Office of the Chancellor	17,980,650	8,813,882	49.0%	18,791,622	8,654,536	46.1%
Instructional Services	12,878,886	4,974,227	38.6%	10,501,229	4,223,446	40.2%
Online College	3,228,214	1,748,946	54.2%	2,618,963	1,319,475	50.4%
Student Services	11,722,333	4,584,259	39.1%	10,313,208	4,243,381	41.1%
Strategy, Planning & Institutional Effectiveness	5,325,026	2,445,857	45.9%	5,181,236	2,327,342	44.9%
External & Governmental Relations, Transfers and Alumni Relations	2,200,053	808,872	36.8%	1,614,958	156,660	9.7%
Legal & Compliance	17,437,742	11,693,042	67.1%	16,240,835	10,895,330	67.1%
Finance & Accounting	81,058,638	47,506,047	58.6%	68,142,028	38,978,601	57.2%
System	124,285,804	46,556,072	37.5%	94,603,461	39,953,575	42.2%
Grand Total	\$ 467,949,237	\$ 241,968,286	51.7%	\$ 398,244,885	\$ 208,230,491	52.3%

HOUSTON COMMUNITY COLLEGE SYSTEM

Balance Sheet by Fund

As of March 31, 2025

	CURRENT & LOAN FUNDS ¹	PLANT & BOND FUNDS ²	TOTAL ALL FUNDS	PRIOR YEAR TOTAL ALL FUNDS
ASSETS				
Current Assets:				
Cash & cash equivalents	\$ 211,836,059	\$ 115,652,843	\$ 327,488,902	\$ 258,745,698
Short-term Investments	-	-	-	29,736,315
Accounts receivable (net)	43,839,924	1,378,735	45,218,659	3,820,287
Deferred charges	24,294	-	24,294	19,092,614
Prepays	8,893,539	-	8,893,539	24,276,204
Total Current Assets	264,593,816	117,031,578	381,625,394	335,671,118
Non-current Assets:				
Restricted cash & cash equivalents	-	24,884,787	24,884,787	29,056,899
Restricted long-term investments	-	16,804	16,804	143,424,474
Long-term investments	243,076,112	-	243,076,112	20,465,825
Long-term lease receivable	18,535,187	-	18,535,187	-
Capital assets, net	7,752,155	1,127,818,085	1,135,570,240	1,144,265,340
Total Non-current Assets	269,363,454	1,152,719,676	1,422,083,130	1,337,212,538
Total Assets	\$ 533,957,270	\$ 1,269,751,255	\$ 1,803,708,524	\$ 1,672,883,656
Deferred Outflows of Resources:				
OPEB	9,794,624	-	9,794,624	9,794,624
Pension	37,434,988	-	37,434,988	37,434,988
Advance Funding Valuation	-	1,563,806	1,563,806	1,563,806
Total Deferred Outflows of Resources	\$ 47,229,612	\$ 1,563,806	\$ 48,793,418	\$ 48,793,418
Total Assets and Deferred Outflows of Resources	\$ 581,186,882	\$ 1,271,315,061	\$ 1,852,501,942	\$ 1,721,677,074
LIABILITIES				
Current Liabilities:				
Accounts payable	16,422,680	266,376	16,689,056	13,700,554
Accrued Interest- SBITA	276,218	-	276,218	276,218
Accrued liabilities	404,945	39,286	444,231	18,074,315
Compensated absences	4,955,308	-	4,955,308	4,955,308
Funds held for others	2,654,512	189,209	2,843,721	908,680
Deferred revenue	560,595	-	560,595	40,229,119
SBITA- Current portion	3,399,100	-	3,399,100	3,399,100
Net OPEB liability-current portion	3,565,628	-	3,565,628	3,565,628
Notes payable-current portion	-	361,299	361,299	720,798
Bonds payable-current portion	-	15,510,000	15,510,000	41,215,000
Total Current Liabilities	32,238,986	16,366,170	48,605,156	127,044,720
Non-current Liabilities:				
SBITA Liability	3,984,779	-	3,984,779	3,984,779
Net OPEB liability	123,908,453	-	123,908,453	123,908,453
Net pension liability	105,104,799	-	105,104,799	105,104,799
Notes payable	-	1,770,569	1,770,569	1,770,569
Bonds payable	-	517,639,133	517,639,133	517,639,133
Total Non-current Liabilities	232,998,031	519,409,702	752,407,733	752,407,733
Total Liabilities	\$ 265,237,017	\$ 535,775,872	\$ 801,012,889	\$ 879,452,453
Deferred Inflows of Resources:				
Leases	22,386,734	-	22,386,734	24,622,076
OPEB	60,962,942	-	60,962,942	60,962,942
Pension	12,477,761	-	12,477,761	12,477,761
Advance Funding Valuation	-	9,840,817	9,840,817	9,840,817
Total Deferred Inflows of Resources	\$ 95,827,437	\$ 9,840,817	\$ 105,668,254	\$ 107,903,596
Total Liabilities and Deferred Inflows of Resources	\$ 361,064,454	\$ 545,616,689	\$ 906,681,143	\$ 987,356,049
Beginning Fund Balances, Audited	95,465,383	638,855,642	734,321,025	655,881,162
Net Revenue/(Expenses)				
Unrestricted	117,845,192	-	117,845,192	22,698,096
Restricted	6,811,852	-	6,811,852	950,125
Net Investment in Plant	-	86,842,730	86,842,730	54,791,642
Ending Fund Balances	\$ 220,122,427	\$ 725,698,372	\$ 945,820,799	\$ 734,321,025
Total Liabilities & Fund Balances	\$ 581,186,882	\$ 1,271,315,061	\$ 1,852,501,942	\$ 1,721,677,074

¹ Includes Unrestricted, Restricted, Loan & Endowment, Scholarship, Agency and Auxiliary Funds.

² Includes Unexpended Plant, Retirement of Debt and Investment in Plant Funds.

HOUSTON COMMUNITY COLLEGE SYSTEM

Exemptions and Waivers Detail

As of March 31, 2025

	FY 2024		FY 2025	
	Prior Year Activity thru 8/31/2024	Year-to-Date Activity thru 03/31/2024	Year-to-Date Activity thru 03/31/2025	Actuals % Inc/(Dec)YTD vs. PriorYTD
Tuition & Fees				
Budget:				
Adjusted Budget, Annual*	\$ 106,400,157	\$ 101,709,073	\$ 126,237,802	24.1%
Revenues:				
Gross Tuition & Fees	134,172,076	119,483,182	135,333,930	13.3%
Waivers & Exemptions:				
Dual Credit & Early College HS	(16,567,432)	(15,176,627)	(16,677,814)	9.9%
Other	(2,786,646)	(2,183,309)	(2,231,052)	2.2%
Total Waivers & Exemptions	(19,354,078)	(17,359,936)	(18,908,866)	8.9%
Total Tuition & Fees Revenue, Net	\$ 114,817,998	\$ 102,123,246	\$ 116,425,064	14.0%

Tuition & Fees - Extended Learning (EL)				
Budget:				
Adjusted Budget, Annual*	\$ 4,862,714	\$ 5,758,835	\$ 7,885,993	36.9%
Revenues:				
Gross Tuition & Fees	7,665,722	5,551,455	6,486,393	16.8%
Waivers & Exemptions:				
Department of Corrections	-	-	-	0.0%
Total EL Tuition & Fees Revenue, Net	\$ 7,665,722	\$ 5,551,455	\$ 6,486,393	16.8%

	FY 2024		FY 2025	
	Prior Year Activity thru 8/31/2024	Year-to-Date Activity thru 03/31/2024	Year-to-Date Activity thru 03/31/2025	Actuals % Inc/(Dec)YTD vs. PriorYTD
Exemptions & Waivers				
Dept of Corrections	\$ -	\$ -	\$ -	0.0%
Dual Credit & Early College HS Waiver	16,567,432	15,176,627	16,677,814	9.9%
Other Exemptions:				
Employee Fee Exemptions	44,993	36,415	36,253	-0.4%
Firemen	29,460	25,309	35,226	39.2%
Hazelwood	1,145,051	917,400	1,024,899	11.7%
Deaf & Blind	150,320	132,273	118,319	-10.5%
High Ranking High School Grad	3,025	1,694	1,364	-19.5%
Good Neighbor Program	67,042	65,230	67,527	3.5%
Child of Disabled Vet	3,757	2,865	2,642	0.0%
Employee of State College & University	3,164	1,995	4,275	0.0%
Non-resident Teach/Research Assistant	6,876	6,555	5,045	-23.0%
Non-resident Competitive Scholarships	13,823	13,823	6,555	-52.6%
Senior Citizens	450,277	371,433	361,211	-2.8%
Foster Children-Resident	272,473	227,395	236,567	4.0%
TX Tomorrow Waiver	-	-	278	100.0%
Surviving Spouse/Children	1,589	1,589	-	-100.0%
Peace Officer Exemption	8,202	5,313	10,461	96.9%
Adopted Student Waiver	351,710	299,880	295,701	-1.4%
FAST Book & OD Fees	234,884	74,140	24,729	0.0%
Total Other Exemptions	2,786,646	2,183,309	2,231,052	2.2%
Grand Total Exemptions & Waivers	\$ 19,354,078	\$ 17,359,936	\$ 18,908,866	8.9%

*Amount net of exemptions & waivers.

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
19.	Tuition Assistance Options for FY26 Operating Budget	Dr. Margaret Ford Fisher Dr. Sherry Hawn

RECOMMENDATION

Approve the Houston Reconnect tuition assistance option. It would generate approximately \$31.9 million in state performance-based funding over three years based upon a 75% persistence rate where 25% persist-to-complete in year one, and the remaining 75% persist-to-complete in year two. If the remaining 25% who are not identified as projected to persist do complete then we could see an additional \$10.6M in year four. But to be conservative this last group of 2038 students is shown for information only, not for revenue estimating purposes, as historical data suggests they may not complete. The other two tuition modifying choices are both revenue-reducing with less probability of generating outer year revenue.

COMPELLING REASON AND BACKGROUND

HCC leadership and the Board seek to implement new tuition assistance strategies enabling HCC to become more affordable and to strengthen enrollment and retention. Based upon that strategic direction we analyzed three distinct options: Houston Reconnect, Hope Scholarship, and an Out-of-District rate reduction. Each targets a different sub segment of potential student demographic. Houston Reconnect focuses on motivating stopped out, older students with existing credit hours to return and complete their degree or program by offering tuition and fee scholarships. The Hope Scholarship would provide a financial gap-filler to cover tuition costs not addressed by financial aid. Finally, the Out-of-District tuition reduction would enable HCC to become competitive locally, thereby eliminating a price-sensitivity entry barrier for those students who would otherwise choose another community college in the area.

FISCAL IMPACT

The Houston Reconnect program would cost \$8.1M in scholarship expense in year one, \$4.6M in year two, and \$2.0 in year three. However, the net increase of state performance tier funding based upon the additional weighting for students older than 25 earning 15 semester credit hours would produce \$8.0M in year two, \$23.9M in year three, footing to \$31.9M.

LEGAL REQUIREMENT

None.

STRATEGIC ALIGNMENT

1. Student Success, 5. College of Choice

ATTACHMENTS:

Description

Upload Date Type

This item is applicable to the following:

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



Budget Workshop: Updates from Special Meeting

Dr. Margaret Ford Fisher, Chancellor

Dr. Sherry Hawn, Sr. Vice Chancellor, Finance & Administration and CFO/CBO

May 7, 2025

TUITION ASSISTANCE INITIATIVES



Tuition Assistance Initiative - Houston Reconnect

(In Millions)

Ref Code	Descriptions	Projected Participation and Completion			
A	Total Potential Students	24,704			
B	Estimated Participation in Program (33% participation rate)	8,152			
C	Estimated Students that will Complete (75% persistence rate)	6,114			
D	Remaining Estimated Participation in Program that may complete	2,038			
Tuition & Fee Revenue (est.)		Year 1	Year 2	Year 3	Year 4
E	Estimated Credit Hours	130,432	73,360	32,608	
	Tuition	\$ 4.30	\$ 2.42	\$ 1.08	
	Fees	\$ 7.50	\$ 4.22	\$ 1.88	
	Total Tuition and Fees	\$ 11.80	\$ 6.64	\$ 2.96	
F	Financial Aid (31.3% est.)	\$ (3.69)	\$ (2.08)	\$ (0.93)	
	Total Tuition and Fees Revenue (est.)	\$ 8.11	\$ 4.56	\$ 2.03	\$ -
State Appropriations Revenue (est.)		Year 1	Year 2	Year 3	Year 4
G	Completions	1,529	4,585	2,038	
H	State Appropriations	\$ -	\$ 5.66	\$ 16.97	\$ 7.54
I	50% Bonus for>25 years in age	\$ -	\$ 2.83	\$ 8.48	\$ 3.77
J	6% reduction possible COV changes	\$ -	\$ (0.51)	\$ (1.53)	\$ (0.68)
	Total State Appropriations (est.)	\$ -	\$ 7.98	\$ 23.92	\$ 10.63
K	Total Revenue	\$ 8.11	\$ 12.54	\$ 25.95	\$ 10.63
L	Scholarship Expense (est.)	\$ 8.11	\$ 4.56	\$ 2.03	\$ -
M	Net Revenue (est.)	\$ -	\$ 7.98	\$ 23.92	\$ 10.63

Ref Code	Impact Assumptions and Explanations
A	Students that have stopped out within the last 5 years, are 25 or older, and have completed at least 30 SCH
B	Based on a 33% participation rate which reflects our ability to contact students [24,704 (potential students) x 33%=8,152]
C	Based on a 75% persistence rate from Fall to Spring semesters [8,152 (est. participants) x 75%=6,114]
D	Remaining 25% estimated participants in the program that may complete [8,152 (est. participants) - 6,114 (est. participants to persist) = 2,038]
E	Estimated credit hours calculated at 16 SCH per student enrolled; 8,152 (Year 1), 4,585 (Year 2) and 2,038 (Year 3) [Ex. 8,152 x 16 SCH =130,432 credit hours]
F	Student Financial Aid estimate now included at 31.3%
G	Progress to completion based on the student average of 8 SCH per semester; of 6,114 participants that will persist, estimated 25% to complete (Year 1) 1,529, (Year 2) 75%, 4,585 & (Year 3) 2,038 remaining 25% estimate participants in program that may complete
H	Based on an 80/20 split between associate degree and associate degree high demand
I	All completions will qualify for the 50% bonus for >25 years in age
J	6% reduction for possible COV changes
K	Total revenue estimate equals total T&F revenue plus total State Appropriations
L	Scholarship expense estimate equal total annual T&F; net of financial aid estimate
M	Estimated net revenue equals total revenue less scholarship expense

Source: PS_CAR_TERM_TBL, PS_PEOPLE_SRCH, PS_STDNT_ENRL, PS_ACAD_PLAN, DASH_CLEARING_HOUSE CSPRD/OIRD as of 1/14/2025.

Students age >= '25' with 30+ credits that did not earn an award.

Tuition Assistance Initiative - Hope “Last Dollar” Scholarship

(In Millions)

- Last dollar scholarship after financial aid has been applied for In-District (SCH) student’s tuition only
- FY25 calculations are based on projected enrollments to yearend
- FY26 calculations are based on 6% increase in enrollment and removal 50% of International students; FY27 – FY30 is based a 3% enrollment growth
- Estimated Student Financial Aid 31.3%
- Scholarship Expense estimate, \$12M (FY26) and future year estimates are \$14M annually; based on enrollment changes

FY25 Projected In-District						
Enrollment Estimate		FY26	FY27	FY28	FY29	FY30
Unduplicated Student Count	42,583	36,487	37,582	38,709	39,870	41,066
Course Credit Hours	575,298	492,945	507,728	522,959	538,648	554,808

FY25 Projected In-District						
Tuition & Fee Estimate		FY26	FY27	FY28	FY29	FY30
Tuition	\$ 18.98	\$ 18.08	\$ 19.65	\$ 20.23	\$ 20.76	\$ 21.30
Fees	\$ 31.77	\$ 32.62	\$ 34.50	\$ 35.50	\$ 36.52	\$ 37.57
Total Tuition and Fees	\$ 50.75	\$ 50.70	\$ 54.15	\$ 55.73	\$ 57.28	\$ 58.87

FY25 Projected In-District						
Estimate Total Impact Hope Based 'Last Dollar" Scholarship		FY26	FY27	FY28	FY29	FY30
Tuition	\$ 18.98	\$ 18.08	\$ 19.65	\$ 20.23	\$ 20.76	\$ 21.30
Fees	\$ 31.77	\$ 32.62	\$ 34.50	\$ 35.50	\$ 36.52	\$ 37.57
Tuition covered by Financial Aid (31.3%)	\$ -	\$ (5.66)	\$ (6.15)	\$ (6.33)	\$ (6.50)	\$ (6.67)
Hope "Last Dollar" Scholarship Expenses after Financial Aid	\$ -	\$ (12.42)	\$ (13.50)	\$ (13.90)	\$ (14.26)	\$ (14.63)

Tuition Assistance Initiative - Out-of-District Tuition Rate Reduction

(In Millions)

- Reduce the Out-Of-District tuition rate. The tuition rate will be reduced by 32.5%, from \$121 to \$81.67
- FY25 calculations are based on projected enrollments to yearend
- FY26 calculations are based on 6% increase in enrollment and removal 50% of International students; FY27 - FY30 is based a 3% enrollment growth
- Out-Of-District tuition reduction \$14M (FY26) and future year estimates are based on enrollment changes

FY25 Projected Out-Of- District						
Enrollment Impact		FY26	FY27	FY28	FY29	FY30
Unduplicated Student Count	27,120	25,896	26,673	27,473	28,297	29,146
Course Credit Hours	366,396	345,808	360,351	371,161	382,296	393,765

Tuition & Fee	Tuition	Fees	Total Tuition and Fees	Tuition & Fee	Tuition	Fees	Total Tuition and Fees	Estimate Total Impact Out-of-District Tuition
Current Rate	\$ 121.00	\$ 65.50	\$ 186.50	Reduced Rate	\$ 81.67	\$ 65.50	\$ 147.17	\$ (39.33)
FY25	\$ 44.33	\$ 23.99	\$ 68.32	FY25	No Change	No Change	No Change	\$ -
FY26	\$ 41.84	\$ 22.65	\$ 64.49	FY26	\$ 28.24	\$ 22.65	\$ 50.89	\$ (13.60)
FY27	\$ 43.60	\$ 23.60	\$ 67.20	FY27	\$ 29.43	\$ 23.60	\$ 53.03	\$ (14.17)
FY28	\$ 44.90	\$ 24.31	\$ 69.21	FY28	\$ 30.31	\$ 24.31	\$ 54.62	\$ (14.59)
FY29	\$ 46.26	\$ 25.04	\$ 71.30	FY29	\$ 31.22	\$ 25.04	\$ 56.26	\$ (15.04)
FY30	\$ 47.65	\$ 25.79	\$ 73.44	FY30	\$ 32.16	\$ 25.79	\$ 57.95	\$ (15.49)

Thank You

ACTION ITEM

Meeting Date: May 21, 2025

Consent Agenda

ITEM #	ITEM TITLE	PRESENTER
20.	Update on the Strategic Plan	Dr. Margaret Ford Fisher Dr. Andrea BurrIDGE

RECOMMENDATION

It is recommended that the Board of Trustees discuss the Mission and the Vision at an upcoming retreat with the intent to either reaffirm these statements or begin the revision process.

We bring forward for your review the College's Mission Statement and Vision Statement. In accordance with the principles established by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), it is the Board's responsibility to review and affirm guiding documents on a regular basis to ensure their continued relevance and alignment with the College's purpose and priorities.

COMPELLING REASON AND BACKGROUND

The Board of Trustees plays a critical role in setting the strategic direction of a community college and ensuring that it remains aligned with its core purpose. Regularly reviewing and the mission, vision, and strategic plan is essential to fulfilling this responsibility.

SACSCOC guidelines emphasize that an institution's mission must clearly define its purpose within the context of higher education, guiding decision-making and resource allocation. A periodic review ensures that the mission remains relevant and responsive to the needs of the community, workforce demands, and educational trends. Similarly, a forward-looking vision statement inspires progress and helps the College set long term priorities.

The strategic plan must be coherent with the mission and vision, driving continuous improvement. Board oversight in the process helps the college demonstrate its commitment to quality and effectiveness.

The Institutional Effectiveness Council, a cross-functional body representing all major areas of the institution, has conducted a comprehensive review of these documents and presents formal recommendations for the Board's consideration.

The review process of the College and the Board is essential not only for institutional accountability and continuous improvement, but also to meet accreditation expectations, foster institutional excellence, and serve the community effectively.

STRATEGIC ALIGNMENT

1. Student Success, 2. Personalized Learning, 3. Academic Rigor, 4. Community Investment, 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
Strategic Plan Review	4/29/2025	Attachment
Strategic Plan (SB17 Approved)	4/30/2025	Attachment

This item is applicable to the following:

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



Update on the Strategic Plan

Dr. Margaret Ford Fisher, Ed.D.
Chancellor, Houston Community College System

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

Strategic and Operational Planning Committee of the Institutional Effectiveness Council

May 7, 2025

Responsibilities of the Board in the Review Cycle of the Institution's Mission, Goals, and Outcomes

The Board of Trustees are Responsible to Review the Mission

The governing board ensures the regular review of the institution's mission (SACSCOC 4.2.a).

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (SACSCOC 7.1)

SACSCOC has the expectation that

- The Board sets the direction for the institution.
- The Board approves strategic plans and evaluation.
- The administration, faculty, and staff implement the policies.

Responsibility of HCC's Institutional Effectiveness Council in Strategic Planning and Institutional Effectiveness: Regulation BGC

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

The Institutional Effectiveness Council has the responsibility to assist in the management of the college's planning process, coordination and assessment of the strategic direction of the institution, including review of the strategic plan, and accreditation compliance.

Council Work Teams



Strategic and Operational Planning



Data and Analytics



Assessment and Evaluation



Institutional Effectiveness Cycle

Review of the Mission and Vision

Strategic Plan Review

Mission

The College District is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

Vision

The College District will deliver relevant, high-quality education and training, ensuring success for all students, our community, economy and beyond.

Student Success

Strategic Priorities

Student Success • Personalized Learning • Academic Rigor • Community Investment • College of Choice

HCC Values

Commitment to Collaborate • Devotion to Service • Empower to Trust • Passion to Learn • Drive to Innovate

A significant change in the established mission of an institution requires SACSCOC approval. A mission change fundamentally alters the character of an institution and its portfolio of academic programs or other mission-driven activities.

Significant changes must be approved by SACSCOC and requires a full SACSCOC substantive change committee review on-site visit.

Review and Recommendations by the Institutional Effectiveness Council

Mission: The College District is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

The Institutional Effectiveness Council (IEC) did not believe revisions to the mission were necessary at this time as the mission is consistent with our expansion to baccalaureate degrees and in the non-credit workforce area.

Vision: The College District will deliver relevant, high-quality education and training, ensuring success for all students, our community, economy and beyond.

The IEC recommended the following:

- *The Vision statement should be tightened,*
- *Consider emphasizing lifelong learning,*
- *Consider emphasizing meaningful education,*
- *Consider adding connections to industry*
- *Vision statements should 'feel like a moonshot.'*

Recommended Goals for an Update of the Strategic Plan

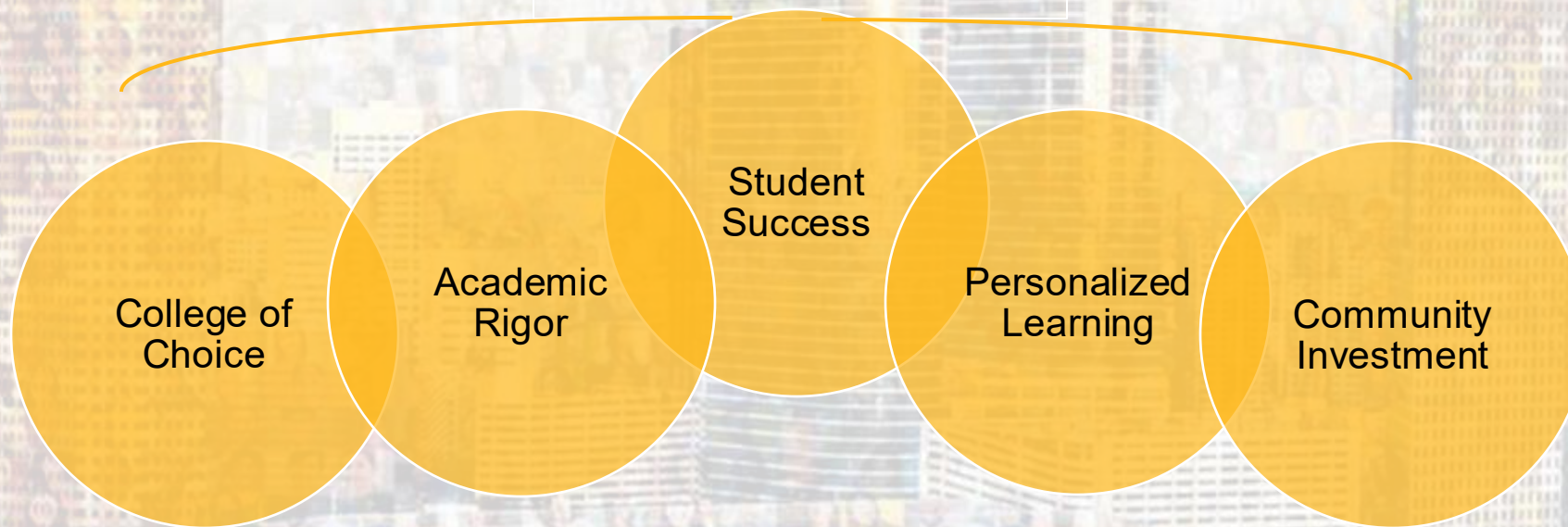
- Improve the branding and visibility of the Strategic Plan in a meaningful way, so we accurately depict who we are, what we do, and why we do it.
- Enable HCC to have heightened focus on strategies to help us become the institution we envision for the future.
- Highlight alignment between the Strategic Plan, the core functions of the institution, and the allocation of funding.
- Update the Strategic Plan to reflect changes brought about by the pandemic and by legislative changes.
- Adopt leading indicators to augment the core KPIs.

Recommendation: Addition of Guiding Principles for the Strategic Plan

Student Success at the CORE



Students achieving their goals through academic advancement, career development, workforce training, and lifelong learning.



Care

Statement

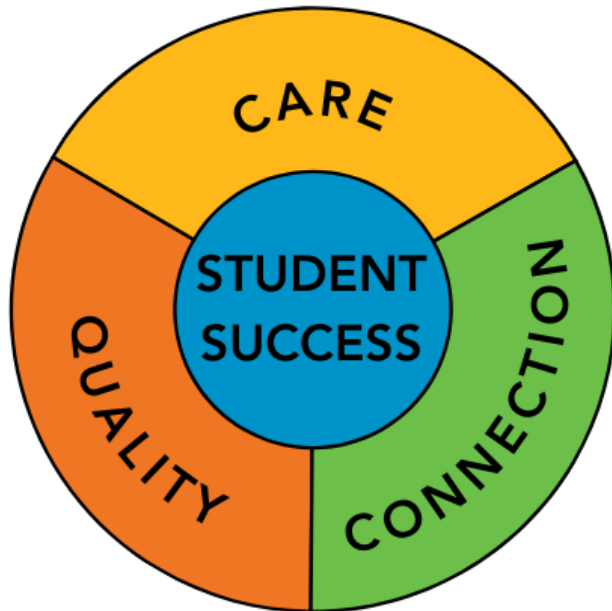
Our college prioritizes a culture of care that emphasizes safety and security for all individuals on campus, addressing both physical and emotional well-being.

We are committed to fostering an environment of respectful behavior and civility, supported by comprehensive training for all staff and faculty.

Our "Caring Campus" initiative promotes accountability and responsibility, ensuring that everyone contributes to a positive atmosphere.



Connection



Statement

Our college is dedicated to building meaningful connections with students throughout their educational journey.

We engage prospective students from discovery to enrollment, providing clear pathways and support services.

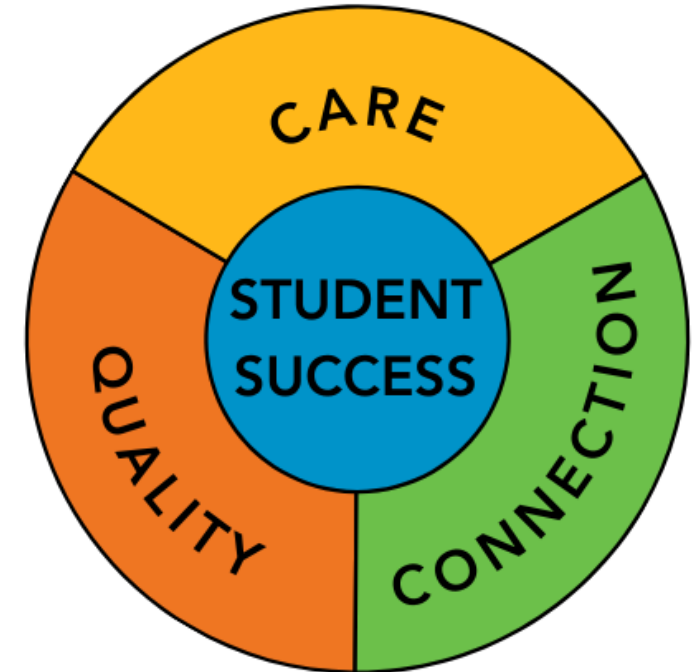
After graduation, we stay connected with alumni, offering ongoing opportunities for lifelong learning and engagement.

Quality

Statement

Our college is committed to providing a high-quality education that fosters academic advancement, workforce training, career development, and lifelong learning.

These goals are in alignment with the organization's Quality Enhancement Plan.





The Student Success Journey at HCC

Personalized Learning Pathways for Student Success

COMPLETION/ ADVANCEMENT

OUTCOMES
Persistence Term-to-Term
Program Completion



SUPPORT
Experiential Learning
Career Advancement



ACTIVITIES
Transfer Plans
Job Placement

OUTCOMES
Employment
Bachelors Transfer

31+ Hours

SUPPORT
Counseling
Basic Needs

ACTIVITIES
Progress Monitoring
Intrusive Support Plans
Transfer Fairs



PROGRESS

0-30 Hours

OUTCOMES
Major Choice
Academic Readiness

SUPPORT
Tutoring
Personalized Learning



**Year 1
Progression**

**INITIAL ADVISING
VISIT**

ACTIVITIES
New Student Orientation
Career Advising
Academic Planning



ENTRY

OUTCOMES
Enrollment
Initial Program Declaration

SUPPORT
Financial Aid
Career Exploration

ACTIVITIES
Outreach & Recruitment
Career Information
Admissions Advising



CONNECTION

0 Hours

Advising

Financial Aid

Tutoring

Instruction

Testing

Library Services

Counseling

Career & Transfer
Services

Request to the Board

- Consider the Mission of Houston Community College at the August Board retreat with a recommendation to affirm or revise by September 2025.
- With the same timeline, consider revision to HCC's Vision.
- Consider the incorporation of the Care – Connection - Quality guiding principles as HCC moves forward in updating the Strategic Plan.

Thank you!



EMBRACING HOUSTON'S FUTURE

A COMPREHENSIVE STRATEGY



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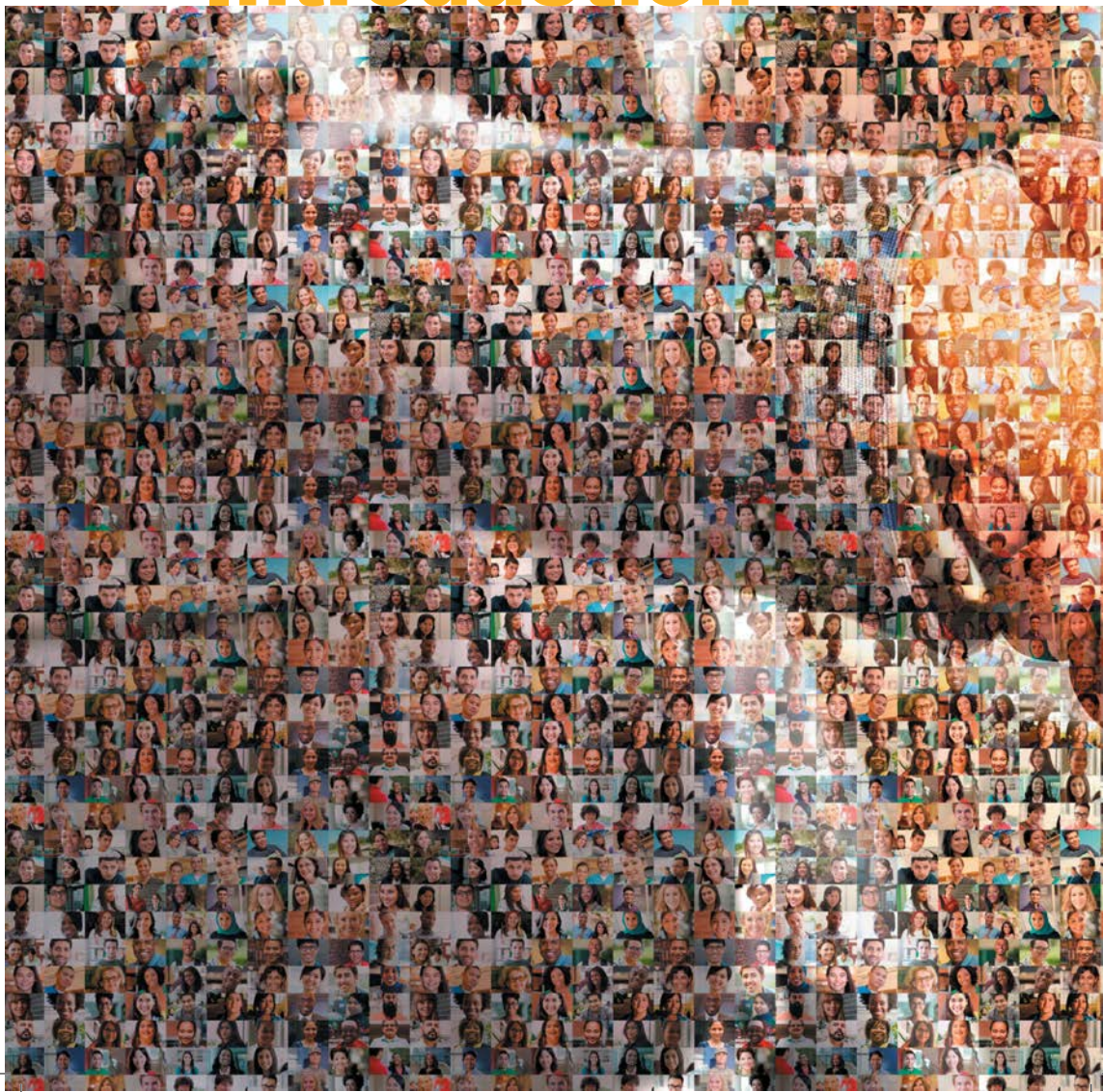
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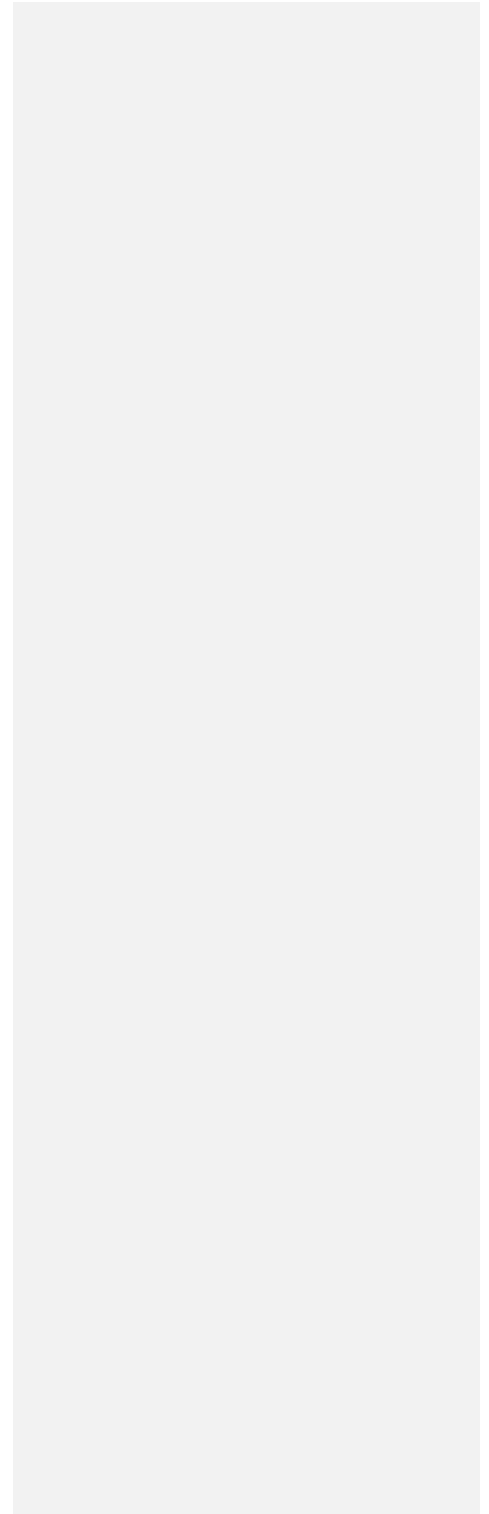
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Section A:

Introduction







Cynthia Lenton-Gary, Ph.D.
DISTRICT VII
Chair



Monica Flores Richart
DISTRICT I
Vice Chair



Eva L. Lored
DISTRICT VIII
Secretary



Charlene Ward Johnson
DISTRICT II



Adriana Tamez, Ed.D.
DISTRICT III



Reagan Flowers, Ph.D.
DISTRICT IV



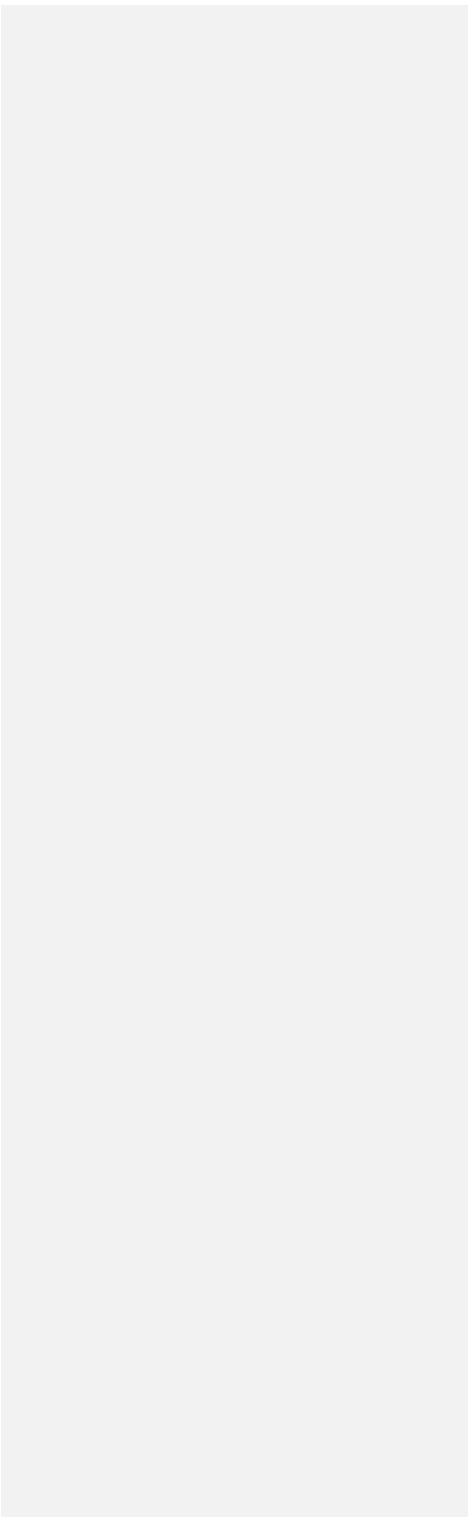
Robert Glaser
DISTRICT V



Dave Wilson
DISTRICT VI



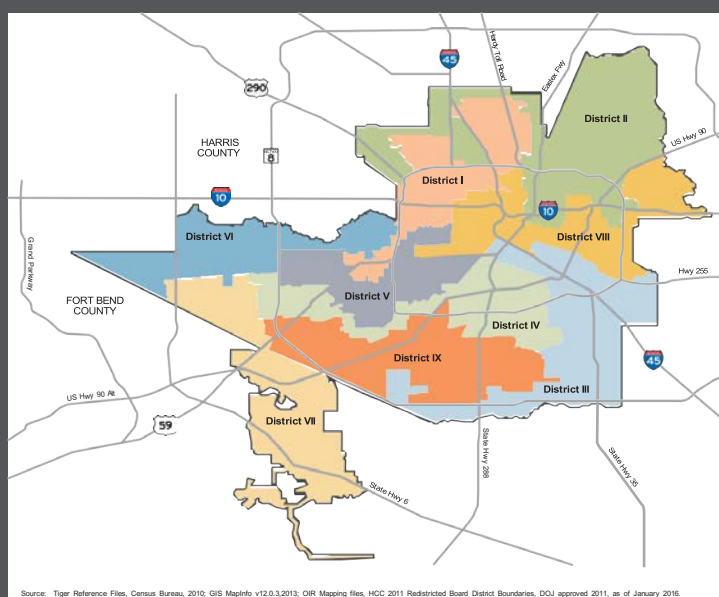
Pretta VanDible
Stallworth, Ph.D., PMP
DISTRICT IX





A.1 2022 Board of Trustees

A.2 Trustee District Map







A.3 HCC Board Chair Letter

Dear HCC Community,

It is an extraordinary time to be at and to serve Houston Community College. For the past several years, the Board of Trustees have joined in conversations with business leaders, community advocates, students, faculty, administrators, representatives from area Independent School Districts, and many higher education groups in the Greater Houston Area to develop HCC's Strategic Comprehensive Plan detailed here. The hundreds of people who played a role in the creation of our Comprehensive Plan care deeply about our city and depend on HCC to educate the community's current and future workforce, supporting the life-long learning integral to personal success as well as the growth and vibrancy of our communities. They have given generously of their time, their ideas, and their passion for learning to help HCC create the plan we call "Embracing Houston's Future."

The need for higher education and career advancement continues to grow, and HCC continues to provide courses and programs to stimulate educational advancement for our students. "Embracing Houston's Future" offers a robust framework grounded in student success, community engagement, and fair-mindedness which guides decision-making and supports the success that happens every day across our college. Additionally, it allows us the necessary flexibility to adapt to our ever-changing circumstances so that we may meet the needs of our students and our community.

HCC's successes are broad and deep, and we continue to strive to fulfill our mission and reach toward our vision. According to data from the National Center for Education Statistics, among 2-year institutions nationally, we rank first for Black/African American headcount and third for awarding Associates Degrees to these students. HCC remains the top ranked for enrollment and granting awards to international students among two-year institutions. HCC continues to bear student needs and financial circumstances in mind, ranking as eighth among Texas community colleges in lowest tuition and fees according to the Texas Higher Education Coordinating Board. We are a proud minority-majority institution, with around 85% of our students identifying as non-white, and our reach is impressive and expanding.

The Trustees have been integral in identifying the Comprehensive Plan's five Strategic Priorities: Student Success, Personalized Learning, Academic Rigor, Community Investment, and College of Choice. Regular reports of our progress will be presented throughout the years ahead and will be available at <https://www.hccs.edu/about-hcc/board-of-trustees>. The Trustees will routinely review the Strategic Priorities, measure HCC's progress, and revise them as needed. The Board of Trustees takes seriously its role in setting the strategic course of the College.

HCC is leading the way to design a bold vision for our students' future. We are working to evolve our institution and empower our students to succeed inside and outside the classroom. On behalf of the Board of Trustees, I encourage you to review HCC's Comprehensive Strategy, "Embracing Houston's Future," that the Chancellor and his team have detailed in this report.

We are grateful, as always, for your ongoing support and your belief in our crucial work. With our new Comprehensive Strategy and in all that we do, HCC continues to demonstrate that we are Houston's community college.

Sincerely,



Cynthia Lenton-Gary, Ph.D.
HCC Board of Trustees
District VII

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A.4 HCC Chancellor Letter

To the HCC Board of Trustees:

On behalf of my colleagues who are the faculty and staff of the Houston Community College System, and for the more than 80,000 students and many communities we serve every day, I am pleased to present this Comprehensive Strategy for the future of an institution centrally important to the economic and social health of one of the largest, most diverse, and vibrant metropolitan areas of our country.

What we present in this document begins not with what is new but with what already exists and will endure: the core purpose and philosophy that drives HCC. This Comprehensive Strategy builds on that purpose and philosophy. At the same time, it marks a profound step forward in our maturation as an institution in service to the community – a process that began with the Imagine HCC 2019 Strategic Plan, found its voice in the establishment of the HCC Way, and has become a reality as we have brought forward the ultimate student experience.

Our goal, toward which we make progress every day, is to bring about a cultural change that empowers our institution to meet the ever-increasing, complex challenges of a rapidly evolving economy, an increasingly fluid workplace, and significantly altering employer and employee expectations. We started down the path to that reimagined institution five years ago. During those five years, we accomplished a lot, and we gained knowledge through hard work and practical experience. The result? A deeper, more nuanced understanding of the world our students live in now and the one they are likely to live in, in the future. Thanks to what we have learned, we are better equipped than ever to help make that complex world work for our students and our community.

The uniqueness of our Comprehensive Strategy – the elements that distinguish it from more traditional strategic plans – is captured throughout this document by two recurring images. The first will be found in the title bar that starts each section: a small mosaic. The mosaic image underscores our belief that HCC is the sum of many parts; whatever their individual purposes, our shared goal when stepping back must be to see a coherent, cohesive whole that is, indeed, greater than the sum of those parts. The second is a logo, a stylized Venn diagram, which visually reinforces our strategic approach that brings together the discreet and disparate elements of a complex institution in ways that foster innovation and advancement.

Five unique elements of the Comprehensive Strategy give concrete expression to these ideas. Personas – the stories of our students – give us a more robust understanding of the people we serve. Organizational Strategic Competencies focus us on the individual and organizational behaviors essential for success. The Mosaic Movement underscores the importance of making sure each of us does the right things the right way. Integrated Planning Cycles builds strategic thinking into HCC's DNA. Relationship Mapping takes down barriers across the institution, fostering the cooperation and collaboration that are the starting point for innovation and achievement. A Bias for Action ensures that things get done. Throughout, the overarching goal remains to continue building an HCC with the capacity needed to serve Houston, the "City of America's Future."

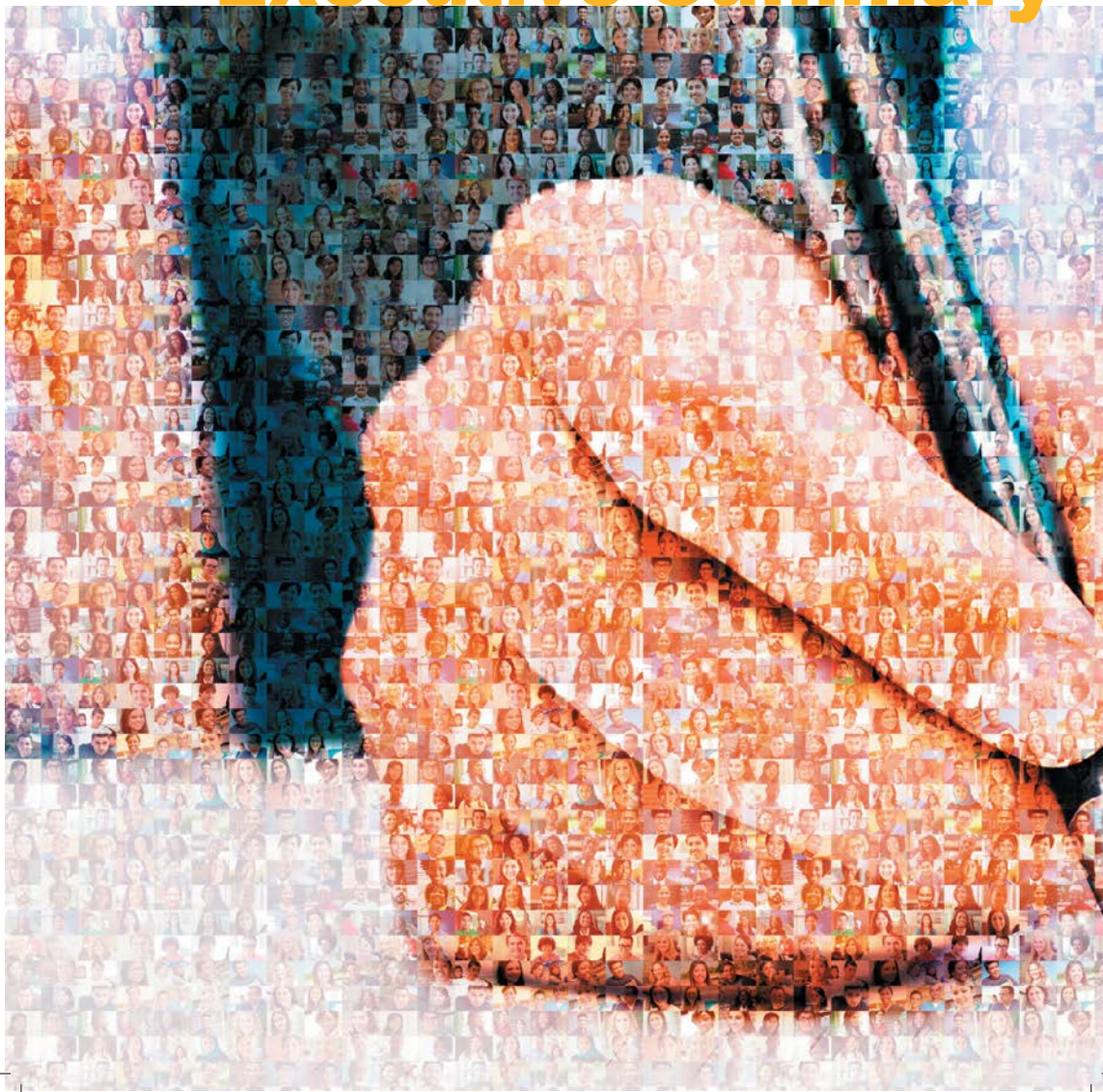
As you read through this Comprehensive Strategy, I hope you will come to share my commitment to this unique approach to creating a strategic HCC. As with any strategy, however, it is the quality of the people behind it that determines whether real progress gets made. I invite you to be one of those people, to join us on this journey, and to make your contribution to our collective success.

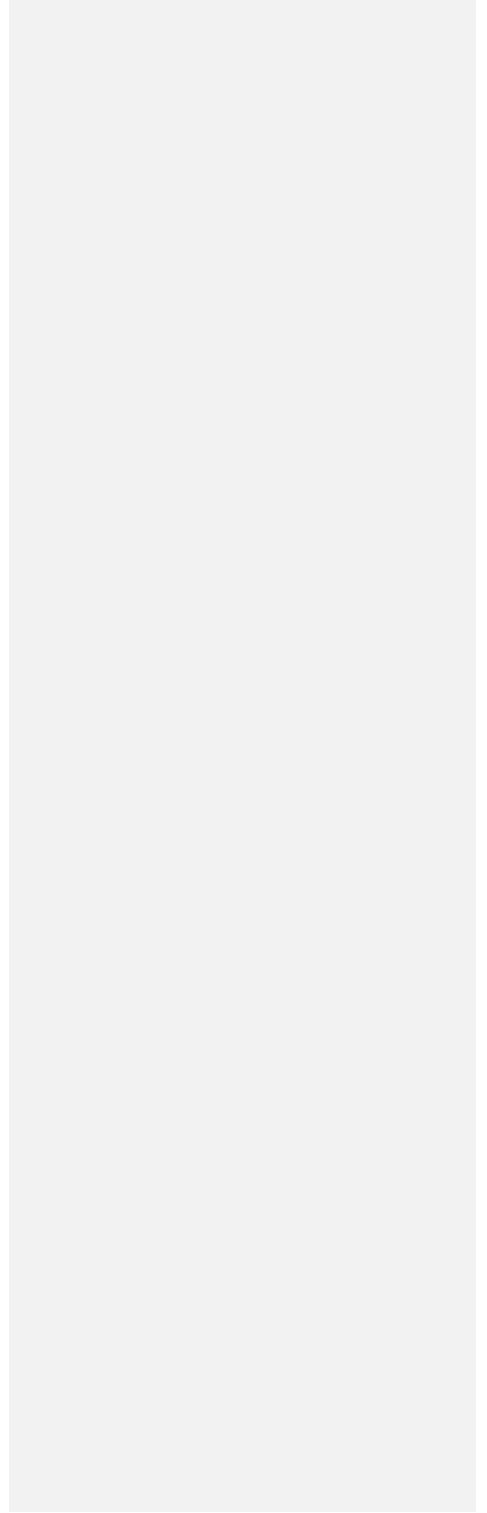


Cesar Maldonado, PH.D., P.E.
Chancellor

Section B:

Executive Summary





B.1 The Comprehensive Strategy

In 2020, HCC celebrated its fiftieth anniversary, a milestone of the College's five decades of accomplishments and contributions to its students and the community. This Comprehensive Strategy builds on those accomplishments and contributions so that, when the College marks its sixtieth anniversary in 2030, it will be even more efficient, interconnected, responsive, aligned, and innovative, educating even more students and producing even more successful graduates – further enhancing the critical value of its contribution to the community.

The Comprehensive Strategy will achieve HCC's 2030 vision by:

- Maintaining a clear and continuing commitment to HCC's Mission
- Fulfilling HCC's Mission and Vision through unswerving commitment to its values
- Concentrating on the strategic priorities of Student Success, Personalized Learning, Academic Rigor, Community Investment, and College of Choice
- Acting on those strategic priorities using the tools of Personas, Organizational Strategic Competencies, the HCC Way/Mosaic & Me, Integrated Planning Cycles, and Relationship Mapping
- Attending to the Key Performance Indicators
- Reaffirming HCC's commitment to the transformational progress that has been made over the last five years
- Building on the foundation of what has been learned through practical experience
- Supporting a Bias for Action reinforced through clear expectations for individual and organizational behaviors

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The Comprehensive Strategy's logo illustrates the combination of discrete elements that generate a result which no one single part can achieve on its own. The foundational concept is straightforward: the more interplay, cooperation, and collaboration generated among otherwise freestanding components, the greater the areas where progress, innovation, and transformation take place. The core notion of the Comprehensive Strategy is that the complexity of HCC should be seen as evidence of the great number of assets, represented by the independent circles, that the College commands. These assets denote a substantial opportunity; when these assets – these circles – are effectively marshalled through an understanding of how they can work together most productively, they can be deployed to maximum effect. The Comprehensive Strategy takes an approach that brings assets together to cultivate clarity, creating the foundation for sustained progress, innovation, and transformation. Whether it is strategic priorities, organizational goals, or organizational strategic competencies, the Comprehensive Strategy addresses complexity head-on by forming links and collaborations among different elements to constitute a more productive whole. The success of this effort is tracked through Key Performance Indicators aimed to assess the productive, creative, and transformational performance of the institution as a whole. The Comprehensive Strategy's logo encapsulates this: the more the circles overlap, interact, support each other, cooperate, and collaborate – whether the circles are strategic priorities, organizational strategic priorities, or particular programs that call for involvement and support from across the College – the greater the likelihood of real, innovative, and lasting progress.



B.1 The Comprehensive Strategy

Introduction: A Comprehensive Strategy

This Comprehensive Strategy for Houston Community College marks a significant departure from a more traditional strategic plan.

Most strategic plans follow a standard template. Typical strategic plans have a designated life span; they are intended to conclude and be replaced by a new strategic plan after a fixed time period. This Comprehensive Strategy creates an ongoing, integrated coordination of mission, vision, values, competencies, and execution designed to achieve an ever-evolving set of strategic priorities.

The goal is simple: to accelerate the transformation of HCC into an organization that thinks and acts strategically every day in all of its work. The decisive adoption of a Comprehensive Strategy is driven by the fact that the community HCC serves is different and underscored by the rapid pivots necessitated by the COVID-19 pandemic. Houston has been rightly described as the “City of America’s Future.” It is diverse and international, embodies the energy and dynamism of entrepreneurial capitalism, is a magnet for the young from all over the world, is an employer in a vast and diversified array of industries that increasingly rely on an educated workforce, and is home to a community that has transformed radically over the last fifty years and is likely to transform radically yet again. No strategic plan based on a traditional model can serve that city. This Comprehensive Strategy will.

HCC’s Strategic Planning Process

HCC’s Comprehensive Strategy grew out of a multi-year inclusive collaborative process which brought together the thinking and analysis of trustees, senior administrators, faculty, staff, students, alumni, and a wide range of representatives from across the Greater Houston community. Additional perspectives, analyses, and ideas were brought to bear through a process of benchmarking against other community colleges across the United States. The strategic planning process was guided by the Chancellor, the HCC Strategy, Planning, and Institutional Effectiveness Office, and senior college leaders, with the support of Berkeley Research Group, LLC (an internationally recognized consulting firm with deep experience and strong presence in higher education). The final product marks a significant departure from the traditional strategic plan. Over time, the goal changed from creating a strategic plan for HCC to shaping HCC into a strategic organization, one where strategy is found in the decisions and actions it makes every day. The intention: a College that is strategic in each of its actions, nimbly responding to the challenges of a complex environment, seizing opportunities, and acting in ways that are truly transformational.

HCC Today

Through the course of the discovery process, HCC not only engaged with individuals, organizations, and communities across Greater Houston but also sought to better understand, in the most concrete

8.1 The Comprehensive Strategy

terms possible, its contribution to the economic vitality of the region. Equally important, HCC sought answers to how it could amplify its contributions in the future. This required the College to learn as much as it could about one of the most diverse, economically dynamic, and socially complex regional communities in the nation.

Today, the HCC service area includes the Houston Independent School District, the Katy, Spring Branch, and Alief Independent School Districts, the Stafford Municipal District, and the Fort Bend portion of Missouri City. With eighteen locations across the Houston region, fourteen Centers of Excellence, and more than 100 programs of study, HCC currently brings academics and skills development to area residents. The COVID-19 pandemic, which began during the construction of this plan, forever changed the way that HCC connects to and educates the Gulf Coast community. From the inception of the H-Force collaborative to leverage Houston Community College's resources to supply personal protective equipment to rapid pivots that allowed students to continue their education and find jobs, the vital connection of HCC to the communities it serves remains steadfast. HCC rapidly evolved to online models to meet student needs, and the recurring waves of the pandemic required swift collaboration and design that changed the way work is done at HCC.

Pushing the boundaries of the traditional educational model, HCC is engaging with the changing times, creating an ecosystem where student aspirations align with solutions and create long

lasting impacts. The twenty-first century presents HCC with great opportunities, but it also challenges the institution to connect with students where they learn and to adjust to their needs. HCC has committed itself to delivering the ultimate student experience by meeting students where they are, creating the intersection of innovation and education where meaningful change happens. HCC is charting a path that combines creativity, entrepreneurship, groundbreaking technology, and community partnerships to build on its enduring strengths while building something new that matches the challenges of a rapidly changing workplace and world. This Comprehensive Strategy provides the framework to coordinate current major initiatives, to sustain HCC's economic impact on the Greater Houston Area, and to meet the increasing demand for a diverse workforce.

HCC's Future

This Comprehensive Strategy serves as the foundation for building an organization ready for anything, designed to last, and prepared to embrace a future of specific accomplishments. Those accomplishments will be as wide-ranging as organizational restructuring, furthering the role of the Centers of Excellence, pursuing the Ultimate Student Experience, and enhancing teaching and instruction. The Comprehensive Strategy will also drive decision-making about considerably broader issues, such as sustaining lifelong learning, which gives HCC students the ability to constantly refresh and update

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B.1 The Comprehensive Strategy

their workplace competencies and capabilities. HCC's strategic priorities will measure how effectively it achieves these important goals.

The Comprehensive Strategy

HCC's Comprehensive Strategy comprises many parts which nest within each other to form a cohesive, coherent whole. They include a clear sense of direction, specific strategies, and distinct operational elements designed for achievement. Embracing Houston's Future serves as a manual for how to operate HCC as an institution that thinks and works strategically. Those elements are:

Mission, Vision, and Values. While HCC's Mission has not changed since originally formulated in 2007, the world around the College has. So, while the Mission remains the same, the Vision has been rethought to reflect the shifts taking place and how best to respond. Likewise, practical experience with the HCC Way – the College's expression of its Values and what it holds dear in its working environment – has led to modifications such as The Mosaic Movement, which seeks to better express and achieve the culture HCC believes essential to its Mission.

Strategic Priorities. Aside from clearly stated Mission, Vision, and Values, a successful organization requires strategic priorities that are exact and quantifiable. While too few priorities allow an organization to stagnate, too many priorities scatter the focus of the organization. In trying to do too many things, the organization wastes its finite resources and is likely to fall short. HCC has chosen to focus on five strategic

priorities: Student Success, ~~Personalized Learning~~, Academic Rigor, Community Investment, and College of Choice.

Strategic Goals, Targets, Benchmarks, Measurement, and Evaluation. Effective strategic priorities must be specific and quantifiable. Progress toward them must be measured. The act of measurement focuses the organization's attention and energies; regular assessment enhances accountability and provides the basis for improvement – the knowledge of what works well, and why, and what does not, and why not. HCC has committed to measurement as necessary to achieve its goals. Equally important, this represents an acceptance of accountability – to itself and to those it serves.

Organizational Capacity. A clearly stated Mission, a refined Vision, articulated and well-observed Values, strategic priorities, goals, targets, benchmarks, and Key Performance Indicators and measures still require that an organization has the capacity to act on them. A unique aspect of this Comprehensive Strategy is its focus on five organizational elements designed to build that organizational capacity:

- **Personas.** Typically, schools understand their students through traditional categorizations; they see their students as part of a particular race, ethnicity, economic class, or other standard classification. HCC, on the other hand, has chosen to understand the stories of its students by developing common models based on those stories. Through these models, the College can better serve students thanks to a deeper understanding of who they are now, who

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B.1 The Comprehensive Strategy

they aspire to be, what they hope to do in the future, and the role that HCC can play in helping them navigate their path. Personas allow faculty, staff, and institutional leaders to empathize with students and the contexts of their lives, assisting in the development of policies and practices that are tailored to the needs of our students. Personas facilitate a student-centered perspective that allows HCC to provide all students what they need exactly when they need it.

- **Organizational Strategic Competencies.** HCC will build the capacity to be an organization that works strategically by becoming stronger in five key areas of organizational strategic competency: student-centeredness, communal responsiveness, collaborative design, entrepreneurial capacity, and technological mindfulness. Discussions of these competencies found later in this document makes clear that HCC defines them with precision and infuses them with specific expectations.
- **Integrated Planning Cycles.** Thanks to organizational transformation, the evolution of the HCC Way, and the Shared Services initiative, HCC has already been removing barriers across the organization and replacing them with policies and practices that foster cooperation and collaboration. This next stage in effective planning makes sure that all of the College's many planning cycles fit seamlessly together, reinforce

each other, and lead to strategically consistent outcomes across all levels of the College.

- **Relationship Mapping.** Every institution has an organizational chart; however, actual experience suggests that no chart based on carefully detailed hierarchies reflects the lived work experiences. Relationship mapping—the act of capturing how different parts of a complex organization actually relate to each other—yields doubly beneficial results: it offers HCC a much more complex portrait of how the institution functions and, at the same time, equips the College to better serve its strategic purposes thanks to a deeper understanding of the College's complexity.
- **Bias for Action.** Finally, a clear Mission, thoughtful Vision, articulated Values, strategic priorities, and the capacity to pursue them require the organization to commit to execution, to getting things done. HCC intends to draw on its organizational strategic competencies to pursue the College's five strategic priorities and get things done. HCC will support this bias for action in two ways:
 - Organization Design. First, HCC will organize itself to get things done. This effort began in February 2017 with the reestablishment of the Strategy, Planning, and Institutional Effectiveness Division under the leadership of a new Vice Chancellor. This Division is responsible for providing system-wide leadership supporting

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B.1 The Comprehensive Strategy

operational planning, innovation, growth, and transformation to ensure organizational effectiveness.

- **Results-Focused Management.** Results require actions and deliberate behaviors on the part of individuals. To ensure that HCC's comprehensive strategic vision becomes lived reality, the College has incorporated an approach to incentivize faculty and staff to

engage in the behaviors that will generate the results which realize HCC's vision and fulfill its mission.

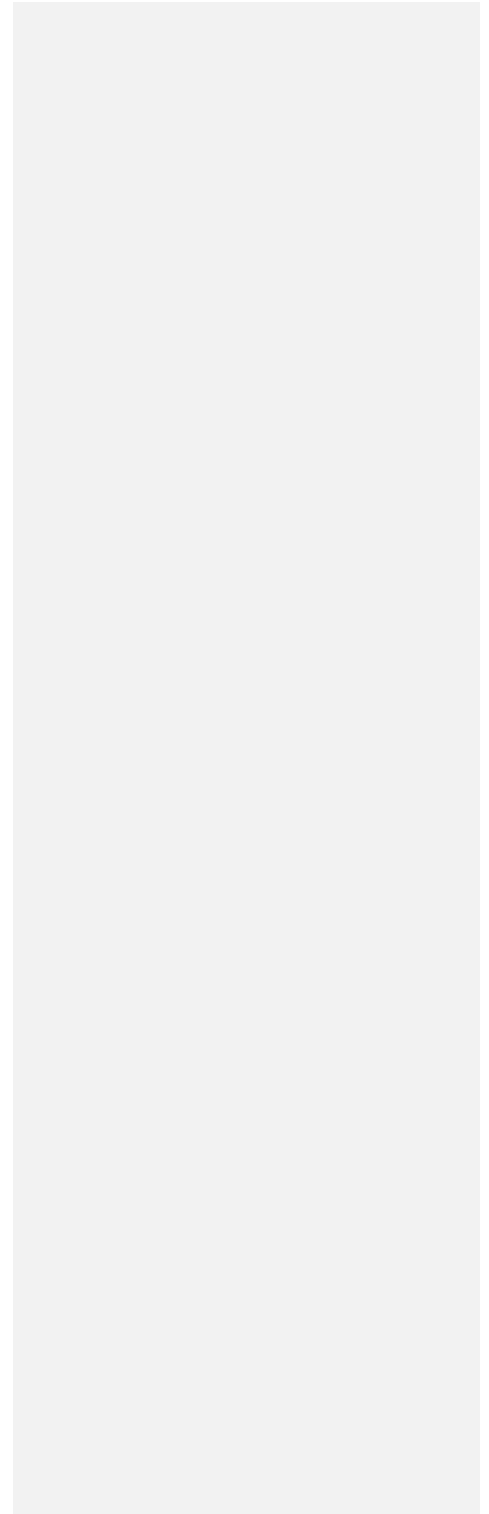
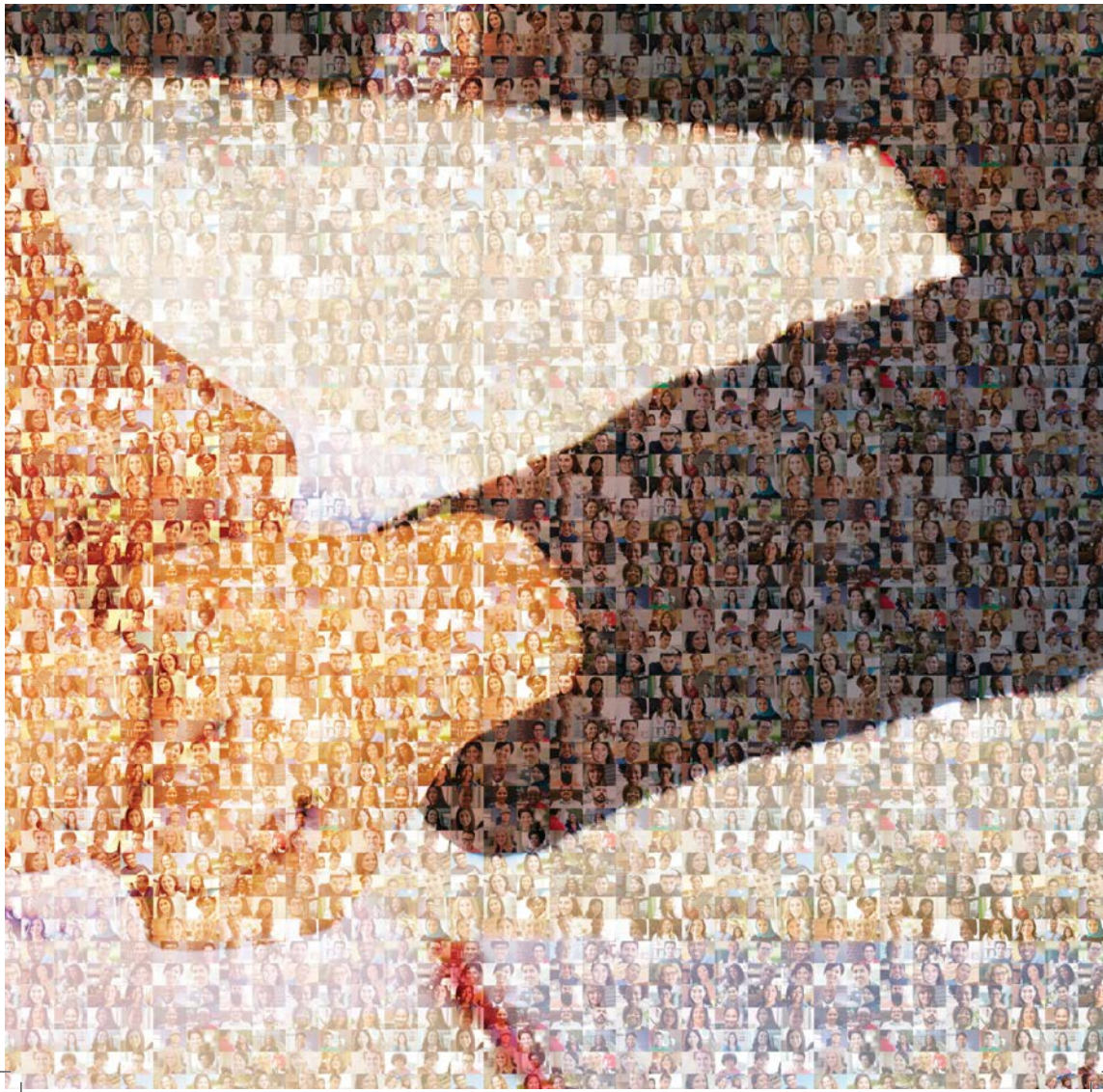
The culture of an organization is the sum of the individual behaviors found there. HCC will put in place a program of results-focused management and will foster the culture necessary for it to be the institution our community needs.



Section C:

Mission, Vision, and Values





About the HCC Mission, Vision, and Values

Established for more than a decade, the Mission of HCC remains the same. While the Mission remains the same, the Greater Houston community HCC serves has become more diverse than ever before — indeed, more diverse than anywhere else in the United States. The world of work has become trickier to traverse; the notion of lifetime employment with an employer who returns that loyalty and commitment has given way increasingly to serial employment and placed long term economic security more on the individual than the employer. At the same time, younger generations are less attached to a lifetime with one employer, and they seek a different work-life balance. Consequently, people must acquire knowledge and training over their lives, not as a one-time experience. Thanks to these and other emerging realities, the Mission of HCC may not have changed, but the methods required to fulfill that Mission most certainly have. As HCC has grown in its understanding of its Mission in the community it serves, its Vision has likewise deepened and broadened. Given the competition for the attention and commitment of potential students, the imperative to provide the highest quality education is greater than ever. Advances in methods of teaching and learning — including the ever-increasing use of technology — require a mindset prone to innovation. Perhaps most important, HCC has gained an even stronger role in the community.

The College must not only respond to the needs of that community; it must also take on a leadership role in driving the change that will ensure an educated, productive, and fulfilled workforce that supports the vibrant economy that will guarantee the future of the Greater Houston region. All of this is reflected in a Vision revised to meet the times.

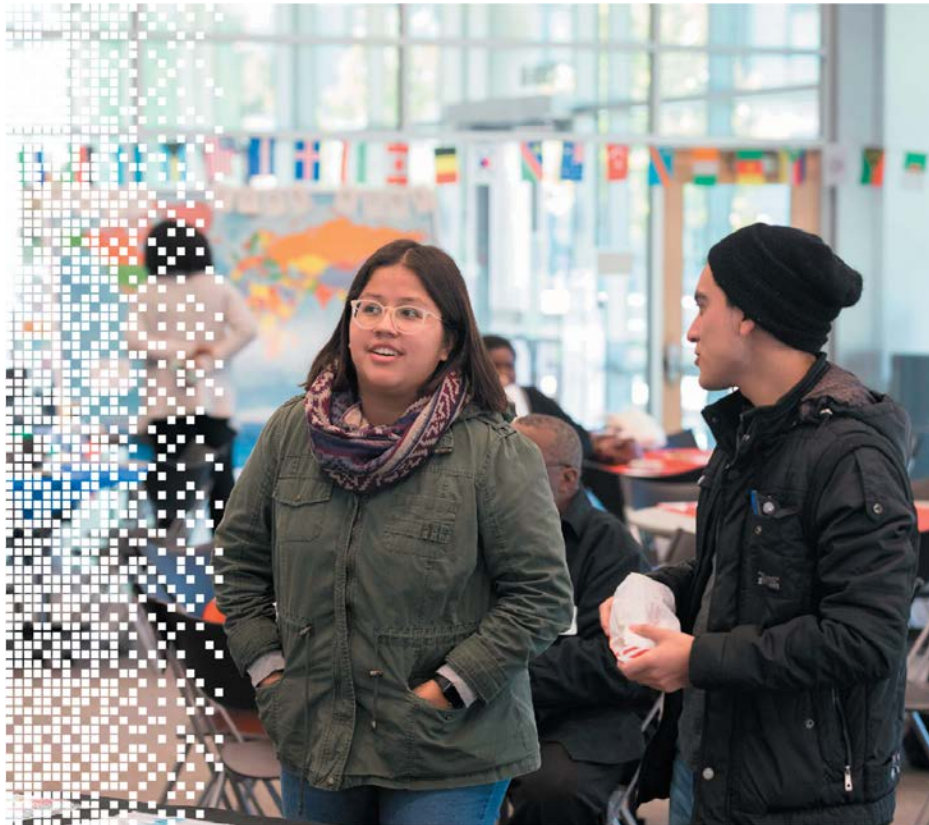
Finally, while HCC still holds fast to the Values that inform every aspect of its work, the College continues to learn from practical experience all that living those Values entails. This has allowed HCC to capture the contours of those Values and more precisely express them even more clearly — a step critical to promote common understanding of what is expected from employees and what can be expected from HCC by students, stakeholders, and the community at large. As the Values state, going forward, HCC will be more committed than ever to collaboration, whether internally or with the world outside. The Values underscore HCC's devotion to service and belief in empowerment of individuals as essential to the success of the institution. The College's passion to learn and commitment to drive innovation speak to HCC's recognition that, in the modern world, learning is no longer a single moment in one's life but a perpetual practice, and that the many ways people learn, numerous and varied as they may be now, must become even more creative in the future. Together, all of these values constitute what HCC expects of its faculty and staff as essential to realizing its Vision and fulfilling its Mission. HCC Values have been refined, and at their heart they have not changed; they have instead been enhanced so that HCC may better respond to a changing world, seize the opportunities presented, transform both the institution and the community it serves.

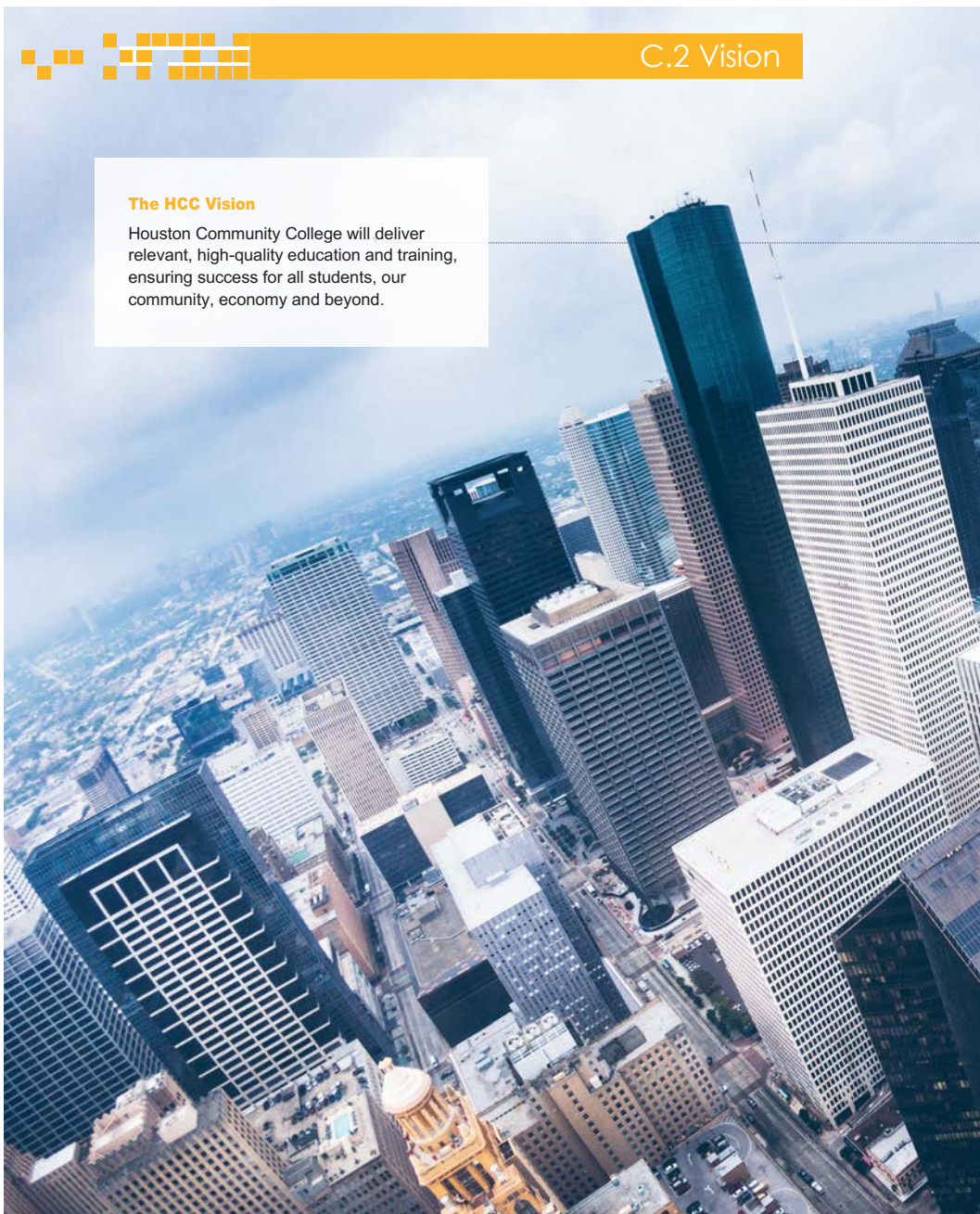


C.1 Mission

The HCC Mission

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.





C.2 Vision

The HCC Vision

Houston Community College will deliver relevant, high-quality education and training, ensuring success for all students, our community, economy and beyond.

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C.3 Values

HCC Shared Values

Commitment to Collaborate. HCC works best when faculty and staff collaborate with each other, students, community, and all whom the College serves. The open sharing of resources, ideas, skills, and knowledge from diverse perspectives working towards common goals and solutions help to generate synergy to achieve HCC's goals. Those who work at HCC value differences in each other, recognizing those distinctions as assets that when brought together create better outcomes.

Devotion to Service. HCC faculty and staff subscribe to an unwavering commitment to serve students and community. Their willingness to adopt a "serve others first" mentality and approach to their work enables them to live up to and surpass the expectations of their constituents and each other. By putting service first, HCC ensures the best experience for those who choose to be part of HCC and those who the College serves.

Empower to Trust. HCC encourages and actively empowers trust individually and collectively as faculty and staff work to serve students, community, and each other. Empowering themselves and others to trust each other's motives, work, and integrity, they are able to encourage and

sustain an environment where students can most effectively learn, faculty can teach, and employees can thrive.

Passion to Learn. HCC as an institution believes in life-long learning, where faculty and staff are committed to the continuous pursuit of learning in all that they do. There is an inherent passion for teaching and connecting ideas, lessons, and concepts with other classrooms, colleges, and offices. HCC faculty and staff embrace and promote the never-ending pursuit of learning and bettering of themselves, their colleagues, and those they serve.

Drive to Innovate. HCC actively encourages intentional innovation and purposeful evolution to anticipate the changing needs of students, their current and future employers, and the Greater Houston community. In such an environment, innovation becomes an internalized way of thinking and affecting change. HCC faculty and staff commit themselves to understanding the here and now as well as the nascent trends that they must address. They also understand and accept that innovation does not always succeed; a willingness to embrace the new must be balanced with a prudent assessment of risk and reward.



C.4 Mosaic

Mosaic

Mosaic is the culmination of decades of work HCC has done to codify and align the things that matter most – the values, competencies, and behaviors that fuel the efforts to achieve the strategic goals and fulfill the Mission of the College. The Mosaic Movement realizes how all of the parts of the College – the foundational pieces – and all of its activities interconnect and work in unison. Mosaic & Me is the “cultural mortar” or glue that holds everything together; it combines the guiding principles of HCC’s shared values with the individual habits and behavioral expectations of individual employees, building on the foundation laid by the HCC Way.

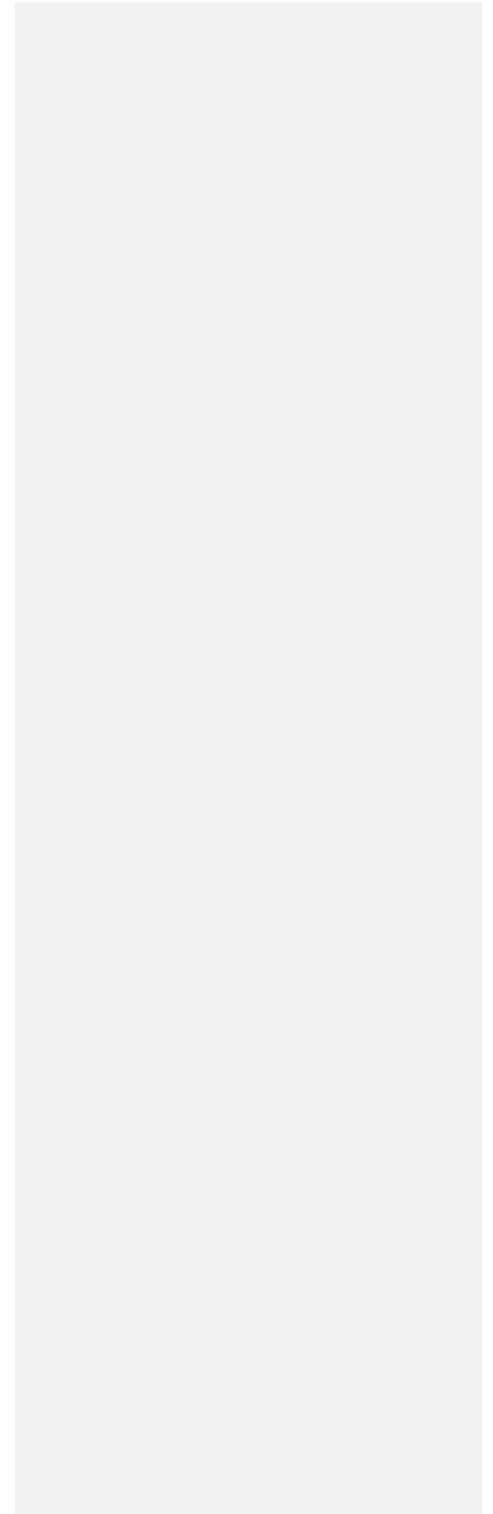
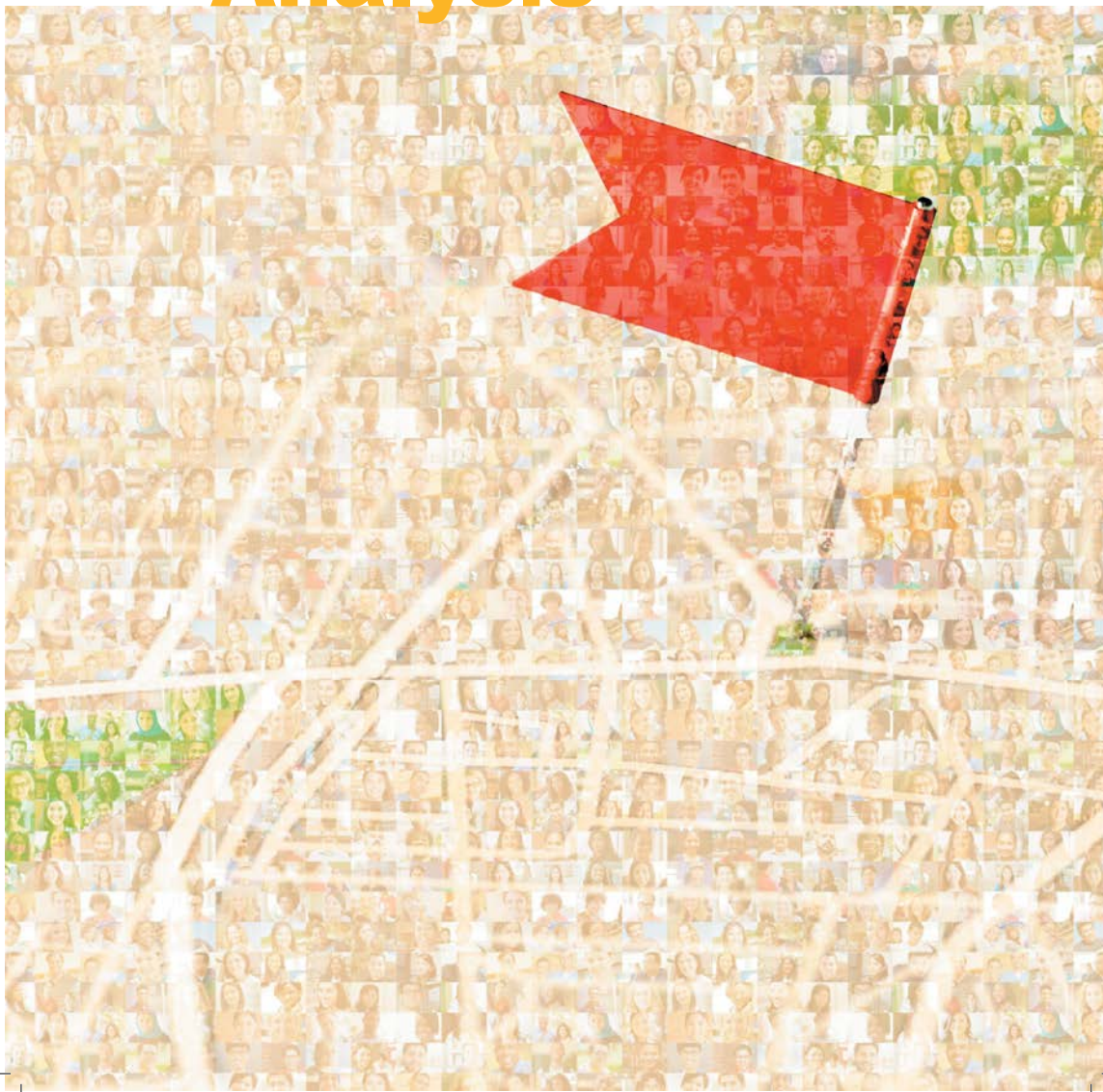


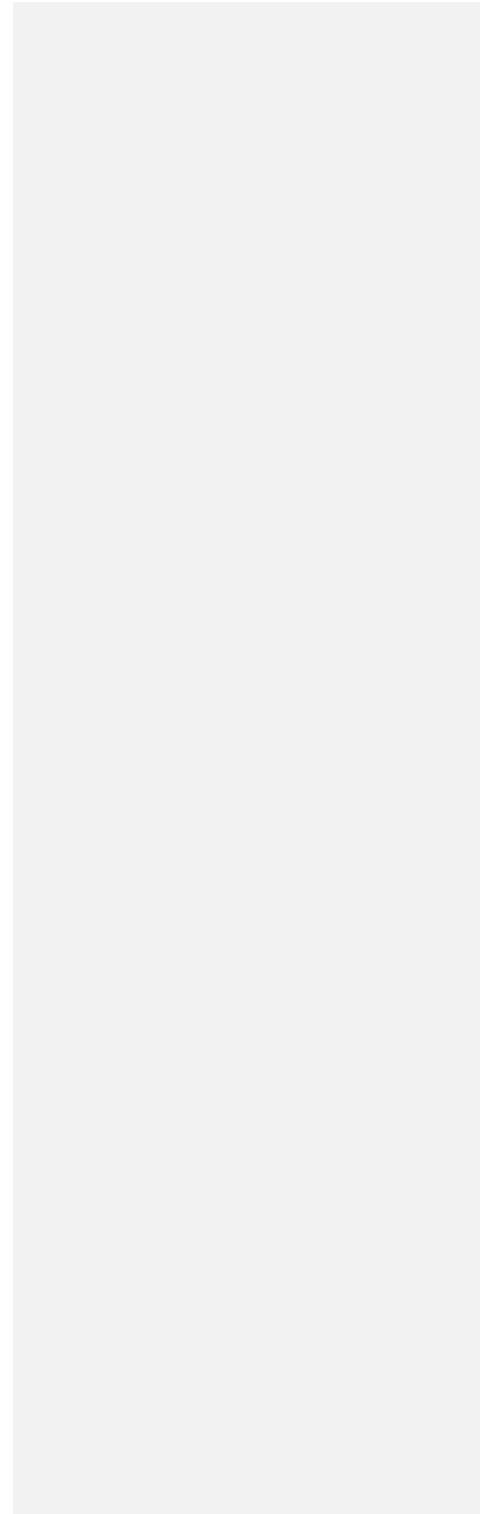
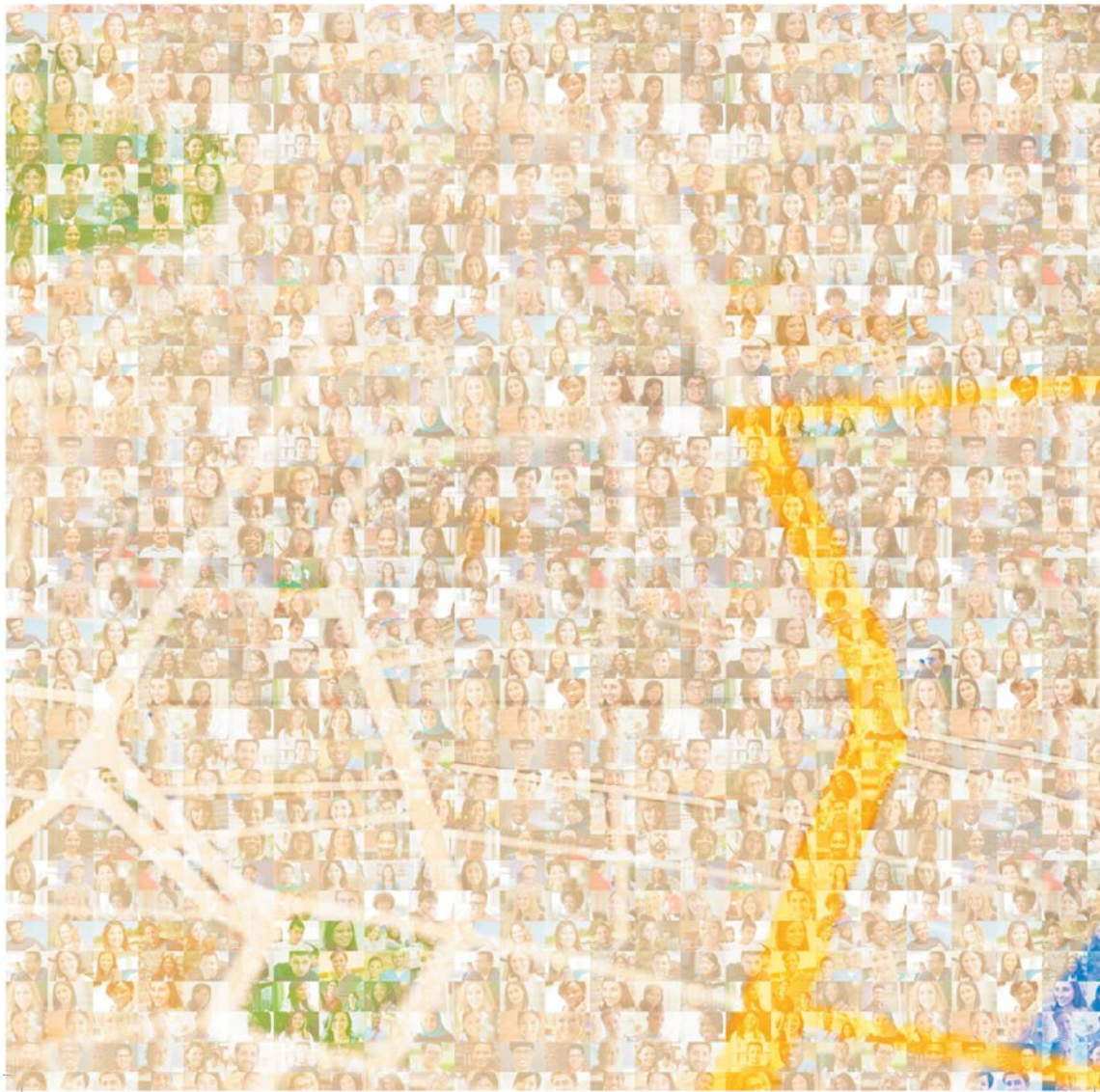


2022 STRATEGIC PLAN

Section D:

Current State Analysis





D.1 HCC Today

Houston Community College was created in 1971 by referendum vote. Originally established under the governance of the Houston Independent School District, it was made independent in 1989 and given its own elected Board of Trustees. In 1992, HCC was restructured into a multi-college system.

Today, the HCC service area includes the Houston Independent School District, the Katy, Spring Branch, and Alief Independent School Districts, the Stafford Municipal District, and the Fort Bend portion of Missouri City. With nineteen locations across the Houston region, fourteen Centers of Excellence, and more than 100 programs of study, HCC is bringing academics and skills development to area residents.

Partnering with industry leaders, HCC provides best practices training and workforce preparedness. Joining forces with local and state universities, the College gives its students pathways to high-quality, affordable education. To ensure student success, HCC also offers students one-on-one advising to help them achieve their goals. These efforts have met with significant success. Graduation rates are up. Costs and excess credit hours are down. HCC is supplying a steady stream of accredited graduates to industries across Greater Houston.

HCC seeks to serve students most effectively by meeting them where they are, drawing on the leverage created when innovation and education intersect. Charting a path that combines creativity, entrepreneurship, groundbreaking technology, and community partnerships, the College is working to deliver the ultimate student experience.

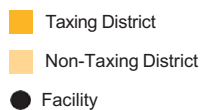
HCC's commitment to disrupting education through innovation also includes exclusive, forward-thinking partnerships with Apple, Sony, Audi, and the Challenger Learning Center, through which students are learning 3D printing, robotics, and coding for apps in the iOS platform, as well as working on space architecture for NASA's Mars Project.

To address the business community's need for more skilled workers, HCC continues to develop innovative programs that align with industry needs. The RigOne simulation lab trains roustabouts to work on oil rigs. The truck driving program trains students with both state-of-the-art truck simulators and actual trucks, resulting in drivers who are road-ready from day one on the job. A unique partnership with Trio Electric and the Spring Branch Independent School District provides electrician training through classroom experience and apprenticeships while students are still in high school. Coleman College, in the heart of the Texas Medical Center, provides students with hands-on experience with medical equipment, technology, and tools in a simulated hospital setting and in clinical rotations in world-class facilities.

These innovations and many others are central to HCC's goal of meeting the diverse needs of its students, as well as the multiple and complex workplace demands of Greater Houston. Whatever the particular program, the goals remain the same: to meet students where they are and give them the education they need today, while looking forward through a process of continuous improvement to anticipate and prepare what those needs will be tomorrow.

D.1.1 Current System Map

HCC College Service Area Map 2022



Source: Tiger Reference Files, Census Bureau, 2010; GIS MapInfo v12.0.3, 2013; OIR Mapping files of Executive Team approved HCC Service Area and College Boundaries, Sept. 13, 2013.



D.1 HCC Today

D.1.2 HCC's Organizing Academic Model: Centers of Excellence

An integral element of HCC's transformation journey was a transition toward a model focused on education, innovation, and improving student outcomes. In pursuit of this outcome, the College migrated away from "Centers of Delivery" to the concept of Centers of Excellence.

Previously, HCC had been structured as one entity that operated as six separate colleges. The Center of Excellence model strengthens workforce preparation by connecting technical programs, unifying institution-wide efforts in workforce development, and providing better, more complete support for students.

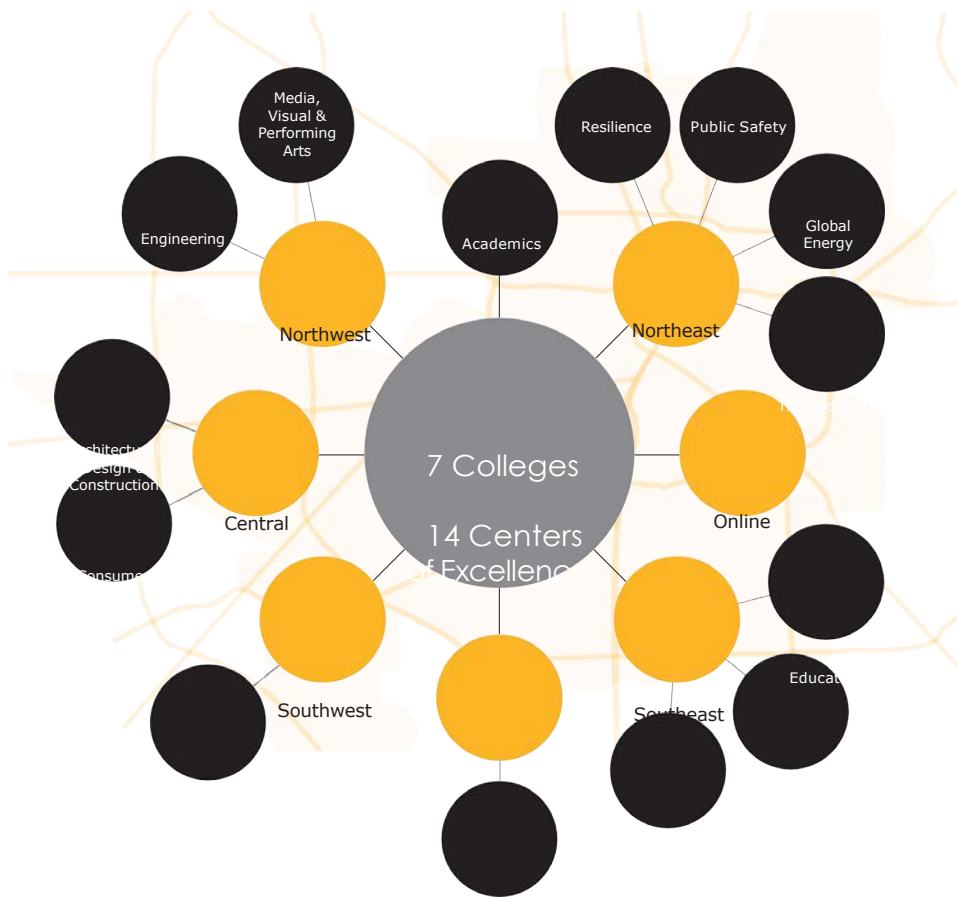
At the heart of HCC's system of Centers of Excellence is a laser-sharp focus on academics and on rigor. Centers of Excellence enable HCC to be more efficient in scheduling course sections, increasing course availability in response to student demand, enhancing collaboration regarding faculty development across the service area, and placing more emphasis on creating the ultimate student experience.

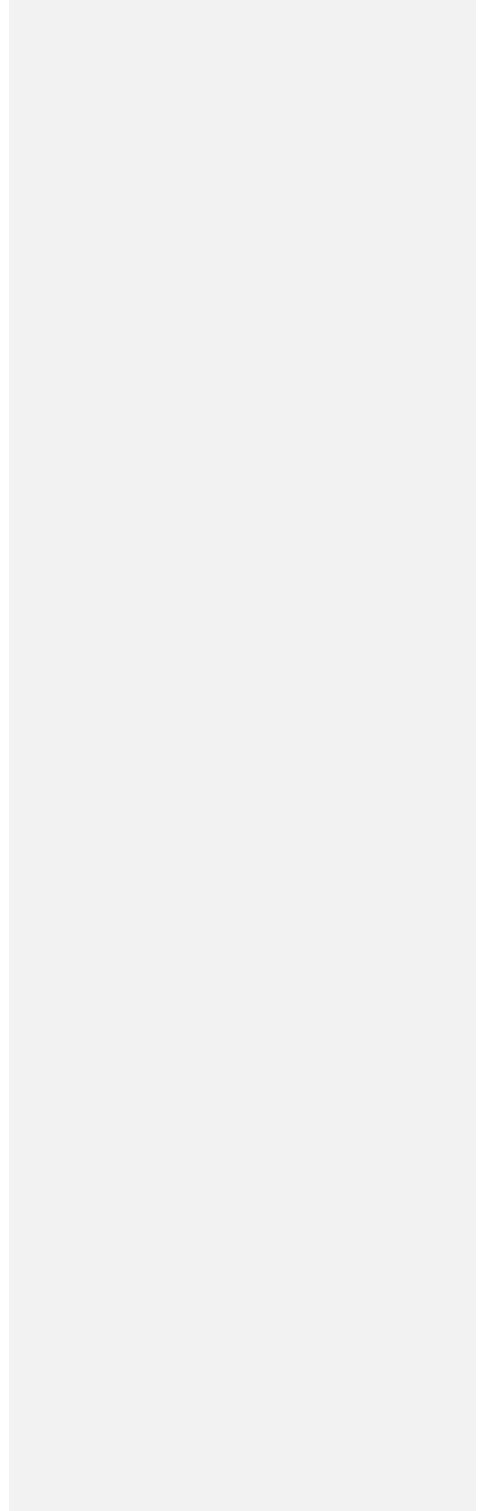
The locations of the Centers were determined based on establishing effective partnerships with industry leaders and developing the most productive learning environment for students. The Centers of Excellence

are distributed strategically in corridors where the industry in question is strong and where the College can best leverage a concentration of assets: human capital, facilities, and equipment. While introductory classes are offered in more than one location, the higher-level requirements require a student to be at the location that offers them the best education in their field of interest. Online offerings and other technological advances support this model and make it easier for students to access the very best education available in these fields.

Today HCC's Centers of Excellence leverage the expertise, resources, and faculty of the College allowing students to craft pathways to their futures. HCC's Coleman College for Health Science exemplifies the benefits to students of the Centers of Excellence strategy. Coleman students are clustered with peers all of whom are interested in the same industry and area of study. Coleman College is located in the Texas Medical Center, the largest life sciences destination in the world. These students learn together, go into the workforce together, and even operate together. They are educated as much through these daily interactions with medical professionals and with each other as they are by their classroom experience.

What follows is a complete catalog of HCC's fourteen Centers of Excellence and their locations. Equally important, the accreditations for each Center are listed; illustrating the faculty's commitment to rigor.

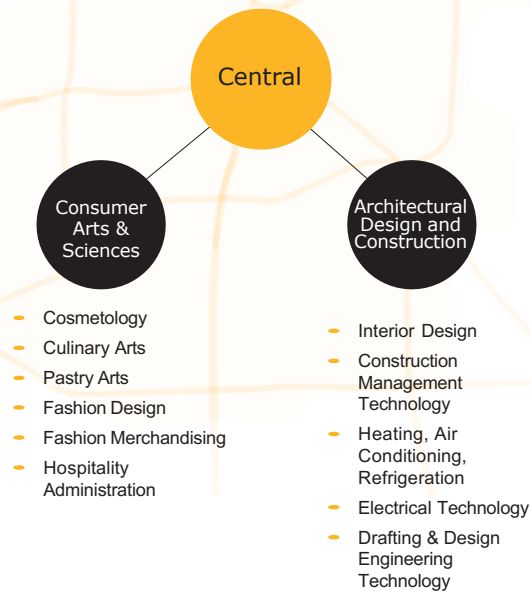






ACCREDITATIONS

- NABCP North American Board of Certified Energy Practitioners
- TDLR Texas Department of Licensing and Regulation (Cosmetology)
- C.I.D. Certified Interior Decorators International
- ACPHA Accreditation Commission for Programs in Hospitality Administration
- NASAD The National Association of Schools of Art and Design
- NCCER National Center for Construction and Education Research
- NKBA National Kitchen and Bath Association
- ACF American Culinary Federation Education Foundation Accrediting Commission





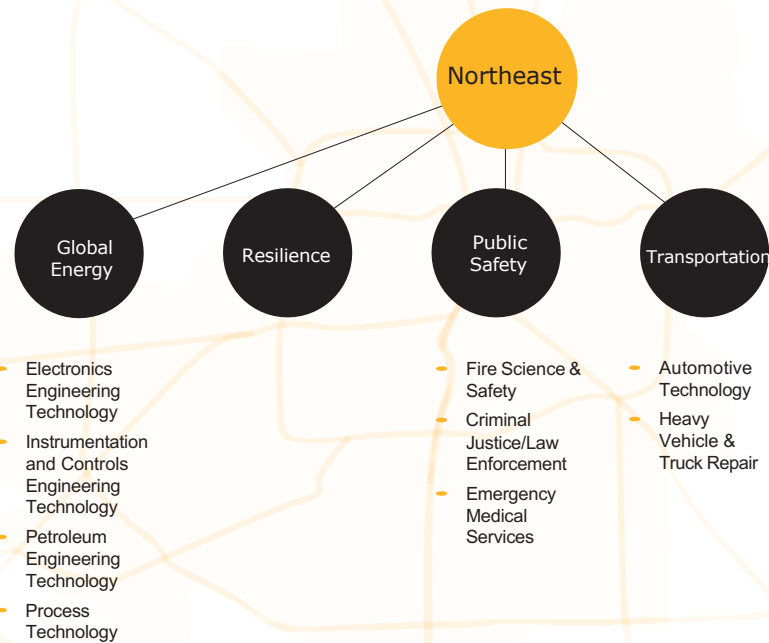
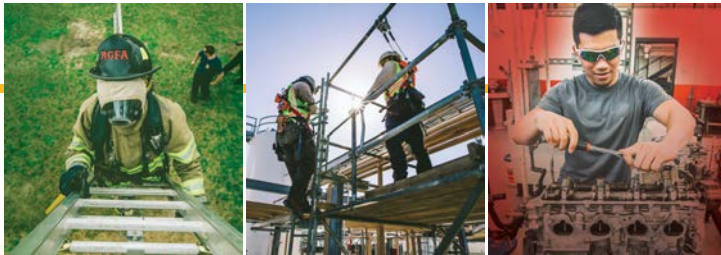
ACCREDITATIONS

- CODA Commission on Dental Accreditation of the American Dental Association
- CAAHEP/MAERB Commission on Accreditation of Allied Health Education Programs accredits programs upon the recommendation of the Medical Assisting Education Review Board
- CAAHEP/JRC-DMS Commission on Accreditation of Allied Health Education Programs accredits programs upon the recommendation of the Joint Review Committee on Educational Programs in Diagnostic Medical Sonography
- JRCNMT Joint Review Committee on Educational Programs in Nuclear Medicine Technology
- ASHP/ACPE American Society of Health-System Pharmacists and the Accreditation Council for Pharmacy Education
- CoARC Commission on Accreditation for Respiratory Care
- CAAHEP/ARC/STSA Commission on Accreditation of Allied Health Education Programs accredits programs upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting
- CAPTE Commission on Accreditation in Physical Therapy Education
- CAHIIM Commission on Accreditation for Health Informatics and Information Management Education
- NAACLS National Accrediting Agency for Clinical Laboratory Sciences
- TBON Texas Board of Nursing
- ACOTE The American Council for Occupational Therapy
- JRCERT Joint Review Committee on Education in Radiologic Technology

Coleman

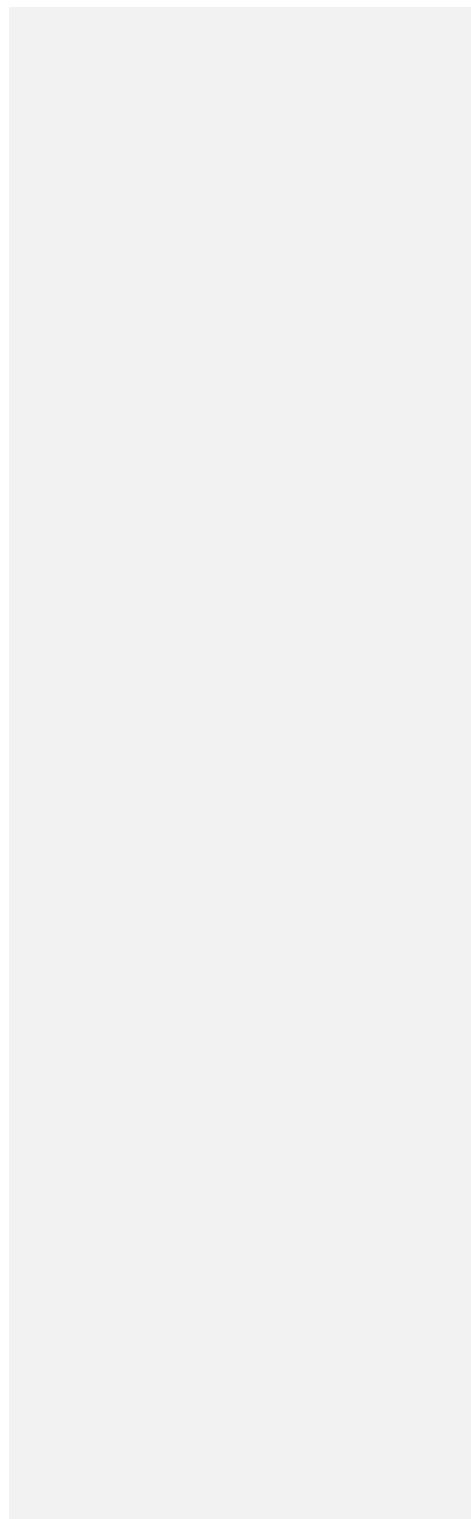
Health Sciences

- Dental Assisting
- Dental Hygiene
- Computed Tomography
- Diagnostic Medical Sonography
- Medical Biotechnology
- Health Information Technology
- Human Service Technology
- Histological Technician
- Licensed Vocational Nursing (LVN)
- Medical Assistant
- Medical Laboratory Technician
- Nuclear Medicine Technology
- Associate Degree Nursing
- Occupational Therapy Assistant
- Pharmacy Technician
- Physical Therapy Assistant
- Radiography
- Respiratory Therapy
- Surgical Technology
- Endoscopy Technician



ACCREDITATIONS

- NATEF National Automotive Technicians Education Foundation
- TCOLE Texas Commission on Law Enforcement
- TCFP Texas Commission on Fire Protection
- NAPTA North American Process Technology Alliance
- ETAC/ABET Engineering Technology Accreditation Commission / Accreditation Board for Engineering and Technology





Northwest

Engineering

Media,
Visual and
Performing
Arts

Engineering

- Audio Recording Technology
- Filmmaking
- Music Business
- Art
- Dance
- Drama
- Music

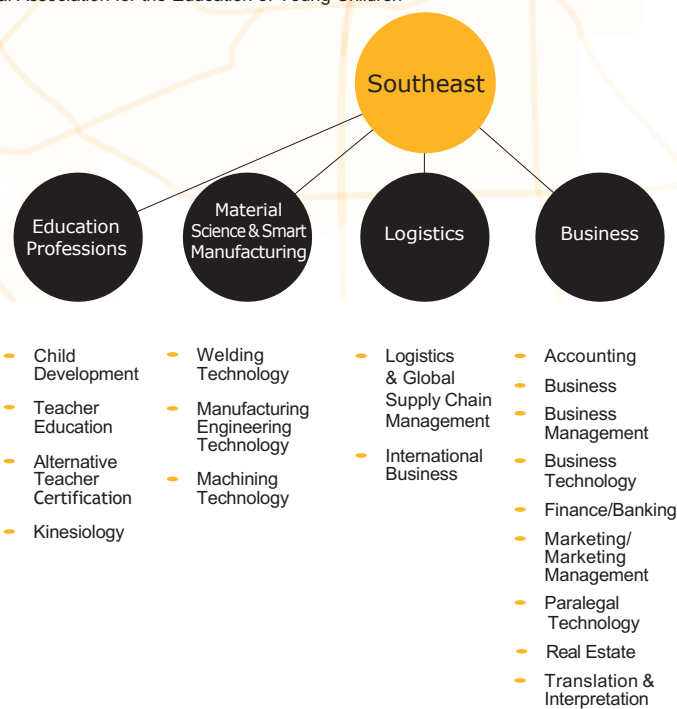
ACCREDITATIONS

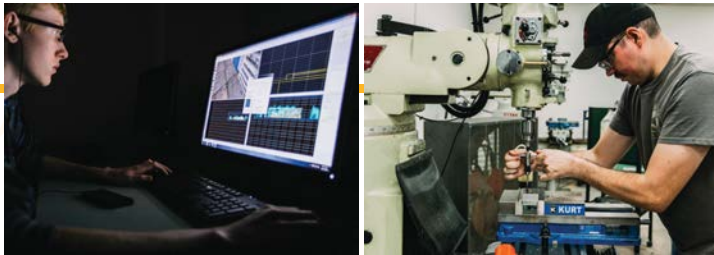
- NASAD The National Association of Schools of Art and Design



ACCREDITATIONS

- ACBSP Accreditation Council for Business Schools and Programs
- ABA American Bankers Association
- TREC Texas Real Estate Commission
- SBEC/TEA The State Board for Educator Certification and the Texas Education Agency
- NIMS The National Institute for Metalmaking Skills
- PMMI The Association for Packaging and Processing Technologies
- NCCER National Center for Construction Education and Research
- AWS American Welding Society
- NALA National Association of Legal Assistants (State Bar of Texas: Paralegal Division)
- NAEYC National Association for the Education of Young Children





ACCREDITATIONS

- NASAD The National Association of Schools of Art and Design
- NCAE-C The National Centers of Academic Excellence in Cybersecurity

Southwest

Digital &
Information
Technology

- Computer Systems, Networking
- Digital Gaming & Simulation
- Digital Communication
- Artificial Intelligence
- Computer Programming



D.1 HCC Today

D.1.3 Chancellor's Leadership Team

Leading HCC requires collaboration and creativity across the system. In 2018, the Chancellor's assemblies were consolidated into a single team to improve attention on performance and achieve institutional goals. This restructuring accomplished two critical objectives: it enabled the Chancellor's Council to focus on shared services and for college Presidents to give greater attention to delivery of HCC's value proposition to students. In this structure, the Presidents to report directly to the

Chancellor establishing a single assembly in shared leadership that focuses on strategic and cross-functional planning. The shared leadership model has proven to be effective in dealing with both challenges and new opportunities. This has enabled HCC to leverage the knowledge, skills, and abilities of its entire leadership team. The new structure connects the leadership team to activities that are critical to growth and operational excellence.



Chancellor's Executive Council

D.1.3 H
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2022 STRATEGIC PLAN

45

Deleted: Houston Community College Organization

<object>Houston Community College Board of Trustees

Dist. 1: Monica Flores Richart (Vice Chair) Dist. 2: Charlene Ward Johnson
Dist. 3: Dr. Adriana Tamez

Dist. 6: Dave Wilson

Dist. 9: Dr. Pretta VanDible Stallworth

<object>Chancellor

<object><object>Dr. Cesar Maldonado

President Online College

Dr. Margaret Ford Fisher

Executive Assistant

Abosedo Sosa

Dean Student Success

Brett Haduch

Manager, Advising

Column Break

President Faculty Senate David

White**

Executive Assistant

Xyomara Guerra

Administrative

Column Break

Vice Chancellor for Student Services

Dr. Shantay Gray

President United Student Council

Sahar El**

Executive Assistant

Lisa Torres

Office Manager

Column Break

President Central College

Dr. Muddassir Siddiqi

CoE Architecture Design & Construction CoE Consumer Arts & Sciences

President Coleman College Dr. Phillip Nicotera

CoE Health Sciences

Column Break

Chief Human Resources Officer Izzy Anderson

Director Board Services Sharon

Wright

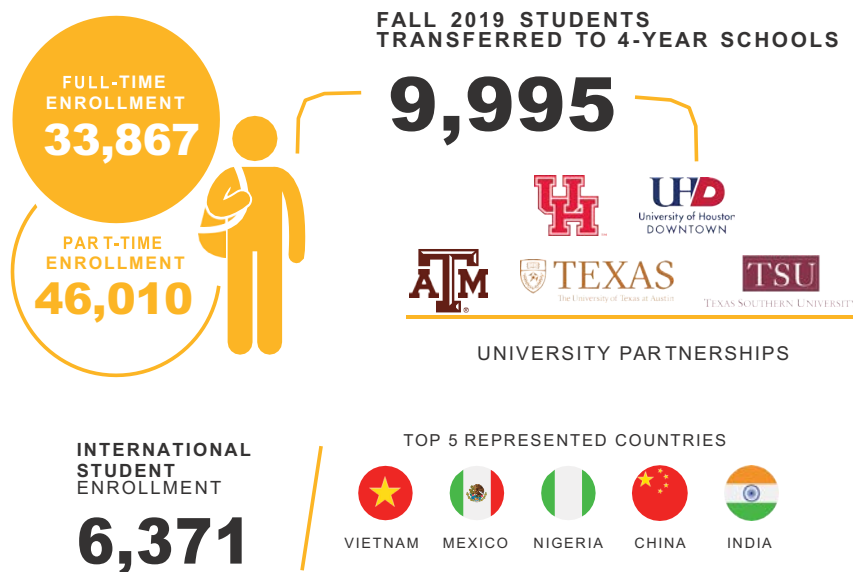
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D.1 HCC Today

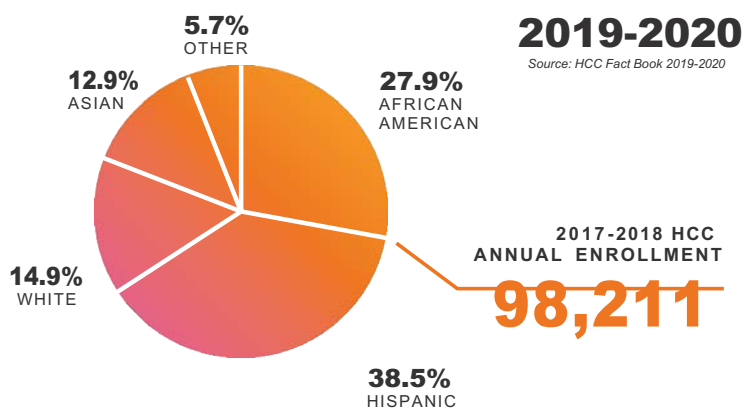
D.1.4 Enrollment by Student Demographic

Thanks to its location, population, and industry clusters, HCC is strategically well-positioned to enhance its presence as a national leader driving the change that will ensure an educated and fulfilled workforce supporting a vibrant economy in the nation's urban core. Situated within Houston, Texas, the nation's fourth largest and most diverse city, HCC's student body reflects that size and diversity.

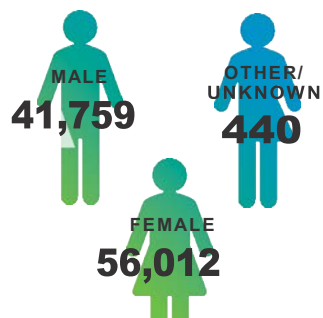
The COVID-19 pandemic, which began during the construction of this plan, forever changed the way that HCC connects to the Gulf Coast community. HCC demonstrated its vital connection to the communities it serves through programs like H-Force, a collaborative, which leveraged the resources of the College to supply personal protective equipment, and Jobs Now Houston, which connects displaced workers to living wage jobs. The rapid evolution of online models to meet student needs, as well as the recurring waves of the pandemic, required swift collaboration and design that changed the way work is done at HCC.



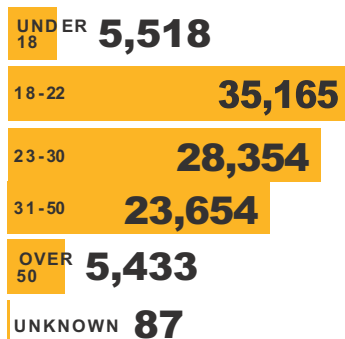
Pushing the boundaries of the traditional educational model, HCC is engaging with the changing times, creating an ecosystem where student aspirations align with solutions far more impactful than before. The twenty-first century presents HCC with great opportunities, but it also challenges the institution to connect with students where they learn and adjust to their needs. HCC has committed itself to delivering the ultimate student experience by meeting students where they are, creating the intersection of innovation and education where meaningful change happens. HCC is charting a path that combines creativity, entrepreneurship, groundbreaking technology, and community partnerships to build on its enduring strengths while building something new that matches the challenges of a rapidly changing workplace and world.



GENDER ALL STUDENTS



AGE GROUP



INSERT CURRENT ORGANIZATIONAL CHART

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D.1 HCC Today

D.1.5 Current Major Initiatives

Current Major Initiatives

To succeed, HCC must undertake a wide range of initiatives, from innovations in curriculum and student services to facilities planning and capital projects, as well as everything in between. Many of these initiatives fall into one of four broad categories:

Creating the Ultimate Student Experience. Knowing that the reason HCC exists is to serve the community by serving students, the College has focused significant resources on making the student experience the most positive one possible. Among these initiatives has been an enhanced focus on professional development, customer service, improved advising with increased staffing, training, and process alignment, improved educational pathways that ensure greater clarity for students and ease the transition to work or university, new offerings that include online, weekend, and honors college courses, apprenticeship programs in high-demand industries and professions, and nearly \$17 million in student scholarships between 2017 and 2021. The results have been commensurate with the effort: two examples are an 89% rate in job placement or transfer after graduation, and a 45% increase in dual-credit enrollment. This work continues with the institution's Quality Enhancement Plan, *Personalized Learning Pathways*, which seeks to continue HCC's transition to a student-centered college.

Modernizing College Organization and Operations. Understanding that to better serve students and the community requires innovative change, HCC has

taken a number of steps to streamline the institution and make operations more effective. Among these steps are: creating industry responsive Centers of Excellence, implementing a Shared Service model, updating the budgeting and budget development process, improving financial transparency, optimizing resources and enhancing sustainability, and reorganizing the executive leadership team to better meet the needs of the College. The result: a more nimble, responsive organization poised to take the next significant step in its evolution.

Strengthening Partnerships. Embracing the reality that for HCC to succeed, the College must be wholly and productively integrated with the communities it seeks to serve, and recognizing that to accomplish that integration requires a willingness to enter into partnerships, the College has reached out in many directions to pair its strengths and resources with those of others. This has included partnerships with independent school districts, charter and private schools through the Collect Connections and Eagle Promise programs, collaborations with local universities, articulation agreements and Houston GPS, and work with business and industry through organizations such as the Greater Houston Partnership and regional chambers of commerce. The outcome is a series of programs and initiatives that have extended the reach and deepened the impact of the College.

Cultural Alignment. Organizational culture encompasses the shared values, expectations, and practices of the institution and forms the basis for the organization's priorities as well as how

D.1 HCC Today

D.1.5 Current Major Initiatives

things are done. Organizational culture is one of the strongest predictors of organizational effectiveness. Alignment of culture, habits, and routines with strategy and leadership supports and sustains execution. HCC has promoted cultural alignment through a variety of initiatives, including cultivating a culture of care, aligning the allocation of faculty and staff across the District to match student needs, launching Mosaic + Me, defining shared cultural foundations, and developing a collaborative governance model through establishment of accountable bodies such as the T-100 and the Executive Council.

Focus on these four areas has also led to significant results:

Capital Improvements Program. HCC successfully completed a \$425M Capital Improvements Program under budget, without sacrificing programmatic commitments. Thanks to coming in under budget, the College is currently repurposing \$21M in savings to support student and community expectations.

The HCC Way. HCC introduced one of the most forward-thinking cultural change initiatives in the College's history through the launch of the HCC Way, defining behavioral expectations for every employee at HCC and making each staff and faculty member accountable to each other for the ultimate student experience and institutional success. The lessons learned in implementing the HCC Way have served as the basis for the next step in defining core competencies and expectations, the Mosaic Movement.

Recruiting and Onboarding. Changes in recruiting and onboarding practices have led to prioritization of outreach, and succession planning, strengthening the College's most valuable resource: talent.

Shared Services. The College has adopted and is implementing a shared leadership structure and a Shared Services model designed to properly support faculty and staff across the breadth of their needs.

Debt Management. HCC has paid down debt by \$19.1 million, improved the College's financial rating through sound financial management, and, with the adoption of a strong financial reserve policy, increased Days Cash on Hand from 168 to 218. Moody's and S & P Global provided their top ratings to HCC in acknowledgment of the College's sound financial status.

Regional Emergency Response Training Center. HCC continues to address sustainability and the long-term needs of the community by expanding its training offerings. The College plans to increase the size of the Northeast campus first-response and public service training programs to meet the expectations of the community, the Gulf coast, and the state. HCC will build a unique facility that provides controlled realistic training scenarios in flood, rising-, and swift-water conditions. Emergency responders are in need of a facility of this caliber and HCC is dedicated to providing it. This facility will form the core of the new Resilience Center of Excellence.

West Houston Expansion. The College has relocated and increased the size of the Katy Campus to meet the needs of

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D.1 HCC Today

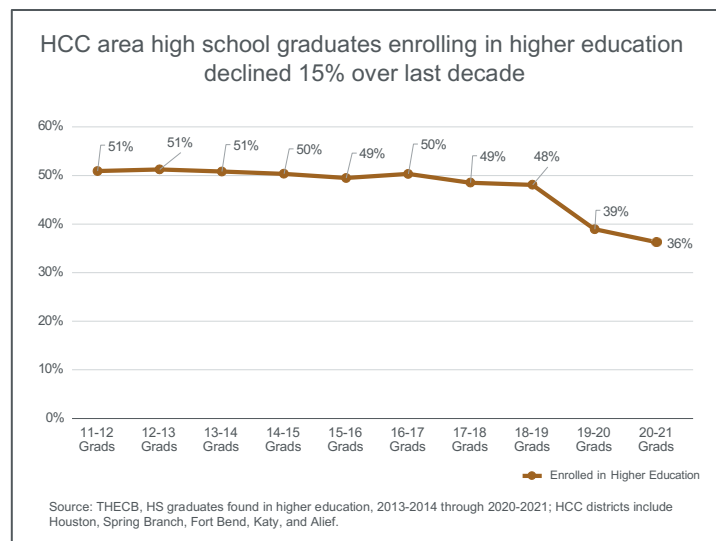
D.1.6 Current Major Initiatives

the far west Houston area – part of HCC's current service area – and to expand its programs to meet the growing in-demand needs for science and workforce programs, such as nursing, at the most economical cost and value to the district. With the support of the HCC Board of Trustees, the community, and a unique partnership with the University of Houston, the College co-located its Katy Campus with the University of Houston to provide a seamless 2+2 transfer program arrangement, accommodate additional instruction delivery, and expand science facilities. The ribbon-cutting ceremony occurred on May 6, 2022.

50th Anniversary. 2021 was a historic year for HCC, as the College officially celebrates fifty years of educating and training

Houstonians. Due to the pandemic, the College scaled back in-person events, but each college hosted a celebration.

Houston Promise & Houston Connect. Prior to the pandemic, the percentage of graduates entering higher education had remained fairly constant; however, during the pandemic the percentage of students entering higher education dropped precipitously. Houston Promise and Houston Connect will create pathways that impact students in HCC's ISD partners' under-performing schools by connecting with both employers and four-year institutions. Examples include a six-week summer bridge program which provides invaluable job training, apprenticeships, college readiness, and Texas Success Initiative Academies. This latter,



D.1 HCC Today

D.1.6 Current Major Initiatives

unprecedented initiative, which represents the convening of multiple institutions – higher ed, K12, community board partners, the business community, and employers – will provide students with the pathway to a better life while fueling the local economy with a highly trained workforce.

Census. 2020 saw the launch of the Constitutionally-mandated decennial census, which provides HCC with significant information about the people who live in the College's service area. This information is critical to HCC in planning how to engage and educate an increasingly diverse and growing population. The census results also directly affect the redrawing of trustee districts.

SACSCOC Reaffirmation. In 2022, the Board of Directors of the Southern Association of College and Schools Commission on Colleges (SACSCOC) will consider HCC's application for reaffirmation of its regional accreditation. This reaffirmation will come as a result of years of institutional effort already under way to develop a compliance certification document around more than seventy Principles of Accreditation and includes the development of a five-year Quality Enhancement Plan focused on student learning and success. A site visit by an accreditation team in the fall of 2021 was successful and resulted in no recommendations, which means that the college is fully in compliance with SACSCOC standards.

Building a Talent Strong Texas. The State of Texas' strategic plan for higher education, Building a Talent Strong Texas,

is based on a determination by the state of Texas that the future of state depends on a majority of its residents getting some form of higher education. The COVID-19 pandemic accelerated trends that were already in progress, changing the way Texans learn, work, and connect with each other. Research shows that, of the 11.6 million new jobs the United States created after the 2008 Great Recession, 99% went to workers who had some form of higher education, defined as a certificate or degree earned after high school. It is also estimated that by 2030, 60% or more of all new jobs will require some level of higher education. However, right now, only 35% of Texans 25 years and older have an associates degree or higher. The goal of Building a Talent Strong Texas is to increase this to at least 60 percent by 2030 by encouraging institutions of higher education to expand work-based learning and offer a broader array of credentials, especially short-term credentials and badges. Additionally, the program intends that by 2030 at least 550,000 Texans will have completed a certificate, associate, bachelor's, or master's degree from a Texas higher-education institution, all graduates of Texas higher-education institutions will have completed programs conferring marketable skills, and that 95% of graduates will complete with no student debt or with manageable levels of debt relative to their earnings. HCC will be an integral part of this effort, taking on its responsibility to achieve its share of the goals and also exercising leadership in the Gulf Coast region to ensure the program's success.



D.2 HCC and the Community

D.2.1 Houston Today, Houston Tomorrow

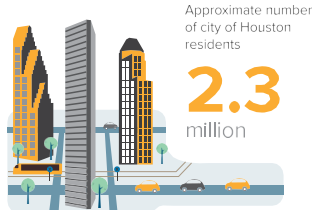
D2.1.1 Geographic Identity / D.2.1.2 Region Demographic Characteristics / D.2.1.3 Houston's International Demographics

POPULATION AND DEMOGRAPHICS

7.2 million
residents in the 9-county
Houston-The Woodlands-Sugar Land MSA

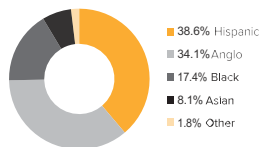
**Nation's 5th most
populous metro area**

Larger than Missouri or Maryland



**Houston is the nation's
4th most populous city**

Race/Ethnicity: Houston MSA
Houston today mirrors the U.S. in 4 decades



**Nearly 1 in 4
Houstonians
is foreign born**

GLOBAL PRESENCE

15 foreign
governments
maintain trade and commercial offices
in Houston

**39 active foreign
chambers of commerce**

Houston exports topped
\$44.4 billion

**a quarterly record
for the region**

45 million
Houston airport passengers in
'21

global travelers domestic travelers
7.3 million **38.8** million

The region has trading
relationships with more than
200 countries.

\$170.4 billion
in trade was handled by the
Houston-Galveston Customs Districts in
'21



**Houston has the largest
export market in the U.S.**
Port Houston ranks

1st
in foreign
tonnage for
straight
years
25

Largest
Gulf Coast
container port

7th
busiest U.S.
container port
in '21, based on
total TEUs.

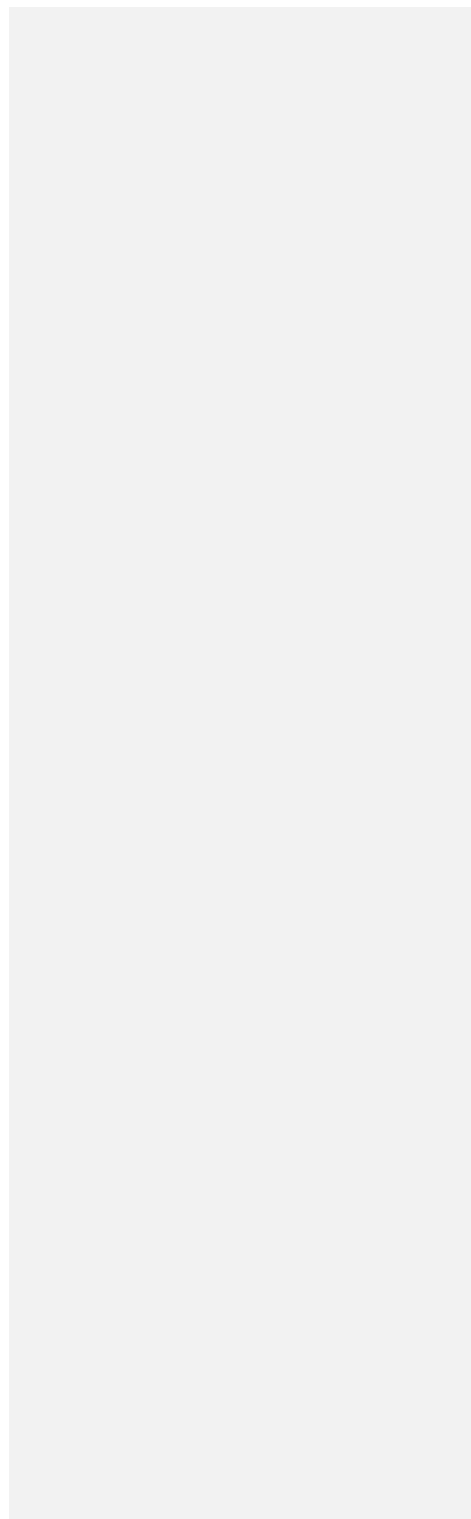
140 Houston firms operate
2,955
subsidiary locations across
108 foreign countries.

1,700+
Houston establishments
report foreign ownership

87 nations
have consular representation
in Houston

**3rd largest representation
in the nation**

16 foreign banks
are located in Houston from 9 nations
**GREATER HOUSTON
PARTNERSHIP**





9 LARGEST ECONOMY TH IN THE WORLD*

*IF TEXAS WERE A NATION

26 COMMERCIAL AIRPORTS

19 SEA PORTS

22 INTERSTATE HIGHWAYS

34 FOREIGN TRADE ZONES

58 FREIGHT RAILROADS

367 MILES OF COASTLINE

NO PERSONAL OR CORPORATE INCOME TAX



TEXAS IS THE LARGEST ENERGY-PRODUCING STATE IN THE NATION



TEXAS IS THE LEADING DESTINATION FOR COMPANIES RELOCATING FROM OTHER STATES

90% GRADUATION RATE



TEXAS' HIGH SCHOOL GRADUATION RATE IS AMONG THE TOP 5 HIGHEST IN THE NATION, WITH A 90% COMPLETION RATE

TEXAS LEADS THE NATION IN HIGH TECH EXPORTS FOR THE 10TH CONSECUTIVE YEAR



IN 2022

NUMBER 1 JOBS CREATOR
IN 2022, TEXAS ADDED **650,100 JOBS**

THE LONE STAR STATE IS HOME TO **53** FORTUNE 500 COMPANY HQs

MORE THAN **14.8** MILLION PEOPLE IN THE CIVILIAN LABOR FORCE



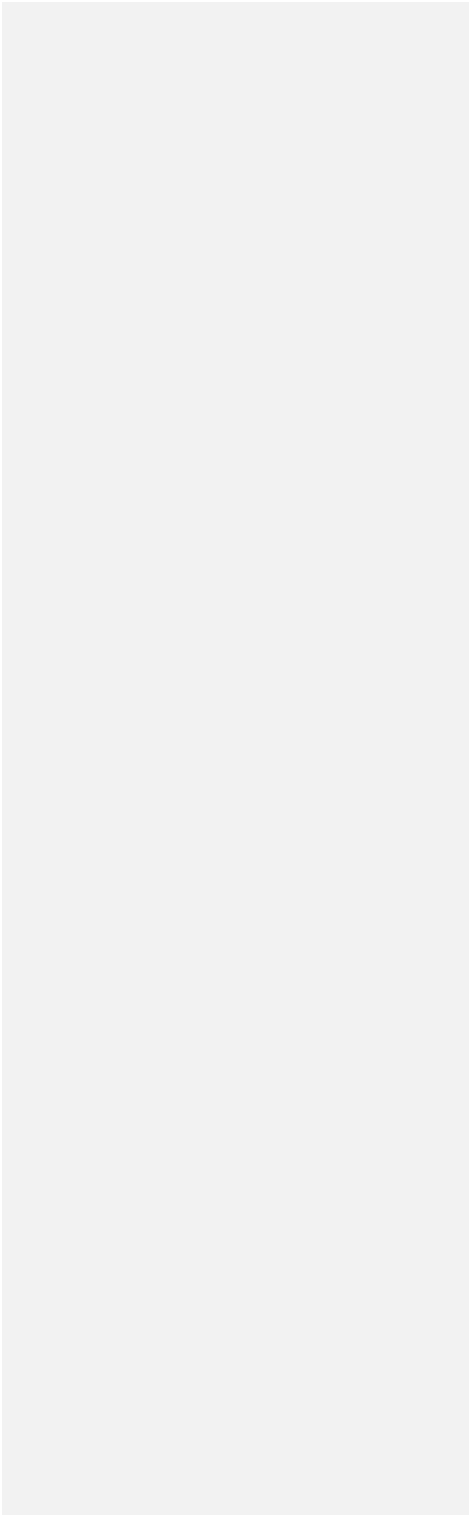
#1 U.S. EXPORTER
FOR 21 YEARS IN A ROW
IN 2022



Economic Development & Tourism | Office of Governor Greg Abbott
512.936.0100 | gov.texas.gov/business | [T](#) [F](#) [I](#) [M](#) [W](#) [T](#) [F](#) [S](#) [@TexasEconDev](#)

Revised: April 2023

<https://gov.texas.gov/uploads/images/business/TXbytheNumbers.png>





D.2 HCC and the Community

D.2.2 HCC and Embracing Houston's Future

D.2.2.1 HCC's Benefits to the Greater Houston Economy

HCC positively impacts the Greater Houston economy in a variety of ways. For example, the College is an employer and buyer of goods and services. Through its day-to-day operations and the expenditures of its students, it attracts monies that otherwise would not have entered the regional economy. Further, HCC provides students with the knowledge, skills, and abilities they need to become productive citizens and add to the overall economic output of the region.

The Core Finding

HCC is a good investment for the Greater Houston community. The money invested from taxes, tuition, and other sources yields many multiples of those dollars in benefits – both for the community at large and students individually. Investment in higher education to develop the educated, trained workforce that is a prerequisite to a healthy economy makes sense. In 2021, HCC commissioned Economic Modeling Specialists Intl. (Emsi) Burning Glass to determine the economic value of the College to the HCC Regional Area, defined as Harris, Fort Bend, and Waller Counties. Emsi Burning Glass data, which covers more than 99% of the workforce, is compiled from a wide variety of government sources, job postings, and online profiles and résumés. Emsi Burning Glass data is used to solve a variety of problems: aligning programs with regional needs, equipping students with career visions, understanding regional economic and workforce activity, and finding and hiring the right talent.

In December 2021, Emsi Burning Glass issued economic and investment analyses of the effects of HCC's work in the HCC regional area. The analysis measured how the institution affects the local economy and the return on investment. HCC creates a positive net impact on the regional economy and generates a positive and substantial return on investment for students, taxpayers, and the community.

In its study, Emsi Burning Glass focused on HCC's 2019–2020 Fiscal Year, which ran from September 2019 through August 2020. During that period, HCC spent \$278.9 million on payroll and benefits for 5,192 full-time and part-time employees. The College spent another \$161.66 million on facilities, supplies, and professional services to carry out its day-to-day operations. This spending generated spending across other businesses throughout the regional economy, resulting in what are commonly referred to as multiplier effects. This analysis demonstrated that HCC operations and student spending, together with the enhanced productivity of its alumni, generated \$3.1 billion in added income for the HCC Regional Area economy. The additional income of \$3.1 billion created by HCC was equal to approximately 0.6% of the total gross regional product (GRP) of the HCC Regional Area. Notably, the contribution that the college provided on its own is nearly as large as the entire Arts, Entertainment, and Recreation industry in the service area. This \$3.1 billion was equivalent to supporting 340,128 jobs. For further perspective, this meant that during the referenced fiscal year, one out of every 92 jobs in the HCC Regional Area was supported by the activities of HCC and its students.

D.2 HCC and the Community

D.2.2 HCC and Embracing Houston's Future

D.2.2.1 HCC's Benefits to the Greater Houston Economy

The Economic Impact: Detail

These economic impacts broke down as follows:

Operations Spending. Payroll and benefits to support HCC's day-to-day operations amounted to \$278.9 million. The college's non-pay expenditures amounted to \$161.5 million. The net impact of HCC operations spending came to approximately \$318 million in added income, equivalent to supporting 5,338 jobs.

Student Spending. During the fiscal year that was the subject of the analysis, approximately 27% of students attending HCC originated from outside the region. Some of these students may not have come to the HCC Regional Area if the College did not exist. In addition, some students were residents of the HCC Regional Area who would have left the region if not for the existence of the College. The money that these students spent toward living expenses in the HCC Regional Area is attributable to HCC. The expenditures of relocated and retained students in the region during the analysis year added approximately \$161.2 million, which was equivalent to supporting 3,357 jobs.

Alumni. By studying at HCC, students gain new skills, making them more productive workers. After almost fifty years of HCC operations, hundreds of thousands of these former students work in the HCC Regional Area. The accumulated impact of their payroll and benefits amounted to \$2.6 billion in added income for the HCC Regional Area economy, equivalent to supporting 31,433 jobs.

The Return on Investment

An investment analysis evaluates the cost associated with HCC against the expected

benefits. The analysis concludes that HCC is a good investment from the perspective of the students, taxpayers, and community in the gulf coast area.

The Student Perspective. Students invest their money and time in their education to pay for tuition, books, and supplies. Many take out student loans to attend the college, which they pay back over time. While some students were employed while attending the college, students overall forewent earnings that they would have generated had they been employed full-time instead of in the classroom. Summing these direct outlays, opportunity costs, and future student loan costs yields a total of \$638 million in present value student costs. In return for their investments, over a working lifetime, the benefits of the associate degree over a high school diploma will amount to approximately \$441 thousand in higher earnings per graduate. Overall, students will receive a present value of \$2.4billion in increased earnings over their working lives. This translates to a return of \$3.80 in higher future earnings for every \$1 that students pay for their education at HCC. The corresponding annual rate of return is 16.6%.

The Taxpayer Perspective. During the fiscal year in question, taxpayers provided \$304.2 million of local and state funding. Over time, this taxpayer investment will yield an estimated present value of \$642 million in added tax revenue thanks to higher lifetime earnings of HCC alumni and the increased output of the businesses where they work. In addition, savings to the public sector will contribute another estimated \$521 million in benefits due to a reduced demand for government-funded social services in Texas. For every tax dollar

D.2 HCC and the Community

D.2.2 HCC and Embracing Houston's Future

D.2.2.1 HCC's Benefits to the Greater Houston Economy

spent educating students attending HCC during the applicable year, taxpayers will over time receive an average of \$2.3 in return over the course of the students' working lives. As an annual rate of return, this comes to 5.9%.

The Community Perspective. During the fiscal year analyzed, Texas as a whole spent an estimated \$1 billion on educations obtained at HCC. This included the College's expenditures, student expenses, and student opportunity costs. In return, over the course of the students' working lives, the state will receive an estimated present value of \$10.7 billion in added revenue. Texas will also benefit from an estimated \$129 million in present value social savings related to reduced crime, lower welfare and unemployment, and increased health and well-being across the state. In short, for every dollar society invests in educations from HCC, the state will receive an average ROI of \$10.70.

ROI Versus Wise Investing

The facts clearly make the case that, whether considered from the perspective of the community, students, or alumni, HCC generates a good ROI. As demonstrated through the work of Emsi Burning Glass, the economic justification for the community's decision to invest in HCC is clear. Likewise, the economic argument for students to attend HCC is compelling. And the financial benefits to alumni continue to accrue long after their time at HCC ends.

But justifying HCC as generating a good return is only half the equation. Equally important is that the investments be wise, that they maximize the ROI, bring as many economic benefits as possible to the community, and provide students and alumni the greatest possible contribution to a sound financial future. Investing in HCC is wise as a matter of policy, but that judgment must be validated every day in financial decisions based on hard thought, sober reflection, and disciplined analysis – the end product of an organization that approaches financial decisions strategically and makes them through evaluation against well-established criteria employed in a deliberative process. For this reason, Community Investment is a strategic priority and a key component in the development of HCC's comprehensive strategy.

D.2 HCC and the Community

D.2.2 HCC and Embracing Houston's Future

D.2.2.2 Projected Industry Needs

Projected Industry Needs

Houston, the city and the metropolitan area that HCC serves, is an economic powerhouse. Greater Houston is the U.S. energy headquarters and a world center for virtually every segment of the oil and gas industry from exploration and production to marketing and technology. Houston is also home to one of the most important industrial bases in the world, ranking second in manufacturing GDP in the U.S.

Houston is also home to the largest medical complex in the world: the Texas Medical Center provides clinical health care, research, and education at its 61 institutions. In the area of Biology and Life Science, Houston employs more than 360,000 workers. Nearly one in three manufacturers in Texas is based in Greater Houston. The city ranks fourth among all American metropolitan areas for headquarters of Fortune 500 companies. Of 128 U.S. publicly traded oil and gas companies, 28 are headquartered in Houston. The city and surrounding communities also are home to more than 500 digital technology companies.

Houston is a city whose current economics and future prospects demand a reliable source of skilled workers to maintain and accelerate its prosperity. Skilled workers are needed for a wide range of industries, from professional services to health care and advanced manufacturing to aerospace. Houston consistently ranks among the nation's leaders when it comes to jobs growth. A strong economy with expanding businesses, numerous universities and technical schools, and a relatively low cost of living that draws new residents combine to make this one of the fastest growing regions in the U.S. The Perryman Group, which has deep experience with the

economics of Texas and Houston, expects population growth averaging 1.6 percent annually in the Houston region. Over the same period, Perryman forecasts wage and salary employment to rise at a 1.7 percent annual rate.

Workforce Solutions, the operating affiliate of the Gulf Coast Workforce Board, makes similar projections. According to that organization, by 2028 the total population in the Houston metropolitan region will grow to 9,259,720. The diversity of the community will become even more pronounced, with 31.9% Anglo, 38.1% Hispanic, 16.6% African American, and 10.6% Asian. Workforce Solutions anticipates a slightly aging workforce, with workers over the age of 55 growing to 24.7%, although it is projected that more will stay in the workforce.. Workforce Solutions also projects total Houston area employment to increase by 14.2% from 2018, to 3,729,008. Key industries in the region are projected to include oil and gas exploration and production, construction, manufacturing, health care, education, and business and technical services.

Critical from HCC's perspective is the estimate by Workforce Solutions that even before 2028, 58.8% of all jobs in the Houston metropolitan area will require education or training beyond the high school level, and that the majority of these will be what Workforce Solutions categorizes as "middle skill" jobs. They project that in 2028 Houston area employers will need 1.2 million workers in middle skill positions – those that require some post-secondary education, on-the-job training, or both. Workforce Solutions and Houston business leaders alike agree that these are crucial positions that will need to be filled in order to keep the

D.2 HCC and the Community

D.2.2 HCC and Embracing Houston's Future D2.2.2 Projected Industry Needs

Houston workforce competitive in a global environment.

This data establishes at least five critical imperatives for HCC:

- First, the Greater Houston economy is most likely to remain strong, consequently driving an ongoing demand for skilled workers; HCC must continue to ensure that it can, on a sustained basis, meet its responsibility to ensure a skilled workforce.
- Second, an important component of those needed workers will be what Workforce Solutions terms "mid-skilled," which is exactly HCC's core target community for students; HCC bears a particular responsibility to equip the workers who will be most important to Houston's economic future.

- Third, these workers will have to come from an increasingly diverse workforce, which is intrinsic to HCC's mission.
- Fourth, as the workforce ages, the likelihood will increase that at least some portion of those older workers will need new skills or refreshing of old ones; HCC needs to be prepared to offer those workers the educational options they will require.
- Fifth, as illustrated by the COVID-19 pandemic, it is critical that HCC be able to pivot to serve the needs of its community.

The tables that follow provide greater detail about the demand for skilled workers HCC will have to help meet in particular industries and job categories.

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Gulf Coast Workforce Region

Mid-Skilled Employment Projections by Industry

Industry Title	Employment Growth			
	Annual Averages 2018–2028	Absolute Change	Percent Change	
Mining				
Support Activities for Mining	40,534	47,525	6,991	17.2%
Construction				
Residential Building Construction	13,939	16,989	3,050	21.9%
Nonresidential Building Construction	39,686	43,792	4,106	10.3%
Utility System Construction	36,286	43,317	7,031	19.4%
Foundation, Structure, and Building Exterior Contractors	22,108	28,458	6,350	28.7%
Building Equipment Contractors	50,190	60,392	10,202	20.3%
Other Specialty Trade Contractors	18,568	23,392	4,824	26.0%
Manufacturing				
Basic Chemical Manufacturing	22,839	23,283	444	1.9%
Machine Shops; Turned Product; and Screw, Nut, and Bolt Manufacturing	9,797	12,154	2,357	24.1%
Agriculture, Construction, and Mining Machinery Manufacturing	28,701	29,619	918	13.2%
Trade, Transportation, and Utilities				
Machinery, Equipment, and Supplies Merchant Wholesalers	33,079	41,804	8,725	26.4%
Automobile Dealers	28,581	32,431	3,850	13.5%
Scheduled Air Transportation	17,935	20,005	2,070	11.5%
Deep Sea, Coastal, and Great Lakes Water Transportation	1,666	2,045	379	22.7%
Inland Water Transportation	2,240	2,655	415	18.5%
General Freight Trucking	14,981	17,029	2,048	13.7%
Specialized Freight Trucking	12,076	14,065	1,989	16.5%
Support Activities for Water Transportation	9,510	11,225	1,715	18.0%
Support Activities for Road Transportation	2,467	2,998	531	21.5%
Freight Transportation Arrangement	10,277	13,243	2,966	28.9%
Other Support Activities for Transportation	1,576	1,829	253	16.1%
Warehousing and Storage	17,835	21,178	3,343	18.7%
Finance and Insurance				
Agencies, Brokerages, and Other Insurance-Related Activities	20,937	23,117	2,180	10.4%
Activities Related to Real Estate	19,607	22,623	3,016	15.4%
Professional and Business Services				
Accounting, Tax Preparation, Bookkeeping, and Payroll Services	24,732	28,871	4,139	16.7%
Architectural, Engineering, and Related Services	67,870	82,409	14,539	21.4%
Computer Systems Design and Related Services	29,050	31,075	2,025	7.0%
Management, Scientific, and Technical Consulting Services	37,668	60,611	22,943	60.9%
Other Professional, Scientific, and Technical Services	18,089	21,037	2,948	16.3%
Management of Companies and Enterprises	45,593	54,414	8,821	19.3%
Office Administrative Services	23,639	31,892	8,253	34.9%
Education and Health Services				
Elementary and Secondary Schools	205,003	228,146	23,143	11.3%
Colleges, Universities, and Professional Schools	59,689	60,654	965	1.8%
Offices of Physicians	51,539	63,936	12,397	24.1%
Offices of Dentists	18,254	23,243	4,989	27.3%
Outpatient Care Centers	14,822	24,089	9,267	62.5%
General Medical and Surgical Hospitals	89,049	103,187	14,138	15.9%
Specialty (except Psychiatric and Substance Abuse) Hospitals	23,974	28,109	4,135	17.2%

Notes:

1. Criteria used to identify the targeted industries:

- Industries with a projected employment growth of at least 1,801 new jobs, the average net change across all 4-digit NAICS industries for the period 2018–2028
- Industries with projected employment growth rate greater than or equal to the average rate for all industries of 14.2% for the period 2018–2028
- Industries with an average weekly wage of at least \$1,044 per week derived the OES 2019 average hourly wage for all occupations converted to a weekly rate
- Industries meeting at two of three criteria above and present on the previous targeted industry list

2. Absolute changes do not represent total demand for labor because they do not reflect demand due to replacements, attrition, turnover, etc.

3. Employment and average weekly wage information is from the first quarter 2019 Quarterly Census of Employment and Wages

4. Industry not fully meeting primary or secondary criteria but projected to grow and retained due to need for representation of the 2-digit parent sector

5. Projection data provided by third-party source EMSI

6. Projection data provided by third-party source Chmura Economics JobsEQ

7. All other projection data provided by Texas Workforce Commission – LMCI

Authorized by the Gulf Coast Workforce Board: February 2, 2021

Gulf Coast Workforce Region

Mid-Skilled Employment Projections by Position

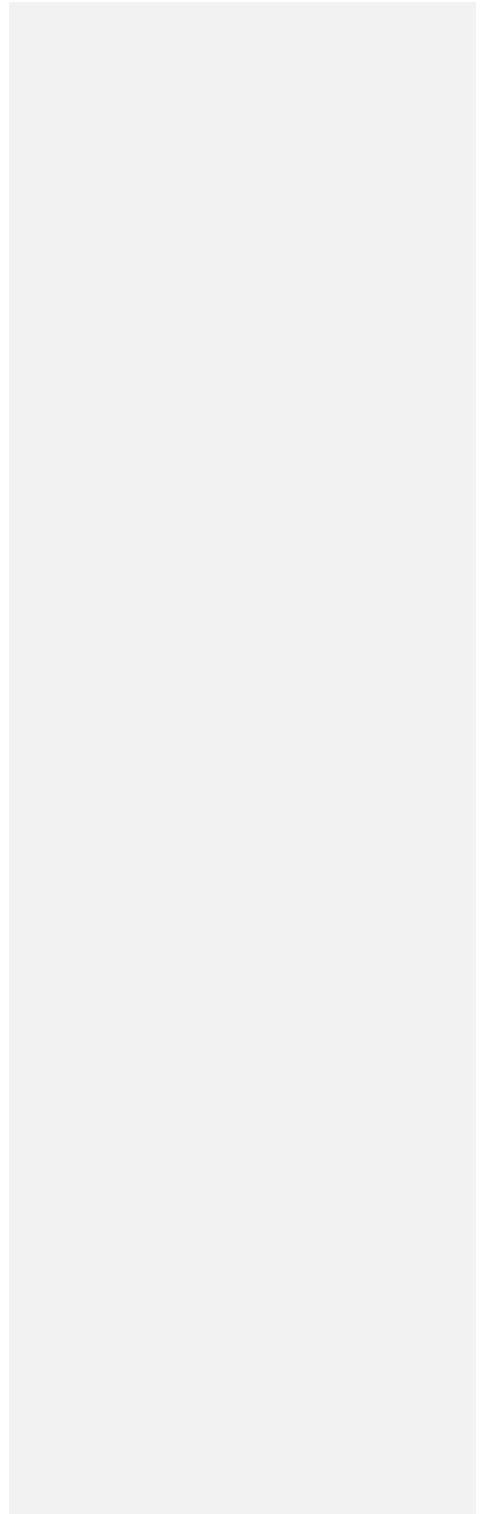
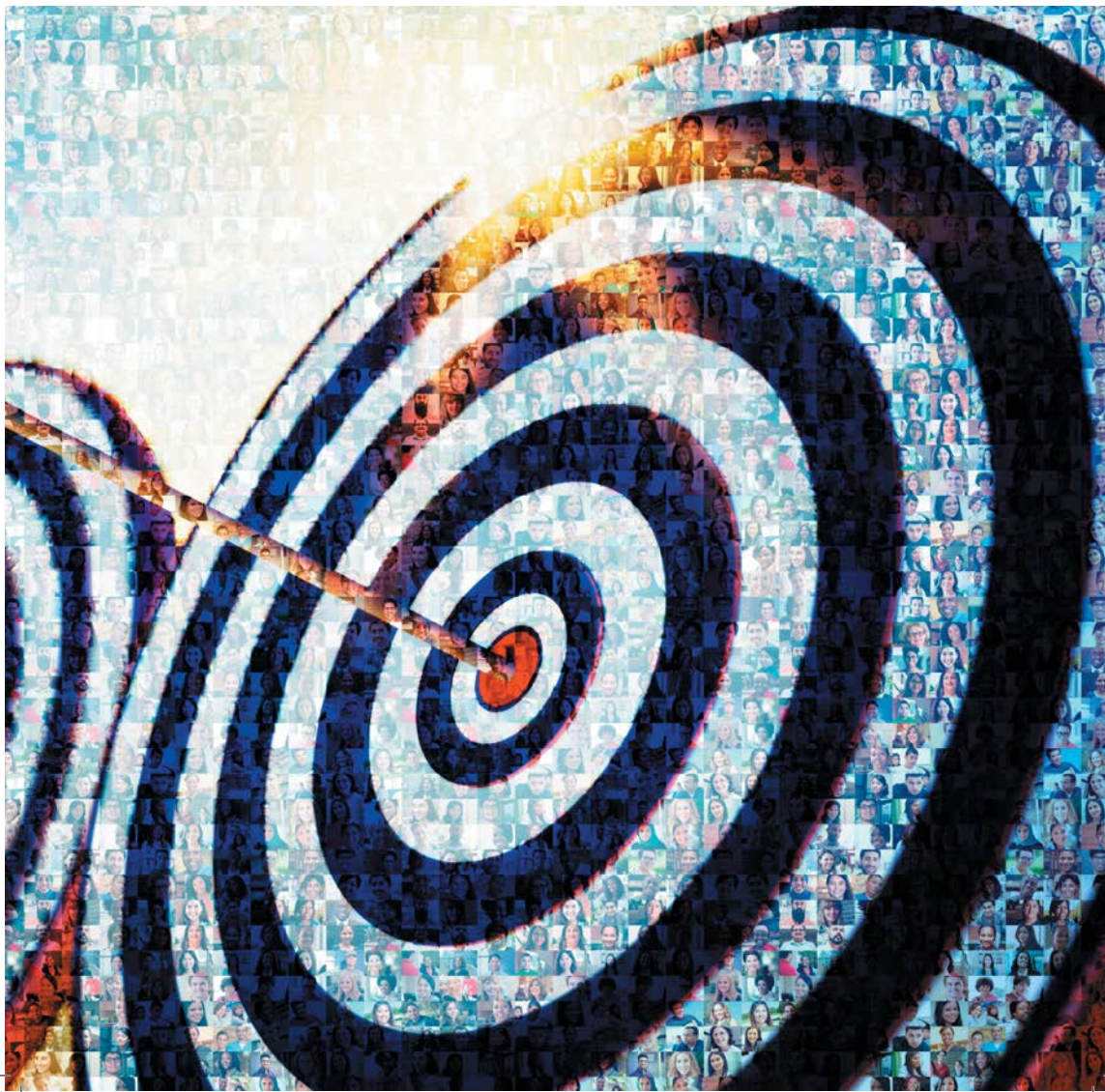
Occupational Title	Employment Growth			
	Annual Averages 2018–2028		Absolute Change	Percent Change
Professional, Business, and Technical Services				
Accountants and Auditors	36,417	42,291	2,429	16.1%
Aerospace Engineers	2,400	2,653	253	10.5%
Electrical Engineers	4,058	4,848	790	19.5%
Electronics Engineers, Except Computer	2,685	2,958	273	10.2%
Environmental Engineers	1,212	1,479	267	22.0%
Mechanical Engineers	8,250	9,674	9,674	17.3%
Computer Systems Analysts	14,401	15,635	1,234	8.6%
Database Administrators	2,316	2,627	311	13.4%
Electrical and Electronic Engineering Technicians	3,069	3,527	458	14.9%
Insurance Sales Agents	7,587	8,493	906	11.9%
Interpreters and Translators	2,007	2,565	558	27.8%
Mechanical Engineering Technicians	1,443	1,688	245	17.0%
Network and Computer Systems Administrators	8,030	8,786	756	9.4%
Operations Research Analysts	2,246	3,102	856	38.1%
Paralegals and Legal Assistants	6,499	7,599	1,100	16.9%
Software Developers, Applications	14,158	16,572	2,414	17.1%
Software Developers, Systems Software	5,540	6,154	614	11.1%
Construction				
Architectural and Civil Drafters	3,305	3,867	562	17.0%
Civil Engineering Technicians	2,509	2,999	490	19.5%
Civil Engineers	9,842	11,817	1,975	20.1%
Construction and Building Inspectors	3,851	4,650	799	20.7%
Cost Estimators	5,145	6,102	957	18.6%
Electricians	19,193	22,696	3,503	18.3%
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	7,491	8,958	1,937	19.6%
Insulation Workers and Mechanical	1,430	1,607	177	12.4%
Operating Engineers and Other Construction Equipment Operators	11,260	13,324	2,064	18.3%
Plumbers, Pipefitters, and Steamfitters	13,360	15,940	2,580	19.3%
Structural Iron and Steel Workers	3,169	3,858	689	21.7%
Welders, Cutters, Solderers, and Brazers	19,773	22,955	3,182	16.1%
Education				
Kindergarten Teachers (Except Special Education)	3,732	4,212	480	12.9%
Elementary School Teachers (Except Special Education)	31,123	31,123	3,889	12.5%
Middle School Teachers (Except Special Education and CTE)	14,403	16,242	1,839	12.8%
Secondary School Teachers (Except Special Education and CTE)	29,479	33,230	5,260	12.7%
Special Education Teachers, Preschool	256	300	44	17.2%
Special Education Teachers, Kindergarten, and Elementary School	3,101	3,471	370	11.9%
Special Education Teachers, Middle School	1,693	1,895	202	11.9%
Special Education Teachers, Secondary School	3,525	3,951	426	12.1%
Career/Technical Education Teachers, Secondary School	2,161	2,408	247	11.4%
Preschool Teachers (Except Special Education)	11,747	13,248	1,501	12.8%

Occupational Title	Employment Growth			
	Annual Averages 2018–2028		Absolute Change	Percent Change
Health Care				
Biomedical Engineers	222	227	5	2.3%
Cardiovascular Technologists and Technicians	1,655	1,927	272	16.4%
Dental Hygienists	2,898	3,665	767	26.5%
Diagnostic Medical Sonographers	1,573	2,049	467	30.3%
Licensed Practical and Licensed Vocational Nurses	14,986	18,642	3,656	24.4%
Medical and Clinical Laboratory Technicians	3,330	3,983	653	19.6%
Medical and Clinical Laboratory Technologists	3,983	4,142	683	19.7%
Medical Records and Health Information Technicians	4,099	4,994	895	21.8%
Occupational Health and Safety Specialists	4,672	5,514	842	18.0%
Radiologic Technologists	4,446	5,552	1,106	24.9%
Registered Nurses	54,969	67,597	12,628	23.0%
Respiratory Therapists	2,606	3,427	821	31.5%
Surgical Technologists	3,009	3,689	680	22.6%
Oil and Gas and Related Manufacturing				
Chemical Engineers	4,534	5,341	807	17.8%
Industrial Engineers	4,966	5,970	1,004	20.2%
Materials Engineers	937	1,090	153	16.3%
Marine Engineers and Naval Architects	531	681	150	28.2%
Mining and Geological Engineers, Including Mining Safety Engineers	170	214	44	25.9%
Petroleum Engineers	11,123	12,297	1,174	10.6%
Chemical Plant and System Operators	3,485	3,568	83	2.4%
Computer-Controlled Machine Tool Operators, Metal and Plastic	4,052	4,393	341	8.4%
Geological and Petroleum Technicians	2,755	3,042	287	10.4%
Geoscientists, Except Hydrologists and Geographers	5,025	5,431	406	8.1%
Health and Safety Engineers (Except Mining Safety Engineers and Inspectors)	1,351	1,503	152	11.3%
Industrial Machinery Mechanics	12,643	14,178	1,535	12.1%
Machinists	11,033	13,232	2,199	19.9%
Maintenance Workers, Machinery	2,296	2,670	374	16.3%
Mechanical Drafters	2,032	2,167	135	6.6%
Petroleum Pump System Operators, Refinery Operators, and Gaugers	4,684	4,847	163	3.5%
Service Unit Operators, Oil, Gas, and Mining	4,847	7,295	866	13.5%
Sheet Metal Workers	2,834	3,391	557	19.7%
Surveying and Mapping Technicians	2,727	3,265	538	19.7%
Surveyors	1,529	1,838	309	20.2%
Transportation				
Bus and Truck Mechanics and Diesel Engine Specialists	7,590	8,652	1,062	14.0%
Crane and Tower Operators	1,880	2,223	343	18.2%
Flight Attendants	4,755	5,570	815	17.1%
Heavy and Tractor-Trailer Truck Drivers	41,797	47,924	6,127	14.7%
Logisticians	4,172	4,969	797	19.1%
Mobile Heavy Equipment Mechanics, Except Engines	6,151	7,383	1,232	20.0%
Production, Planning, and Expediting Clerks	9,345	10,822	1,477	15.8%

Section E:

Strategic Priorities and Key Performance Indicators







E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities E.1.1.1 Student Success

HCC's **Five Strategic Priorities**

While an organization as large and complex as HCC has many tasks, transforming the institution to achieve its Vision and fulfill its Mission demands focus on core priorities essential to progress. In executing the Comprehensive Strategy, HCC has **five** such strategic priorities: student success, **personalized learning**, **academic rigor**, **community investment**, and college of choice. For each strategic priority, HCC has identified a working definition and key areas of focus.

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Strategic Priority 1: Student Success

Definition

To build and sustain the ultimate student experience – a personalized experience that helps students discover and identify a path to achieve their goals, ensures relevant student learning through interactive and engaging instruction, and provides support along the way – where success is measured by demonstrated readiness for career placement, workforce entry, and/or college transfer.

through continuing education and adult education and literacy with programs such as the Career4U Academies, which allow students to enter HCC without a high school diploma to earn a level 1 certificate. HCC will cultivate pathways that facilitate transitions from these programs to related credit programs.

- **1.3 Develop and Implement a Quality Enhancement Plan:** The Quality Enhancement Plan (QEP) was developed in preparation for HCC's 2022 decennial review of its regional accreditation with the Southern Association of Colleges and Schools, Commission on Colleges. A QEP (1) has a topic identified through ongoing, comprehensive, and evaluative processes, (2) has the broad-based support of institutional constituencies, (3) focuses on improving specific student learning outcomes and/or student successes, and (4) commits resources to initiate and implement.
- **1.4 Support the success of HCC's International Student Population:** HCC is located in one of the largest and most diverse metropolitan areas in the country. Houston is an international city: one out of four Houston residents was born outside the United States. Thus, is it not a

Areas of Focus

- **1.1 Enhance Academic and Workforce Educational Pathways:** HCC will continue its work with Texas Pathways, which helps colleges clarify paths to student end goals, helps students choose, enter, and stay on a pathway, and ensures they are learning. HCC will focus on credentials and pathways that lead to living wage jobs with the focus on career progression through the student's life.
- **1.2 Extend the quality and reach of community education programs (including adult and continuing education):** HCC will expand outreach

E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities E.1.1.1 Student Success

surprise that HCC has the largest international population of any two-year institution, enrolling students from 145 countries. Strengthening HCC's international student community supports all students to excel in the global economy.

- **1.5 Enhance the quality of our Remote Learning Modalities:** In the pandemic, faculty, staff, and students pivoted quickly to online formats. These formats enable students the flexibility to learn and to seek support wherever they are. Enhancing the quality of remote learning modalities supports student success overall.
- **1.6 Actively promote high quality student and employee support and safety during COVID-19:** When the College closed in March, 2020, no one understood the eventual impact of the pandemic on communities and on families. Fear, worry, and stress have compounded, resulting in a rise in depression, anxiety, and burnout. For this reason, it is critical that the College support both the physical and mental health of its students and employees.



E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

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Areas of Focus

2.1 Promote the growth of a Diversity and EquityBelonging-minded culture: HCC serves one of the most diverse cities in the country and boasts one of the most diverse student bodies. It is critical for HCC to promote a culture that supports belonging and inclusion for faculty, staff, and students. Towards this end, HCC has participated in USC's Race & Equity institute, which empowers leaders to develop and achieve race and equity goals.

2.2 Implement programs that distribute opportunity for all segments of the HCC communities: Although Houston is one of the largest metropolitan regions in the US, its rate of postsecondary attainment trails others. Of the 50 largest metro areas, Houston ranks 32 in adult population with a Bachelors or higher and 48 in adult population with a high school diploma or higher. Fundamental to HCC's mission and vision is its role in providing access to education and training necessary for economic vitality for individuals, communities, and the region.

Column Break

the Dream (ATD): ATD is the most comprehensive non-governmental reform movement for student success in higher education history. ATD is a network of over 277 higher education institutions focused on helping students have a better chance of realizing greater economic opportunity and achieving their dreams. HCC was

a founding member institution in 2004 and has been a leader college from 2009 through 2021. From its inception, ATD has been committed to access and equity as well as assisting colleges in using evidence-based practice to reach these goals.

2.4 Integrate the use of personas to inform Diversity and Inclusionbelonging activities:

Personas are archetypes that are composed of a student story, background, goals, assets, and challenges. Approaches to equity that only consider race and gender may not adequately address intersectionality and may fail because they do not consider differences in experience and life stage, especially in community college settings where many students are post-traditional and goals vary widely. Personas provide a way to overlay differences to promote empathy and understanding, and to analyze policies and practices which promote inclusivity and equity of learning outcomes.

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EI Strategic Priorities

E.1.1 The HCC Strategic Priorities
E.1.1.3 Personalized Learning

Strategic Priority 2: Personalized Learning

Definition

To provide customized instruction and assessments that support student success by understanding the students' unique needs, preferences, concerns, and aspirations. Personalized learning is student-directed, student-paced, and designed for each learner.

Initial Areas of Focus

2.1 Expand and refine the use of the HCC personas into institutional decision-making practices: Personas are student-centered archetypes that represent groups of students with similar goals, assets and challenges. As such, they can be used to gain insight into students' journeys through HCC as well as the policies and practices that will facilitate their success. By using personas in institutional decision-making processes, HCC gains insight into how student journeys differ and how HCC can best serve each group.

2.2 Integrate the HCC personas into student advising and teaching and learning strategies: Personas allow institutional leaders, instructional personnel, and student service personnel to empathize with a student and, when they plan services or provide professional development, to 'put themselves in the student's shoes.' Personas provide a way to overlay differences to promote empathy and understanding, and to analyze policies and practices to promote student success. Personas are particularly useful when experimenting with or developing academic and student support services that work to improve learning outcomes.

2.3 Develop data collection capabilities that support the integration of the "student experience" into institutional decision-making practices: In order to build a student-centered college, it is necessary to listen to student voices and understand the student experience. HCC will continue to use student engagement surveys, interviews, and focus groups to elicit students' lived experience.

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E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

E.1.1.4 Academic Rigor

Strategic Priority 3: Academic Rigor

Definition

To establish a set of common, high-quality curricular and instructional standards that continually challenge all students to demonstrate achievement of proficiencies throughout their academic journey with HCC.

Areas of Focus

- **3.1 Develop a vision for teaching and learning and student support in the post-pandemic educational environment:** Teaching, learning, and student support in this new era is inherently more flexible and less dependent on place. Additionally, HCC must adapt to meet new academic, social, and emotional needs that have arisen during the pandemic. This compels HCC to develop a vision to serve students and communities going forward.

Implicit in this vision is the need to create 21st-century Learning Spaces. In the post-pandemic educational milieu, virtual learning spaces will coexist alongside physical spaces. Traditional classrooms will not disappear, but nontraditional spaces will likely represent an increasing percentage of learning environments. Learning spaces may also be distributed in unique ways, not always located on educational campuses. Internships, for example, may be associated with learning spaces at an employer's worksite. The field may also come to be considered more of a learning space, especially as devices such as laptops and work pads allow all

the world to be a classroom. HCC will focus consistently on the highest and best realizations of learning spaces. The college will favor innovation, exhibiting a willingness to place small bets on a range of options to determine which fits best with HCC's needs.

- **3.2 Enhance the use of learning outcomes assessment data to enhance program quality:** An integral part of the Texas Pathways movement is ensuring that students are learning. Learning is best measured not through grades but through assessments that track student learning outcomes. Implementation of virtual reality/augmented reality, adaptive learning, competency-based education, and credit for experiential learning will enhance HCC's ability to help students in developing the relevant knowledge and skills they need to meet their goals.
- **3.3 Strengthen the role and influence of workforce program industry advisory committees to ensure alignment with industry need:** HCC's workforce programs form advisory committees to ensure that programs align to both present and future industry needs. By strengthening these advisory committees, HCC can strengthen connections between the institution, its students, and the community.
- **3.4 Develop plans to maximize the utilization of instructional facilities in support of program expansion and teaching and learning excellence:** HCC is developing a Facilities Master Plan that incorporates principles of optimum space utilization, use- and user-centered design, the

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E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

E.1.1.4 Academic Rigor

creation of 21st-century learning spaces, and the most efficient and effective use of existing facilities. This process also will involve stakeholders beyond faculty, staff, and students; the communities HCC serves also will be involved. In addition, the Plan may well reach beyond the traditional boundaries of such endeavors to consider such options as colocation of facilities with other institutions of higher education, or even with businesses and not-for-profit organizations. Facilities Master Planning will include a variety of considerations, such as facility assessments, program evaluations, administration/faculty/staff input, surveys of facility conditions, concept plans, stakeholder input, collaborative meetings and committees, and thorough vetting of draft proposals. HCC's goal will be a Facilities Master Plan grounded in and supportive of the Comprehensive Strategy, as detailed in the strategic priorities, the Vision, and the Mission.

4.5 Expand the use of co-requisite remediation teaching models in order to improve student preparedness to be successful in college-level work:

HCC has implemented co-requisite remediation as strategy in which students' first college-level English and math courses are paired with a support course for students who enter needed support in college-level coursework. Since 2016, co-requisite remediation has increased the percent of underprepared students completing college-level math in the first year by 14%, and the percent completing college-level English by 17%. Continued implementation and expansion will continue to increase these rates, especially in the face of potential learning loss in the K-12 setting during the pandemic.

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E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

E.1.1.5 Community Investment

Strategic Priority 4: Community Investment

Definition

To serve as an economic engine for the Greater Houston Region, we must encourage access and provide opportunity that leverages the collective resources of the College to support student success. This includes partnering with key stakeholders to ensure the creation of economic development opportunities in all of our local communities.

Areas of Focus

- **4.1 Enhance partnership in support of K-12 educational pathway development:** Currently, HCC serves six K-12 districts within its service area: Houston, Alief, Fort Bend, Katy, Stafford, and Spring Branch, as well as charter schools and private schools. In addition to dual credit courses, HCC offers Early College High School and P-tech programs, enabling students to earn a post-secondary credential while still in high school. Expanding these partnerships expands opportunities for students in HCC's service area.

A second critical component is expansion of support for students exiting high school, thereby increasing the percentage of students who enter post-secondary education after high school. *Building a Talent Strong Texas*, the Texas Higher Education Coordinating Board's statewide strategic plan, sets a goal of 60% of Texans age 25–64 obtaining a degree

or credential by of 2030. To meet this goal, stronger on-ramps from high schools to post-secondary institutions are necessary, especially given the decline in college enrollment that occurred during the pandemic.

- **4.2 Partner with community leaders across greater Houston to identify community education programs (including adult and continuing education) needs and distribution gaps:** As described above, Houston was 48th out of the 50 largest urban centers in the percent of residents with at least a high school education in 2021. Programs like HCC's Career4U academies allow adult learners to earn a level 1 certificate without the requirement of a high school credential. These certificates are in fields leading to living-wage jobs and economic security. HCC will collaborate with communities to identify needs and distribution gaps, expand these types of offerings, and provide on-ramps to stackable credentials.

- **4.3 Expand our collaboration with leaders of regional colleges and universities for enhanced pathways for student success:** Eighty-five percent of HCC students express the intent to transfer to a four-year institution. As a result, HCC is one of the founding institutions of the Houston Guided Pathways to Success, or Houston GPS, which is a collaborative of 2-year and 4-year institutions designed to accelerate pathways to completion and transfer in the Greater Houston Area. In addition, HCC offers articulation agreements

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E.1 Strategic Priorities

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E1.1.5 Community Investment

and 2+2 transfer pathways that smooth students' transition to 4-year institutions. HCC will work to expand and enhance these collaborations.

- **4.4 Expand our collaboration with industry for enhanced pathways for student success:** The Centers of Excellence are distributed strategically in corridors where the industry in question is strong and where the College can best leverage a concentration of assets: human capital, facilities, and equipment. Among the partnerships in place are those with the Greater Houston Partnership and UpSkill Houston, the Houston Area Construction Education Collaborative, Sony, Audi, Apple, JPMorgan Chase, CVS, Perry Homes, TRIO Electric and Spring Branch ISD, the AARP Foundation, Gallery Furniture and Intel. HCC continues to expand partnerships to increase student opportunity and success.

- **4.5 Expand our collaboration with legislative leaders and civic leaders for enhanced pathways for student success:** The pandemic illustrated the importance of collaboration in ensuring the health, safety, and educational success of HCC's students. Moreover, hurricanes and freezes have underscored the importance of both collaboration and resilience. Strengthening HCC's collaboration with both state and local leaders is crucial for success of HCC's students.

- **4.6 Strengthen outreach and engagement efforts to local communities across greater Houston in order to align program offerings with local community needs:**

Embracing the reality that, for HCC to succeed, the College must be wholly and productively integrated with the communities it seeks to serve, the College has reached out in many directions both before and during the pandemic to pair its strengths with others. This included partnerships with independent school districts, charter and private schools through the College Connections and Eagle Promise programs, collaborations with local universities, and work with business and industry through organizations such as the Greater Houston Partnership and regional chambers of commerce. During the pandemic, H-Force partnered to create PPE for first responders, and HCC created JobsNowHouston to facilitate return to the workforce in high-demand jobs. HCC is also partnering in initiatives on upstream and midstream skills training. By strengthening outreach and engagement efforts, HCC will continue to align program offerings with local community needs.

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E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

E.1.1.6 College of Choice

Strategic Priority 5: College of Choice

Definition

Advancing HCC as the model for the next generation of community colleges by setting the standard for quality, and value in higher education; leading innovation of programs, industry partnerships and economic opportunities; and serving as a preeminent choice for students and employees.

Areas of Focus

- **6.1 Enhance administrative succession planning to build a sustainable workforce:** There is no more important key to HCC's superior performance than a highly skilled, well-motivated, and deeply committed workforce. This will require three things of the organization and five from its leaders. First, as an institution, HCC must prioritize talent identification, acquisition, training, and retention. Second, the institution must place a premium on the development of its talent. Providing mentoring, stretch assignments, and opportunities for growth and learning should be standard and based on an articulated program designed to advance the individual upwards through the organization. Third, HCC must establish a development culture, where the entire process from hiring through advancement is designed within a system that identifies and promotes talent at every opportunity. For HCC leaders, the five tasks will include acting as a role model, reinforcing the value of learning, building sustainable processes to support development, reinforcing shared values, and taking advantage of opportunities for real world learning and development.

6.2 Develop a sustainable budget that supports a communications and marketing strategy that ensures we are seen as the college of choice:

- **Sustainable Business Model:** A sustainable business model is one that positions the institution to thrive in realization of its goal – and to continue to do so over the long term. In determining sustainability, a number of factors must be considered, including but not necessarily limited to: all of the requirements for the particular activity, the amount needed to sustain the activity, current resources available to provide that support, additional resources that may be needed now or in the future, and sources of funding both current and potential. Risk factors should also be taken into account, including external factors that could affect the availability of necessary funding. In addition, opportunity costs must be considered – that is, whether a particular program exists or will be sustained over time at the cost of losing another more worthwhile undertaking. The goal will be to create a sustainability strategy based on reasonable assumptions and resiliency features incorporated to deal nimbly with the unexpected.
- **Expanded Sustainable Revenue Streams:** HCC has two primary revenue streams: taxpayer dollars and student tuition. To ensure sustainability, the College must strengthen its ability to develop long-range projections and plans for both of its primary revenue streams. Moreover, those projections and plans must be shared with and supported by the Trustees as the persons entrusted with overseeing the long-term strategic direction of the College. Realistic expectations regarding tax revenues

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E.1 Strategic Priorities

E.1.1 The HCC Strategic Priorities

E.1.1.6 College of Choice

are essential for maintaining taxpayer support. While keeping tuition affordable ensures access to education for HCC's target populations; both must be key elements of financial stewardship. Optimizing organizational effectiveness – streamlining, rightsizing, eliminating duplication, adapting processes, improving and/or flattening hierarchical structures – contributes to sustainability, to an organization that can be maintained financially over time. Moreover, optimizing organizational effectiveness cannot be a singular, one-time event; to promote sustainability, it must be an ongoing, continuous process that seeks out every possible path to improvement.

- **Mission-Focused Entrepreneurial/ Auxiliary Funding Mechanisms:** HCC's two principal funding sources – taxes and tuition – will continue to be the institution's financial mainstays. But ever-rising costs – as well as the natural resistance to significantly increased taxes or tuition – will make it imperative for the College to promote and reinforce entrepreneurial initiatives that generate new revenue streams, both one-time and ongoing. This may involve identifying needs that will benefit businesses willing to participate financially in addressing them. It may likewise entail development of intellectual content that can be monetized – such things as online learning programs or academic programs that can be capitalized as marketable packages. HCC might also volunteer to be the test platform for new educational tools in return for preferential access to their use and royalties from their use by others. In every case, however, the initiative must align with the HCC Mission. The goal will not be to chase dollars but to pursue programs that promote the HCC Mission and generate revenue as a byproduct.

- **Integrated Annual Budget Development Process:** A key element of this Comprehensive Strategy is the concept and practice of integrated planning – the bringing together of disparate planning activities into a coherent, systematic, sequenced process that incorporates all of those individual activities into a single whole of maximum productivity. HCC will use this integrated planning model for the annual budget process.

- **Marketing and Communications:** Within a sustainable budget, it is necessary to include an intentional program of marketing and communication. No institution, however successful, gets recognized for its success alone. HCC will expand its marketing and communication efforts through a variety of programs and a range of channels. Particular consideration will be given to how that marketing and communication program can be more carefully tailored so that it speaks more directly to discrete audiences. This will require a deeper understanding of who the people are who need to know about HCC and why their awareness is important. For every act of outreach, there should be a clear and measurable goal. Likewise, every communication initiative should be regularly assessed to evaluate its ongoing effectiveness. Innovations in marketing and communication, whether in the message, the groups targeted, or the communication medium employed, should be a standard feature of all such efforts. Most important, the primary goal of all marketing and communications should be to build support for HCC by explaining clearly and consistently HCC's value to the targeted audience.



E.2 Performance Indicators: Accountability Through Measurement

The Reasons for Performance Measurement

Every organization determined to excel must define with absolute clarity its mission, vision, and values. Success also requires an unwavering focus on those few critical strategic priorities and objectives which, if accomplished, will move the organization furthest and take it closest to reaching the outer limits of its ambition. All of this must be supported by the organizational and individual competencies and behaviors needed to translate the ideal state to which the organization aspires into concrete reality.

As essential as mission, vision, values, strategic priorities and objectives, and organizational and individual competencies are for success, they are rendered inconsequential unless the organization is prepared to hold itself accountable for action that leads to intended results. This requires the organization to commit to measuring those things that matter – and measuring those things which, if achieved, are most likely to advance the purposes for which that organization exists.

Performance Indicators: A Taxonomy

Performance indicators, or measurements, have several purposes, each supporting a different aspect of accountability; some measure what has passed, some measure what is happening in the moment, and some help predict what will happen. The lines between these three categories are not brightly drawn as there is frequent overlap. They also inform each other. Measures of what has passed may influence the outcome of measures focusing on the present, and both measures of what has

passed and what is happening now can help illuminate the measures that forecast the future. That said, there is enough difference among them to consider them separately as well.

Measures for Past Performance. Some performance indicators measure past performance to assess how much actual progress has been made toward carefully articulated goals over a fixed period. These performance indicators are lagging measures; they give the box score on results. Examples of lagging measures are graduation rates and employment outcomes.

Lagging measures can provide useful guidance for the future, especially by providing data for evaluating what went well, what did not, and where opportunities for improvement might lie. But they can also represent where performance fell short and opportunities were lost. By the time these performance indicators capture the shortfall, the opportunity for intervention has passed.

Measures for Predicting Future Performance. A second class of performance indicators offer guidance as to how well the organization is progressing toward accomplishment of future goals. Such performance measures are leading indicators; they offer predictive information as to the likelihood of future outcomes. In predicting the likely success of a student (for example, measures such as whether students succeed in first year English or math, the number of credit hours they complete, and whether they persist – all leading measures of behavior) leading measures offer predictions as to how likely it is that a student will complete their program.

E.2 Performance Indicators: Accountability Through Measurement

Measures for Current Performance.

Other performance indicators are of the moment, assessing current performance through far more contemporaneous data. They provide data that can illuminate where immediate action is required. For example, a student may be doing poorly in a particular class. The results measure is that student's current grade. But the student's attendance, a class-to-class thing, may also be poor. Taken together, these measurements – the grades as result and the poor attendance as behavior – provide information that should be attended to in the moment as a matter of improving current performance as well as future outcomes.

An organization committed to holding itself accountable through measurement, and likewise prepared to embrace performance indicators as a key tool in evaluating and improving performance, will engage in all three categories of measurement. Moreover, the data consequently generated will be continuously fed back into the organization, both at the institutional and individual levels, as a tool to spur further improvement and accomplishment.

Accountability at HCC: Performance Indicators and Supporting Measures

HCC is committed to the success of the Comprehensive Strategy. As a result, HCC is equally committed to measurements that hold the College accountable for its execution of the Comprehensive Strategy. This accountability will be established through three sets of performance indicators:

The Three Core Performance Areas. HCC has identified three broad-ranging areas that are critical indicators of the College's success in advancing the strategic

priorities. These areas are measured by the Core Performance Indicators, or CPIs – which will gauge overall organizational health and performance. CPIs evaluate the broad progress of the College toward accomplishment of its strategic priorities. They are multi-dimensional, collecting individual elements of data that, taken together, provide a nuanced and deeply informative assessment of HCC's performance. They are not ultimate standards of success but instead provide the information that, factored together with the judgment of the Board and administration, will determine the institution's understanding of how well it is doing and where the opportunities for further improvement lie.

Supporting Performance Measures.

While the CPIs are invaluable gauges of organizational accomplishment, they are also lagging indicators reflecting past action. The CPIs provide data about performance and what can be improved, but do not allow the College to go back in time and remedy performance shortfalls. For that reason, the CPIs must be complemented by Supporting Performance Indicators, or SPIs. Drawing on the taxonomy of performance indicators discussed earlier, SPIs will focus on measures of current performance and measures of future performance. The indicators of current performance measure both results and behaviors leading to results; indicators of future performance are weighted more heavily to behaviors that lead to results. The goal of the SPIs will be to complement the broad and high level perspectives provided by the CPIs with information that allows for in-the-moment improvement and actions to influence future results.

E.2 Performance Indicators: Accountability Through Measurement

It is important to note that the CPIs and SPIs work in tandem. Each CPI brings with it SPIs; each SPI contributes along some dimension to one or more of the CPIs. They create constellations of measurement rather than a series of discrete, somewhat disconnected measures. Taken together, their value to HCC is greater than the simple sum of their parts. For this reason, the discussion that follows starts with the three CPIs and describes the SPIs associated with each.

HCC Performance Indicators: Sources. Performance indicators used at HCC are the product of a number of contributing factors. National standards for the performance of institutions of higher education are one source. Another includes

the benchmarks set by the State of Texas. Academic research about important measures of the quality and effectiveness of higher education delivery is also informative and advisable. Policy guidance supplied by the HCC Board of Trustees is imperative. Trustees provide guidance as to what those institutional CPIs should be. On an annual basis, the Board sets specific accountabilities for the Chancellor, as chief executive officer of the College, for their attainment, and these specific accountabilities can include SPIs. In robust dialogue with the Chancellor, Trustees can also provide guidance on specific targets for the CPIs as well as directions the SPIs should take.



E.2 Performance Indicators: Accountability Through Measurement

The CPIs

It is important to understand the reasons why each CPI is critically important to the college: what it encompasses, which SPIs enhance our understanding of it, and what subsidiary issues or challenges the CPI may reveal. It should also be noted that the order of discussion of the CPIs that follows is not indicative of their relative importance; they are all critical performance indicators for HCC.

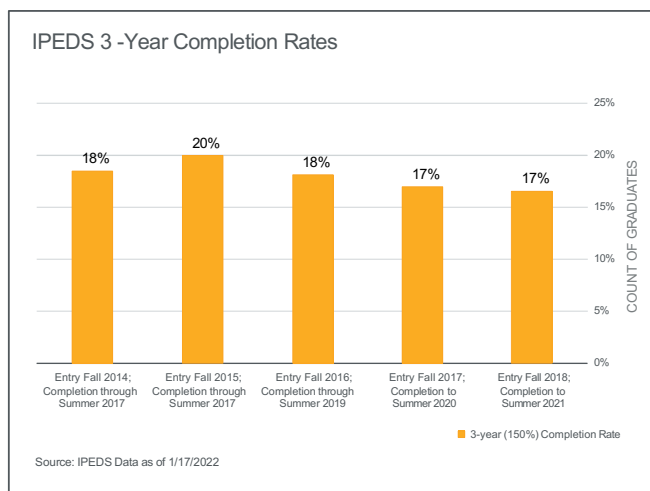
Student Success

- **CPI 1: Award Rate.** Fundamental to HCC's Mission, Vision, and Values is the education and success of students. The Award Rate sits at the heart of metrics which track how well the College lives up to its Mission and Vision. For HCC, the Award Rate will measure student persistence in earning certificates and degrees. The higher the Award Rate, the more robust the number of students leaving the College with certificates and degrees.

This CPI is also central the HCC's SACSCOC accreditation and represents a primary measure of success reported as part of the National Center for Educational Statistics (NCES) Integrated Postsecondary Data System (IPEDS).

This CPI measures completion of certificates and degrees by full-time students within three years of entry.

- **Award Rate SPIs:** In isolation, the Award Rate will not give HCC the robust, multidimensional assessment that tells the College how well it is doing in supporting the education of all its students. Importantly, the Award Rate is a lagging indicator, which means that it reveals lost opportunities and has limited usefulness for charting a future course. For these reasons, SPIs are needed to give context and depth to the information the Award Rate provides. It is critical that HCC deploy a range of SPIs that can be measured contemporaneously to bring context



E.2 Performance Indicators: Accountability Through Measurement

and detail to the Award Rate CPI. In any given semester, more than 70% of HCC students attend part-time, making the inclusion of these students in our metrics essential to understanding HCC's performance towards its strategic priorities. Furthermore, many students who start a semester on a full-time basis do not stay full time: they may encounter financial or other constraints, they may stop-out, or they may not successfully complete their coursework. Students who are not full time – the majority of HCC students – must be accounted for.

Additional SPIs provide both context and leading indicators that offer institutional leaders a measure of whether they are successful, contextualize future outcomes, and forecast changes in the Award Rate. Since graduation rates change slowly, changes HCC makes today will not show impacts on those rates for three or four years more.

- For students to receive certificates or awards, they must first succeed along the way – for instance, completing gateway courses such as math and English, persisting from semester to semester, or accumulating required course credits. Measurement of these elements provide information about whether the actions the College has taken will help meet the goals that have been established. As students' persistence is necessary for course completion, credit accumulation, and award completion, Fall to Spring and Fall to Fall persistence are measured as SPIs.
- Because the majority of HCC students are part-time, intend to transfer to a four-year institution, or both, SPIs leverage HCC's Achieving the Dream

(AtD) cohort. This cohort includes both full-time and part-time students, as well as both FTIC and transfer-in students. Through consideration of the four-year award rate (for those students whose time at HCC stretches beyond the standard three years), the AtD four-year rate complements the portrait painted by the Award Rate CPI; the result will be a more complete picture of student outcomes that will give HCC a better understanding of how well it is accomplishing its primary task.

- Achievement of a certificate or degree is an important milestone, but it is not the end of a student's journey. A CPI or SPI that does not consider what happens once a student has been successful at HCC omits a significant dimension of how the College should measure its impact. In creating SPIs that round out the Award Rate CPI, HCC must include performance indicators whose impact falls across a longer time horizon. Thus, transfer rate and workforce outcomes are included as SPIs.
- It is important to meaningfully disaggregate the data. Personas will play an especially important role in this regard, helping determine what SPIs are critical for each of the personas during their time at HCC, and how best to measure the impact on each persona once they have left the College. In addition, there must be certainty that all categories of students are included. HCC needs to understand the trajectories by [socio-economic background](#), of full-time versus part-time students, of students who transfer in, of those who transfer to

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E.2 Performance Indicators: Accountability Through Measurement

a four-year institution rather than finishing at HCC, and those who leave the College before receiving a certificate or degree without transferring to a four-year institution and enter the workforce instead.

Access

- **CPI 2: Access.** Transfer and completion rates comprise the access CPI. HCC provides access to higher education to students throughout the Greater Houston Area who higher education has traditionally underserved. National data collected from tax records demonstrates that the College is an engine for economic mobility for its students. Among these students are those low income, of first-generation backgrounds, or those who reside at the intersection of those categories. A critical responsibility arising from HCC's focus on all students is to provide students the educational opportunities

foundational for economic and social mobility. The responsibility to empower students to reach their goals will be measured through growth in transfer and completion rates. Importantly, HCC's mission is to serve its communities, a goal that is also required by SACSCOC. HCC's accrediting body. Thus, HCC will disaggregate data in multiple ways (economic disadvantage, dual credit status, etc.) to ensure it meets the needs of its constituents.

- **Access SPIs:** Community Colleges are indispensable to providing access to higher education for all students, particularly nontraditional students, low-income students, and others who have been underserved by institutions of higher education. HCC recognizes that student access and success in higher education is impacted by the effects of systemic poverty still present throughout society. The mission of the College is to increase access to higher education

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E.2 Performance Indicators: Accountability Through Measurement

and pathways to living-wage careers. The first SPI leverages HCC's pathways work to focus on improved access to high-status programs that lead to jobs in which individuals earn a living wage. This goes beyond access to the institution and considers how the HCC supports students in achieving excellence.

- The second SPI recognizes that it is necessary to foster a welcoming climate to achieve student success.

Creating a supportive environment means maintaining ongoing engagement to address the campus climate and culture to cultivate an environment where under-represented populations feel welcome to participate actively in the college community. Creating a respectful and supportive environment will strengthen HCC's connection with the surrounding Houston communities.

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E.2 Performance Indicators: Accountability Through Measurement

Financial Health

- CPI 3: Composite Financial Index (CFI):** As a public institution funded primarily by taxpayers in the Greater Houston Area, HCC has a responsibility to ensure the effective use of the monies entrusted to it. The College takes this responsibility seriously. The Composite Financial Index, which is used widely throughout higher education, addresses how well HCC meets this responsibility by tracking the relative financial health of the institution.

The composite financial index is comprised of four ratios:

- The primary reserve ratio, a measure of financial reserves relative to operating expenses
- The viability ratio, a measure of debt relative to reserves
- The net operating revenues ratio, a measure of whether an institution

is operating within its available resources

- The net asset ratio, a measure of economic return

The statewide standard for this measure of financial health is established by the Texas Legislature and by the Texas Higher Education Coordinating Board. HCC consistently exceeds this standard.

- SPIs – Financial Health:** Evaluating how well HCC performs in spending its financial resources to best effect as regards student outcomes is not a straightforward financial calculation. To get the most complete assessment requires SPIs. The SPIs more directly measure how HCC manages programmatic spending to increase student attainment and the balance among sources of HCC's revenues.
- Critical to student success is allocating funds to instruction and student

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Metric 3.1: Composite Financial Index

Community College	Composite Financial Index		FY 2020	FY 2021	Composite Financial Index Answers the questions: "Is the institution financially capable of successfully carrying out its current programs?" and "Is the institution able to carry out its intended programs well into the future?"
	FY 2018	FY 2019			
Alamo	1.9	3.0	2.4	4.6	
Austin	3.7	3.2	2.6	2.8	
Dallas	6.6	6.6	6.1	7.2	
Houston	2.6	2.1	3.5	4.6	
Lone Star	2.6	2.0	1.3	4.2	
Tarrant	6.6	6.8	5.2	5.9	
Statewide Average	3.7	3.8	3.5	5.3	
Acceptable Standard	>2.0	>2.0	>2.0	>2.0	

Source: THECB Financial Condition Report

E.2 Performance Indicators: Accountability Through Measurement

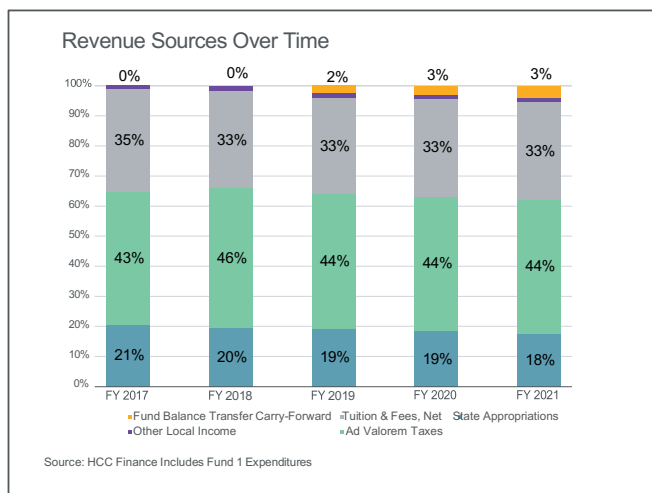
support. In reporting expenses, college and universities are required to categorize funds according to National Association of College and University Business Operators (NACUBO) functional categories. Three categories – instruction, student services, and academic support – best index services that directly support students. It is not possible to allocate 100% of expenses to these categories, as expenses such as facilities, instructional technology, and administration are necessary. However, as a supplementary performance indicator, focus on the proportion of funding that directly supports student success assists HCC in meeting the strategic priorities.

- Also critical to ensuring student success is ensuring a sufficient and

reliable revenue stream. In Texas, community college funding comes from four major sources:

- Legislative appropriations,
- Ad valorem taxes,
- Tuition and fee revenue,
- Grants, contracts, and auxiliary services.

It is essential to keep taxes, tuition, and fees as low as possible while ensuring that funding is sufficient to support student success within the institution. When revenue is too low to support the institution, student success suffers, and the cost to students in terms of lost dreams is too great. For this reason, SPIs that consider HCC's revenue mix with particular attention to affordability, student success, and sustainability are crucial to the financial health of the institution.



E.2 Performance Indicators: Accountability Through Measurement

Connection to the Strategic Priorities:

The CPIs are metrics that represent the state that HCC will achieve as it advances towards its strategic priorities. HCC's progression toward the strategic priority of personalized learning will impact both the Student Success and Access Core Performance indicators. The CPIs index the goals of successful completion, transfer, and financial health that HCC aspires to achieve through the strategic priorities. The SPIs provide context and leading indicators to measure progress to provide opportunities for continuous improvement along HCC's trajectory.

Importantly, HCC should never consider either CPIs or SPIs as carved in stone; as times, circumstance, and strategic priorities and objectives change, the criteria by which performance is measured may likewise have to change. HCC's ability to review and revise the CPIs and SPIs based on situational contexts will enhance HCC's capability to use the information effectively through thoughtful, considered, and timely analysis.

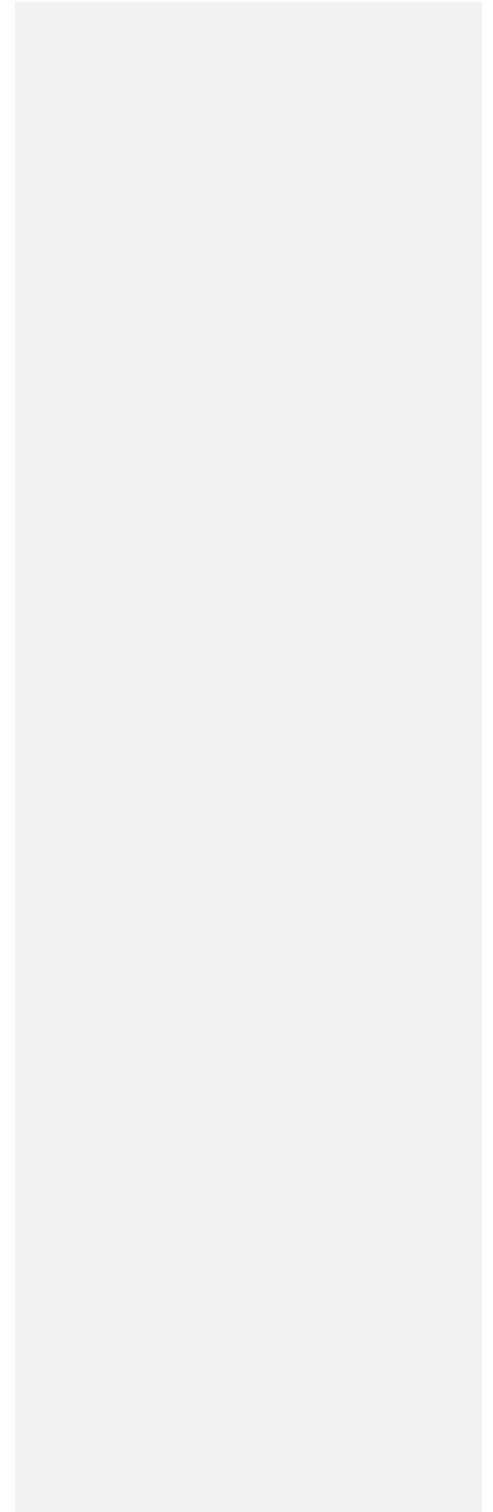
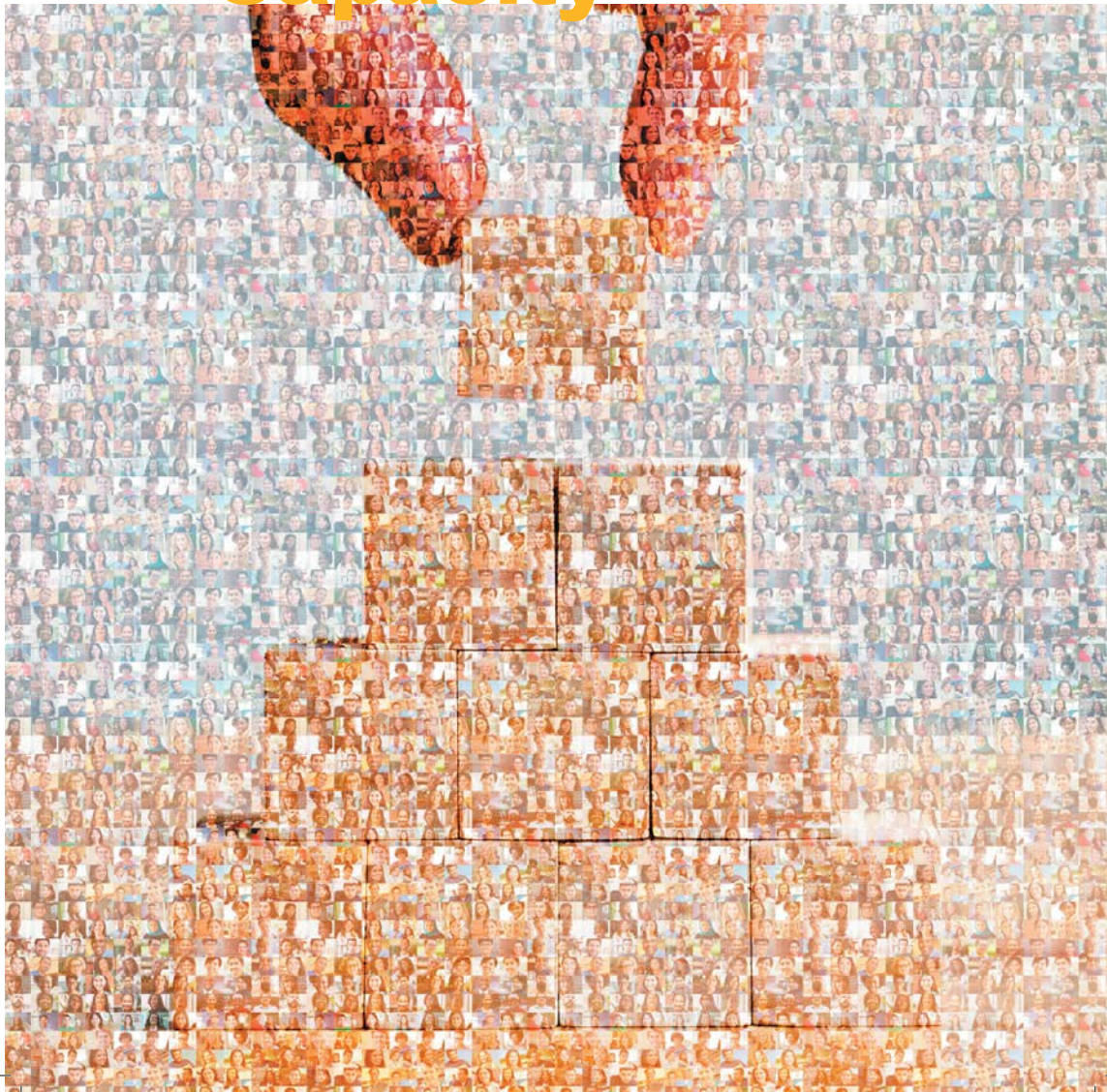
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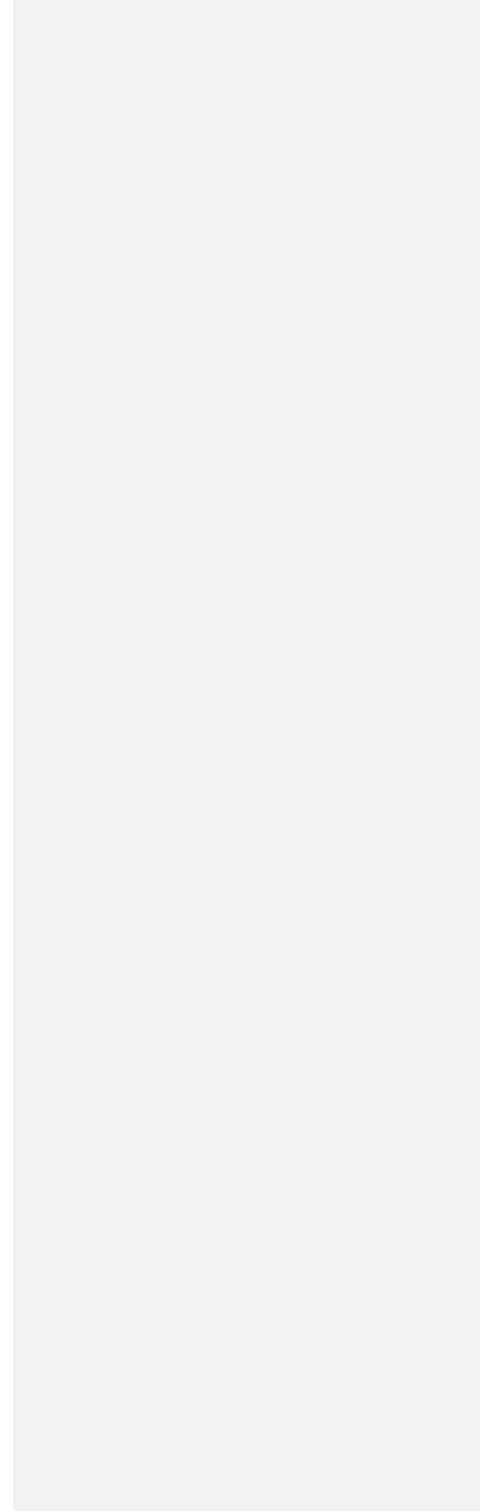
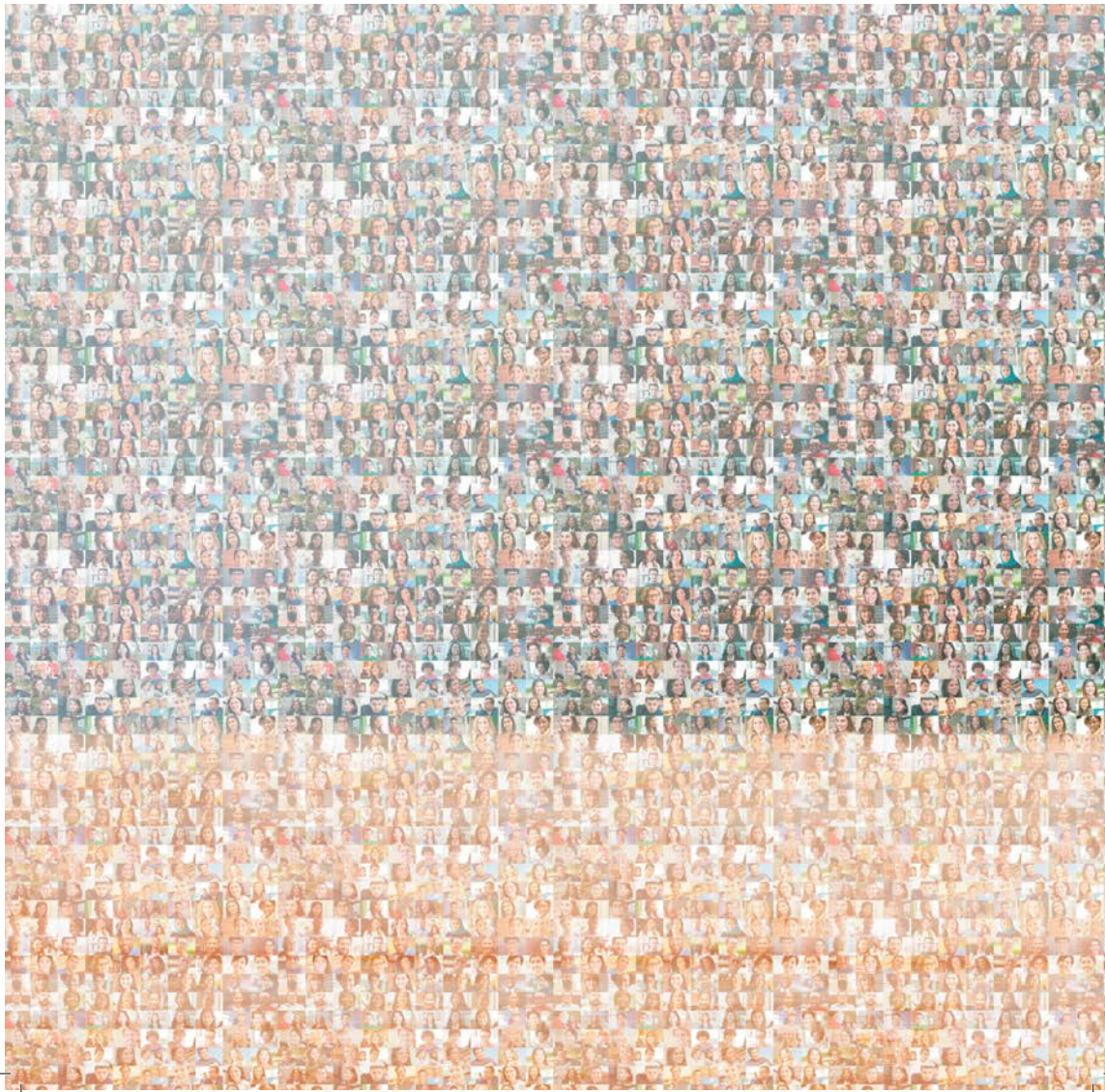
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Section F:

Building Organizational Capacity







F.1 Personas

F.1.1 The Concept and Value of Personas

The Comprehensive Strategy departs from more traditional strategic plans in significant ways which will reap long term benefits for HCC. While it includes strategic priorities and objectives – as well as performance indicators to measure and evaluate plan execution – the framework’s primary goal is to foster strategic thinking and guide all of the work of the College.

To accomplish this transformation, HCC has embraced five tools. Personas will enable the College to better understand and serve its students by looking at them from their perspective, understanding their stories, and no longer assigning them to traditional categories that say almost nothing about them as individuals. Organizational strategic competencies will build the capacity of HCC to make transformational change happen on a sustained basis. The Mosaic Movement will build on the HCC Way, establishing and reinforcing the behaviors expected of faculty and staff that will be essential to an organization which acts strategically to serve students and the community. Integrated planning cycles will promote collaboration and coordination among all of the various planning activities and planning cycles that take place across the College throughout the year. Relationship mapping will facilitate the elimination of silos in favor of collaboration among constituent units of the institution, ensuring that for every project and task all of the available resources needed to ensure the best possible outcome are marshaled and deployed.

These five elements are not discrete; they work in tandem with each other. They function as a part of a coordinated whole, interacting with each other to create an organization that consistently thinks and acts with the strategic intent required to be responsive to the community, quick to seize opportunities, and constantly evolves in response to an ever-more-quickly changing world of challenges and opportunities for those who would educate the workforce of tomorrow.

Personas: Meeting a Challenge

Personas are a key transformative tool, and they will work in coordination with the framework’s other mechanisms (Strategic Competencies, the HCC Way/Mosaic Movement, Integrated Planning Cycles, and Relationship Mapping) to move us powerfully toward our mission’s aims. Personas will enable the College to better understand and serve its students: they encourage us to view students through the lens of empathy; they invite us to better understand students’ individual stories; and they allow us to consider the nuances between and among the categories to which students have traditionally been assigned.

The positioning of student centeredness as a core competency – the intentional grounding of every action HCC takes, large or small, in the interests of the students we serve – requires dedicated inquiry into the emerging needs of HCC’s student and how to best meet those needs. Personas are archetypes which build upon a body of research around our student body – how it is changing, the diverse range of student journeys taking place at HCC, and who HCC has yet to fully serve. Thus, personas inform HCC’s leadership, faculty, and staff in their quest to serve their students.

While industry has long used the persona tool for marketing and to better

F.1 Personas

F.1.1 The Concept and Value of Personas

understand and serve customers, any analogy between customer service and student service insufficiently captures the level of care and concern HCC has for its students. HCC will re-purpose this tool – redesigning, reframing, and deploying personas as integral to planning so that the College can create and refine processes and programs which better adhere to our College's vision.

Personas: An Overview

A persona is a shorthand representation of key information about a specific segment of our student population and is built on a body of qualitative research; it's an archetype representing a particular group of students with key commonalities rather than a stereotype of a group based on race, gender, age, and so on. Initially, qualitative research captures a specific student segment's goals, needs, and expectations. Those, in turn, inform the student experience necessary for the students represented by a particular persona to achieve their goals efficiently and successfully. For HCC, there are multiple personas. Rather than thinking of the student body as an undifferentiated whole, the HCC personas attempt to recognize the true plurality of the distinct needs that different student segments exhibit. Creating a set of personas encourages this divergent line of thinking and prevents opaque, one-dimensional generalizations in favor of more nuanced and insightful observations about our wonderfully diverse student population.

To be clear, the HCC personas (representing various student segments) do not use the traditional labels often applied by research about students, such as gender, age, socioeconomics, and program. After collecting sufficient data through interviews,

surveys, workshops, and focus groups, a set of personas emerge using patterns in psychographic traits – goals, motivations, needs, assets, and influences – and researchers distill meaningful groupings from those patterns. Each persona is supplied a short biography or backstory, is illustrated with the key takeaways around goals and pain points, and is allocated certain correlated readiness factors. The development of robust data sets associated with the four readiness factors (Self Efficacy, Gateway Skills, Resources, and Health) is still a work in progress and will continue to enhance our understanding as we learn more about our prospective and current students.

Why personas add value:

- **Memorability.** A persona is a memorable, relatable way to develop insights and take action based on real student data without navigating spreadsheets or statistics.
- **Instill empathy.** As naturally empathetic people, decision makers within the College can understand student needs with increasing clarity when the need is revealed through a personal story, as is the case with a persona.
- **Shared point of reference.** It becomes easy to talk about personas ("Students like Between and Becoming would really benefit from Program X,") and to keep track of mutually exclusive student segments using agreed-upon terminology and naming conventions.
- **Scalable/measurable.** Because they are rooted in data rather than an autobiographical story of a particular student, personas reflect the scale of opportunity – for example, how many

F.1 Personas

F.1.1 The Concept and Value of Personas

students like this persona are enrolled at HCC and would benefit from initiatives designed with the success of this persona in mind.

Lastly, it is important to systematize the process of persona creation – the data collection, analysis, and insight refreshment. We must regularly evaluate personas past a standalone moment in time. When we re-examine them, some personas may shift, others may lose relevancy, and more may evolve in their place. Personas are not static; they can't be, for our student body is dynamic. Because we will regularly revisit them, personas are a great fit for the toolkit of the strategic organization HCC intends to be, as they are built to systematically sense, take note, and flag how student needs change and emerge over time. They are more a process and way of thinking than product, and sets of personas will be artifacts of that process – snapshots of HCC's student body archetypes taken at particular moments.

Applications at HCC

As HCC moves from being an organization with a strategic plan to an organization that is strategic in all its thinking and actions, constantly engaged in sensing and responding to its environment, a great deal of that responsiveness will involve understanding and reacting to student needs. Personas can help answer important questions around student centeredness, both today and over time:

- What are the meaningful differences between our students' diverse needs?
- What kinds of experiences do we need to support to make different kinds of student journeys equally successful?

- How can we better anticipate the kinds of resources our students need and proactively connect them to those resources?
- Who have we yet to serve in our community, and why is that relationship untapped?

Answering these questions through personas became a central line of inquiry in the most recent strategic planning process. The methodology employed is detailed below and will be a helpful guide as we revisit and refresh the HCC personas systematically.

The Methodology

Personas rely on three different kinds of information in order to be robust and representative. For personas to be useful in our thinking and planning processes, they must emerge from a conscientious mix of these data types.

First, and perhaps simplest, is to ask students directly about their goals, pain points, motivations, and influences through qualitative primary reporting (for example, surveys and focus groups). Through data analysis of the students' responses, meaningful segments start to emerge from feedback to questions such as how students define success – a short-term achievement versus a long-term outcome – or the myriad forms of barriers most likely to get in their way – such as time, money, family demands, or self-confidence. Even still, this data tends to attract student respondents who have the time and interest to complete surveys. This same group with a tendency to answer surveys may significantly represent the students who HCC is likely to already serve well. In fact, in an effort as broad and holistic as the Comprehensive

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F.1 Personas

F.1.1 The Concept and Value of Personas

Strategy, HCC may stand to gain the most from learning more about the students who did not provide feedback directly. This is why it is critical to augment qualitative self-reporting with other sources of data.

A secondary qualitative resource regarding student journeys requires expert input, namely the faculty and staff who work with students day in and day out. Faculty and staff see the whole spectrum of students who come to HCC and, therefore, are prepared to provide the comprehensive feedback that complements the initial student survey data to ensure it's inclusive of a wide variety of student journeys, including incomplete journeys or those which take many years to culminate. Additionally, faculty and staff are in a better position to understand trends in the student body over time. By nature, the year-over-year quality of their work gives them a perspective on changing student needs that pushes this inquiry from the current state of the student body to the cusp of emerging needs. Faculty input is invaluable for both the generation and validation of personas.

Finally, quantitative institutional data helps scale the qualitative findings essential to bringing personas to their full expression. While persona generation is quite often a helpful and heuristic process on its own thanks to the new conceptual approach to thinking about student commonalities, the metrics and outcomes data that institutions typically generate in the course of their normal operations and accreditations can be joined with the qualitative research to great effect.

Quantitative data helps validate that a persona exercise is complete by estimating how many students fall under each persona type. Through Pareto analysis (the valid

assumption that 80% of consequences come from 20% of the causes), we can begin to verify that personas have captured the majority of students and to discern the extent to which outliers still exist. While the extremes of student journeys are too specific to address well with a persona-based understanding of the student body (which relies on abstraction and generalization to the degree that the analysis is still useful and meaningful), they are certainly still worthwhile to document as an indicator or vector toward potential future personas as those outliers become mainstream.

Personas: The Process at HCC

These three types of data were critical to the development of HCC's current set of personas and exemplify the strengths of the institution, particularly the incredibly dedicated faculty and staff who hold deep empathy for students and provided exceptionally thoughtful feedback throughout this process.

The persona process at HCC began with a baseline student survey (the primary



F.1 Personas

F.1.1 The Concept and Value of Personas

qualitative reporting) conducted through Outreach Strategists/Berkeley Research Group. This survey reached 1,652 students in total from June through October of 2018 and was distributed through in-person, pop-up events across many of the HCC campuses and through digital e-blasts to student email lists. Students were offered the opportunity to enter their name for a prize drawing to entice them to complete the survey. The survey results were analyzed to develop four initial personas based on patterns in student priorities and goals.

Next, the process moved toward secondary qualitative research with faculty and staff, so we asked them for their input. We presented them the students' survey results and asked: What rings true? What can you add from your experience with these students? Who is missing? Which students do you work with regularly who are not represented in these categories so far? We received over 300 responses

through a survey of faculty and staff, and then we workshopped with over 100 of the College's leaders. After dissecting the results with a smaller team of experts who have been focused on student experiences, five additional personas were generated to complement the original four rooted in the student survey. Finally, the original four personas were validated for accuracy and completion to create an inaugural set of nine personas.

Personas: Their Future at HCC

Even though HCC is early in the process of incorporating personas into its thinking and analytical approach, they are already having a significant impact. One clear example involves persistence rates – the rates for students who have stuck with a certificate or degree program through to completion.

Traditional persistence analysis at HCC has grouped students by gender and race. For the academic years 2014 through 2020, the



F.1 Personas

F.1.1 The Concept and Value of Personas

results were as shown in Figure 1.

However, when the same data was analyzed using the nine HCC personas, the results were markedly different, as shown in Figures 2 and 3. The resulting analysis was more aligned with reality. Personas group students by their stories; those whose stories are similar are clustered together. Homogeneous categorizations by gender or race, which lump people together regardless of their individual stories, do not offer HCC the nuanced understanding of its students that allows the College to meet them where they are. Personas do. Going forward, HCC will treat the Personas as living texts/documents, to be refined and updated, perhaps even discarded and replaced. This is the reason why, in the following section, there is a tenth Persona: the Unknown Persona. This tenth Persona is evidence of HCC's commitment to ongoing, continuous improvement in the innovation of personas. If a significant new HCC Persona evolves – if a group of students with a different story emerges – HCC will embrace that reality. The College's operating assumption will be that HCC never knows enough about its students' stories – that the College must never stop working to learn more. One source of guidance in this regard will be students themselves. HCC will give them the opportunity to see themselves in one of the Personas, and to offer further insights – more information about their stories. HCC, as a learning organization, will use personas as a better lens for understanding its students, including what can be learned from those students themselves.

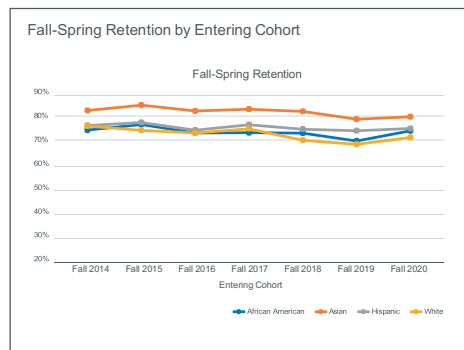


Figure 2

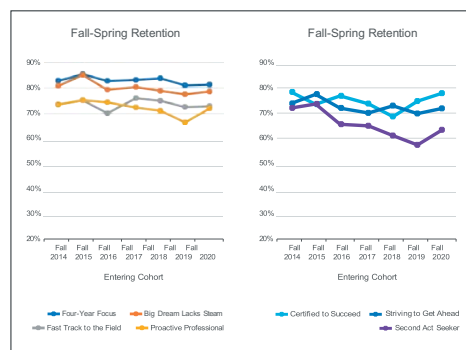


Figure 3

F.1 Personas

F.1.2 The HCC Personas

PERSONA 1

PROACTIVE PROFESSIONAL

AGE:
28

PROGRAM:
Associate
in Arts,
Business

GOAL

Break a career ceiling with stronger credentials

SUCCESS LOOKS LIKE

- Building a strong transcript
- Getting accepted at UH
- Collecting credits they

can carry

PAINPOINTS

- Keeping up their work schedule and responsibilities

The Proactive Professional is a sales specialist at a small IT company who enjoys their career but feels stalled. After ten years of working closely with customers, they feel like they could contribute more as a manager but is anxious about their credentials. The Proactive Professional sees their boss promoting coworkers with 4-year college degrees and decides to get proactive. They see the first step as enrolling at HCC to test a full-time course load given their busy schedule, with the intention of getting their AA and continuing on to the University of Houston.

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey

Low Medium High

GATEWAY SKILLS // Readiness to start the journey

Low Medium High

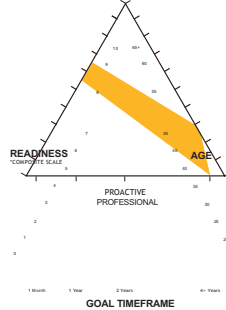
RESOURCES // Access to help to be successful on journey

Low Medium High

HEALTH // Basic needs are being met

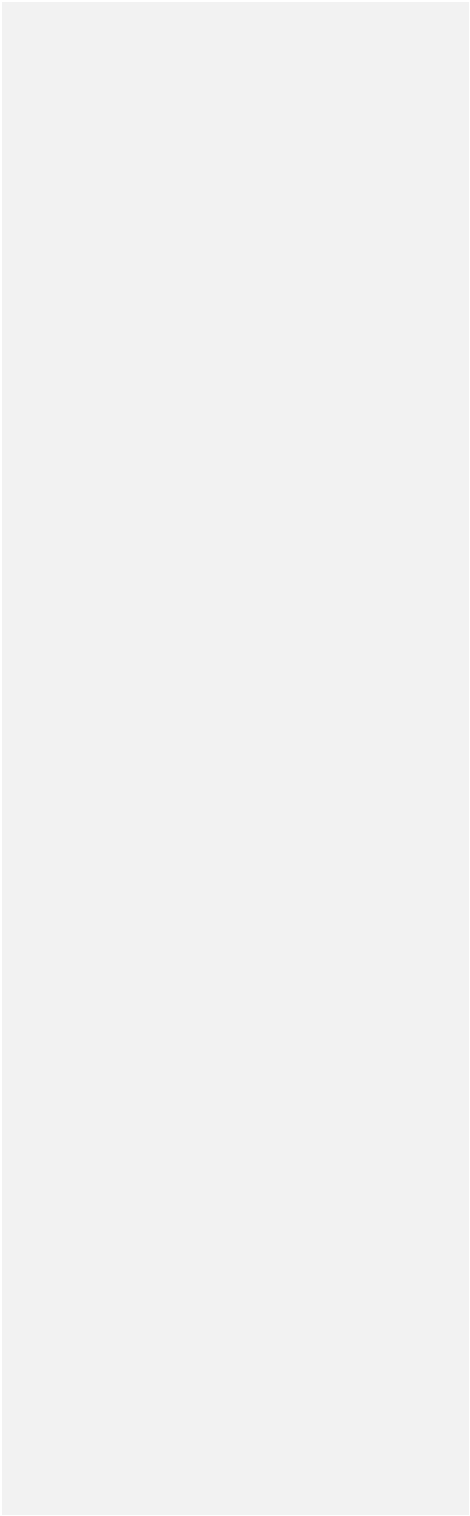
Low Medium High

Persona Shape



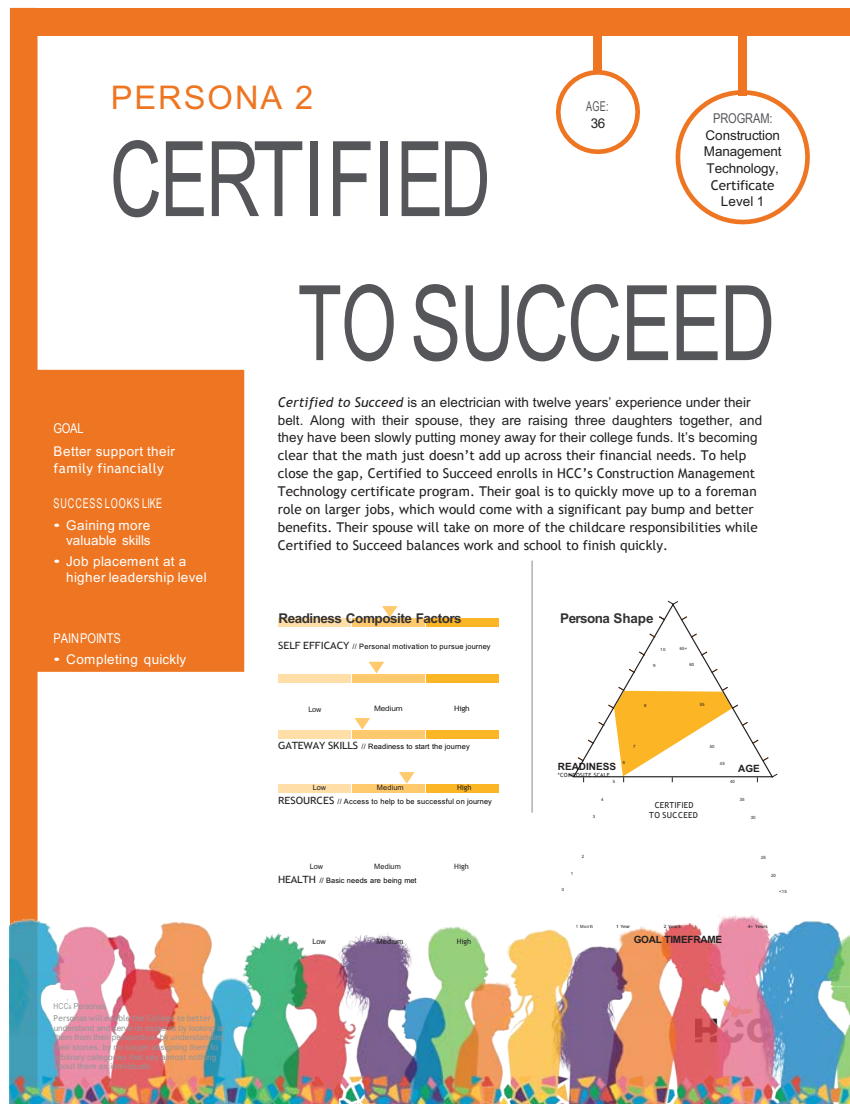
F.1 Personas

F.1.2 The HCC Personas



F.1 Personas

F.1.2 The HCC Personas

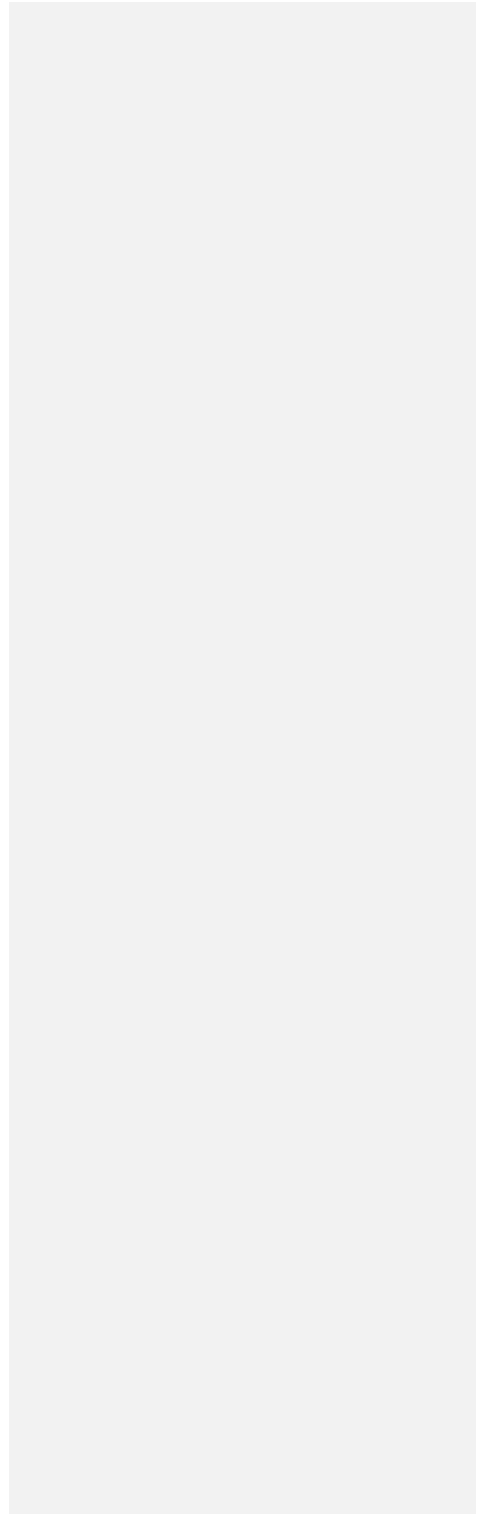


F.1 Personas

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F.1.2 The HCC Personas



F.1 Personas

F.1.2 The HCC Personas

PERSONA 3

FAST-TRACK TO THE FIELD

AGE:
20

PROGRAM:
Licensed
Vocational
Nursing,
Certificate
Level 1

GOAL

Jumpstart a career

SUCCESS LOOKS LIKE

- Hands-on training
- Graduating with a job offer

PAINPOINTS

- Passing certification exam

Fast-Track to the Field is a recent high school grad who has found their calling in nursing. After a health scare with their mom last year, they decided to pursue a career in healthcare to make a difference in people's lives when they need it the most. The LVN Certificate program at HCC appealed to Fast-Track to the Field since it seemed to be the fastest track to get out of the classroom and into the clinic. In their second semester, they already spend a few supervised hours a week with patients in various clinical settings at Memorial Hermann. Fast-Track to the Field knows nursing is a broad field and is hoping to find a long, secure career in an area they're passionate about.

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey



GATEWAY SKILLS // Readiness to start the journey



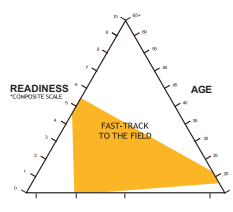
RESOURCES // Access to help to be successful on journey



HEALTH // Basic needs are being met



Persona Shape



GOAL TIMEFRAME

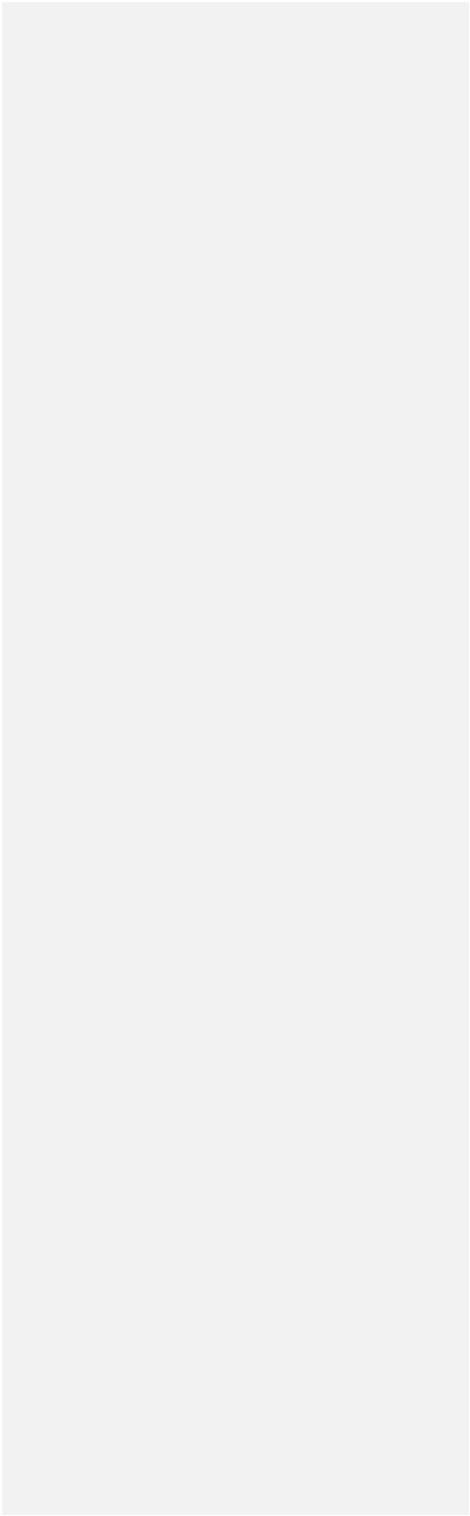
1 Month 1 Year 2 Years 4+ Years

Persona 3
Personas will enable you to better understand and address the needs of your students. They provide a framework for understanding their passions, dreams, and goals, and help you identify barriers to their success. Use this information to tailor your instruction and support to meet their unique needs.



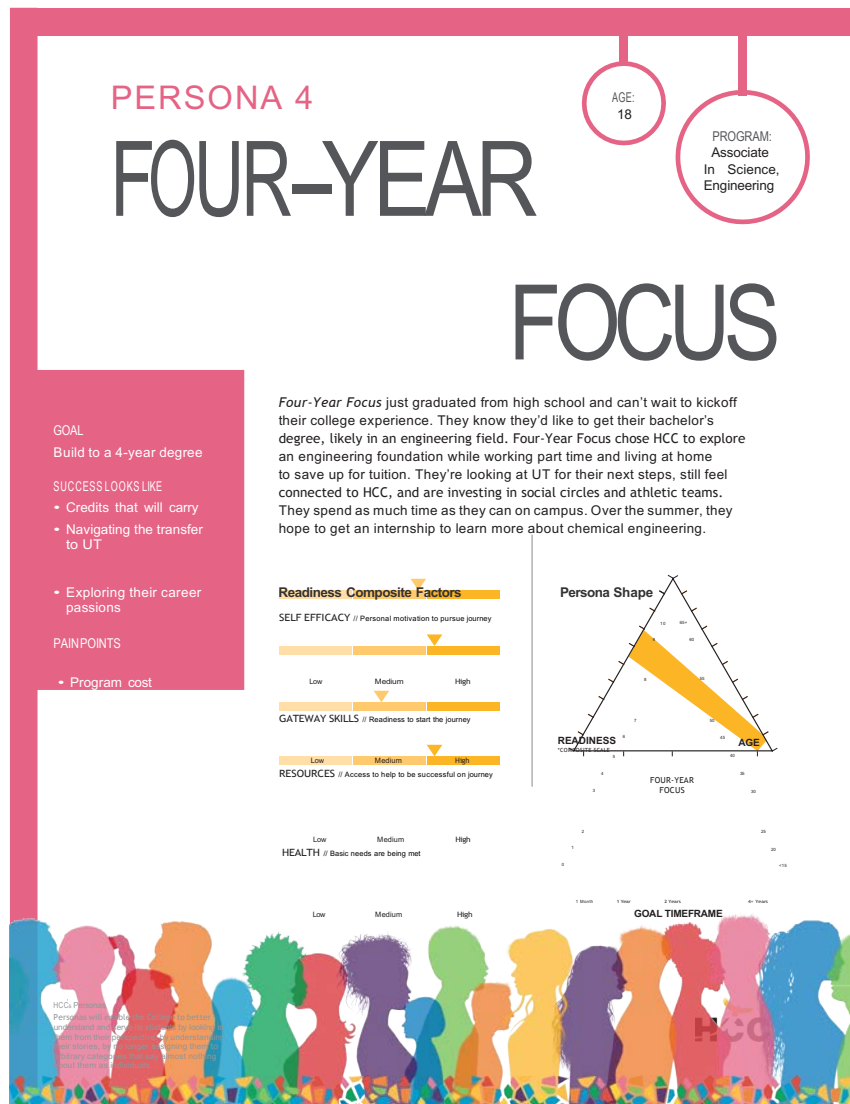
F.1 Personas

F.1.2 The HCC Personas



F.1 Personas

F.1.2 The HCC Personas

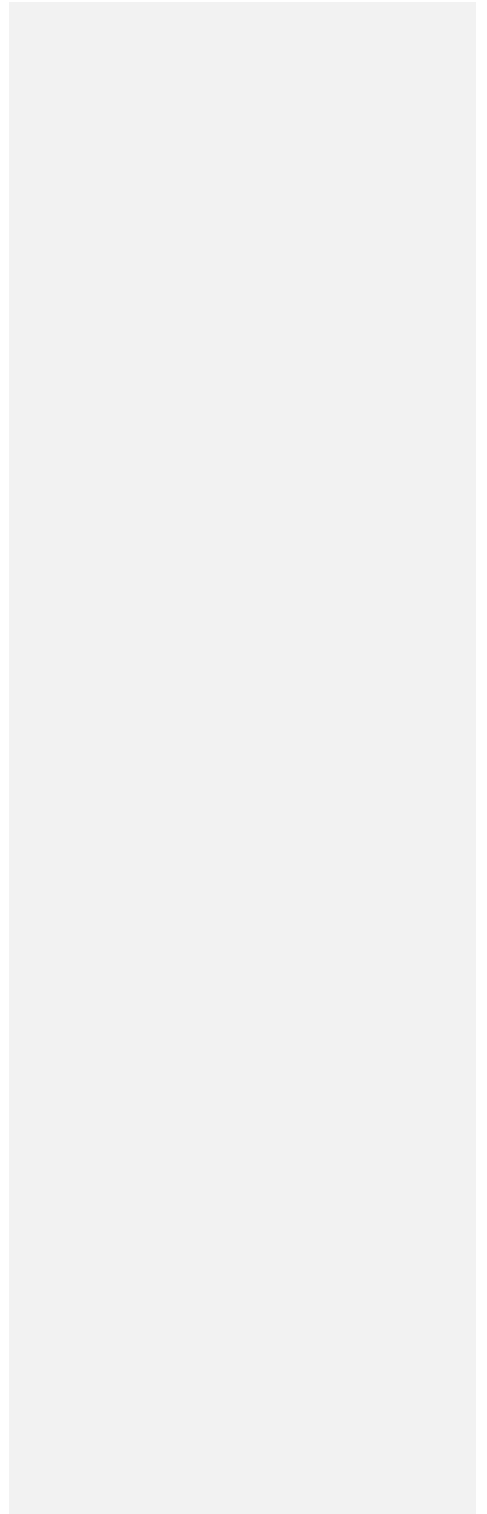


F.1 Personas

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F.1.2 The HCC Personas



STRIVING TO GET AHEAD

AGE:
34

PROGRAM:
Consumer Arts
and Science

Life-changing financial independence for their family and themselves

- Food and housing security
- A good job with benefits
- Bringing their family up

PAINPOINTS

- Fear of neglecting family

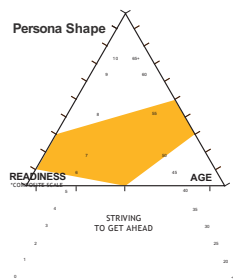
- Pressure to earn vs. invest in themselves

Readiness Composite Factors

GATEWAY SKILLS # Readiness to start the journey

Low Medium High

Low Medium High

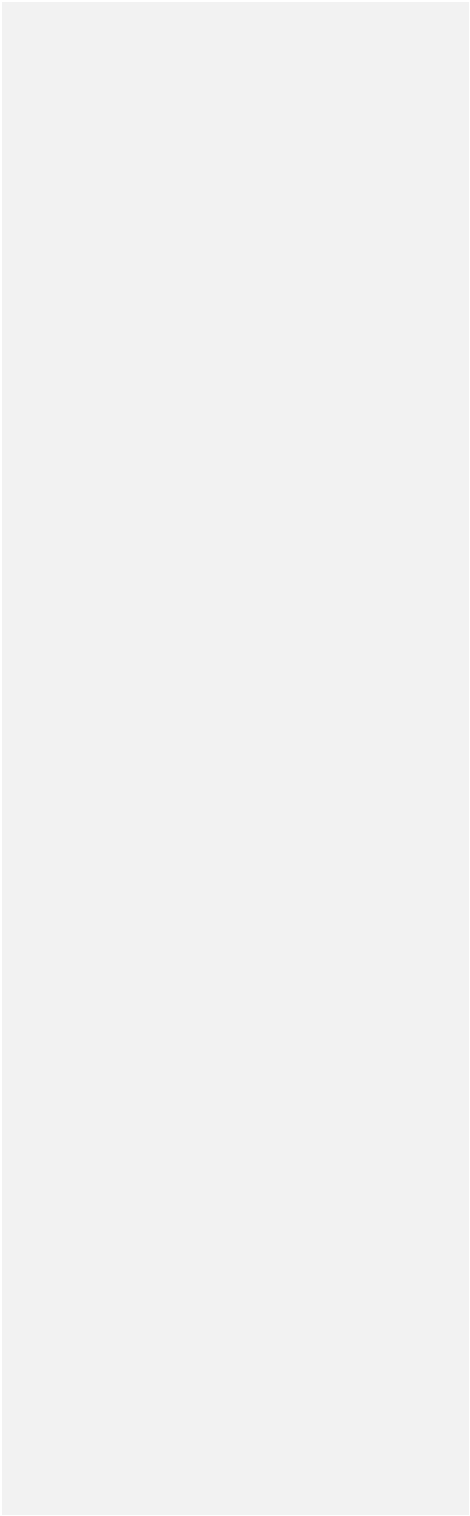


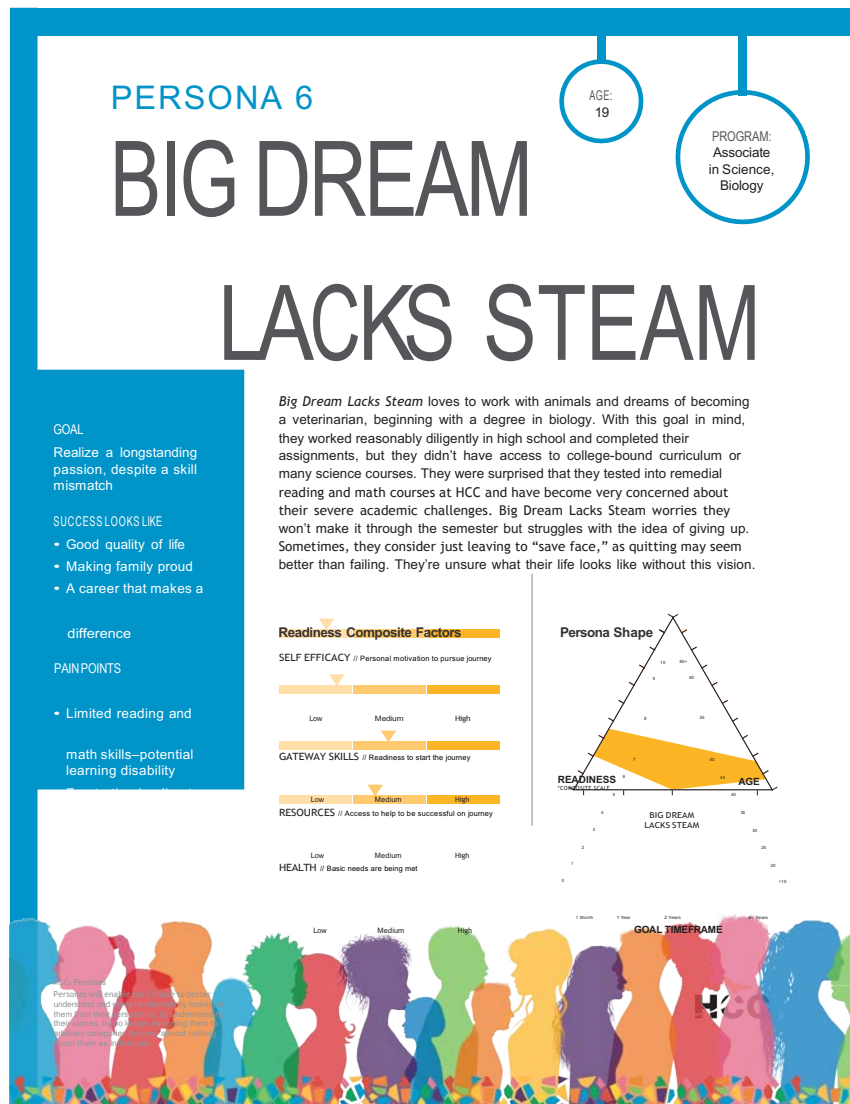
Personas will enable the College to better understand and serve its students by looking at them from their perspective, by understanding their stories, by no longer assigning them to arbitrary categories that say almost nothing about them as individuals.



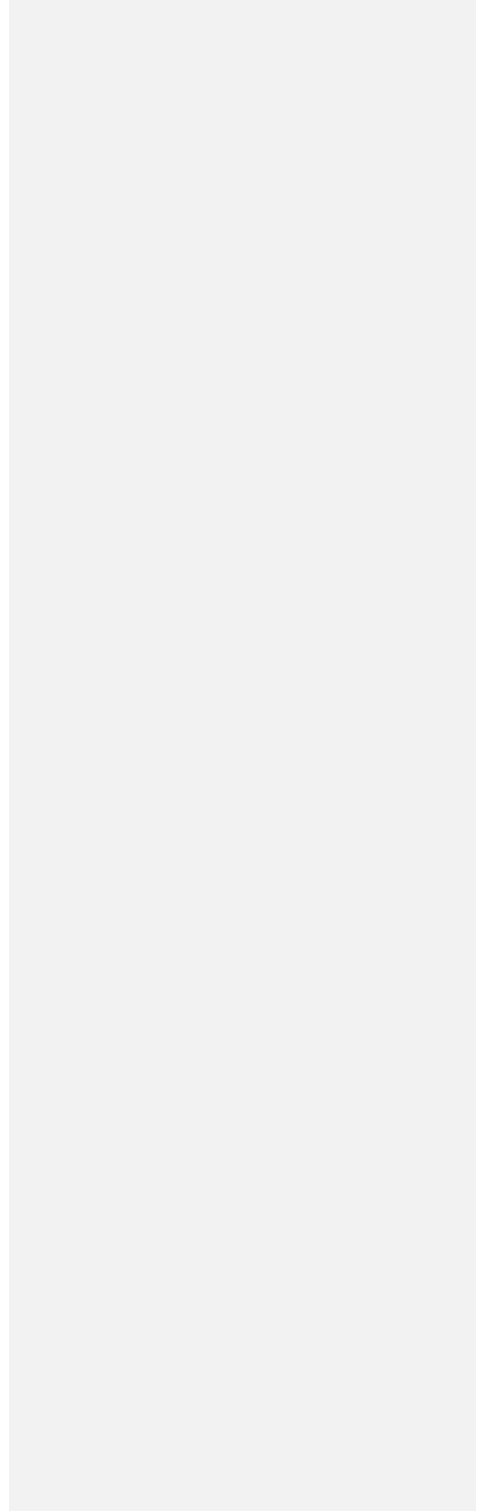
F.1 Personas

F.1.2 The HCC Personas



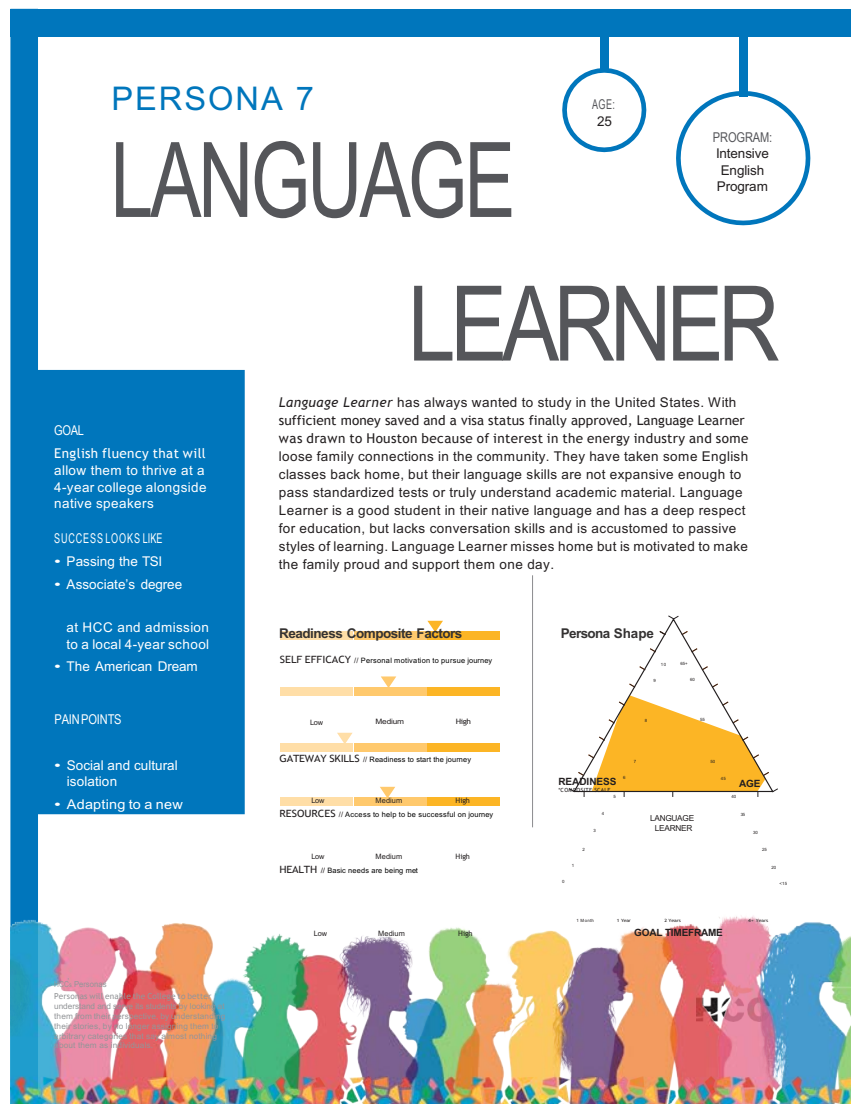


F.1.2 The HCC Personas



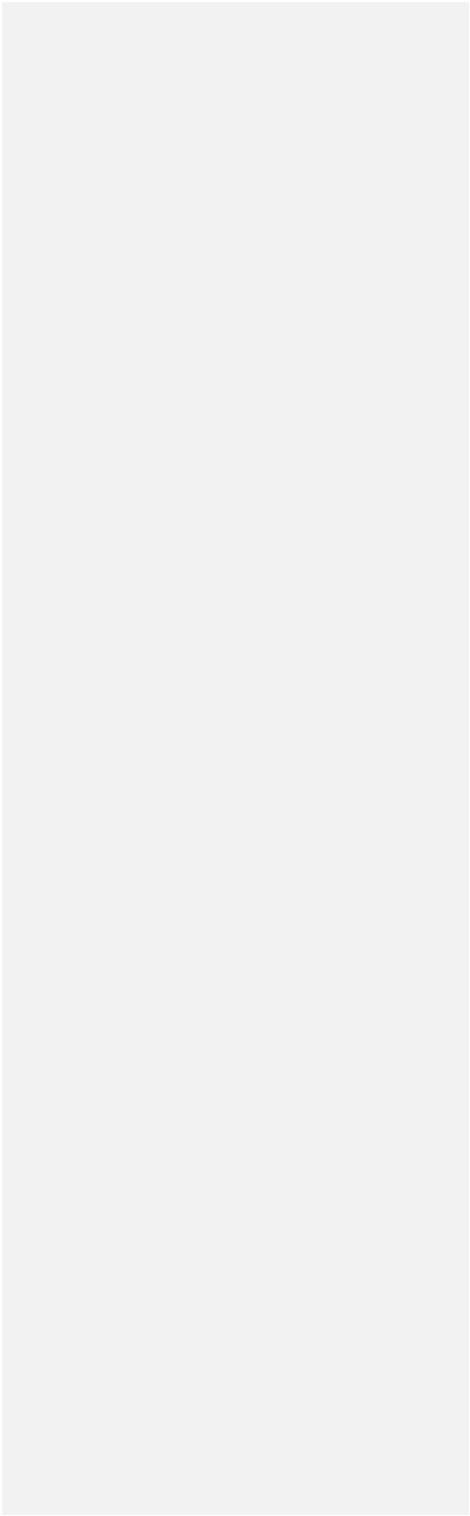
F.1 Personas

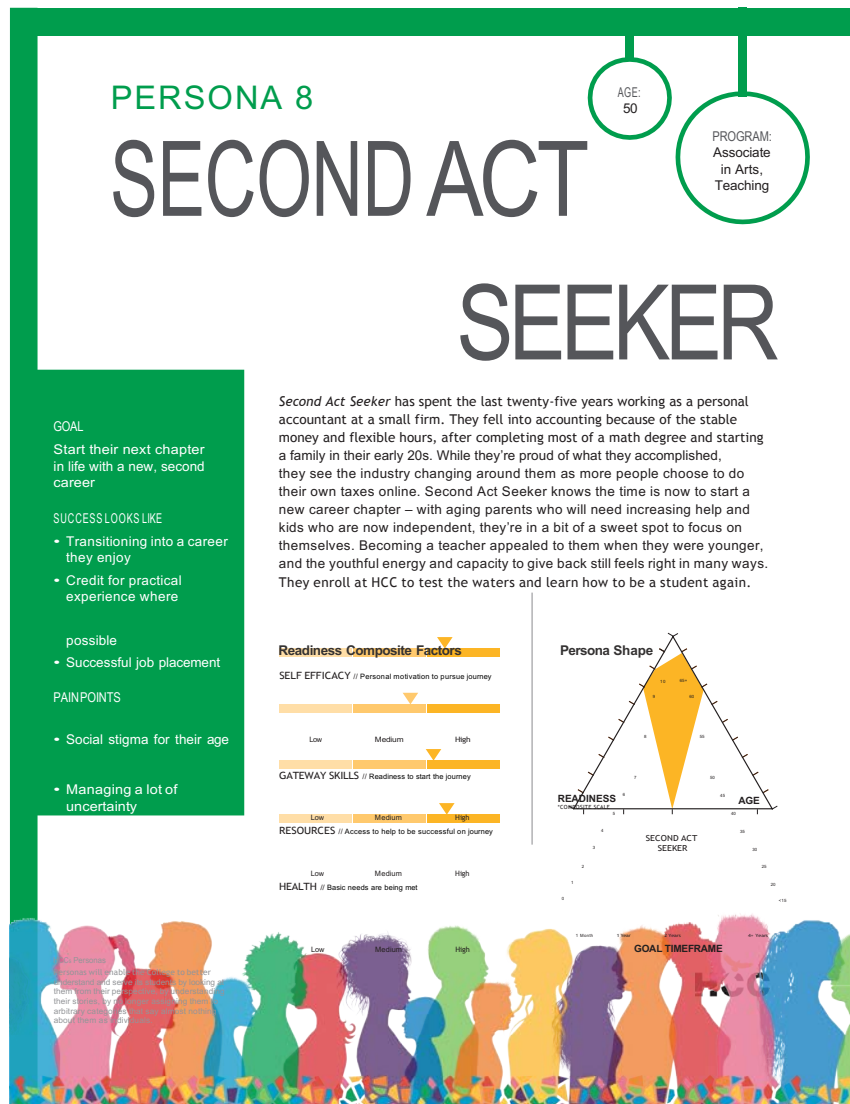
F.1.2 The HCC Personas



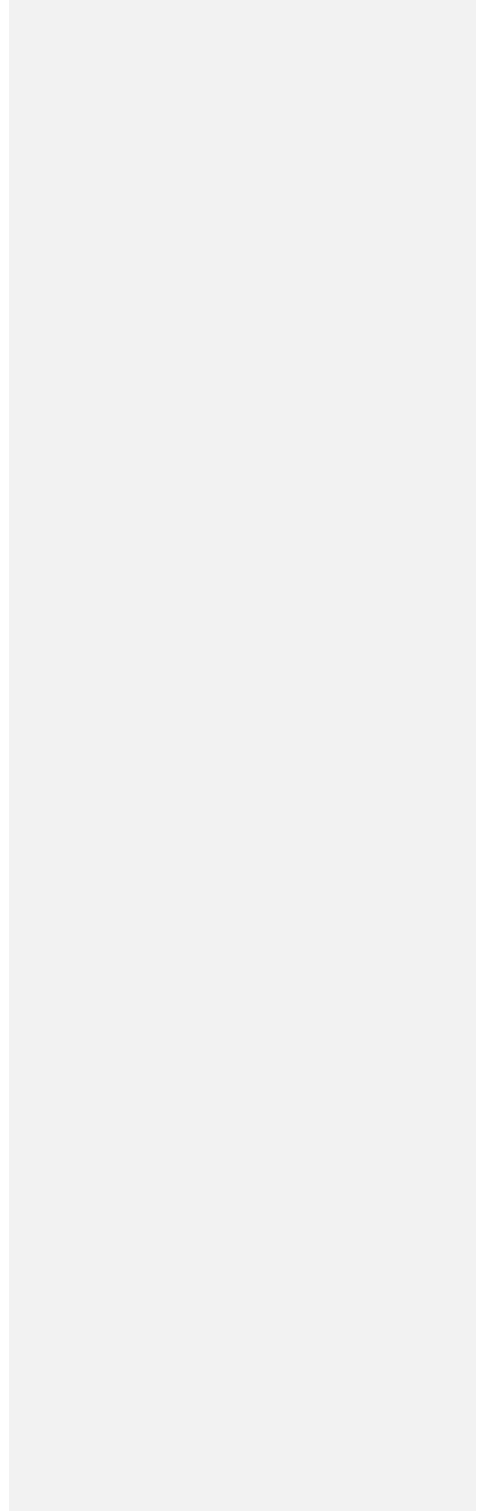
F.1 Personas

F.1.2 The HCC Personas





F.1.2 The HCC Personas



F.1 Personas

F.1.2 The HCC Personas

PERSONA 9

BETWEEN AND BECOMING

AGE:
17

PROGRAM:
Undecided

GOAL

Get a head start on my future

SUCCESS LOOKS LIKE

- Attending a 4-year college one day

- Time and money saved through dual credit

PAINPOINTS

- Time management skills and issues prioritizing work
- Confidence in abilities, compounded by fear of the unknown
- Single parent household dynamics
- Financial stress

Between and Becoming is taking courses that also count for college credit to get a jump start on a college degree, saving both time and money. Between and Becoming is excited about the idea of getting an early start, but often has a hard time setting aside the time to study that's required to be successful in college courses. They have aspirations to attend a 4-year college but are concerned about leaving family and about the cost, which seems prohibitive. They feel responsible to the family and worry about leaving them behind. Between and Becoming is a first-generation college student.

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey



GATEWAY SKILLS // Readiness to start the journey



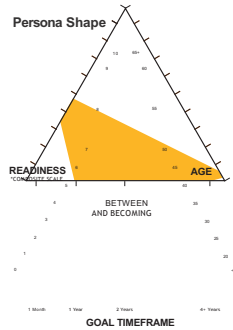
RESOURCES // Access to help to be successful on journey



HEALTH // Basic needs are being met



Persona Shape

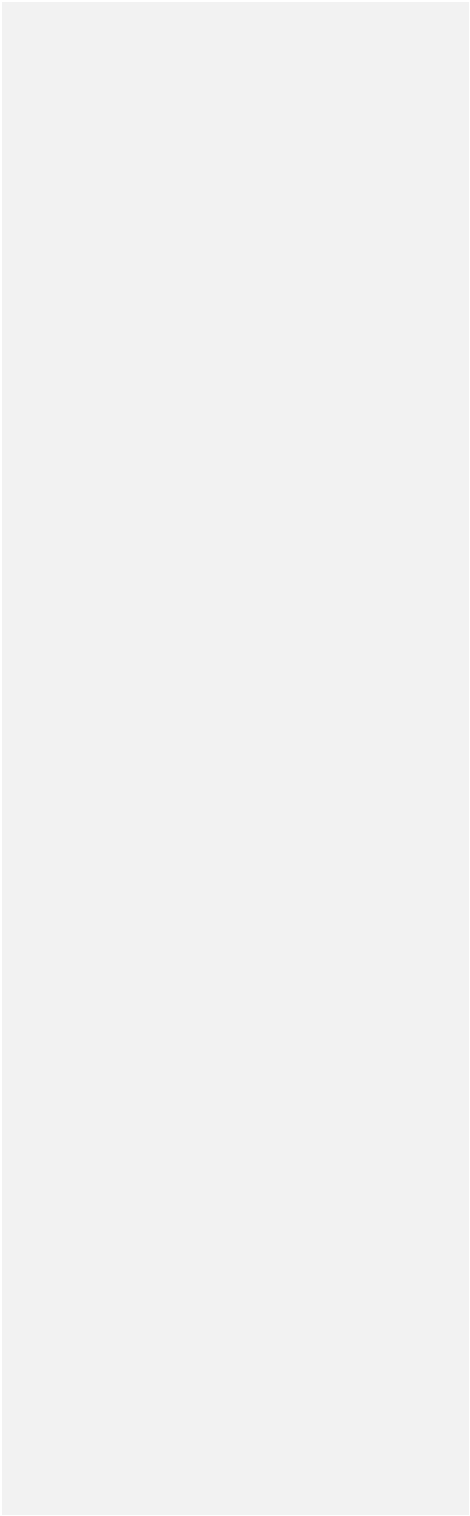


Persona 9
Person 9 is a first-generation college student who is excited about the idea of getting an early start on a college degree, but often has a hard time setting aside the time to study that's required to be successful in college courses. They have aspirations to attend a 4-year college but are concerned about leaving family and about the cost, which seems prohibitive. They feel responsible to the family and worry about leaving them behind. Between and Becoming is a first-generation college student.

HCC

F.1 Personas

F.1.2 The HCC Personas



PERSONA 10

AGE:

PROGRAM:

THE UNNAMED PERSONA

GOAL

SUCCESS LOOKS LIKE

PAINPOINTS

The Unnamed Persona is a direct representation of persona development as an ongoing process of inquiry. Leaving this persona deliberately open-ended recognizes that there is a "known unknown" that will continue to be iteratively explored. While the named personas are aimed to reflect and amplify both the lived concerns and aspirations of a broad base of HCC's students, any student who has yet to see aspects of themselves in a persona created to date can be assured that the Unnamed Persona invites the creation of additional personas over time to best reflect and serve the plurality of student experiences.

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey

Low Medium High

GATEWAY SKILLS // Readiness to start the journey

Low Medium High

RESOURCES // Access to help to be successful on journey

Low Medium High

HEALTH // Basic needs are being met

Low Medium High

Persona Shape

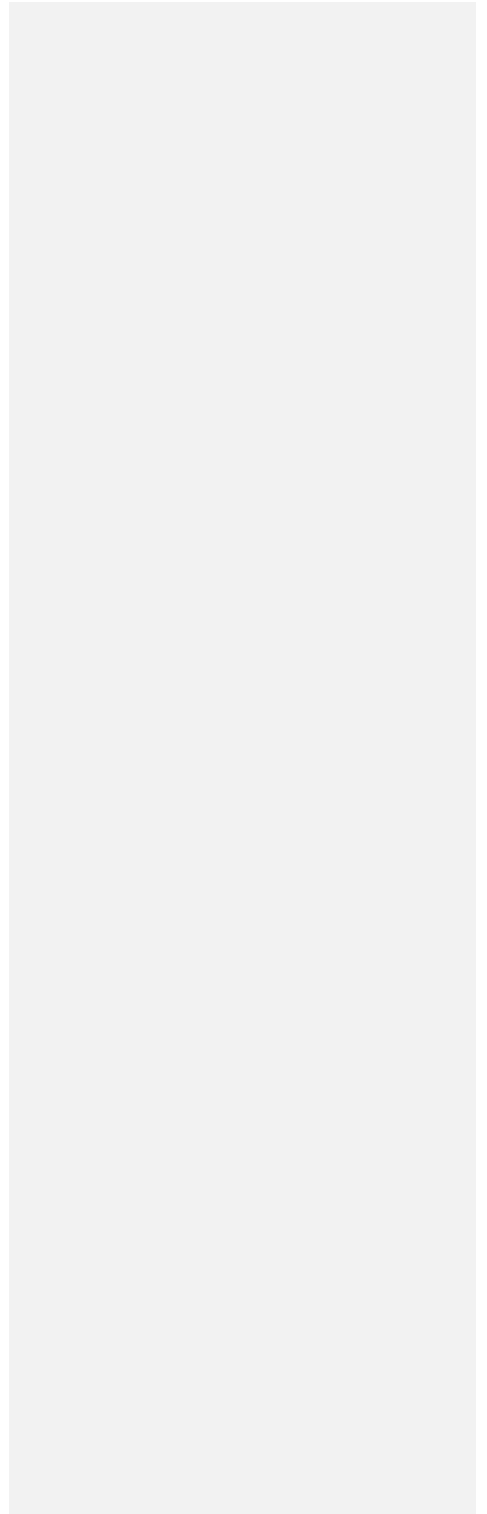
HCC Personas

HCC Personas are a collection of 10 personas that represent the diverse experiences and needs of HCC students. They are designed to help educators and staff understand and support their students better. The personas are based on research and feedback from students, faculty, and staff. They are not meant to be a checklist or a formula, but rather a starting point for conversation and reflection. The personas are intended to be used as a tool for understanding and supporting students, not as a tool for labeling or categorizing them. The personas are a reflection of the diversity of HCC students and the commitment to support all students in achieving their goals.

F.1 Personas

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F.1.2 The HCC Personas

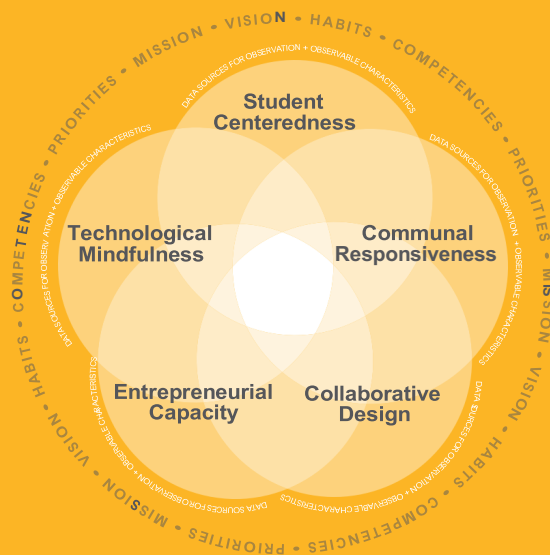


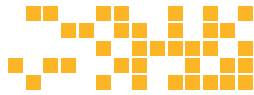
F2 Organizational Strategic Competencies

For HCC to think and act strategically every day, specific capacities - organizational strategic competencies – will need to be incorporated within the institution. These competencies will give HCC the ability to be a strategic organization; and will provide the foundation for HCC to better serve students and the community with strategic intent.

Building the organizational strategic competency of **Student Centeredness** will ensure that, as the College strives to address our strategic priority of Student Success, we do so in a way that encompasses all aspects of that challenge. Developing **Communal Awareness** will lead HCC to a deeper understanding and more expansive approach to the work of integrating with our communities and embracing our role as leader on issues of higher education and workforce development. Strengthening our ability to demonstrate **Collaborative Design** will lead to a college which uses its storehouse of assets to the best effect because all of the right elements are brought together in the right mix, crossing organizational boundaries and combining resources in service to our students and communities. Encouraging **Entrepreneurial Capacity** will enable us to better capture the innovation, experimentation, and prudential risk-taking required if HCC is to respond to present challenges and leap forward with meaningful change that prepares us for whatever comes next. Requiring **Technological Mindfulness** will drive the College – whether the focus is the organization collectively, or faculty, staff, and students individually – to not only use technology but also to understand and respond to how technology will change the way faculty teach, students learn, and people relate to one another and their work.

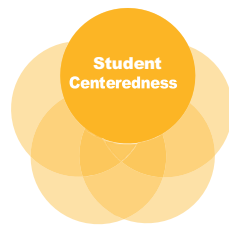
Each of these organizational strategic competencies, standing alone, would provide enough capacity to serve our students and communities sufficiently. Taken together, however, they will equip HCC to become an institution that has, in everything it thinks and does, strategy in its DNA.





F.2 Organizational Strategic Competencies

F.2.1 Student Centeredness



Student centeredness reflects the highest level of care and concern for each student, ambition for that student's success, and a willingness to do all that is required to ensure each student succeeds and thrives. Student Centeredness requires HCC to engage with students in a range of ways.

For HCC to help students craft their workplace future, we will need as comprehensive and accurate a portrait as possible of what that workplace will look like. The pace and depth of change happening in the world of work challenges us to examine trends that have emerged or are highly likely to emerge in addition to those transformative trends that have not yet become visible, catching much of the world unaware.

Likely Trends

Many trends affecting HCC students have already emerged, although their future direction is not always clear. HCC will need to sense and embrace these trends; the College will also have to seize on how those trends become everyday realities, using that knowledge to fuel a process of continuous positive adaptation. Among these expected trends:

Technological change may be an ever-more-pervasive and disruptive factor in the workplace. Despite many expert forecasts, no prediction of our technological future can be guaranteed. The unpredicted emergence of the smartphone in just fifteen years as the ubiquitous technological feature of daily life is the most common example. We do not know exactly where technology is taking us, but it is taking us there very fast. When it comes to Student Centeredness and technological change, HCC must address the issue across multiple dimensions. Rapid disruptions in the workplace will require us to carefully consider new programming offerings and robust continuing education options. Additionally, new technological advances will necessitate investments in equipment as well as student access to resources, and the human impacts of technological change will challenge

us to strategically formulate how we prepare

students to navigate their ever-changing worlds.

Job Specific vs. Spectrum Training. The traditional educational model, especially for workforce, has been to "train to the job." While that model still prevails in many areas, we can no longer assume that a particular job or task will exist forever. More and more, it is the possession of skills, rather than the ability to perform a particular job, that will provide workers long-term employment security. Therefore, HCC will have to look afresh at how it confirms academic achievement. The traditional degree in a particular field of knowledge will not disappear anytime soon. Even so, it can also be reasonably expected that more and more employers will seek individuals who have certain credentials and skills rather than a specific degree. HCC will have to consider embracing this emerging trend toward credential stacking as an alternative path – an option parallel to that of the degree – for students. Moreover, HCC will have to determine what it should offer graduates by way of credential stacking. HCC will have to consider whether to stay engaged with students throughout their careers, providing them ongoing opportunities to

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F2 Organizational Strategic Competencies

F2.1 Student Centeredness

respond to shifts in workplace expectations by adding credentials to their stack. This will also require reconsideration of the traditional tuition model; a parallel subscription approach may be required.

Job Applications vs. Networking. As the competition for good-paying jobs intensifies, traditional approaches of submitting a resume and hoping to beat the odds, get the interview, and win the position will give way to networking as an essential skill. For current students, the College could offer mini-courses in job-search techniques, including networking. The College could create an HCC Network to draw on existing relationships among students, alumni, and key individuals from current and potential employers. Tools facilitating networking might include a dedicated website, regular electronic communications, in-house job boards, and job fairs exclusively for HCC students and alumni.

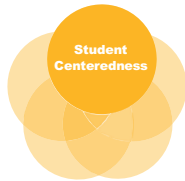
Work-life Balance. Many incoming students have different attitudes regarding the balance to be struck between work and the rest of their lives, and these attitudes have been radically affected by the COVID pandemic. HCC will need to better understand this trend and how best to serve the students who are experiencing it. If HCC students today are not likely to show the same lifetime loyalty to a single employer – or just as likely, if that employer is not as able to show the same lifetime loyalty to the student – they will need career counseling and support not just for their first job, but for a lifetime career strategy as well.

Empathy + Education. Finally, HCC can demonstrate Student Centeredness by acknowledging that, for the generations just starting out, there will be unique tests when

it comes to living a successful life. Ensuring a sound financial future despite the increasing fragility of a worker's revenue stream, building a financial bulwark for retirement at a time when traditional pension programs are fast eroding, planning for second and third careers extending past the long-accepted retirement age of sixty-five – all of these issues and others equally challenging will face HCC students. HCC will have to consider its role in providing empathic support to address student needs and concerns in areas such as these.

The Unexpected

As the COVID-19 pandemic has demonstrated, changes happen drastically and unexpectedly. While many of the trends with which HCC students will have to contend may be clear, there are others not yet known that may prove even larger factors in their lives. HCC must help students navigate these unexpected trends with unexpected outcomes. To do so, HCC will have to make it possible for alumni to remain engaged with the College. HCC will need to become a lifetime partner, an extension of the graduate's network of support. Among the ways in which HCC can prepare itself to deal with unforeseen trends, HCC must regularly scan and evaluate relevant literature about the nature of the workplace. Further, we must actively participate in professional colloquia and forums to maintain a current-state understanding of thinking regarding trends affecting students and higher education. HCC must host external experts to expose the college to fresh thinking and challenge long-held assumptions. Lastly, HCC must employ incremental pilot projects to explore possibilities created by unexpected trends.



Achieving Student Centeredness: Implementation and Execution

HCC will be able to say that it has achieved the core organizational strategic competency of Student Centeredness when the College consistently exhibits behaviors such as these:

AT THE INSTITUTIONAL LEVEL:

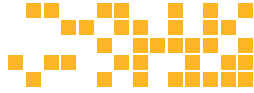
- A clearly understood, objectively stated, and positively reinforced set of institutional, departmental, and individual expectations that establish and maintain Student Centeredness;
- A reflection of these expectations in all college activities; and
- A set of measurable, objective actions and outcomes by departments that further Student Centeredness.

DEPARTMENTS:

- First evaluate every action, plan, and project in terms of its impact on students;
- Set and reinforce expectations for faculty and staff regarding students that are specific, observable as well as objectively and continuously measured, serving as a key factor in compensation and promotion; and
- Continuously update their understanding of, and their responses to, the needs and concerns of students, and continuously test actions, plans, and projects from the student perspective.

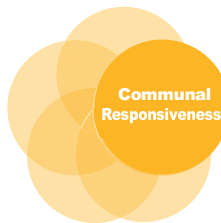
AT THE INDIVIDUAL LEVEL, FACULTY AND STAFF:

- Have a list of specific behaviors associated with Student Centeredness that are expected of them;
- Are provided coaching and feedback regarding their documented performance of these expected behaviors; and
- Are compensated and promoted based on the objectively measured results of their performance against these expected behaviors.



F.2 Organizational Strategic Competencies

F22 Communal Responsiveness



Communal Responsiveness involves mindfulness and intentionality: a deep and constant sensitivity to the needs of the community and the people HCC has been created to serve, as well as an abiding commitment to responding to and meeting those needs. However, Communal Responsiveness requires something more than this basic commitment, going far beyond merely responding to various external leaders.

As a starting point, HCC will demonstrate Communal Responsiveness through basic behaviors that consistently seek to understand and respond to the needs and expectations of the community. When Communal Responsiveness is most expansive, HCC will drive the conversation on how Greater Houston can ensure an educated workforce of people equipped to thrive in an increasingly complex and demanding world.

Three ascending levels of Communal Awareness merit discussion: Active Responder; Trusted Partner; and Core Leader.

Level I: Active Responder. As an Active Responder, HCC will conduct ongoing scans of its community environment to determine needs and evolve initiatives in response. In Level 1, the community sets the agenda and HCC responds, placing the College in a reactive mode. Given the size and complexity of the Greater Houston community, this role can be organizationally exhausting. The College is pushed from priority to priority, depending on the community concerns of the moment, and strategic direction is difficult to establish and maintain. Resources are not deployed to maximum effect, and the College could actually become less Communally Responsive if we measure this competency by how much HCC's contribution to the community falls short of what it actually could do.

Level II: Trusted Partner. To engage in Communal Responsiveness at the level of a Trusted Partner, HCC needs to blend attributes of an Active Responder with behaviors that recast the College's role from one of simply meeting community demands to that of participant in active dialogue with the community. As a Trusted Partner, the

College would work with the community to assess needs and prioritize among conflicting demands for resources and programs. To achieve this level of partnership, HCC must earn the community's trust in its ability to lead and to make strategic decisions. For HCC to become a true partner with the community, HCC will have to aggressively seek and earn trusted partner roles as opportunities present themselves.

Level III: Core Leader. The most evolved level of Communal Responsiveness incorporates elements of Active Responder and Trusted Partner, is Core Leader. To be a Core Leader and to drive the conversation on key issues about education in the community, HCC must exhibit many core values and behaviors, including:

- Empathy
- Active Listening
- Self-Awareness
- Healing
- Conceptualization
- Persuasiveness
- Stewardship
- Foresight
- Community Building
- Commitment to the Growth of Others



Achieving Communal Responsiveness: Implementation and Execution

HCC will be able to say that it has achieved Communal Responsiveness at the level of Core Leadership when these behaviors, among others, are evident:

AT THE INSTITUTIONAL LEVEL:

- HCC reaches out continuously to the community through a variety of channels to ascertain community concerns and needs in the community, with clearly stated goals and objectives;
- The College has a concrete multi-year plan for establishing itself as a Core Leader in the community, with clearly stated goals and objectives; and
- HCC regularly conducts rigorous self-assessments to evaluate how well it is developing its Core Leadership role in the community.

DEPARTMENTS:

- Consistently exhibit the behaviors of Core Leadership through actions that are specific, observable, objective, and measurable;
- Hold themselves accountable for adherence to those actions through reporting that is accurate, current, and transparent; and
- Emphasize the strategic behaviors associated with Core Leadership when assessing and reinforcing individual performance.

INDIVIDUALS:

- Have been given clear expectations regarding the strategic behaviors most commonly associated with Core Leadership; and
- Are continuously evaluated regarding their adherence to the expectations and behaviors associated with Core Leadership.



F.2 Organizational Strategic Competencies

F.2.3 Collaborative Design



Collaborative Design is an intentional institutional commitment to resist and eliminate barriers and obstacles, such as silos, and to operate as a seamless, fully integrated organization. Silos occur when individuals exhibit more loyalty to their immediate colleagues and organizational unit than to the greater institution, making collaboration across organizational units difficult, if not impossible.

The negative impacts of silos are well-known. Organizational units resist change, seeking to maintain the status quo. They throw up barriers, hoard information, and sequester financial resources. Reluctant to cede authority, fearful of being perceived as less valuable, different organizational units duplicate work. They often hobble change initiatives that would reflect well on others in order to prevent other organizational units from gaining a perceived institutional advantage.

Collaborative Design: What It Is, What It Isn't

The high-performance organization networks centers of expertise. Collaborative Design retains the advantages of discrete organizational units while eliminating their negative effects. When this occurs, units coalesce around projects and issues, harnessing the capacities of different organizational units to generate a result greater than the sum of the parts.

Collaborative Design at HCC will create networks of organizational units through cooperation, coordination, and mutual support to forge a more nimble, efficient, and effective institution. HCC will use the tool of Relationship Mapping to cultivate Collaborative Design.

Generating Collaborative Design

To facilitate Collaborative Design, HCC must take specific actions. Shared Service agreements will set baseline expectations of how College units relate to one another. Senior leaders must be encouraged to learn about the work of other areas of the institution. Where issues and projects of

longer duration are involved, coalitions should come together in a more formal way through designated teams. Specific individuals should be designated to serve as liaisons, removing barriers to collaboration and ensuring that the benefits of collaboration are effectively measured, reported, recognized, and rewarded.

HCC can foster Collaborative design through the following practices:

- Provide a clear and compelling case for collaboration
- Communicate unmistakable expectations
- Enforce expectations vigorously
- Encourage spontaneous coalitions
- Ensure early engagement
- Insist on collective responsibility
- Require time-appropriate collaborations
- Insist on resource optimization
- Nurture innovation
- Demand reliability and transparency
- Provide feedback and coaching
- Use results-based management



Building Collaborative Design: Implementation and Execution

HCC will be able to say that it has achieved the organizational strategic competency of Collaborative Design when behaviors such as the following are observable on a recurring and consistent basis:

AT THE INSTITUTIONAL LEVEL:

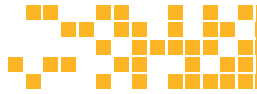
- HCC has made clear its expectation that faculty and staff will consistently demonstrate the organizational strategic competency of Collaborative Design, working with each other across boundaries to achieve what is best for the College;
- HCC hires, promotes, retains, recognizes, and rewards leaders who are consistent and effective in their adherence to the principles of Collaborative Design; and
- HCC encourages Collaborative Design that leads to innovative initiatives, recognizing and rewarding even those initiatives which, though carefully considered and thoughtfully crafted, do not achieve their stated goal.

DEPARTMENTS:

- Make the most of opportunities for employing Collaborative Design;
- Adhere to the principles of Collaborative Design, including the sharing of information, the willingness to contribute financial resources, and the readiness to subordinate departmental goals to the needs of the institution at large; and
- Take the initiative in creating clusters with other departments and organizational units to pursue opportunities and address challenges.

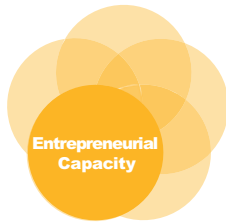
INDIVIDUALS:

- Demonstrate commitment to Collaborative Design within their sphere of responsibility;
- Can offer a cogent explanation of Collaborative Design, as well as the specific behaviors expected of them in support of the competency; and
- Engage in behaviors associated with Collaborative Design in their daily work.



F.2 Organizational Strategic Competencies

F2.4 Entrepreneurial Capacity



Entrepreneurs are opportunists – in the best sense of the word. They draw on creativity, drive, and vision to create economic or social value. Two questions drive them. First, “Why do we do things this way?” And second, “How can we do things better?” Organizations that want to grow, thrive, and must constantly ask the same questions and act on the answers. They must develop and maintain Entrepreneurial Capacity. For HCC, the challenge of Entrepreneurial Capacity is twofold: how to create it and how to keep it.

Entrepreneurial Capacity: The Four Essentials

For HCC to address these two guiding questions, the College will need to focus on four things: leadership, organizational structure, collaborative work style, and individual faculty and staff.

Leadership. Developing and maintaining Entrepreneurial Capacity in an organization requires leaders who lead, not manage, their teams. True leaders must empower others. Senior leaders provide the vision, but leadership itself must be evidenced throughout the enterprise, regardless of organizational reporting lines.

Entrepreneurial Capacity thrives where the vision both articulates a long-term plan to achieve a meaningful mission and serves as a steadfast point of reference in a fluid, sometimes volatile environment – the organization's true north.

Leaders must also make that vision and empowerment real. First, they must establish entrepreneurial values such as non-linear thinking, associative perspective, openness, and forthrightness. Second, they must articulate clear expectations as to what constitutes entrepreneurial behaviors, such as constructive opportunism, proactivity, iconoclasm, ambition, perseverance, appetite for responsible risk,

and commitment to excellence. Finally, they must have a tolerance for risk, setting clear standards of risk tolerance that create “freedom with guardrails.”

At HCC, the elements for Entrepreneurial Capacity are in place. The College has refreshed its Vision and more sharply focused its Values, positioning the institution to promote the empowered creativity that will be required. Senior leadership has embraced the concept of the collaborative workplace, an essential element for sparking innovation. Most important, HCC is making it clear that entrepreneurialism is not just a sometime theme. By consciously including Entrepreneurial Capacity as an organizational strategic competency, the College has made it clear that entrepreneurialism is a core concept.

One caution: in a truly entrepreneurial culture, failure will occur. So long as failure is the result of reasonable risk responsibly taken, that failure should be celebrated and those who took it reinforced for their effort. HCC should view this type of failure as a learning opportunity, as well as the chance to provide feedback and coaching that encourages further efforts and increases the odds of a more positive future outcome.

F2 Organizational Strategic Competencies

F.2.4 Entrepreneurial Capacity

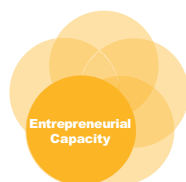
Organizational Structure. Entrepreneurial Capacity requires the right kind of structure. There must be a high level of social interaction; we must encourage and reinforce social networks where ambitious thinking and open expression thrive. We must avoid barriers to entrepreneurialism caused by work specialization, departmentalism, and chains of command. Work specialization cannot be allowed to narrow an employee's perspective. Therefore, social interaction will have to be made the order of the day; social networks will likewise have to dominate. Individuals will have to be given the opportunity to work outside their immediate zone of responsibility; departments must work in collaboration with each other. Chains of command must be seen as porous, allowing employees to reach out with their new idea to whomever they think best. HCC's culture must evolve to a more fluid state where traversing the organizational structure is made easier. This will not only encourage the freedom of movement needed for the creation of constructive entrepreneurial networks – it will also increase the speed with which those networks are created and the speed at which their work advances.

Collaborative Work style. HCC's capacity for Collaborative Design plays a key role in growing Entrepreneurial Capacity. Even so, groupthink must be avoided, resources provided, robust communication made the rule, and the team must be elevated above any individual.

Entrepreneurial Capacity will happen at HCC if HCC encourages these things to happen. HCC cannot mandate Entrepreneurial Capacity, but it can provide fertile ground where that organizational strategic competency can evolve and flourish.

Individual Faculty and Staff. Research suggests that individuals are more likely to be entrepreneurial if they possess four behavioral traits: creativity, constructive opportunism, proactivity, and vision. Identifying individuals, whether new hires or current employees, who have all four hallmark traits of entrepreneurialism in full force is rare. Therefore, HCC leaders must create diverse teams: teams in which different individuals – some more creative or constructively opportunistic, others more proactive or visionary – are joined together to synthesize all the behaviors needed for entrepreneurial success.





Entrepreneurial Capacity: Implementation and Execution

HCC will have made significant progress in building Entrepreneurial Capacity when certain things such as the following are true:

AT THE INSTITUTIONAL LEVEL:

- The status quo is regularly questioned and challenged
- The College mantra is that it is better to think big, do things differently, and fail, than not to try at all
- Knowledge and experience are freely shared across the institution, and
- Entrepreneurial behaviors are a principal focus when hiring.

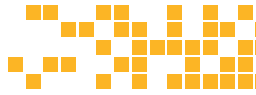
DEPARTMENTS:

- Welcome genuine debate where people are unafraid to express their views
- Encourage regular, unstructured brainstorming sessions around the question of what can be done differently and better
- Look for entrepreneurial talent within the department, and
- Willingly and readily share information and seek out creative partnerships with other departments.

INDIVIDUALS:

- Feel encouraged to think big and not fear failures that result from reasonable risks responsibly taken
- Possess at least one if not more entrepreneurial behaviors
- Are willing to ask others for help, share information, and embrace joint responsibility for outcomes, whether positive or not, and
- Are reinforced and rewarded for their entrepreneurialism.





F.2 Organizational Strategic Competencies

F.2.5 Technological Mindfulness

Technological Mindfulness

Technology is no longer simply a tool. It is a fundamental component of our existence, an extension of ourselves. It must likewise be an integral part of any organization that plans to prosper in coming years.

HCC will achieve Technological Mindfulness by:

- Identifying every area where technology does or should play a role;
- Exploiting every opportunity technology presents in each of those areas
- Creating processes that make the understanding and application of technology a constantly evolving component of the College's fundamental structure.

Ultimately, Technological Mindfulness at HCC will be demonstrated by the everyday behaviors of faculty, staff, and students. It will underpin and support the other four organizational strategic competencies. HCC must build the capacity to timely sense changes in the technological landscape, seize the opportunities those changes present, and do so in a way that constructively transforms the institution. It must become not just a supporting tool for education but also a spur to innovation in the classroom.

Technological Mindfulness in Practice

At HCC, Technological Mindfulness must take many forms: as a means for reducing cycle times in daily and longer-term processes and activities; a tool for instilling greater capacity for oversight

and accountability; an avenue to cost-effectiveness; a lever to increase the quality productivity of existing staff; an enriched repository of data as well as the systems to mine that data with maximum benefit; and a system for improved internal and external communication. Among the opportunities technology offers:

Oversight and Accountability. An organization is more likely to achieve its goals when it objectively measures and reports on critical activities. Current and evolving technologies can help monitor and report on those activities, making it easier to hold accountable those who have been given responsibility for their execution. A risk to be guarded against, however, is that in pursuit of comprehensive information on every aspect of the organization, technology may become a burden rather than an asset, a system of such complexity and time consumption that its usefulness is undermined. There is also a risk of over-commitment to a particular technology, of investing too many College resources in technology that becomes outpaced or outmoded.

Cost-Effectiveness. The rapid development of technology tools encourages a fixation on the next bright and shiny technological innovation. This type of fixation can reduce cost-effectiveness in integrating technology into

F.2 Organizational Strategic Competencies

F.2.5 Technological Mindfulness

the DNA of the College. For example, it might encourage acquisition of unproven technology that is difficult to use, does not have adequate vendor support, or imposes expensive maintenance. Technology cost-effectiveness considers the increasingly short cycle times for technological developments. Cost-effectiveness also recognizes that any technology must be an extension of, rather than an imposition on, existing staff and systems and that, in many cases, technologies may best be introduced through preliminary trials and pilot projects.

Increased Quality Productivity. Increased productivity must lead to increased quality. Staff and faculty need to be trained to standard levels of proficiency that ensure their productivity will be professional, of high quality, and valuable. For instance, increasing quality productivity requires faculty and staff to be able to develop skills in the full suite of a software's capacities and to use those skills in their day-to-day work.

Data Collection and Exploitation. Current technology facilitates the collection, storage, and exploitation of data in amounts unthinkable just five years ago. Yet even as more and more data is at our command, the question remains whether that data is transformed into information put to a useful purpose. Technological Mindfulness requires both the assiduous collection of data and its thoughtful, effective use. Effective data exploitation involves knowing which data are truly essential and which are not. It also calls for a mindset that says data collected but left unused is time, money, and talent wasted. Technological Mindfulness done well means that the right data is collected and not allowed

to lie fallow but analyzed using the most current techniques and tools. Ultimately, faculty, staff, and administrators use the appropriate data for maximum impact.

Improved Communication, Internal and External. We know that how we communicate will transform multiple times over the course of the working lives of HCC students. The Pandemic amplified the role of virtual and of asynchronous communication in student learning, engagement, and experience, highlighting the importance of Technological Mindfulness across the district. Developing Technological Mindfulness will require: first, making the highest and best use of existing technologies; and, second, taking advantage of new communication technologies as they emerge using realistic adoption strategies. Internally, this means focusing on how to enhance communication among employees – not just how they talk with each other but how that interaction leads to improved results. It also means focusing on how best to communicate with students either to engage them in the life of the College or to facilitate and enhance their educational experience.

Technological Mindfulness in Teaching and Learning. Technology has already disrupted educational models. Technology-aided instruction and online learning are examples of how technology is transforming education. Yet the issue runs deeper. Technological Mindfulness will require HCC to consider how technology can be most effectively deployed in the design of new facilities and within the interactions among the College's campuses to enhance educational effectiveness. Likewise, it will require HCC to set

F.2 Organizational Strategic Competencies

F.2.5 Technological Mindfulness

high standards for faculty technology competence; it may also require that the College establish standards of technology competence for students and programs to assist both faculty and students who need training to meet those standards.

Technological Mindfulness will require that HCC consider necessary innovations in teaching and learning models and methods to meet the expectations and challenges of future student cohorts who have grown up in a digital world, replete with unmediated information and increasingly rapid information cycles. Putting courses online will not be enough. Technological Mindfulness in teaching and learning will require embracing existing and emerging technologies as well as adopting effective responses to the practical effects of those technologies. HCC will also be challenged to maintain the rich dimensions of human interaction required for a truly immersive and meaningful educational experience even as it builds capacity for Technological Mindfulness in teaching and learning.

Finally, HCC will have to decide what levels of technology education it will provide. For instance, HCC must determine the scale of educational offerings of the following: first, basic technological training to provide students the level of proficiency required to perform optimally in whatever employment they may undertake; second, programming training to equip students with the coding expertise that prepares them for work in areas requiring substantial programming skills; and third, advanced technological training for that small component of the student population who may move into the entrepreneurial space of innovating new technologies.

Nimble Technological Mindfulness. The rapidity of technological change – a pace likely to increase in coming years – presents HCC significant challenges.

- First, there is the question of how to treat legacy systems as newer options emerge. Decisions will have to be made about how long to retain an existing system, the right moment to transition to new technology, and the rate and expense of the transition.
- Second, there will be the question of which new technologies are worth adopting and which are better left unused.
- Third, there will be the task of ensuring that new technologies are thoroughly evaluated to ensure their applicability is considered for all appropriate aspects of the College.
- Fourth, there will be the challenge of discarding low-value technology that produces data or results which do not truly further HCC's mission and represent a net drain on financial and human resources.
- Fifth, there will be the need to integrate Technological Mindfulness into all elements of the institution, moving away from a model where this core competence resides primarily in Information Technology to one where it can be found in every part of the College.



Achieving Technological Mindfulness: Implementation and Execution

HCC will be able to say that it has achieved the organizational strategic competency of Technological Mindfulness when these behaviors among others are in evidence:

AT THE INSTITUTIONAL LEVEL:

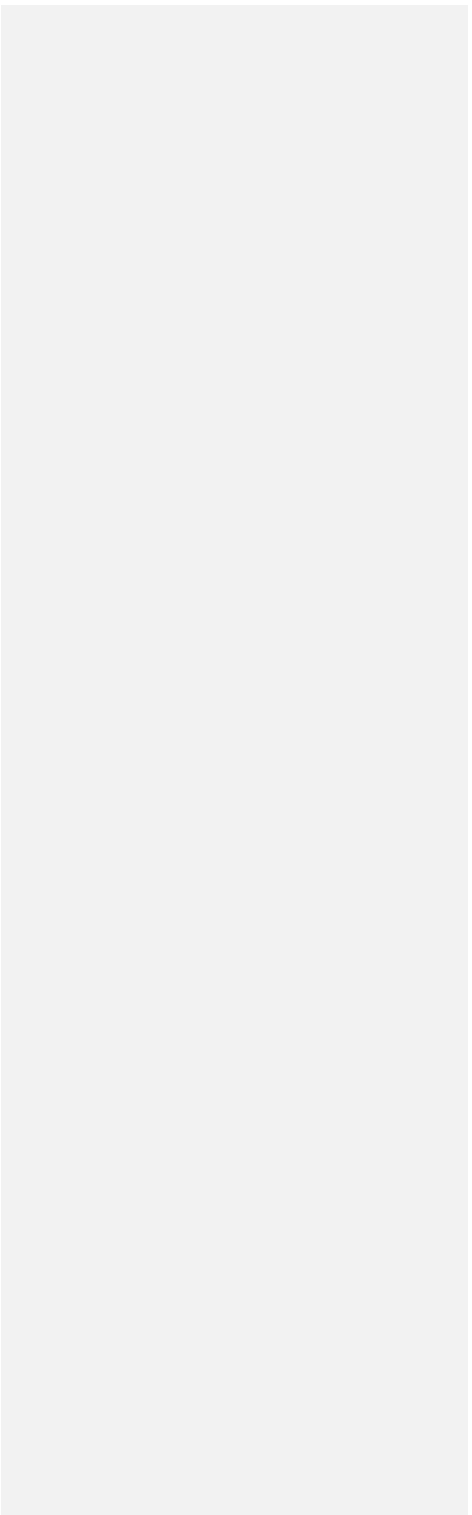
- Objectively stated expectations for faculty and staff as regards technology deployment are clearly defined and regularly updated.

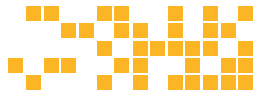
DEPARTMENTS:

- Regularly review faculty and staff against objective Technological Mindfulness performance criteria, and that evaluation factors into retention, compensation, and promotion decisions; and
- Constantly scan employment patterns to assess emerging technological needs for which they should be preparing students.

INDIVIDUALS:

- Have a clear understanding of the skills required of them as regards Technological Mindfulness;
- Demonstrate in their daily work the Technological Mindfulness appropriate to their position; and
- Are regularly refreshing and expanding their technological skills.





F.3 Mosaic & Me: Shared Values and Individual Habits

The HCC Way: The Foundation of Mosaic & Me

Every day, HCC faculty and staff execute their work using behaviors produced by habits they have acquired over time. The HCC Way attempted to capture those behaviors – those ways of thinking, those habits – that are most critical to moving the College forward and enlarging its capacity to serve students and the community. Expanded into Mosaic & Me, these critical few behaviors are essential to developing the organizational strategic competencies that will help serve as the foundation for the College's forward progress.

The Mosaic Movement is not another program. It's about housing in one place the decades of work HCC have done to codify and align the things that matter most to the institution. Mosaic & Me will serve as a go-to resource for HCC's foundational elements, to understand how everything fits together, as well as to share ideas and learning.

Establishing, fostering, and acting on the behaviors identified by the HCC Way and expanded in Mosaic & Me – the key to the HCC culture – must be an intentional act. That act starts with the HCC Values, which supply the north star for the behaviors of those who work at the College. Overall, the Mosaic Movement is the result of all the pieces and parts working together to make this a true interaction and not just an idea or static moment in time. Mosaic & Me becomes the “cultural mortar” or glue that holds everything together. HCC is a large organization – but even with its distance and diversity, the College can act together as one cohesive, forward-moving body.



F.3 Mosaic & Me: Shared Values and Individual Habits

F.3.1 Personal and Organizational Strategic Competencies

What are shared values?

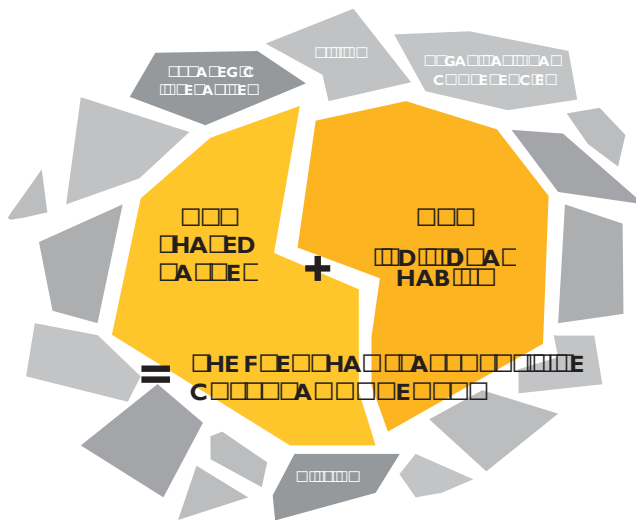
Shared values are what motivate employees at the College. They are the guiding principles that dictate behavior and action. Shared values can help organizations determine if they are on the right path and fulfilling their strategic goals. They create an unwavering and unchanging guide to an organization's identity. These are the most fundamental principles that we all share – no matter who we are or where we work.

What are individual habits?

Individual habits are the behavioral expectations of each employee. They describe the “actions” or “way we do things around here” that serve as a tangible link between the organization's identity (“who we are”), its motives (“what

we value”), and its operational strategy (“what we expect to achieve”). Habits (also known as behavioral competencies) are a commonly used management tool for identifying desired behaviors and improving performance.

Together, the HCC Values lay the foundation for successful execution of the Organizational Strategic Competencies. While all of the foundational elements are important, it's the Shared Values and Individual Habits that spark positive cultural momentum. The College's expectation is that HCC's Shared Values and Individual Habits create excellence in the work of the college. Looking closer at HCC's mosaic, it is clear how the foundational pieces connect – with employees holding everything together:



F.3 Mosaic & Me: Shared Values and Individual Habits

F.3.1 Personal and Organizational Strategic Competencies

HCC has identified five core Shared Values that represent the essence of the HCC Way: commitment to collaborate; devotion to service; empower to trust; passion to learn; and drive to innovate.

Commitment to collaborate.

We are at our best when we collaborate with each other, our students, our community, and all we serve. When we are working towards common goals and solutions, the open sharing of resources, ideas, skills, and knowledge from diverse perspectives helps generate synergy to achieve HCC's goals. We value differences in each other and use them to create better outcomes together.

Devotion to service.

We are unwavering in our commitment to serve our students and our community. By our willingness to adopt a serve-others-first mentality and approach to our work, we are able to live up to and surpass the expectations of our constituents and each other. By putting service first, we ensure the best experience for those we serve and those who choose to be part of HCC.

Empower to trust.

We encourage and actively empower trust individually and collectively as we work to serve our students, community, and each other. By empowering ourselves to trust each other's motives, work, and integrity, we encourage and sustain an environment where students can most effectively learn, faculty can teach, and employees can thrive.

Impassion to learn.

We are an institution of life-long learning and are committed to the continuous pursuit of knowledge in all that we do. There is an inherent passion in teaching and connecting ideas, lessons, and concepts with others in our classrooms, colleges, and offices. We embrace the never-ending pursuit of learning and bettering ourselves and those around us.

Drive to innovate.

We are intentionally innovating and purposely evolving to anticipate the changing needs of our students, their current and future employers, and our greater community. Innovation becomes our way of thinking and affecting change. We are committed to understanding the here and now as well as the trends that we must uniquely address for and with those around us.

However, defining these critical few Values is not enough. For those Values to have real impact, they must be supported every day by the behaviors of the HCC Way.

F.3 Mosaic & Me: Shared Values and Individual Habits

F.3.1 Personal and Organizational Strategic Competencies

Individual Habits

Individual Habits describe the actions – or colloquially, “the way we do things around here” – that serve as a tangible link between the organization’s identity (what the organization aspires to be), its motives (what the organization values), and its operational strategy (what the organization expects to achieve). Habits, also known as behavioral competencies, are a commonly used management tool for identifying desired behaviors and improving performance.

Examples of how those individual habits might be expressed at HCC could include:

- **Championing Student Needs.** Faculty and staff work to champion the needs of students, and thereby, the community.
- **Driving Continuous Improvement.** Faculty and staff work every day to improve themselves, their processes, their approaches, and those around them.
- **Building Relationships.** Faculty and staff work every day to build, expand, and deepen relationships inside and outside the College.
- **Communicating Effectively.** Faculty and staff work every day to communicate more openly, more effectively, and more intentionally.
- **Working Collectively.** Every day, faculty and staff work to encourage and invite others into our solutions and challenges.

Shared Values Plus Individual Habits: A Key to Improved Performance

HCC’s culture is defined by shared values and individual habits. These are the things with which each employee can understand, embrace, and impact the College. When those who work at HCC adopt and live these out every day, it creates an environment where they can act through the Organizational Strategic Competencies and the important work for students and community.

HCC is committed to maintaining a vibrant culture – a purposeful environment where shared values and individual habits intentionally protect and carefully move the organization forward. It is from this framework that HCC will improve its selection, evaluation, promotion, and succession efforts of its people, align the workforce to the College’s strategic thinking, and improve HCC’s capacity for reliable, sustainable business execution.

Elements critical to this approach include:

- **Culture on Purpose.** Culture can be described as the shared motives, aspirations, and behaviors of the organization. Focusing on the right individual habits, which we all share, will help HCC take a much more intentional approach to the College’s culture.
- **Hire the Right People.** Behavioral-based interviewing grounded in a prescribed group of habits and competencies will ensure that HCC finds and hires the kind of people who will embrace the culture and help the College realize its strategic objectives.
- **Evaluate the Person, Not Just the Job.** Evaluating employees for not only their ability to functionally do their job –

F.3 Mosaic & Me: Shared Values and Individual Habits

F.3.1 Personal and Organizational Strategic Competencies

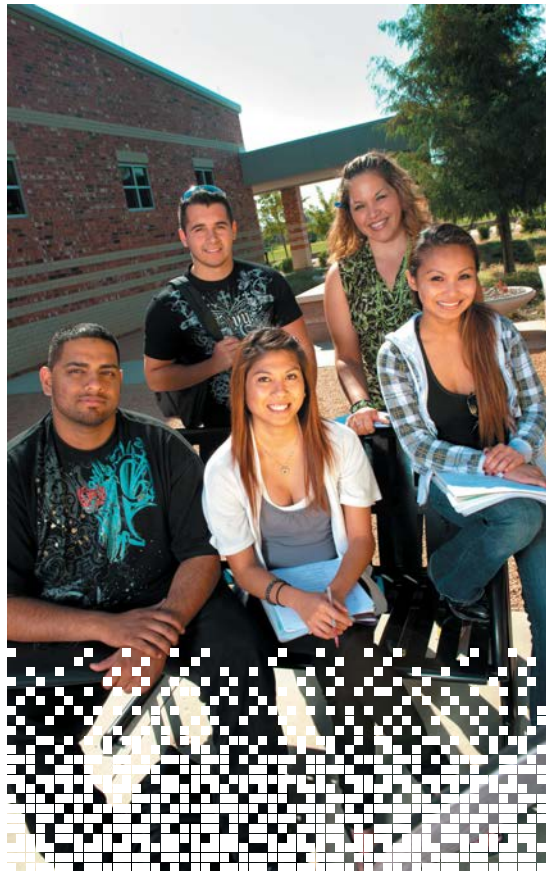
their ability to leverage their knowledge, skills, and abilities – but also their ability to operate in a manner that is consistent with our shared values and individual habits.

- **Focus Development on What Matters Most.**

In addition to development activities relating to knowledge, skills, and abilities, individual habits at HCC serve as a platform for mapping the organization's curriculum and focusing individual development efforts at every level of the organization. Deficits can be easily surfaced, development plans can be created, and mastery can be pursued along a predictable path that meets the needs of the individual while serving the interests of the organization.

- **Promote for Talent Not Tenure.**

By standardizing evaluation and development efforts to incorporate our shared values and individual habits, HCC can purposefully develop a pipeline of talent with the ability to assume future management and leadership roles in the organization. Knowledge, skills, and abilities may be unique from one part of the College to another, but core values and individual habits remain consistent.



Individual Habit Roadmaps



Championing Student Needs

Definition:

Every day we work to champion the needs of our students, and thereby, our community.

Behavioral Examples:

- Builds strong relationships with students: proactively reaches out to learn about student goals and interests and is aware of their needs, concerns, and satisfaction
- Responds promptly to student questions and requests; takes responsibility for ensuring their needs are met
- Effectively manages student expectations; does not promise things that cannot be delivered
- Resolves student concerns in a calm, positive, and sensitive manner; makes students feel valued and appreciated





Driving Continuous Improvement

Definition:

Every day we work to improve ourselves, our processes, our approaches and others around us.

Behavioral Examples:

- Establishes methods to continuously monitor and improve performance of systems and processes; creates and utilizes metrics to drive continuous improvement
- Emphasizes the use of standardized work methods that support incremental, ongoing improvement; examines past practices and results in order to learn from experience
- Drives change that is focused on increasing the effectiveness and/or efficiency of the organization's goals
- Seeks out and adopts practices from other departments or companies that can be used to improve performances; compares and benchmarks performance practices against those of other organizations





Definition:

Every day we work to build, expand, and deepen relationships inside and outside our institution.

Behavioral Examples:

- Establishes trust of individuals by actively listening and seeking to understand their views
- Builds acceptance and support by aligning ideas with the needs and priorities of others
- Demonstrates the ability to balance own strengths and weaknesses with the strengths and weaknesses of others
- Able to create an inclusive environment; works effectively with individuals from diverse background





Communicating Effectively

Definition:

Every day we work to communicate more openly, more effectively, and more intentionally.

Behavioral Examples:

- Expresses ideas and information in a clear and concise manner; messages are both complete and succinct; focuses on critical information and leaves out irrelevant or unnecessary details; provides effective responses to questions
- Tailors message to fit the interests and needs of the audience; focuses on relevant topics; uses vocabulary and terminology appropriate to the audience
- Delivers information in a manner that is interesting and compelling to the listener; makes appropriate use of humor, examples, and analogies to engage the audience
- Uses appropriate language, grammar, and pronunciation; is easy to understand





Working Collectively

Definition:

Every day we passionately work to encourage and invite others into our solutions and challenges.

Behavioral Examples:

- Works toward a shared vision for the organization that includes a common understanding of what we are trying to accomplish and a joint approach to solving problems through agreed-upon actions
- Complies with how success is measured and reported; adheres to the established performance indicators identified; uses outcomes for learning and improvement
- Works with team members through a mutually reinforcing plan of action to achieve the desired goals and outcomes of the organization
- Engages in frequent and structured open communication to build trust, assure mutual objectives, and create common motivation



HCC culture will be purposeful, and our shared values and individual habits will intentionally protect and carefully move the organization forward.

From this framework, we will improve our selection, evaluation, promotion, and succession efforts of all our people, align our workforce to our strategy, and improve our capacity for reliable execution. HCC has a clearly articulated strategy that will guide the College's work and investment for years to come. As with all organizations, the ability to achieve the strategic goals is dependent on the people and the culture they work within. At HCC, Mosaic & Me defines the most basic expectations of our culture and our people. When we live up to these expectations individually and collectively, we will win together. We not only have a great work environment, but also we have the collective vision and the will to live up to the key strategic drivers. The entire HCC institution – each college, each department, each function – must excel at and perform at the highest levels.





F.4 Integrated Planning Cycles

HCC is a complex, geographically distributed organization. Seven colleges are supported by shared-service divisions consistent with the institution's size and mission. Integrated Planning Cycles – supported by the Office of Strategic Planning and Institutional Effectiveness, and the Office of Project and Change Management – will ensure that the range of planning activities across the institution associated with a particular area of focus are coordinated and executed with strategic cohesion and consistency.

The annual budget development process provides a good example of how the process of Integrated Planning Cycles will work in practice when, after a ramp-up period, it is fully implemented. The goal in this instance, as with use of the process in every area of focus, will be to ensure coordination and alignment in terms of timing, focus, decision making, documentation, and reporting. The annual budget planning example that follows is based on HCC having already started the transition to Integrated Planning Cycles and moving toward full implementation.

Annual budget planning, while complicated across the district, follows a predictable timeline built according to the September start of the annual budget year, which runs from September to August of the following year. (For example, Fiscal Year 2023 will start on September 1, 2022, and end on August 31, 2023.) Integrated Planning Cycles require all colleges and shared-service divisions to coordinate timing of planning-related activities to achieve two goals:

- First, to make sure those activities are efficiently and effectively sequenced with other planning activities that impact multiple division or functions.
- Second, to ensure timely inclusion of the results in the budget development process.

When replicated across all divisions and reported through shared planning tools like Microsoft Project, this process will support HCC's annual review of strategic goals as part of the College's continuous improvement process.

Annual planning cycles are rooted in the institution's longer-term planning horizon that focuses on activities, events, and thresholds that have system-wide impact – such as the State of Texas's biennium budget or HCC's decennial review of its regional accreditation with the Southern Association of Colleges and Schools, Commission on Colleges (SACSCOC). At the same time, good annual planning is recursive; it allows us to recognize past decisions and commitments, articulate aspirations for the future, and learn from the challenges and successes associated with the implementation of current-year plans.

The graphic on the next page illustrates this relationship. It assumes Integrated Planning Cycles have been fully implemented as regards the annual budget process by Fiscal Year 2024. As documented in the graphic, the top-level steps in the annual budget planning process will be as follows once Integrated Planning Cycles are fully implemented.

F.4 Integrated Planning Cycles

Integrated Planning Cycle

Annual Budget Planning Process for Fiscal Year 2024 (September 1, 2022–August 31, 2023)		
Activity	Fiscal Year	Calendar Year
Monthly Budget Workshops Start (Administration and Board)	FY2023	October 2022
Monthly Budget Workshops End (Administration and Board)	FY2023	May 2023
FY2023 Budget Approved	FY2023	June 2023
FY2024 Budget Starts	FY2024	September 2023

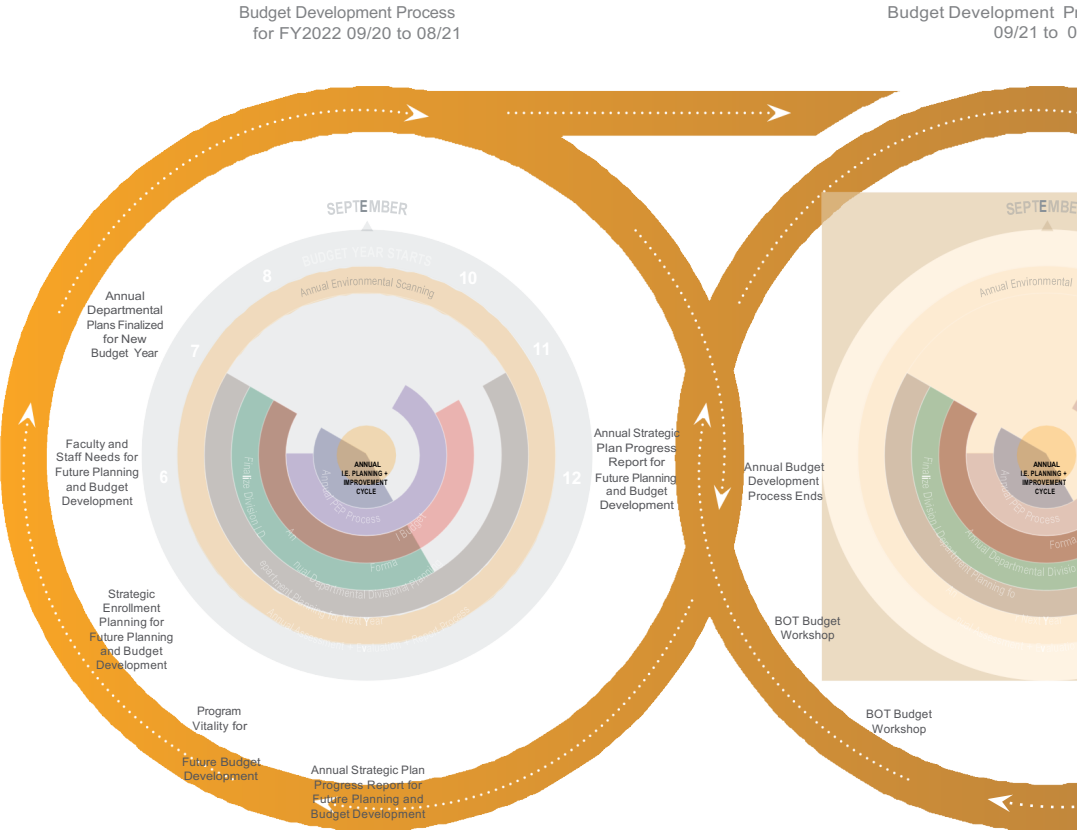
Budget development deliberations take place from October through May and are informed by the institution's strategic priorities, future realities that emerge over time, revenue assumptions based on enrollment planning and forecasting, institutional aspirations for the future, and any additional finance assumptions required to make the budget viable. For example, the FY2023 Budget development process for the FY2024 Budget will require HCC to meaningfully absorb the results of integrated planning connected to all College and shared-service divisions. For this example, integrated planning will require:

- The Annual Strategic Plan Progress Report and adjustments, additions, and

deletions to the strategic plan based on data related to implementation of the plan and operational reports/results from all departments and divisions on prior year results.

- Departmental and Divisional strategic and operational planning for next year and the year to follow.
- Systemwide strategic enrollment planning and forecasting for campuses, colleges, and Centers of Excellence.
- Program Vitality and Viability Planning rooted in Student Outcomes and Program Student Learning Assessment and Evaluation.

Integrated Planning, an Example supporting the Budget Development for the 2024 Fiscal Year



F.4 Integrated Planning Cycles

1

The Annual Strategic Plan Progress Report and adjustments, additions, and deletions to the strategic plan based on data related to implementation of the plan, operational reports/results from all departments and divisions on prior year results.

2

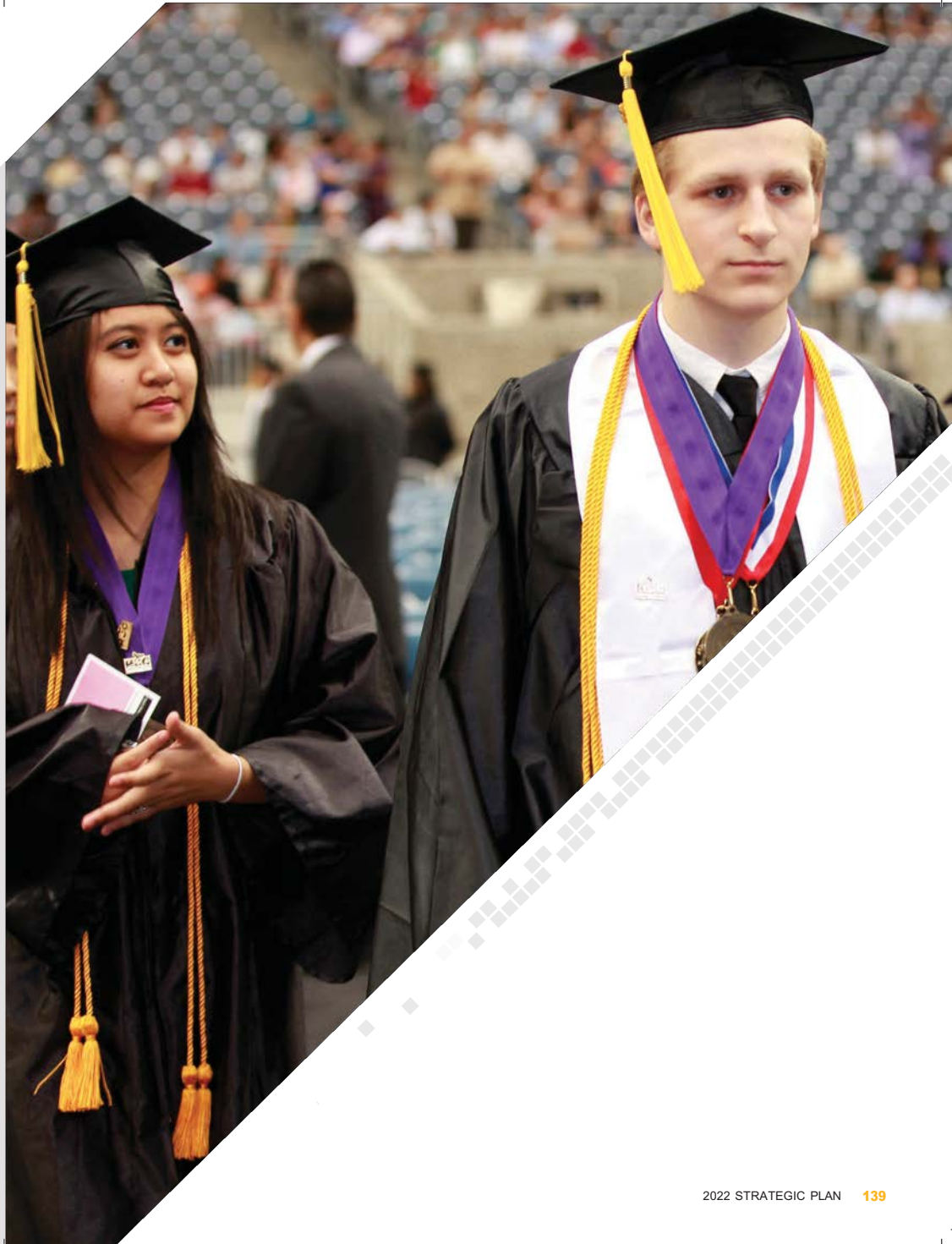
Departmental and Divisional strategic and operational planning for next year and the year to follow.

3

Systemwide strategic enrollment planning and forecasting for campuses, colleges, and Centers of Excellence.

4

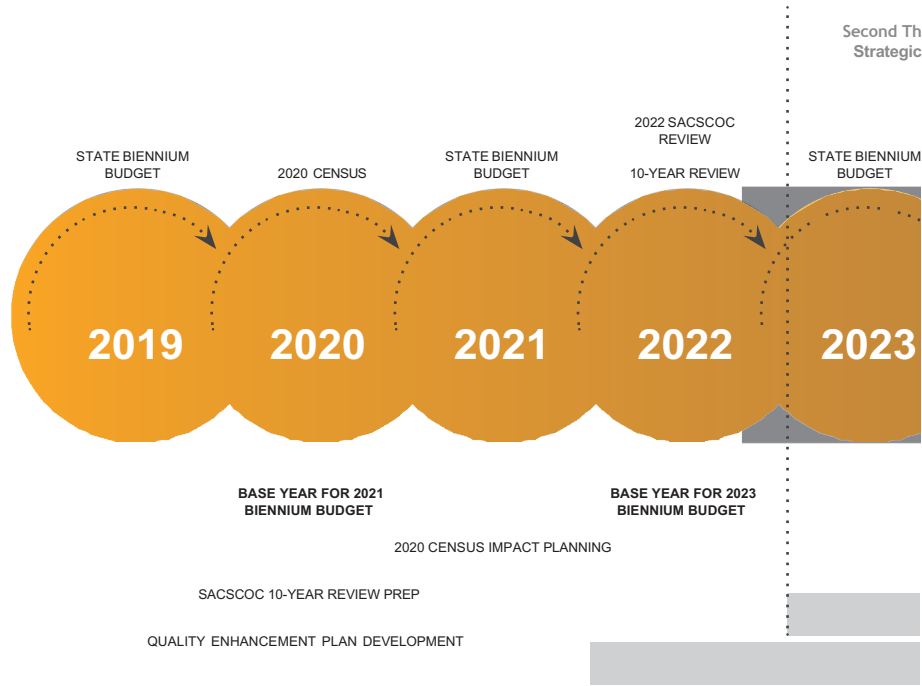
Program Vitality and Viability Planning rooted in Student Outcome and Program Student Learning Assessment and Evaluation.

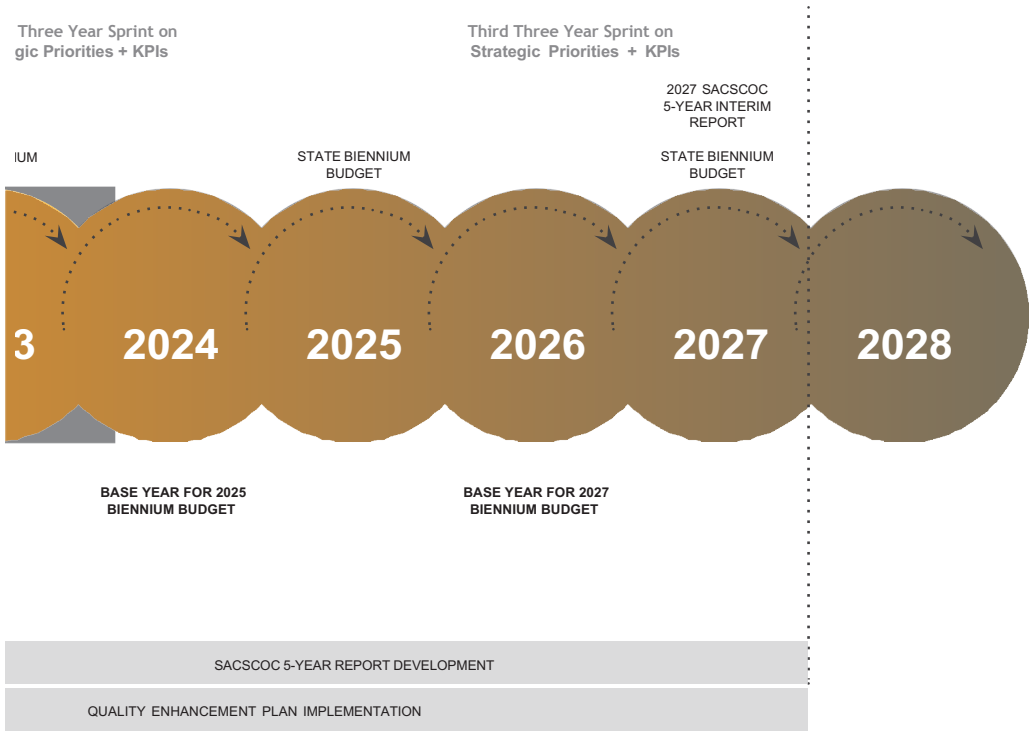


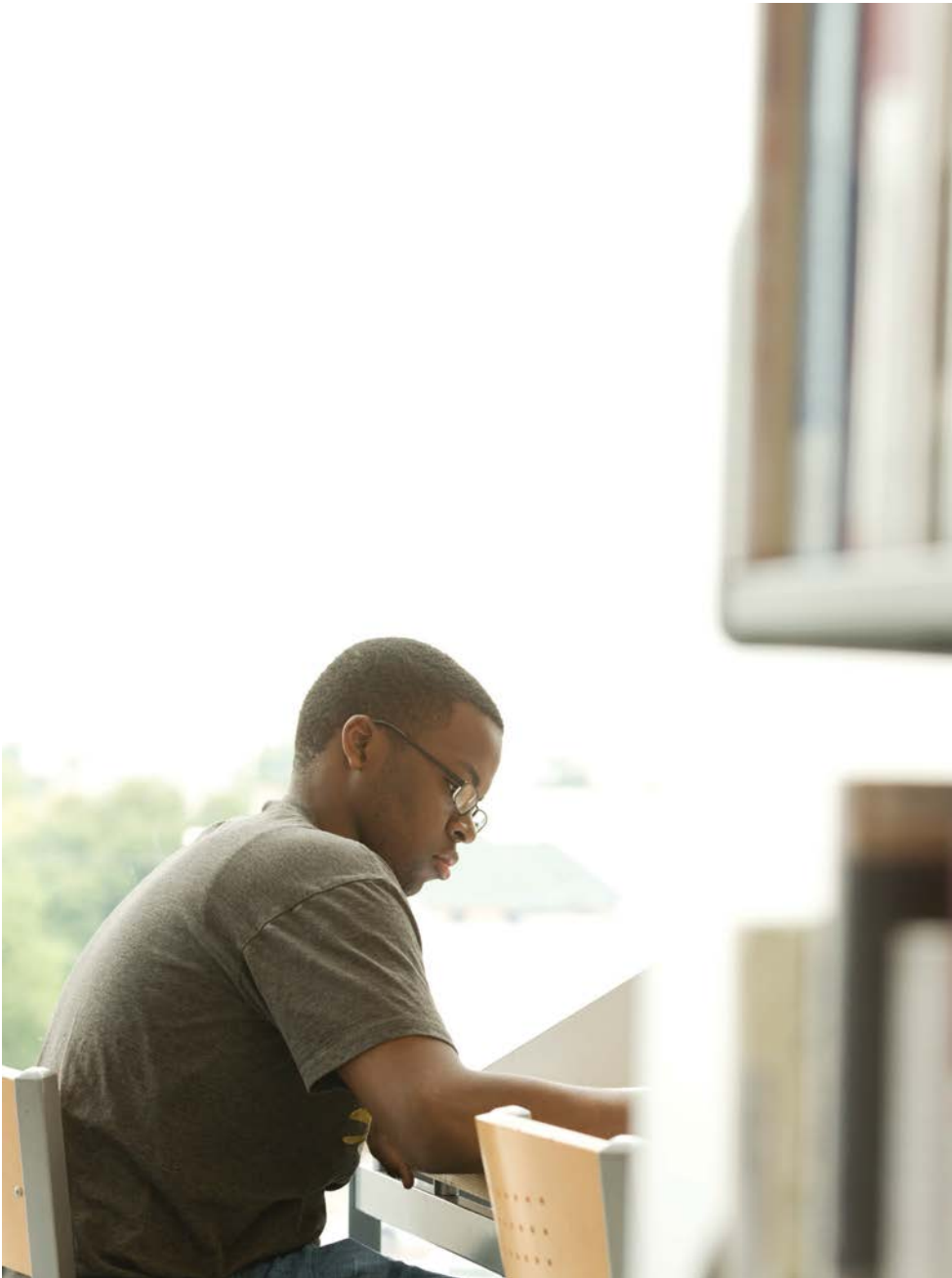
Evolving Long-term Integrated Planning Timeline

EXTERNAL REALITIES

INTERNAL REALITIES







F.5 Relationship Mapping

Traditional organizational maps are useful because their structure demarcates formal lines of authority, reporting, and boundaries among respective organizational units.

They may also help identify organizational dysfunction, such as inappropriate groupings of activities, spans of control that are too large, or inappropriate placement of key activities for purposes of monitoring and oversight. While HCC will continue to use traditional organizational charts for the limited benefits they confer, the College will also embrace its complexity and the reality that progress is best made through collaborations and connections across formal boundaries. Collaboration across operating structures offers greater opportunities for efficiency and effectiveness than the more traditional configuration of boxes connected by solid and dotted reporting lines.

HCC will use relationship mapping to capture and understand how the work of the College is both enacted by stakeholders and affects them. Relationship mapping involves building out a visual chart of all the key stakeholders. It provides a concrete visual diagram of who plays what role in the processes and operations of the organization, and how, why, and when the various components of organization interact, whether by choice or through necessity. Relationship mapping helps make complex operations easier to understand. These maps help communicate which individuals and what organizational units need to interact and why, ensuring better decisions and less redundancy by involving all the affected parties in the process. By encouraging systems-level thought, relationship mapping helps reduce the risk of missing requirements – whether people, organizational units, or resources – that are needed for success.

Relationship mapping will be used to help HCC understand current-state and future-state organizational entities that are affected, need to be involved, or both. Creating relationship maps will be standard operating procedure for every project. Project leaders should consult relationship maps before undertaking any initiative, and those maps should be regularly reviewed as an initiative progresses. All project outcomes should craft a relationship map to develop a comprehensive understanding of how the divisions of the organization may collaborate to successfully achieve their goals.

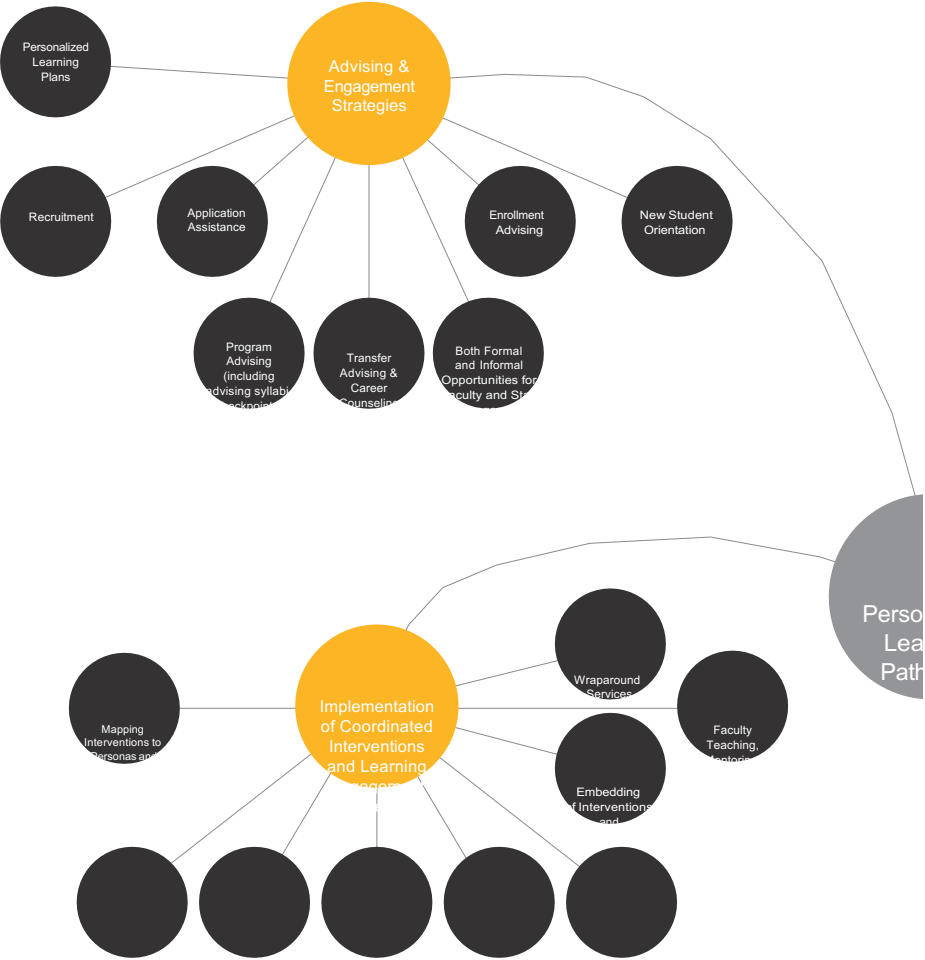
Relationship mapping involves asking a series of questions:

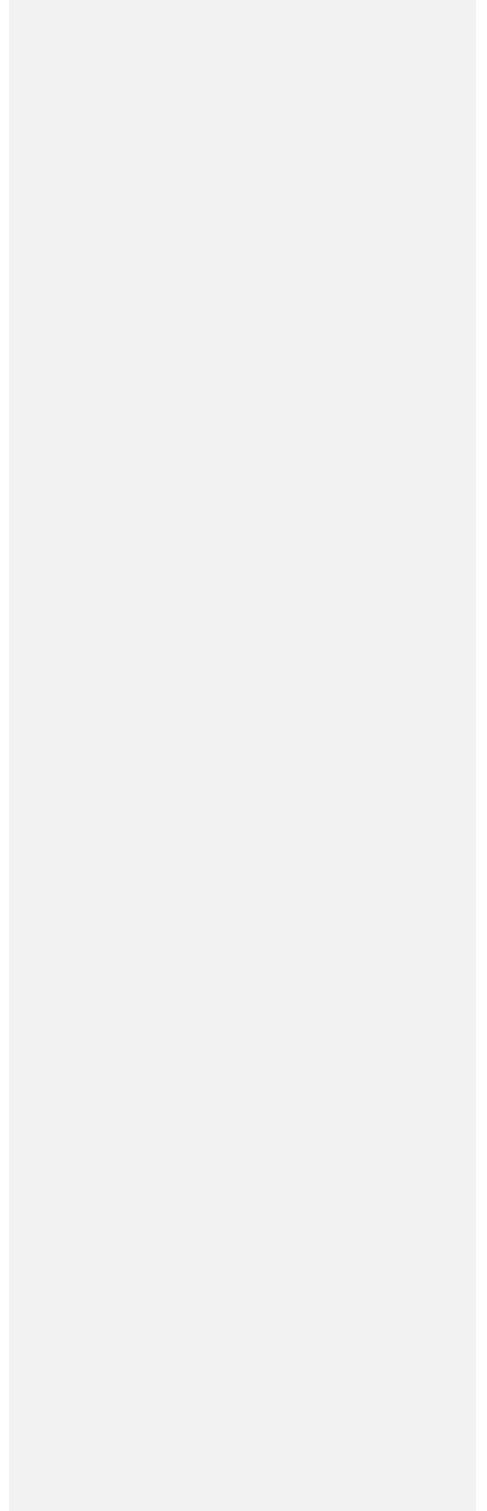
- Who are the individual and organizational stakeholders for the particular undertaking?
- What are the strategic relationships that need to be formed among those stakeholders to achieve the goal?
- What must be done to take full advantage of strong existing relationships, strengthen those relationships that have unrealized potential, and create relationships where none exist? How can the task be accomplished or the project completed in a way that benefits all of the stakeholders or, at least, minimizes any loss they might experience?

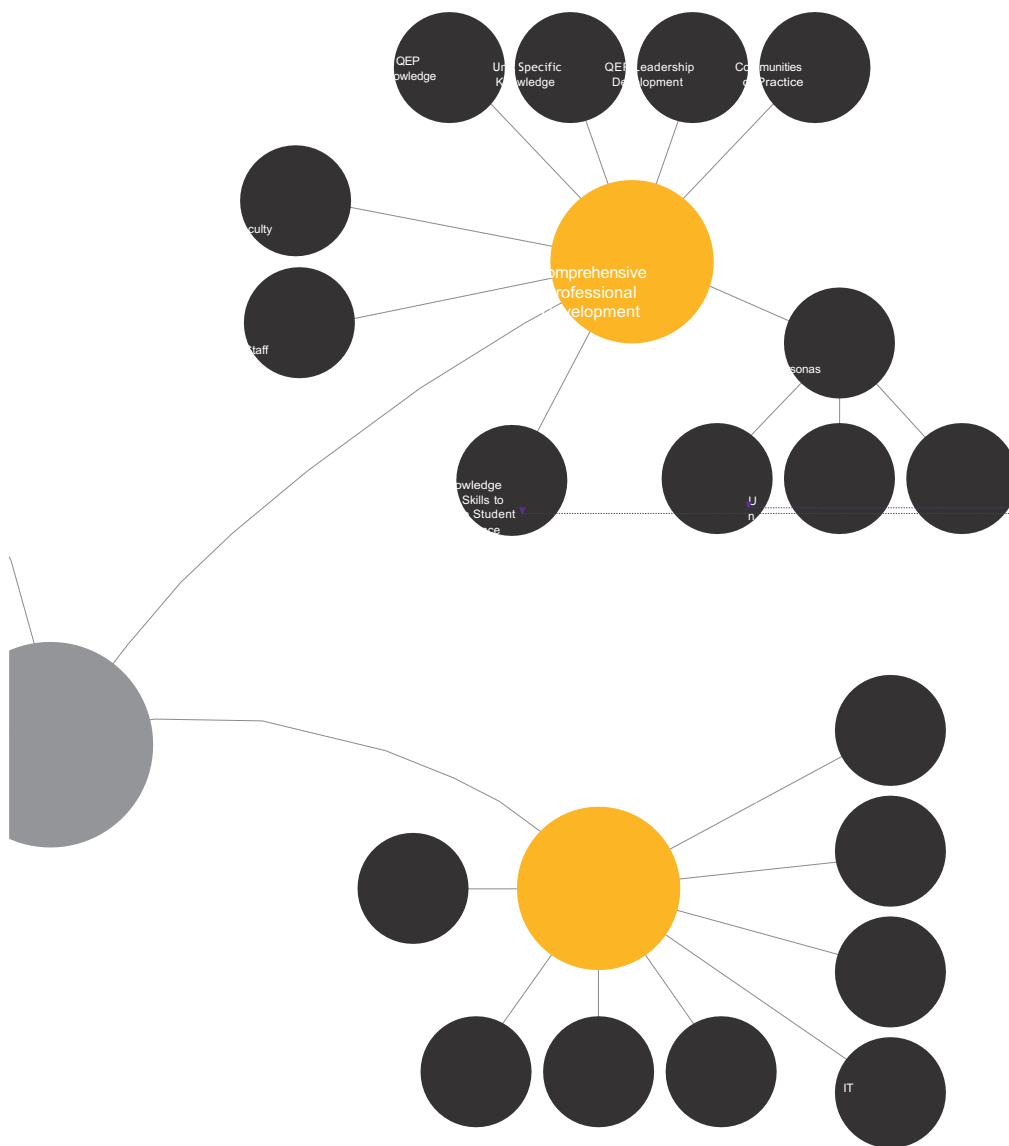
An example of relationship mapping is found in the accompanying illustration of the current relationship map for the Quality Enhancement Plan, *Personalized Learning Pathways*. Enactment of the four strategies by which HCC will implement *Personalized Learning Pathways* requires collaboration across divisions, which is illustrated within the maps. As *Personalized Learning Pathways* is realized over the next five years, this map will be extended with more detail for the component parts. This illustration underscores the paradox of relationship mapping that makes it such a valuable tool and an essential part of building HCC's organizational capacity: they capture the complexity of a large, diverse, geographically distributed institution, while conversely clarifying what needs to be done, and which individuals and organizational units need to be engaged, to create the greatest possible probability of success.

Relationship Mapping

Strategic Priorities







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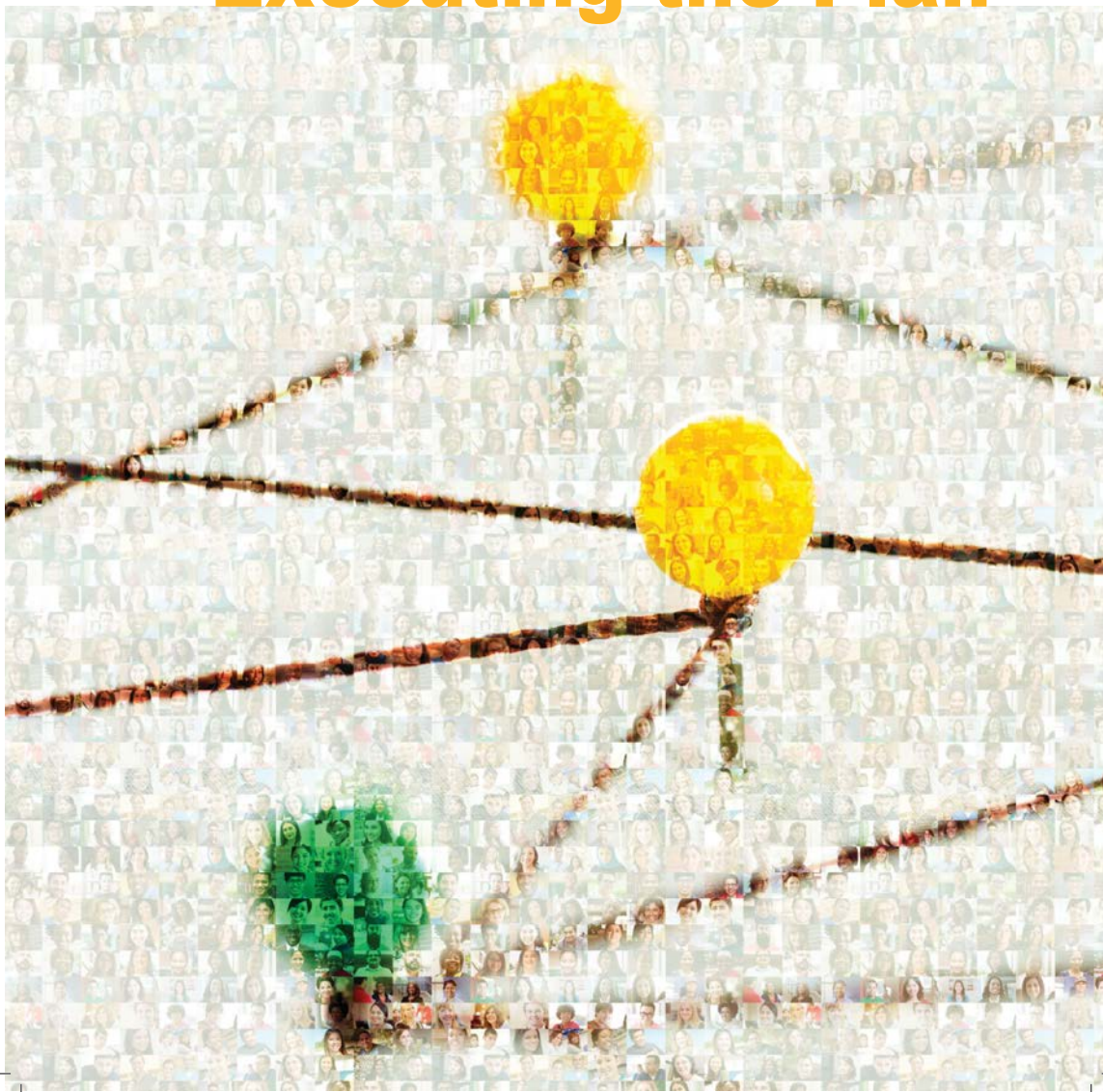
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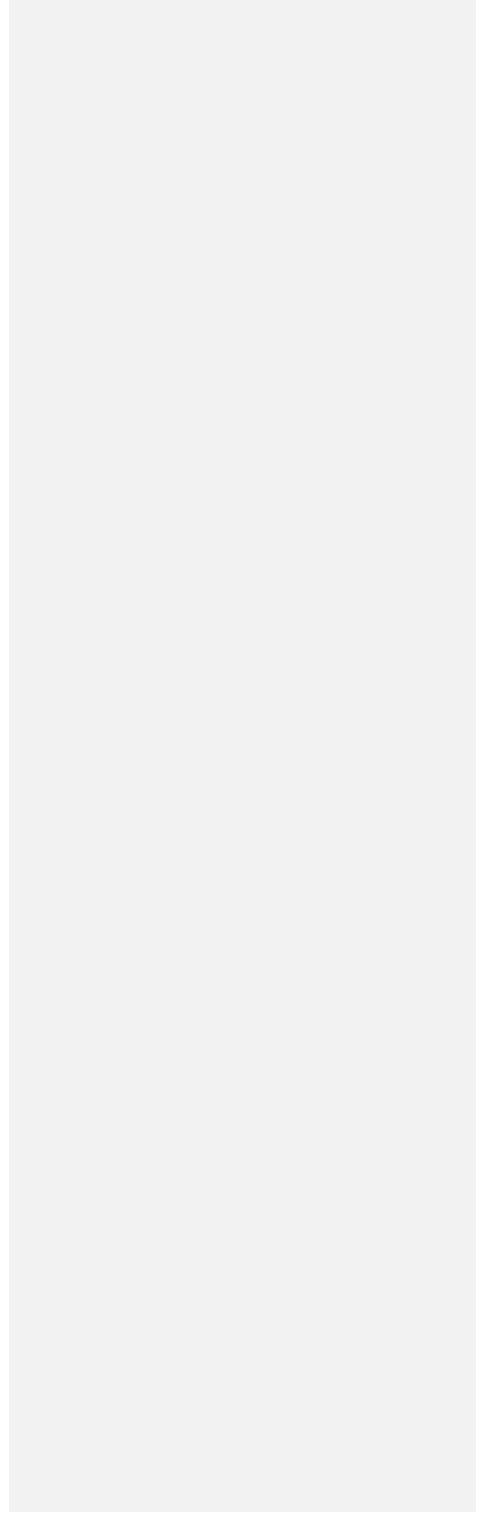
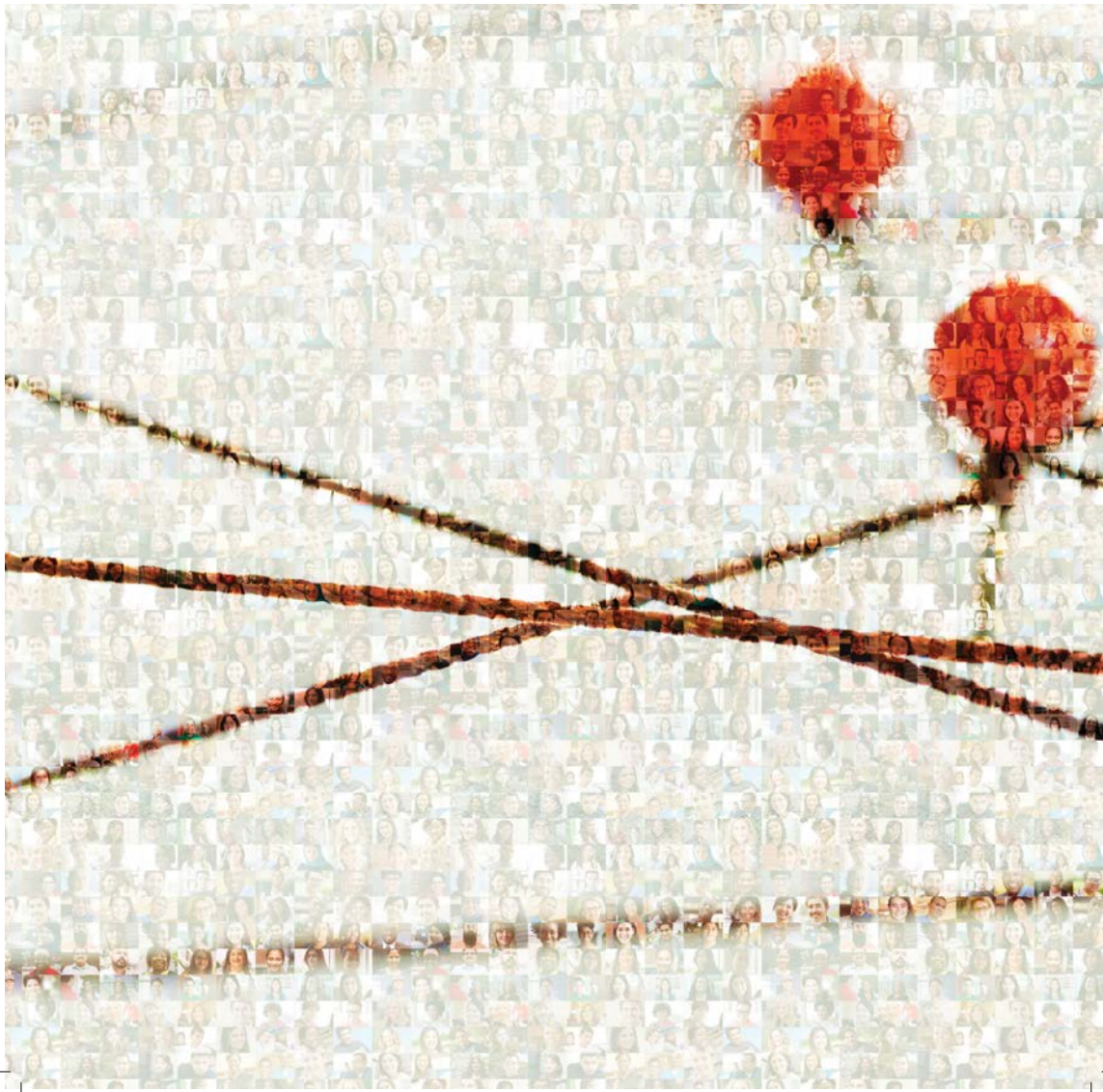
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Section G:

Bias for Action: Executing the Plan







G.1 Introduction

A Bias for Action

HCC's Comprehensive Strategy is unique from traditional strategic plans in a variety of ways. One of the most important of those differences is the Bias for Action: a commitment that runs beyond verbal affirmation that actions will be taken and work will get done. The Comprehensive Strategy commits to crafting a blueprint for the organizational machine that will actually make that happen.

Prerequisites for Success

There are four prerequisites for HCC to become the institution of higher education that it aspires to be.

- First, HCC must have a clear direction. There must be a clear line of sight from the Mission statement and the highest level of leadership to the faculty or staff member on the front lines, such that everyone who works at HCC understands how his or her work ties to and supports the Mission, Vision, and Values of the College.
- Second, those who work at HCC, whether faculty or staff, must be possessed of the competencies required to do their jobs. These include interpersonal competencies, technical competencies, and job-specific competencies.
- Third, HCC must commit the right mix and quantity of resources so that those who have the competencies needed to perform can do so. These resources

include but are not necessarily limited to time, tools, technology, authority, people, place, process, information, materials, and financial resources. HCC will commit to ensure that those asked to do the work have what they need to get the job done.

- Fourth, HCC must provide the motivation that encourages and rewards superior sustained performance. Too often this is thought of as solely an issue of compensation. However, the organization that seeks superior individual and institutional performance knows that it takes more than a fair and just compensation structure to ensure superior performance. HCC is committed to ensuring the full range of incentives that comprise a motivating work environment that in turn yields superior, sustained performance.

Clear direction stems from the Mission, an updated Vision, and more clearly articulated Values. The organization's design must be considered before addressing competencies, resources, and motivation.

HCC's Comprehensive Strategy is built step-by-step from individual parts that come together to create a learning institution characterized by continuous improvement, an organization that works strategically every day – a College constantly sensing its environment, seizing the opportunities it finds, and thereby transforming itself, the students it serves, and the community of which it is a part.

G.1 Introduction

The step-by-step progression that leads to the complete Comprehensive Strategy is straightforward:

- A Mission statement that makes clear HCC's enduring, unchanging purpose, and the intent to progress without loss of what is good and valuable and already exists.
- A refreshed Vision that more precisely defines what success means to HCC and points the way to where the institution wants to be when it celebrates its 60th anniversary in 2031.
- More clearly defined Values that bring into even sharper focus the behavioral expectations of College employees.
- A set of five strategic priorities which provide necessary focus to better align people and resources to undertake the most important tasks of the College..
- Building HCC's organizational capacity – the ability to get things done – by use of five unique tools:
 - Personas to gain a deeper, more nuanced understanding of the students HCC serves, as a major step forward in learning how to serve them better.

- Organizational strategic competencies that will give HCC the capacities needed to act on those five strategic priorities and their particular areas of focus.
- Integrated planning cycles that bring together all the planning activities of a large, complex, and distributed organization into coherent, consistent processes.
- Relationship mapping that fosters collaboration and cooperation among organizational units and reflects the reality that, in an organization like HCC, actual progress is impossible without authentic cooperation across traditional boundaries.
- Key performance indicators and measures that more accurately capture the information that counts.

Each of these elements is essential to HCC's continued transformation. But they are not sufficient. These elements and tools will not have their intended effect without one more thing: a bias for action, a commitment to getting things done. HCC will make that commitment through Organization Design and Results-Based Management.

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G.2 Organization Design

Organization Design: Basic Structure

If HCC is to fulfill its Mission of providing “a high-quality, affordable education” by realizing its Vision to provide “relevant, high quality education and training, ensuring success for all students, our community, economy and beyond,” it must do so by drawing on its Organizational Strategic Competencies and focusing on its Strategic Priorities, all the while adhering to those core values that comprise the Mosaic Movement. To do this, HCC will organize itself to get results.

In fact, this work is already under way. In February 2017, the College reestablished the Planning and Institutional Effectiveness Division under the leadership of a new Vice Chancellor. This Division is responsible for providing system-wide leadership supporting operational planning, innovation, growth, and transformation to ensure organizational effectiveness. This Comprehensive Strategic Vision represents one of its most significant accomplishments to date.

The Division provides organizational oversight for the College’s comprehensive strategy development and implementation planning process, which includes creation of data analytics and decision support systems, systemic deployment of project and change management procedures, planning and resource allocation to ensure compliance with regional accreditation requirements, grant development and implementation oversight, and

entrepreneurial approaches to program development and problem solving. In this role, the Office of Strategy, Planning, and Institutional Effectiveness is primarily responsible for guiding the development of a common vision for how work is planned, organized, implemented, and evaluated – especially for projects requiring cross-functional collaboration.

The Division is organized in three clusters: Strategy and Planning; Innovation and Systems Development; and Reporting, Evaluation, Planning, and Development.

Strategy and Planning is responsible for articulating strategic priorities in terms of research, data and analytics, external and institutional initiatives, and resource development.

Innovation and System Development is responsible for the creation and implementation of organizational mechanisms related to project and change management that ensure crossfunctional alignment of institutional efforts related to innovation, student success, entrepreneurship, and all other strategic priorities.

Reporting, Evaluation, Planning, and Development is responsible for operationalizing reporting and accountability requirements – for grants, state and federal reporting, and regional accreditation – within the context of institutional planning and strategy development.

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G.2 Organization Design

Organization Design: Collaborative Facilitation

Formal organization structures are just one part of the organizational design required to make the Comprehensive Strategy a reality. Relationship mapping is one of the unique ways HCC seeks to build the organizational capacity needed to work strategically. The reality is that stand-alone organizational units will not be able to deliver the desired results. What will be required is the systematic bringing together of disparate College organizational units in those temporary configurations needed to achieve strategic goals through exercise of the organizational strategic competency of Collaborative Design. While some of this

may occur through the actions of the various organizational units, the College also needs to actively seek out and bring together these collaborations.

The role is that of a project facilitator, a role which brings together the right people and right operational units around a particular issue or challenge. That role may also involve identifying a need to institutionalize the connections that are established on a more permanent basis. The Strategy, Planning, and Institutional Effectiveness Division is ideally positioned to execute this role and to facilitate the cross-organizational collaborations for which relationship mapping lays the groundwork.





G.3 Results-Focused Management

The right organizational structure will be critical to HCC's success as an institution with a bias for action. But organization structures, however optimally designed, do not generate results; people do. In pursuing its bias for action, HCC will craft initiatives based on a set of underlying propositions and an approach to organization management grounded in leadership strategies customized to HCC's mission and unique character.

Behaviors: The Source of Results

HCC believes that to realize set Vision and fulfill its Mission requires results:

Results are the ultimate goal. HCC has a responsibility to its students: to provide them the ultimate student experience that meets them where they are and gives each of them access to an education experience that will equip them to find meaningful work and be a contributing member of the community. HCC also has a responsibility to the community: to develop a workforce that can power a robust economy that is the foundation for a community of quality. HCC meets these dual responsibilities only if it accomplishes real, measurable, and meaningful results.

Behaviors drive results. Results are the end product of a collection of individual and organizational behaviors. If the right behaviors are made a priority, and if those behaviors are recognized and rewarded when they happen, the right results will follow. Organizations focused on the right behaviors – their identification and reinforcement – create cultures of

accomplishment. At HCC, those right behaviors are defined in the Mosaic Movement.

Consequences drive behaviors. Organizations get the right results by putting in place consequence systems that reinforce individuals and the organization itself in pursuing those behaviors that have been identified as essential to getting results. Where individuals and the organization exhibit those essential behaviors, recognition and reward – which can come in many forms, not all monetary – are the order of the day. Where those essential behaviors are not in evidence, or are inadequately executed, the remedy is feedback and coaching. At the same time, every organization that aspires to high performance must insist on adherence to those critical few behaviors it has determined will lead to success; individuals who even after substantial feedback and coaching consistently fail or refuse to demonstrate those behaviors cannot be allowed to continue with that organization.

Building Results-Based Leadership: Foundations

Over time, HCC will continue to build a Results-Based Management approach to leading the institution and achieving the results the students and community deserve. This ongoing learning journey of continuous improvement will draw on a suite of management precepts customized to the unique qualities and particular mission of the College, as further enriched by actual experience gained over time.

G.3 Results-Focused Management

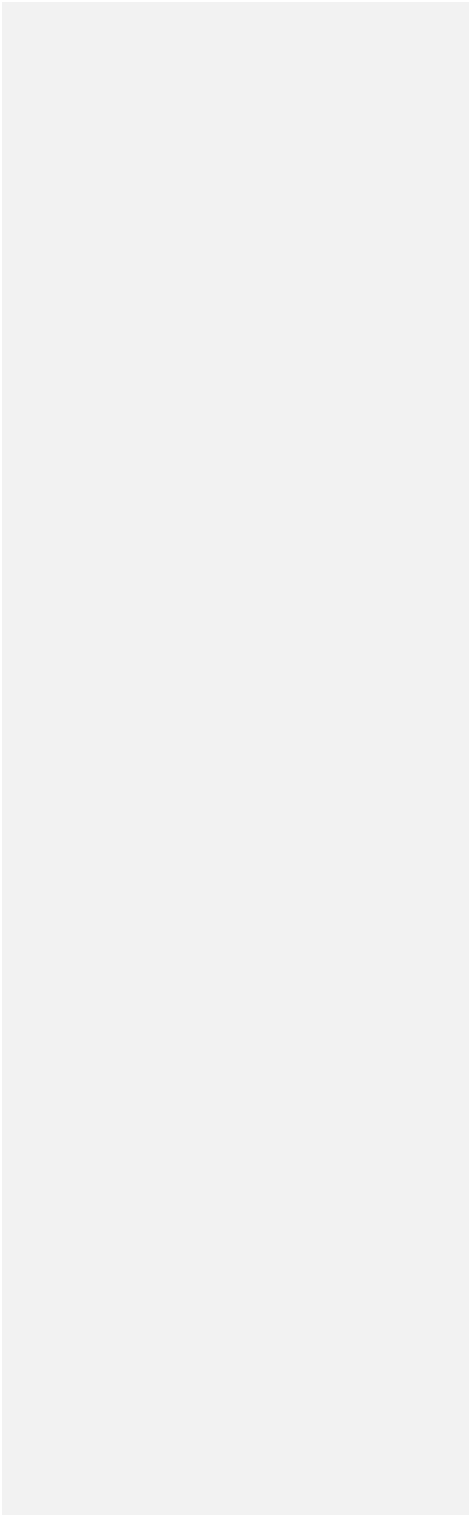
This suite of management concepts will start with the principles of the Mosaic Movement; the precepts themselves will be known as the Mosaic Movement Leadership.

The Mosaic Movement Leadership perceives organizational leaders as falling into one of four general categories, as shown in the accompanying matrix:

- **Quadrant 1.** Leaders who cannot or will not demonstrate the behaviors the organization has identified as essential to their success and whose results are consistently unacceptable. The result: disengaged employees, poor results, organizational failure.
- **Quadrant 2.** Leaders who demonstrate the behaviors the organization has identified as essential to success of the organization but who do so inconsistently or undermine their own leadership in other ways. The result: while employees may be engaged and enjoying their work, the results are poor and the organization ultimately falls short.
- **Quadrant 3.** Leaders who fail to demonstrate the behaviors the organization has identified as essential for organizational success but who achieve results through wrong behaviors. The result: the good results achieved are short term, cannot be sustained, and come with high organizational costs that range from high staff turnover and a punishing work environment to inconsistent and unreliable outcomes.
- **Quadrant 4.** Leaders who follow the precepts of the Mosaic Movement and who get the right results fall into the fourth quadrant. Their behaviors and results are both right and sustainable. The result: engaged, committed employees, results that are sustained over time, and an organization mission that is achieved.



G.3 Results-Focused Management



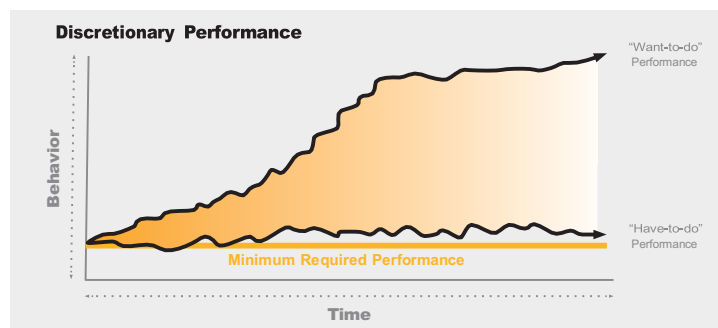
G.3 Results-Focused Management

HCC's goal over time will be to ensure that all of its leaders fall into the fourth quadrant, consistently demonstrating the Mosaic Movement Leadership that will be needed for the institution to both achieve and sustain desired results. Leaders who do so will also draw on several other key management concepts.

Discretionary Performance. As a practical matter, confirmed by long observation, many workers function at a level that guarantees their continued employment at the organization but which represents only a fraction of their actual capacity. The unused portion of their capacity is their discretionary performance – that portion of their capacity that they can volunteer if they wish but which the organization does not demand. Discretionary performance withheld represents a loss to the organization, increasing the odds that the organization will not achieve its results. Mosaic Movement Leaders work to encourage their employees to bring their discretionary performance to the workplace. They accomplish this through the use of Accountability Management.

Accountability Management. Mosaic Movement Leaders encourage the Discretionary Performance of their employees using three tools: Pinpointing, Measurement, and Feedback:

- Pinpointing is the act of being specific about expectations – the difference between telling an employee they are expected to deliver the ultimate student experience and giving them a list of specific, observable, and measurable behaviors that for HCC constitute that experience.
- Measurement takes regular stock of where employees are in meeting expectations, based not on opinion but the accomplishment of observable, measurable, and specific goals.
- Coaching and Feedback. Mosaic Movement Leaders do not wait for an annual review to give employees feedback on their performance. Rather, they use the results of measurement taken on an ongoing basis to provide coaching and feedback in real time. Where performance meets



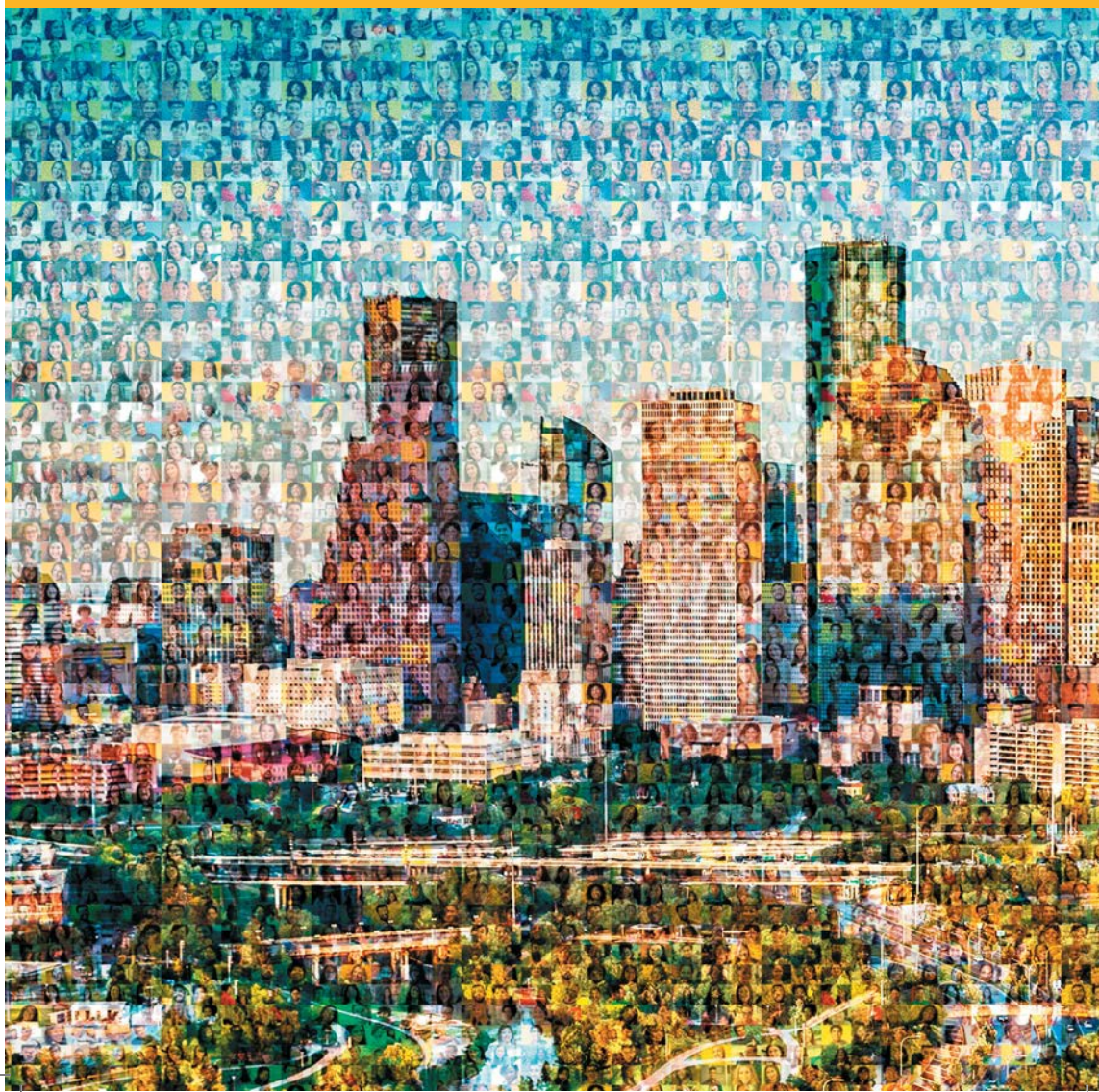
G.3 Results-Focused Management

expectations, the Mosaic Movement Leader provides feedback that is reinforcing; where performance falls short, the Mosaic Movement Leader provides coaching to help the employee better align with expectations.

Fluency. Mosaic Movement Leaders understand that there are different levels of knowledge and capabilities that employees and they themselves may possess. There may be management concepts or practical skills of which they are not even aware. There may be others of which they are aware but not well versed, as well as those about which they are well versed but not well practiced. And there will be those management concepts and practical skills about which they are both knowledgeable and accomplished. Where the leader or person led is aware of the concept or skill but not versed in practicing it, they are said to be literate. Where they are not only aware but competent in exercise of the precept or execution of the skill, they are said to be fluent. The movement from awareness to literacy to fluency is one of which HCC Leaders must facilitate. A learning organization requires learning employees; that in turn requires leaders who ensure that learning process happens.

Shaping. The path from awareness to literacy to fluency mirrors the progression any learning organization follows in a cycle that repeats itself over and over again as experience, knowledge, and capacity increase. Rather than seek to accomplish major leaps in performance overnight – an effort that more often than not results in disappointment and discouragement – Mosaic Movement Leadership sets incremental goals, moving the team from success to success, gaining capacity and confidence that in turn feeds the next step. Not only is this shaping process a more realistic approach to change, but also it is far more likely than any crash program to achieve substantive change that lasts.

Continuous Improvement. For HCC, Shaping means that the components of the Bias for Action will change over time as the College deepens its understanding of what is needed for superior performance. Unlike a more traditional strategic plan, the Comprehensive Strategy both anticipates that learning process and facilitates it; it sets in motion a process of continuous change and growth that responds with strategic opportunism to both the external and internal environments. For HCC, continuous improvement guided by Mosaic Movement Leadership is an ongoing and constantly renewing process.



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ACTION ITEM

Meeting Date: May 21, 2025

Topics for Discussion and/or Action

ITEM #	ITEM TITLE	PRESENTER
A.	Houston Dynamo FC Sponsorship (Sole Source Award)	Dr. Margaret Ford Fisher Dr. Sherry Hawn Dr. Dietrich von Biedenfeld

RECOMMENDATION

Authorize the Chancellor to execute a Sole Source Local Sponsorship Agreement with Dynamo Soccer, LLC to provide promotional outreach and student engagement services, in support of the Communication and Marketing Department.

COMPELLING REASON AND BACKGROUND

- The Local Sponsorship Agreement with Houston Dynamo FC will provide branding, student engagement, and business collaboration opportunities to Houston Community College (HCC). Through this agreement, HCC will receive the right to use the Houston Dynamo FC name and logo for promotional purposes within a 75-mile radius of Shell Energy Stadium.
- The sponsorship also includes various marketing assets such as in-stadium LED signage, concourse posters, video board commercials, digital advertising, and radio spots. Additionally, the partnership will create student opportunities, including scholarships, mentorship programs, gameday shadowing experiences, internships, and collaboration with the Dynamo FC social media team.
- HCC will also support Dynamo Academy athletes by providing academic resources such as tutoring, college prep, and ESL services.
- Other key benefits include preferred pricing for Shell Energy Stadium event rentals, an exclusive HCC Enrollment Day at the stadium, and community engagement initiatives.

FISCAL IMPACT

Based on the current scope of services, the cost of all services under the resulting Local Sponsorship Agreement shall be:

- Ninety-five Thousand Dollars (\$95,000) for year one (1) – 2025
- One Hundred Thousand and Seven Hundred Dollars (\$100,700) for year two (2) – 2026
- One Hundred and Six Thousand, Seven Hundred and Forty-two Dollars (\$106,742) for year three (3) - 2027

Total Maximum Agreement Value of Three Hundred and Two Thousand, Four Hundred and Forty-two Dollars \$302,442 for the term of the Local Sponsorship Agreement. The funding source shall be the Communication and Marketing Budget.

LEGAL REQUIREMENT

The recommendation to the Board of Trustees is in accordance with section 2269.101 of the Texas Government Code.

STRATEGIC ALIGNMENT

1. Student Success, 4. Community Investment , 5. College of Choice

This item is applicable to the following: District

ACTION ITEM

Meeting Date: May 21, 2025

Topics for Discussion and/or Action

ITEM #	ITEM TITLE	PRESENTER
B.	Personnel Agenda (Faculty)	Dr. Margaret Ford Fisher Rodney Nathan

RECOMMENDATION

Approve the personnel action items for May 2025.

COMPELLING REASON AND BACKGROUND

Full-Time contracted Faculty are hired under one-year term contracts on an annual basis under DC (LOCAL): Employment Practices.

The hiring process for full-time faculty involves a review of credentials, a screening process, evaluation and interviews by the hiring authority. A Screening Committee is used as part of the hiring process.

FISCAL IMPACT

Funds for these faculty positions are provided for in the 2024-25 Unrestricted Budget.

STRATEGIC ALIGNMENT

1. Student Success, 2. Personalized Learning , 3. Academic Rigor , 4. Community Investment , 5. College of Choice

ATTACHMENTS:

Description	Upload Date	Type
May 2025 Personnel Agenda - Faculty	5/9/2025	Attachment

This item is applicable to the following:

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

APPENDIX

(Board Action Required)

Personnel Agenda - Faculty

**Board Meeting
May 21, 2025**

**INFORMATION ITEMS - BOARD ACTION REQUIRED
FACULTY (REGULAR)**

Name	Previous Organization or HCCS Job Title	Proposed New Job Title	Contract Type/ Grade	Employment Action Reason	Annual Salary	Effective Date
1. Meadough, Schekesia	Franklin University	Director, Nursing Operations	12 months Grade: 12	New Hire	\$ 86,844	04-16-2025

Adjournment

ITEM #	ITEM TITLE	PRESENTER
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XIV.

Appendix - No Action
Required

STRATEGIC ALIGNMENT

ATTACHMENTS:

Description	Upload Date	Type
May 2025 Personnel Agenda - Staff	5/9/2025	Attachment

This item is applicable to the following:

APPENDIX

(No Board Action Required)

Personnel Agenda - Staff

**Board Meeting
May 21, 2025**

INFORMATION ITEMS - NO BOARD ACTION REQUIRED**ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)****INTERNAL HIRES**

Name	Previous HCCS Job Title	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
1. Galvan, Claudia	P/T Administrative Assistant	F/T Student Accounts Representative	Northwest	Non-Exempt Grade: 3	\$ 47,000	04-16-2025
2. Koupaei, Farzaneh	P/T Reception Assistant	F/T Administrative Assistant	Northwest	Non-Exempt Grade: 3	\$ 43,000	05-16-2025
3. Machuca, Jacqueline	P/T Student Life Assistant	F/T Student Recruiter	Northeast	Exempt Grade: 5	\$ 48,000	05-16-2025
4. Ortiz, Edyl	P/T Library Assistant	F/T Specialist, Transfer Services	System	Non-Exempt Grade: 4	\$ 44,000	05-01-2025

INFORMATION ITEMS - NO BOARD ACTION REQUIRED**ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)****INTERNAL HIRES**

Name	Previous HCCS Job Title	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
5. Battiest, Dowanna	F/T Executive Assistant	F/T Sr Representative, Talent Technology	System	Non-Exempt Grade: 6	\$ 66,451	05-19-2025
6. Crockett, Anita	F/T Coordinator, Talent Eligibility & Acquisition	F/T Manager, Employee Records	System	Exempt Grade: 9	\$ 94,000	05-01-2025
7. Ellison, Chelsea	F/T Administrative Assistant	F/T Curriculum Specialist	Central	Exempt Grade: 4	\$ 49,000	05-01-2025
8. Garcia, Ashley	F/T Accounting Specialist	F/T Coordinator, Travel Card & Expense Program	System	Exempt Grade: 5	\$ 54,000	04-16-2025
9. Garcia, Azarel	F/T Technician, MakerSpace	F/T Senior Technician, MakerSpace	Northwest	Non-Exempt Grade: 5	\$ 58,000	05-16-2025
10. Reverol Cayama, Ana	F/T Office Manager	F/T Executive Assistant	Southeast	Non-Exempt Grade: 6	\$ 60,000	04-16-2025
11. Smoot, Tammey	F/T Internal Auditor	F/T Sr Internal Auditor	System	Exempt Grade: 10	\$ 95,000	04-16-2025

12. Stevenson, Idletha	F/T Student Accounts Representative	F/T Executive Assistant	Northwest	Non-Exempt Grade: 6	\$ 57,000	05-16-2025
13. Urbina, Leticia	F/T Administrative Assistant	F/T Office Manager	Southeast	Non-Exempt Grade: 5	\$ 52,000	05-01-2025

INFORMATION ITEMS - NO BOARD ACTION REQUIRED**ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)****EXTERNAL HIRES**

Name	Previous Organization	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
14. Altermann, Jaime	Humanim	F/T Curriculum Specialist	System	Exempt Grade: 4	\$ 54,000	04-16-2025
15. Andrews, Kimberly	Kharis Academy	F/T Dean	Southeast	Exempt Grade: 20	\$ 135,000	05-16-2025
16. Benson, Brandon	Exemplary Tutorial	F/T Sr Specialist, Talent Acquisition	System	Exempt Grade: 6	\$ 56,000	05-16-2025
17. Harley, Lewis	Harley Law Group	F/T Program Director	Northeast	Exempt Grade: 9	\$ 97,000	06-02-2025
18. Kelly, Eunice	ABN Thru SE Staffing	F/T Director, Payroll & Reporting	System	Exempt Grade: 10	\$ 120,000	06-02-2025
19. Kyle, Angelique	Yes Prep	F/T Specialist, Talent Development	System	Exempt Grade: 6	\$ 60,000	05-16-2025

INFORMATION ITEMS - NO BOARD ACTION REQUIRED

ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)

EXTERNAL HIRES

Name	Previous Organization	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
20. Marquez, Bernadette	Lone Star College	F/T Specialist, Transfer Services	Northwest	Non-Exempt Grade: 4	\$ 50,000	05-16-2025
21. Siddiqi, Sajid	Spearhead Group	F/T Buyer	System	Exempt Grade: 6	\$ 67,000	04-16-2025

INFORMATION ITEMS - NO BOARD ACTION REQUIRED**ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)****EXTERNAL HIRES**

Name	Previous Organization	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
22. Benham, Rachel	Lamar University	F/T Associate, Financial Aid	System	Exempt Grade: 4	\$ 56,000	05-01-2025
23. Dushain, Sylvia	Internal Revenue Services	F/T Associate, Financial Aid	System	Exempt Grade: 4	\$ 46,000	06-02-2025
24. Gallegos, Daisy	Mesa Airlines	F/T Assistant, Financial Aid	System	Non-Exempt Grade: 2	\$ 37,500	04-16-2025
25. Hickman, Lear	Becknel's Automotive	F/T Financial Coach	Central	Exempt Grade: 4	\$ 54,000	05-01-2025
26. Kidwell, Everett	King Chess & Athletics	F/T Associate, Enrollment Services	Southwest	Exempt Grade: 4	\$ 43,600	05-01-2025
27. Mathis, Justin	Jackson Public Schools	F/T Advisor, Pathways & Case Management	Northeast	Exempt Grade: 7	\$ 64,000	06-02-2025

INFORMATION ITEMS - NO BOARD ACTION REQUIRED

ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL TECHNICAL – STAFF (REGULAR)

EXTERNAL HIRES

Name	Previous Organization	New Job Title	College	FLSA/ Grade	Annual Salary	Effective Date
28. Neff, Jarred	US Army Worldwide Locations	F/T Associate, Financial Aid	System	Exempt Grade: 4	\$ 46,000	06-16-2025
29. Ngo, Andrew	AHA Dental PLLC	F/T Advisor, Pathways & Case Management	Central	Exempt Grade: 7	\$ 66,500	05-01-2025
30. Rankins, Einnor	University of Phoenix	F/T Student Recruiter	Coleman	Exempt Grade: 5	\$ 50,500	05-01-2025
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INFORMATION ITEMS - NO BOARD ACTION REQUIRED
SALARY CHANGES DUE TO AN ADDITION TO OR CHANGE IN THE EMPLOYEE’S JOB ASSIGNMENT OR DUTIES, OR WHEN AN ADJUSTMENT IN THE MARKET VALUE OF THE JOB WARRANTS ADDITIONAL COMPENSATION

Name	Job Title	FLSA/Grade	Salary	Effective Date
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No data to report

**INFORMATION ITEMS - NO BOARD ACTION REQUIRED ADMINISTRATOR/ADMINISTRATIVE/CLERICAL/PROFESSIONAL
TECHNICAL – STAFF (REGULAR)**

SEPARATIONS OF EMPLOYMENT

- | | |
|---------------------|---|
| 1. Adams, Jayvond | Locksmith, System, effective April 4, 2025. |
| 2. Austin, Tamala | Business Advisor, System, effective April 16, 2025. |
| 3. Avalos, Cynthia | Specialist, Facilities, System, effective April 1, 2025. |
| 4. Awah, Tikun | Analyst, Cyber Security, System, effective April 12, 2025. |
| 5. Butler, Rochelle | Accounting, Southeast, effective May 16, 2025. |
| 6. Cedillo, Imelda | Office Manager, Northwest, effective April 5, 2025. |
| 7. Gonzalez, Larry | Government Instructor, Southwest, effective May 16, 2025. |
| 8. Guitroz, Rhonda | Success Coach, Northwest, effective April 5, 2025. |
| 9. Halligan, Jill | Supervisor, ATCP Instructional, Southeast, effective April 4, 2025. |
| 10. Henry, Tiffany | Associate, Financial Aid, System, effective May 1, 2025. |
| 11. Holland, Sheryl | Integrated Reading/Writing (INRW), Southwest, effective May 16, 2025. |