HOUSTON
CITY COLLEGE

# AGENDA

## ACADEMIC AND STUDENT AFFAIRS COMMITTEE

### OF THE BOARD OF TRUSTEES

**October 7, 2026**
**11:00 AM**

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

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

**HOUSTON CITY COLLEGE**

**October 7, 2026**

Notice is hereby given that a Meeting of the Academic and Student Affairs Committee of the Board of Trustees of Houston City College will be held on Wednesday, October 7, 2026 at 11:00 AM, or after, and from day to day as required, 3100 Main Street, 2nd Floor Auditorium, Houston, Texas 77002. The items listed in this Notice may be considered in any order at the discretion of the Committee Chair and items listed for closed session discussion may be discussed in open session and vice versa as permitted by law. Actions taken at this Meeting do not constitute final Board action and are only Committee recommendations to be considered by the Board at the next Regular Board meeting.

**I. Call to Order**

A. Opportunity for Public Comments

**II. Topics For Discussion and or Action**

A. Adopt the General Education Curriculum Review Committee Recommendation

B. Report on Licensure Exam Rates

C. Summer Enrollment and Course Completion Update

D. Report on 2026 Community College Survey of Student Engagement (CCSSE) Results

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

**A. <u>Legal Matters</u>**

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. <u>Personnel Matters</u>**

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. <u>Real Estate Matters</u>**

Deliberate the purchase, exchange, lease, or value of real property for Agenda items if deliberation in an open meeting would have a detrimental effect on the

position of the System in negotiations with a third person.

**IV. Additional Closed or Executive Session Authority**

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

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

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

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

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

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

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

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

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

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

**V. Reconvene in Open Meeting**

**VI. Adjournment**

**CERTIFICATE OF POSTING OR GIVING NOTICE**

On this **1st day of October 2026**, 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 City College, 3100 Main, First Floor, Houston, Texas 77002 and (2) the Houston City College's website: www.hccs.edu.

Posted By:

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Sharon R. Wright
Director, Board Services

# ACTION ITEM

**Meeting Date:** October 7, 2026

**Topics For Discussion and or Action**

| ITEM # | ITEM TITLE | PRESENTER |
|---|---|---|
| A. | **Adopt the General Education Curriculum Review Committee Recommendation** | **Dr. Margaret Ford Fisher**<br>**Dr. Miguel A. Ramos**<br>**Dr. Norma Perez** |

## RECOMMENDATION

To adopt the recommendation of the General Education Curriculum Review Committee.

## COMPELLING REASON AND BACKGROUND

Based on SB 37 Sec. 51.315 General Education Curriculum Review, at least once every five years the governing board of each institution of higher education in the State of Texas must conduct a comprehensive review of the general education curriculum established by the institution.

The review must ensure that courses in the general education curriculum reflect criteria specified in the bill.

A committee was appointed by the HCC governing board to conduct the review and develop a recommendation based on the evaluation.

## LEGAL REQUIREMENT

*SB 37 Sec. 51.315 General Education Curriculum Review*: No later than January 1 of each year a review is conducted under this section, the governing board of each institution of higher education shall certify the governing board's compliance with this section to the Texas Higher Education Coordinating Board.

## STRATEGIC ALIGNMENT

*Strategic Priority: 1- Student Success, Strategic Priority: 5 - College of Choice*

**ATTACHMENTS:**

| Description | Upload Date | Type |
|---|---|---|
| Adopt the General Education Curriculum Review Committee Recommendation | 9/25/2026 | Presentation |
| General Education Review Summary | 9/29/2026 | Attachment |

**This item is applicable to the following:** District

# General Education Curriculum Review Recommendation

Margaret Ford Fisher, Ed.D.
Chancellor

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

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

October 7, 2026

# Overview

- SB 37 charges the governing board of each Texas public higher education institution with reviewing the general education curriculum established by the institution.
- The HCC Board of Trustees appointed an Advisory Committee to assist the Board in carrying out this charge.
- The Advisory Committee has completed its review and voting members have arrived at a recommendation.

# General Education Curriculum Review

# SB 37 General Education Curriculum Review Charge

- At least once every five years, the governing board of each institution of higher education shall conduct a comprehensive review of the general education curriculum.
- The governing board of an institution of higher education may appoint an advisory committee to assist in carrying out its duties under this section, including by making recommendations to the governing board.

# General Education Curriculum Review Criteria

In reviewing an institution's general education curriculum, the review committee shall ensure courses in the curriculum:

1. are foundational and fundamental to a sound postsecondary education;
2. are necessary to prepare students for civic and professional life;
3. equip students for participation in the workforce and in the betterment of society;
4. ensure a breadth of knowledge in compliance with applicable accreditation standards; and
5. do not impose unnecessary costs on students including for additional tuition, fees, and time a student must spend to complete an undergraduate degree program at the institution.

# General Education Review Process

- Evaluation of HCC Core Curriculum Courses against SB 37 criteria using a 5-point rubric
- Courses with receiving total score of 5 from at least 80% of raters are retained in core curriculum automatically
- Courses receiving a total score of 5 from less than 80% of raters are discussed by the advisory group
- After discussion, curriculum council members of the advisory group vote on courses for possible removal from the HCC Core Curriculum

# General Education Curriculum Review Recommendation

# Recommendation

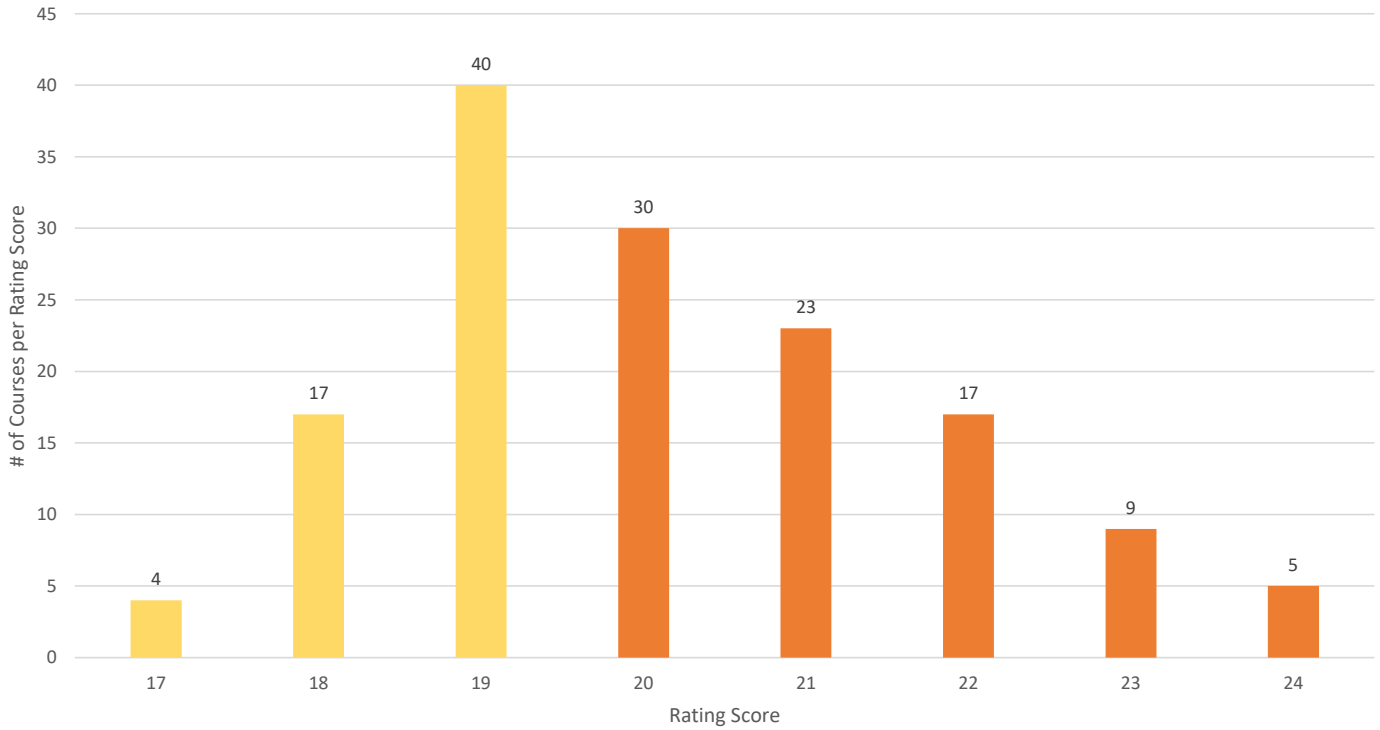
The current inventory of Houston City College core curriculum courses is compliant with general education criteria specified in SB 37 Sec. 51.315 General Education Review.

# Context for Recommendation

- While individual rating scores suggested core curriculum cuts ranging from 0% to 86%, aggregate scoring data indicates all current HCC core curriculum courses received a score of 5 from at least 71% of raters. This indicates no single course in the current HCC core curriculum is broadly perceived as inconsistent with the core curriculum criteria outlined in SB 37.
- General Education Curriculum in SB 37 criteria are strongly aligned to existing Texas Core Curriculum objectives, component areas and statement of purpose which have been the basis for inclusion in the current HCC core curriculum.
- Core curriculum courses are derived from the state's Academic Course Guide Manual which defines learning outcomes for each course. Community colleges have limited options to create custom courses that would deviate from established criteria for lower division courses.

# Item Rating Score Distribution

- 58% of courses had scores of 20 or better (orange bars). A score of 20 indicates that at least 20 raters out of 24 assigned a maximum score of 5 to a course.
- 42% had scores between 17 and 19 (yellow bars).
- Five courses were unanimously rated as core courses (score of 24).
- Four courses had a rating of 17 which indicates 71% of raters thought these courses should remain in the core.
- No course received a rating below 17.



# Texas Core Guidelines and SB 37 Criteria Comparison

## Texas Core Curriculum

- Through the Texas Core Curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world, develop principles of personal and social responsibility for living in a diverse world, and advance intellectual and practical skills that are essential for all learning.*
- Developed on principal that the core should provide students 1) with the foundational knowledge to be well rounded and productive citizens 2) with the skills to be successful for a lifetime of careers.**
- The core curriculum must encompass communication, mathematics, life and physical sciences, language, philosophy and culture, creative arts, American history, government/political science, and social and behavioral sciences.*
- Courses in the core curriculum must address the following core objectives: critical thinking skills, communication skills, empirical and quantitative skills, teamwork, social responsibility, and personal responsibility.*

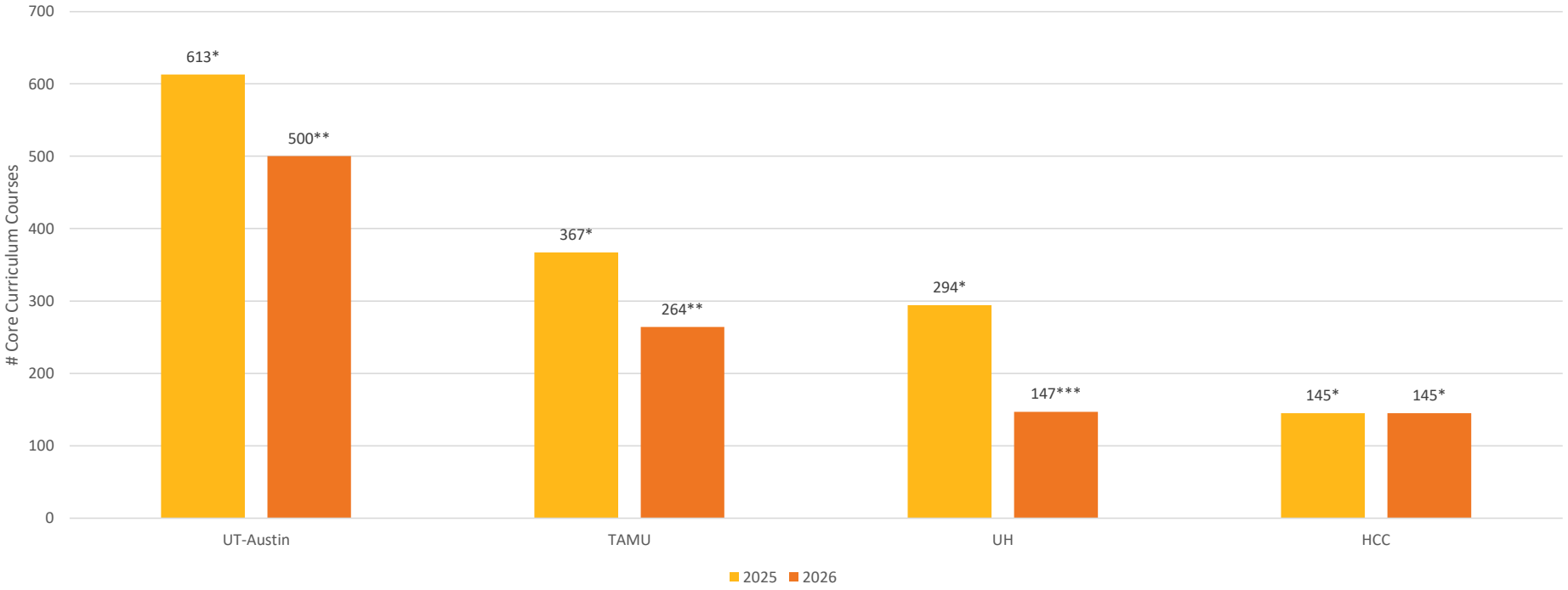
## SB 37 General Education Criteria

The Governing Board shall ensure that general education courses

- are foundational and fundamental to a sound postsecondary education;
- are necessary to prepare students for civic and professional life;
- equip students for participation in the workforce and in the betterment of society;
- ensure a breadth of knowledge in compliance with applicable accreditation standards; and
- do not impose unnecessary costs on students including for additional tuition, fees, and time a student must spend to complete an undergraduate degree program at the institution.

* Source: THECB, Texas Core Curriculum, April 2018
** Source: THECB, Texas Core Curriculum Application Guide, November 2015

# Core Curriculum Comparison based on Reported Cuts, 2025-2026




* Source: THECB, Texas General Education Core Curriculum Dashboard, 2026
** Source: Calculations based on https://www.texastribune.org/2026/09/03/texas-am-remove-core-courses-lgbtq-race-climate-change/
*** Source: uh.edu

# Practical Considerations

- HCC needs to evaluate the transfer options available to our students resulting from core changes at other institutions, but these have not been finalized at most institutions.
- The state is considering options for changing the Core Curriculum Framework. This change will have profound impacts on all degree plans in our portfolio as well the HCC core inventory. However, we currently don't know what the proposed update looks like.

# Future Work

- Develop internal criteria that address practical considerations for core inclusion
  - Enrollment
  - Transferability
- Evaluate upcoming proposed state THECB Core Curriculum changes and develop a process for implementing these changes across all HCC degree plans that are impacted by the Core Curriculum.

# Conclusion

- HCC Core Curriculum is closely aligned to the SB 37 criteria for ensuring the courses in the curriculum meet the standards described in the legislation.
- The are opportunities to enhance the HCC Core Curriculum review process to include more practical criteria and to anticipate likely changes to the state core curriculum framework.

# Thank You

## Summary Statistics for General Education Review

Table 1 provides descriptive statistics for general education review scores at the aggregate level and by subgroup (core curriculum council members and community members).

**Table 1. Summary Table of Descriptive Statistics for Core Curriculum Course Ratings by Group**

| | Full Committee (N=24) | Core Curriculum Council Members (N=19) | Community Members (N=5) |
|---|---|---|---|
| Mean (courses to retain) | 122 | 119 | 132 |
| Mode (courses to retain) | 145 | 145 | - |
| Median (courses to retain) | 144 | 144 | 129 |
| Range of the number of courses identified for removal by group | 0 to 124 | 0 to 124 | 0 to 18 |

Table 2 summarizes the rating scores for each HCC Core Curriculum Course across the full group (all), the core curriculum council members (CCCM), and community members (CM). The final column provides the course enrollment for academic year 2025-2026. The total number of participating raters was 24 with 19 core curriculum council members and 5 community members.

**Table 2. General Education Review Committee Ratings of HCC Core Courses by Group**

| **HCC CORE CURRICULUM 2025-2026** | # 5 Scores (all) | % 5 Scores (all) | # 5 scores (only CCCM) | % 5 scores (Only CCCM) | # 5 scores (only CM) | % 5 scores (only CM) | AY 25-26 Enrollment |
|---|---|---|---|---|---|---|---|
| ANTH 2101 - Physical Anthropology (Lab) | 21 | 88% | 16 | 84% | 5 | 100% | 39 |
| ANTH 2301 - Physical Anthropology (Lecture) | 21 | 88% | 16 | 84% | 5 | 100% | 1,397 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| ANTH 2302 - Introduction to Archaeology | 19 | 79% | 14 | 74% | 5 | 100% | 145 |
| ANTH 2346 - General Anthropology | 19 | 79% | 14 | 74% | 5 | 100% | 699 |
| ANTH 2351 - Cultural Anthropology | 20 | 83% | 15 | 79% | 5 | 100% | 368 |
| ARAB 1411 - Beginning Arabic I | 17 | 71% | 14 | 74% | 3 | 60% | 65 |
| ARAB 1412 - Beginning Arabic II | 18 | 75% | 15 | 79% | 3 | 60% | 25 |
| ARTS 1301 - Art Appreciation | 22 | 92% | 17 | 89% | 5 | 100% | 5,252 |
| ARTS 1303 - Art History I (Prehistoric to the 14th Century) | 21 | 88% | 17 | 89% | 4 | 80% | 1,197 |
| ARTS 1304 - Art History II (14th Century to the Present) | 21 | 88% | 17 | 89% | 4 | 80% | 797 |
| ARTS 1311 - Design I (2-Dimensional Design) | 17 | 71% | 14 | 74% | 3 | 60% | 288 |
| ARTS 1312 - Design II (3-Dimensional Design) | 17 | 71% | 14 | 74% | 3 | 60% | 186 |
| ARTS 1313 - Foundations of Art | 19 | 79% | 15 | 79% | 4 | 80% | 48 |
| ARTS 1316 - Drawing I | 19 | 79% | 14 | 74% | 5 | 100% | 343 |
| ARTS 2348 - Digital Media | 21 | 88% | 16 | 84% | 5 | 100% | 201 |
| ASTR 1103 - Stars and Galaxies Laboratory (lab) | 18 | 75% | 15 | 79% | 3 | 60% | 392 |
| ASTR 1104 - Solar System Laboratory (Lab) | 18 | 75% | 15 | 79% | 3 | 60% | 209 |
| ASTR 1303 - Stars and Galaxies (Lecture) | 19 | 79% | 15 | 79% | 4 | 80% | 2,247 |
| ASTR 1304 - Solar System (lecture) | 19 | 79% | 15 | 79% | 4 | 80% | 1,426 |
| BIOL 1106 - Biology for Science Majors I (Lab) | 21 | 88% | 17 | 89% | 4 | 80% | 2,005 |
| BIOL 1306 - Biology for Science Majors I (Lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 2,951 |
| BIOL 1308 - Biology for Non-Science Majors I (Lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 1,816 |
| BIOL 1309 - Biology for Non-Science Majors II (Lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 552 |
| BIOL 1322 - Nutrition & Diet Therapy | 21 | 88% | 16 | 84% | 5 | 100% | 3,215 |
| BIOL 1407 - Biology for Science Majors II (Lecture & Lab) | 21 | 88% | 17 | 89% | 4 | 80% | 976 |
| BIOL 2301 - Anatomy & Physiology I (Lecture) | 19 | 79% | 14 | 74% | 5 | 100% | 6,852 |
| BIOL 2302 - Anatomy & Physiology II (Lecture) | 19 | 79% | 14 | 74% | 5 | 100% | 3,256 |
| CHEM 1111 - General Chemistry I (Lab) | 20 | 83% | 16 | 84% | 4 | 80% | 3,451 |
| CHEM 1305 - Introductory Chemistry I (lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 1,762 |
| CHEM 1311 - General Chemistry I (Lecture) | 21 | 88% | 16 | 84% | 5 | 100% | 5,045 |

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|---|---|---|---|---|---|---|---|
| CHEM 1405 - Introductory Chemistry (Lecture & Lab) | 20 | 83% | 16 | 84% | 4 | 80% | - |
| CHEM 1412 - General Chemistry II (Lecture & Lab) | 19 | 79% | 15 | 79% | 4 | 80% | 1,585 |
| CHIN 1411 - Beginning Chinese I | 20 | 83% | 16 | 84% | 4 | 80% | 129 |
| CHIN 1412 - Beginning Chinese II | 20 | 83% | 16 | 84% | 4 | 80% | 73 |
| COMM 1307 - Introduction to Mass Communication | 23 | 96% | 18 | 95% | 5 | 100% | 452 |
| COMM 2311 - Media Writing | 19 | 79% | 14 | 74% | 5 | 100% | 103 |
| COSC 1436 - Programming Fundamentals I | 20 | 83% | 15 | 79% | 5 | 100% | 1,910 |
| DANC 1305 - World Dance | 17 | 71% | 15 | 79% | 2 | 40% | 21 |
| DANC 2303 - Dance Appreciation | 19 | 79% | 15 | 79% | 4 | 80% | 567 |
| DRAM 1310 - Theater Appreciation | 20 | 83% | 16 | 84% | 4 | 80% | 509 |
| DRAM 2361 - History of the Theater I | 19 | 79% | 14 | 74% | 5 | 100% | 29 |
| DRAM 2366 - Film Appreciation | 21 | 88% | 16 | 84% | 5 | 100% | 155 |
| ECON 1301 - Introduction to Economics | 23 | 96% | 18 | 95% | 5 | 100% | 288 |
| ECON 2301 - Principles of Macroeconomics | 22 | 92% | 17 | 89% | 5 | 100% | 7,309 |
| ECON 2302 - Principles of Microeconomics | 21 | 88% | 16 | 84% | 5 | 100% | 2,880 |
| EDUC 1300 - Learning Framework | 18 | 75% | 14 | 74% | 4 | 80% | 12,469 |
| ENGL 1301 - Composition I | 24 | 100% | 19 | 100% | 5 | 100% | 20,451 |
| ENGL 1302 - Composition II | 23 | 96% | 18 | 95% | 5 | 100% | 14,718 |
| ENGL 2311 - Technical & Business Writing | 22 | 92% | 17 | 89% | 5 | 100% | 1,426 |
| ENGL 2322 - British Literature I | 19 | 79% | 14 | 74% | 5 | 100% | 1,830 |
| ENGL 2323 - British Literature II | 19 | 79% | 14 | 74% | 5 | 100% | 1,724 |
| ENGL 2327 - American Literature I | 20 | 83% | 15 | 79% | 5 | 100% | 525 |
| ENGL 2328 - American Literature II | 20 | 83% | 15 | 79% | 5 | 100% | 245 |
| ENGL 2332 - World Literature I | 21 | 88% | 16 | 84% | 5 | 100% | 339 |
| ENGL 2333 - World Literature II | 21 | 88% | 16 | 84% | 5 | 100% | 147 |
| ENGL 2341 - Forms of Literature | 18 | 75% | 14 | 74% | 4 | 80% | 123 |
| ENGL 2351 - Mexican-American Literature | 19 | 79% | 14 | 74% | 5 | 100% | 104 |
| FREN 1411 - Beginning French I | 19 | 79% | 16 | 84% | 3 | 60% | 114 |

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|---|---|---|---|---|---|---|---|
| FREN 1412 - Beginning French II | 19 | 79% | 16 | 84% | 3 | 60% | 43 |
| GEOG 1301 - Physical Geography | 23 | 96% | 18 | 95% | 5 | 100% | 567 |
| GEOG 1302 - Human Geography | 22 | 92% | 17 | 89% | 5 | 100% | 86 |
| GEOG 1303 - World Regional Geography | 22 | 92% | 18 | 95% | 4 | 80% | 108 |
| GEOL 1105 - Environmental Science (lab) | 20 | 83% | 16 | 84% | 4 | 80% | 14 |
| GEOL 1301 - Earth Sciences for Non-Science Majors I (Lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 433 |
| GEOL 1305 - Environmental Science (Lecture) | 22 | 92% | 17 | 89% | 5 | 100% | 896 |
| GEOL 1345 - Oceanography (Lecture) | 20 | 83% | 15 | 79% | 5 | 100% | 243 |
| GEOL 1347 - Meteorology (Lecture) | 20 | 83% | 15 | 79% | 5 | 100% | 150 |
| GEOL 1403 - Physical Geology (Lecture & Lab) | 19 | 79% | 15 | 79% | 4 | 80% | 306 |
| GEOL 1404 - Historical Geology (Lecture & Lab) | 19 | 79% | 15 | 79% | 4 | 80% | 7 |
| GERM 1411 - Beginning German I | 20 | 83% | 16 | 84% | 4 | 80% | 24 |
| GERM 1412 - Beginning German II | 20 | 83% | 16 | 84% | 4 | 80% | - |
| GOVT 2305 - Federal Government | 24 | 100% | 19 | 100% | 5 | 100% | 13,758 |
| GOVT 2306 - Texas Government | 23 | 96% | 18 | 95% | 5 | 100% | 10,160 |
| HIST 1301 - United States History I | 24 | 100% | 19 | 100% | 5 | 100% | 14,644 |
| HIST 1302 - United States History II | 23 | 96% | 18 | 95% | 5 | 100% | 11,595 |
| HIST 2301 - Texas History | 21 | 88% | 16 | 84% | 5 | 100% | 431 |
| HIST 2311 - Western Civilization I | 19 | 79% | 14 | 74% | 5 | 100% | 286 |
| HIST 2312 - Western Civilization II | 19 | 79% | 14 | 74% | 5 | 100% | 60 |
| HIST 2321 - World Civilizations I | 21 | 88% | 16 | 84% | 5 | 100% | 133 |
| HIST 2322 - World Civilizations II | 21 | 88% | 16 | 84% | 5 | 100% | 49 |
| HIST 2327 - Mexican-American History I | 19 | 79% | 15 | 79% | 4 | 80% | 168 |
| HIST 2328 - Mexican-American History II | 19 | 79% | 15 | 79% | 4 | 80% | 52 |
| HIST 2381 - African-American History | 20 | 83% | 15 | 79% | 5 | 100% | 372 |
| HIST 2382 - African American History II | 20 | 83% | 15 | 79% | 5 | 100% | 111 |
| HUMA 1301 - Introduction to Humanities I | 22 | 92% | 17 | 89% | 5 | 100% | 2,333 |
| HUMA 1305 - Introduction to Mexican American Studies | 20 | 83% | 15 | 79% | 5 | 100% | 446 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| HUMA 1311 - Mexican American Fine Arts Appreciation | 20 | 83% | 15 | 79% | 5 | 100% | 144 |
| HUMA 2319 - American Minority Studies | 20 | 83% | 16 | 84% | 4 | 80% | 147 |
| HUMA 2323 - World Cultures | 21 | 88% | 16 | 84% | 5 | 100% | 251 |
| JAPN 1411 - Beginning Japanese I | 19 | 79% | 16 | 84% | 3 | 60% | 30 |
| JAPN 1412 - Beginning Japanese II | 18 | 75% | 15 | 79% | 3 | 60% | - |
| KINE 1304 - Personal/Community Health | 21 | 88% | 16 | 84% | 5 | 100% | 1,387 |
| KINE 1306 - First Aid | 19 | 79% | 14 | 74% | 5 | 100% | 113 |
| KORE 1411 - Beginning Korean I | 19 | 79% | 16 | 84% | 3 | 60% | 47 |
| KORE 1412 - Beginning Korean II | 19 | 79% | 16 | 84% | 3 | 60% | - |
| MATH 1314 - College Algebra | 23 | 96% | 18 | 95% | 5 | 100% | 8,656 |
| MATH 1316 - Plane Trigonometry | 19 | 79% | 14 | 74% | 5 | 100% | 2,470 |
| MATH 1324 - Math for Business & Social Sciences | 22 | 92% | 17 | 89% | 5 | 100% | 4,125 |
| MATH 1325 - Calculus for Business & Social Sciences | 20 | 83% | 15 | 79% | 5 | 100% | 780 |
| MATH 1332 - Contemporary Mathematics | 20 | 83% | 16 | 84% | 4 | 80% | 2,080 |
| MATH 1342 - Elementary Statistical Methods | 21 | 88% | 16 | 84% | 5 | 100% | 2,863 |
| MATH 1350 - Mathematics for Teachers I | 19 | 79% | 14 | 74% | 5 | 100% | 383 |
| MATH 1351 - Mathematics for Teachers II | 19 | 79% | 14 | 74% | 5 | 100% | 282 |
| MATH 2318 - Linear Algebra | 18 | 75% | 13 | 68% | 5 | 100% | 301 |
| MATH 2320 - Differential Equations | 18 | 75% | 13 | 68% | 5 | 100% | 526 |
| MATH 2412 - Pre-Calculus Math | 20 | 83% | 15 | 79% | 5 | 100% | 2,020 |
| MATH 2413 - Calculus I | 21 | 88% | 16 | 84% | 5 | 100% | 2,408 |
| MATH 2414 - Calculus II | 19 | 79% | 14 | 74% | 5 | 100% | 1,722 |
| MATH 2415 - Calculus III | 18 | 75% | 13 | 68% | 5 | 100% | 866 |
| MUSI 1303 - Fundamentals of Music | 18 | 75% | 15 | 79% | 3 | 60% | 325 |
| MUSI 1306 - Music Appreciation | 21 | 88% | 16 | 84% | 5 | 100% | 834 |
| MUSI 1307 - Music Literature | 20 | 83% | 15 | 79% | 5 | 100% | 75 |
| MUSI 1310 - American Music | 19 | 79% | 14 | 74% | 5 | 100% | 386 |
| PHIL 1301 - Introduction to Philosophy | 23 | 96% | 18 | 95% | 5 | 100% | 4,458 |

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|---|---|---|---|---|---|---|---|
| PHIL 1304 - Introduction to World Religions | 22 | 92% | 17 | 89% | 5 | 100% | 187 |
| PHIL 2303 - Introduction to Formal Logic | 22 | 92% | 17 | 89% | 5 | 100% | 126 |
| PHIL 2306 - Introduction to Ethics | 22 | 92% | 17 | 89% | 5 | 100% | 3,728 |
| PHIL 2307 - Introduction to Social and Political Philosophy | 20 | 83% | 15 | 79% | 5 | 100% | 53 |
| PHIL 2316 - Classical Philosophy | 19 | 79% | 14 | 74% | 5 | 100% | 67 |
| PHYS 1305 - Elementary Physics I (Lecture) | 20 | 83% | 15 | 79% | 5 | 100% | 726 |
| PHYS 1401 - College Physics I (Lecture & Lab) | 19 | 79% | 15 | 79% | 4 | 80% | 947 |
| PHYS 1402 - College Physics II (Lecture & Lab) | 19 | 79% | 15 | 79% | 4 | 80% | 536 |
| PHYS 2125 - University Physics I (Lab) | 18 | 75% | 14 | 74% | 4 | 80% | 925 |
| PHYS 2126 - University Physics II (Lab) | 18 | 75% | 14 | 74% | 4 | 80% | 696 |
| PHYS 2325 - University Physics I (Lecture) | 19 | 79% | 14 | 74% | 5 | 100% | 1,401 |
| PHYS 2326 - University Physics II (Lecture) | 19 | 79% | 14 | 74% | 5 | 100% | 1,228 |
| PSYC 2301 - General Psychology | 24 | 100% | 19 | 100% | 5 | 100% | 9,923 |
| PSYC 2314 - Lifespan Growth & Development | 20 | 83% | 15 | 79% | 5 | 100% | 3,212 |
| PSYC 2316 - Psychology of Personality | 18 | 75% | 14 | 74% | 4 | 80% | 300 |
| PSYC 2317 - Statistical Methods in Psychology | 18 | 75% | 13 | 68% | 5 | 100% | 1,134 |
| PSYC 2319 - Social Psychology | 20 | 83% | 15 | 79% | 5 | 100% | 669 |
| PSYC 2320 - Abnormal Psychology | 18 | 75% | 13 | 68% | 5 | 100% | 698 |
| PSYC 2330 - Biological Psychology | 19 | 79% | 14 | 74% | 5 | 100% | 610 |
| SOCI 1301 - Introduction to Sociology | 24 | 100% | 19 | 100% | 5 | 100% | 4,866 |
| SOCI 1306 - Social Problems | 22 | 92% | 17 | 89% | 5 | 100% | 353 |
| SOCI 2301 - Marriage & the Family | 20 | 83% | 15 | 79% | 5 | 100% | 210 |
| SOCI 2326 - Social Psychology | 19 | 79% | 14 | 74% | 5 | 100% | 59 |
| SOCI 2336 - Criminology | 19 | 79% | 14 | 74% | 5 | 100% | 335 |
| SPAN 1411 - Beginning Spanish I | 20 | 83% | 16 | 84% | 4 | 80% | 1,243 |
| SPAN 1412 - Beginning Spanish II | 21 | 88% | 17 | 89% | 4 | 80% | 733 |
| SPCH 1311 - Introduction to Speech Communication | 21 | 88% | 16 | 84% | 5 | 100% | 1,651 |
| SPCH 1315 - Public Speaking | 23 | 96% | 18 | 95% | 5 | 100% | 2,525 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| SPCH 1318 - Interpersonal Communication | 20 | 83% | 15 | 79% | 5 | 100% | 592 |
| SPCH 1321 - Business and Professional Communication | 18 | 75% | 14 | 74% | 4 | 80% | 534 |
| TECA 1354 - Child Growth and Development | 18 | 75% | 13 | 68% | 5 | 100% | 303 |

# REPORT ITEM

**Meeting Date:** October 7, 2026

**Topics For Discussion and or Action**

| ITEM # | ITEM TITLE | PRESENTER |
|---|---|---|
| B. | **Report on Licensure Exam Rates** | **Dr. Margaret Ford Fisher**<br>**Dr. Norma Perez**<br>**Dr. Miguel A. Ramos** |

## DISCUSSION

Provide a report on licensure exam pass rates for HCC graduates taking licensing exams in AY 2024-2025.

## COMPELLING REASON AND BACKGROUND

- Licensure exams performance reflects HCC student preparedness for industry workforce standards
- Licensure exam performance validate the rigor of the program curriculum
- Licensure exam performance strengthen the credibility of the programs

## STRATEGIC ALIGNMENT

*Strategic Priority: 1- Student Success, Strategic Priority: 4 - Community Investment*

**ATTACHMENTS:**

| Description | Upload Date | Type |
|---|---|---|
| Report on Licensure Exam Rates | 9/25/2026 | Presentation |

**This item is applicable to the following:**

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

# 2024-2025 Licensure Exam Pass Rates

Margaret Ford Fisher, Ed.D.
Chancellor

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

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

October 7, 2026

# Overview

- THECB Licensure Report summarizes passing rates for students taking exams in 2024-2025
- Passing rates include both first-time and multiple-time test takers
- The THECB uses the Licensure Report to assess effectiveness of programs at Texas community and technical colleges

# Consumer Arts & Sciences COE
# Licensure Exam Pass Rates by Award, 2024-25

| Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|
| **Cosmetology Operator AAS**<br>(Cosmetologist Operator License Examination – Texas Department of Licensing & Regulation) | 66 | 62 | 94% |
| **Facial Specialist C1**<br>(Esthetician License Examination – Texas Department of Licensing & Regulation) | 63 | 57 | 90% |
| **Lash C1**<br>(Specialty License in Eyelash Extension Application– Texas Department of Licensing & Regulation) | 15 | 14 | 93% |

# Consumer Arts & Sciences COE
# Licensure Exam Pass Rate Trends

| Program Award | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|
| Cosmetology Operator AAS | 100% | 100% | 91% | 83% | 94% |
| Facial Specialist C1 | 100% | 100% | 100% | 100% | 90% |
| Lash C1 | 100% | 100% | 86% | 100% | 93% |

# Education Professions COE & English & Communications Division, Licensure Exam Pass Rates by Award, 2024-25

| Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|
| **Education Professions - Alternative Teacher Certification Program** (Texas Education Agency) | 17 | 17 | 100% |

# Education Professions COE & English & Communications Division, Licensure Exam Pass Trends

| Program Award | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|
| **Education Professions - Alternative Teacher Certification Program** (Texas Education Agency) | 76%* | 100% | 100% | 100% | 100% |

*data from Texas Education Agency

# Health Sciences COE
# Licensure Exam Pass Rates by Award, 2024-25

| Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|
| **Dental Assisting C1** (Dental Assisting - Texas State Board of Dental Examiners) | 44 | 44 | 100% |
| **Dental Hygiene AAS** (Dental Hygiene - Joint Commission on National Dental Examinations / Central Regional Dental Testing Services, Inc.) | 14 | 14 | 100% |
| **Diagnostic Medical Sonography ATC** (Diagnostic Medical Sonography - American Registry for Diagnostic Medical Sonographers) | 51 | 51 | 100% |
| **Health Information Technology AAS** (Registered Health Information Technician - American Health Information Management Association)* | 7 | 7 | 100% |
| **Histological Technician AAS** (Histologic Technician - American Society of Clinical Pathologists) | 7 | 7 | 100% |
| **Licensed Vocational Nursing C1** (National Council Licensure Examination – Texas Board of Nursing) | 123 | 120 | 98% |
| **Medical Assistant -Specialization C2** (Medical Assistant – American Medical Technologists)* | 58 | 49 | 84% |
| **Medical Laboratory Technician AAS** (Medical Laboratory Technician -American Society of Clinical Pathologists) | 6 | 6 | 100% |

*Certification not needed for employment

# Health Sciences COE
# Licensure Exam Pass Rates by Award, 2024-25

| Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|
| **Nuclear Medicine Technology AAS** (Nuclear Medicine Technology – American Registry of Radiologic Technologists / Nuclear Medicine - Nuclear Medicine Technology Certification Board) | 48 | 36 | 75% |
| **Nursing AAS / Transition to Registered Nursing AAS** (National Council Licensure Examination – Texas Board of Nursing) | - | - | - |
| **Occupational Therapy Assistant AAS** (National Board for Certification in Occupational Therapy) | 20 | 18 | 90% |
| **Pharmacy Technician C2** (Pharmacy Technician - Pharmacy Technician Certification Board) | 27 | 26 | 96% |
| **Physical Therapist Assistant AAS** (National Physical Therapy Examination - Federation of State Boards of Physical Therapy) | 45 | 44 | 98% |
| **Radiography AAS** (Radiography Examination - The American Registry of Radiologic Technologists/Radiology Technologist Certification - ARRT) | 132 | 132 | 100% |
| **Respiratory Therapist AAS** (Therapist Multiple-Choice Examination - The National Board for Respiratory Care) | 16 | 16 | 100% |
| **Surgical Technology C2** (Certified Surgical Technologist Examination - The National Board of Surgical Technology and Surgical Assisting) | 14 | 14 | 100% |

# Health Sciences COE
# Licensure Exam Pass Rates Trends

| Program Award | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|
| Dental Assisting C1 | 100% | 100% | 100% | 100% | 100% |
| Dental Hygiene AAS | 100% | 93% | 100% | 100% | 100% |
| Diagnostic Medical Sonography ATC | 98% | 88% | 93% | 88% | 100% |
| Health Information Technology AAS | 100% | 60%** | 100% | 73% | 100% |
| Histological Technician AAS | 71% | 100% | 86% | 100% | 100% |
| Licensed Vocational Nursing C1 | 91% | 98% | 100% | 91% | 98% |
| Medical Assistant -Specialization C2 | 95% | 93% | 87% | 80% | 84% |
| Medical Laboratory Technician AAS | 100% | 100% | 100% | 100% | 100% |
| Nuclear Medicine Technology AAS | 91% | 86% | 89% | 98% | 75% |
| Nursing AAS / Transition to Registered Nursing AAS | 79% | 87% | 97% | 95% | - |
| Occupational Therapy Assistant AAS | 100% | 94% | 82% | 78% | 90% |
| Pharmacy Technician C2 | 100% | 100% | 100% | 100% | 96% |
| Physical Therapist Assistant AAS | 97% | 100% | 96% | 100% | 98% |
| Radiography AAS | 94% | 100% | 100% | 100% | 100% |
| Respiratory Therapist AAS | 100% | 100% | 100% | 89% | 100% |
| Surgical Technology C2 | 87% | 20% | 83% | 100% | 100% |

** Candidates that did not provide test data were excluded from this report.

# Public Safety COE
# Licensure Exam Pass Rates by Award, 2024-25

| Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|
| **Basic Firefighter - C1** (Texas Commission on Fire Protection) | 109 | 95 | 87% |
| **Criminal Justice - Law Enforcement AAS / Criminal Justice - Basic Peace Officer Licensing C1** (Basic Officer Certification – Texas Commission on Law Enforcement) | 640 | 640 | 100% |
| **EMS Basic Certification** (Basic Emergency Medical Technician Certification Exam – National Registry of Emergency Medical Technicians) | 223 | 216 | 97% |
| **EMS Advanced Technician C1** (Advanced Emergency Medical Technician Certification Exam – National Registry of Emergency Medical Technicians) | 27 | 27 | 100% |
| **EMS Paramedic C1** (Emergency Medical Technician – Paramedic - National Registry of Emergency Medical Technicians) | 24 | 24 | 100% |

# Public Safety COE
# Licensure Exam Pass Rates Trends

| Program Award | 20-21 | 21-22 | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|---|
| Basic Firefighter C1 | 50% | 74% | 89% | 71% | 87% |
| Criminal Justice - Law Enforcement AAS / Criminal Justice - Basic Peace Officer Licensing C1 | 83% | 96% | 100% | 100% | 100% |
| EMS Basic Certification | 94% | 94% | 99% | 98% | 97% |
| EMS Advanced Technician C1 | 89% | 93% | 57% | 84% | 100% |
| EMS Paramedic C1 | 96% | 93% | 100% | 100% | 100% |

# Licensure Exam Pass Rates by Award and COE, 2024-25

| COE | Program Award (Licensing Agency) | Taken | Passed | Pass % |
|---|---|---|---|---|
| Architectural Design & Construction COE | **Heating, Air Conditioning & Refrigeration, A.A.S., Heating, Air Conditioning & Refrigeration - Basic, C1, Heating, Air Conditioning & Refrigeration, - Advanced, C1** (EPA 608 Certification) | 136 | 136 | 100% |
| Architectural Design & Construction COE | **Heating, Air Conditioning & Refrigeration, A.A.S., Heating, Air Conditioning & Refrigeration - Basic, C1, Heating, Air Conditioning & Refrigeration, - Advanced, C1** (OSHA 10 HVAC Certification Exam) | 16 | 16 | 100% |
| Business COE | **Business Technology – General Office Administration AAS, C1 & Human Resources PeopleSoft Specialization C1** (Microsoft Office Specialist Exam) | 17 | 10 | 59% |
| Business COE | **Real Estate AAS & Real Estate - Residential C1** (Texas Real Estate Commission Licensing Exam) | 42 | 41 | 98% |
| Health Sciences COE | **Certified Nurse Aid CE Certificate** (National Nurse Aid Assessment Program) | 381 | 329 | 86% |
| Logistics COE | **Logistics & Global Supply Chain Management A.A.S. & Logistics & Global Supply Chain Management - Specialist C1** (Manufacturing Skills Standards Council Certified Logistics Assessment) | 93 | 93 | 100% |
| Material Science & Smart Manufacturing COE | **Welding Technology AAS/Combination Pipe Welding C1/Structural Welding C1/Welding Automation C1** (National Center for Construction Education & Research) | 304 | 304 | 100% |
| Transportation COE | **Truck Driving CE Certificate** (Texas Department of Public Safety) | 470 | 470 | 100% |

# Licensure Exam Pass Rates by Award and COE, 2024-25*

| COE | Program Award (Licensing Agency) | 22-23 | 23-24 | 24-25 |
|---|---|---|---|---|
| Architectural Design & Construction COE | **Heating, Air Conditioning & Refrigeration, A.A.S., Heating, Air Conditioning & Refrigeration - Basic, C1, Heating, Air Conditioning & Refrigeration, - Advanced, C1** (EPA 608 Certification) | 86% | 100% | 100% |
| Architectural Design & Construction COE | **Heating, Air Conditioning & Refrigeration, A.A.S., Heating, Air Conditioning & Refrigeration - Basic, C1, Heating, Air Conditioning & Refrigeration, - Advanced, C1** (OSHA 10 HVAC Certification Exam) | 100% | 100% | 100% |
| Business COE | **Business Technology – General Office Administration AAS, C1 & Human Resources PeopleSoft Specialization C1** (Microsoft Office Specialist Exam) | 73% | 100% | 59% |
| Business COE | **Real Estate AAS & Real Estate - Residential C1** (Texas Real Estate Commission Licensing Exam) | 100% | 100% | 98% |
| Health Sciences COE | **Certified Nurse Aid CE Certificate** (National Nurse Aid Assessment Program) | 90% | 88% | 86% |
| Logistics COE | **Logistics & Global Supply Chain Management A.A.S. & Logistics & Global Supply Chain Management - Specialist C1** (Manufacturing Skills Standards Council Certified Logistics Assessment) | 63% | 83% | 100% |
| Material Science & Smart Manufacturing COE | **Welding Technology AAS/Combination Pipe Welding C1/Structural Welding C1/Welding Automation C1** (National Center for Construction Education & Research) | 100% | 100% | 100% |
| Transportation COE | **Truck Driving CE Certificate** (Texas Department of Public Safety) | 100% | 100% | 100% |

*Reported for the first time for 2022-2023

## Conclusion

- Overall, THECB Licensure Report passing rates are positive
- For exams with passing rates below HCC or agency standard, programs use results to identify areas of improvement

# Thank You

# REPORT ITEM

**Meeting Date:** October 7, 2026

**Topics For Discussion and or Action**

| ITEM # | ITEM TITLE | PRESENTER |
|---|---|---|
| C. | **Summer Enrollment and Course Completion Update** | **Margaret Ford Fisher, Ed.D.**<br>**Norma Perez, Ph.D.**<br>**Andrea Burridge, Ph.D.** |

## DISCUSSION

The combination of enrollment growth and strong student outcomes suggests that summer dual credit offerings provide an effective pathway for students to earn college credit while maintaining academic quality. Continuing to expand summer opportunities where demand exists may support student momentum and accelerate progress toward postsecondary credentials.

## COMPELLING REASON AND BACKGROUND

Summer enrollment has increased consistently over the past five years, with growth occurring among both traditional and dual credit students. At the same time, dual credit students have maintained high completion, pass, and success rates in summer coursework, demonstrating strong academic performance despite increasing participation.

Dual credit students evidence high success rates in summer coursework, indicating that the summer term provides an effective opportunity to expand college access and credit attainment for high school students. HCC should continue to strategically grow summer dual credit offerings while leveraging the strong student outcomes demonstrated across recent cohorts.

## STRATEGIC ALIGNMENT

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

**ATTACHMENTS:**

| Description | Upload Date | Type |
|---|---|---|
| Summer Enrollment Presentation | 9/16/2026 | Attachment |

**This item is applicable to the following:**

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

# Summer Enrollment and Course Completion Update

Dr. Margaret Ford Fisher
Chancellor

Dr. Norma Perez
Senior Vice Chancellor, Instruction and Student Services, and CAO

Dr. Andrea Burridge
Vice Chancellor, Strategy, Planning, and Institutional Effectiveness

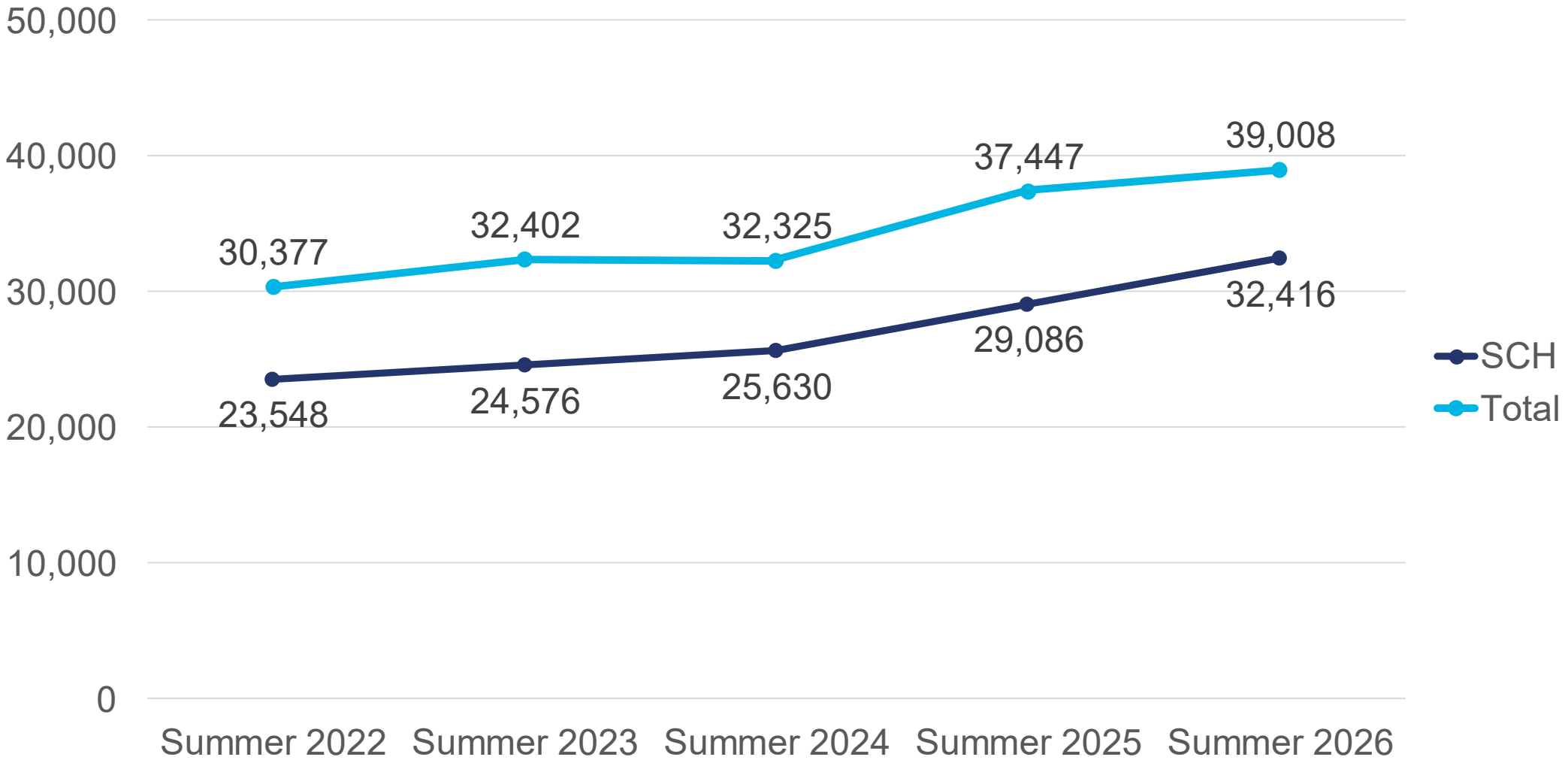
October 7, 2026

# Presentation Outline

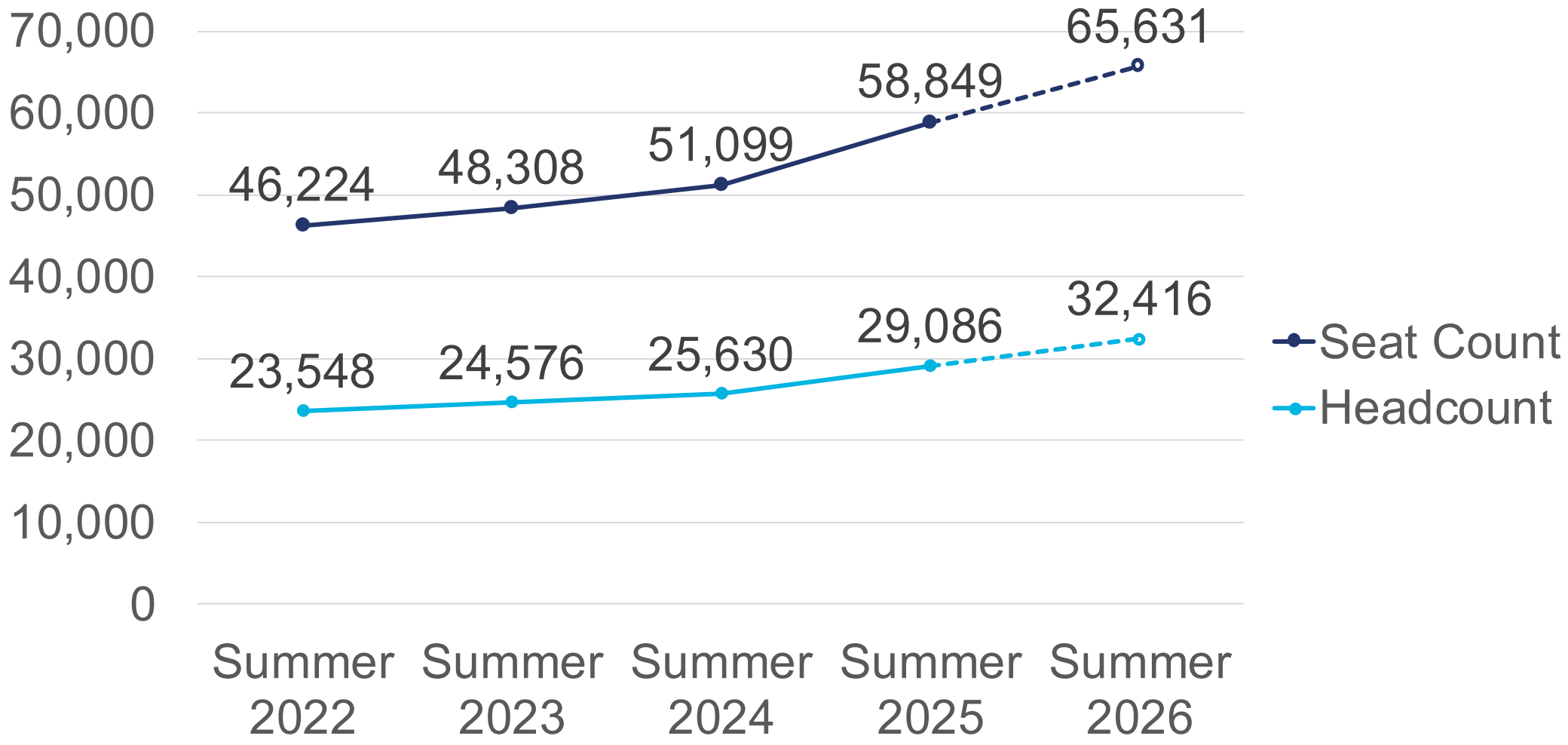
- Review 5-year trends in summer enrollment
- Examine course taking patterns across colleges, including online
- Highlight dual credit growth and course completion outcomes

# Summer Enrollment

# Both total enrollment and SCH enrollment have increased consistently over the last 5 years



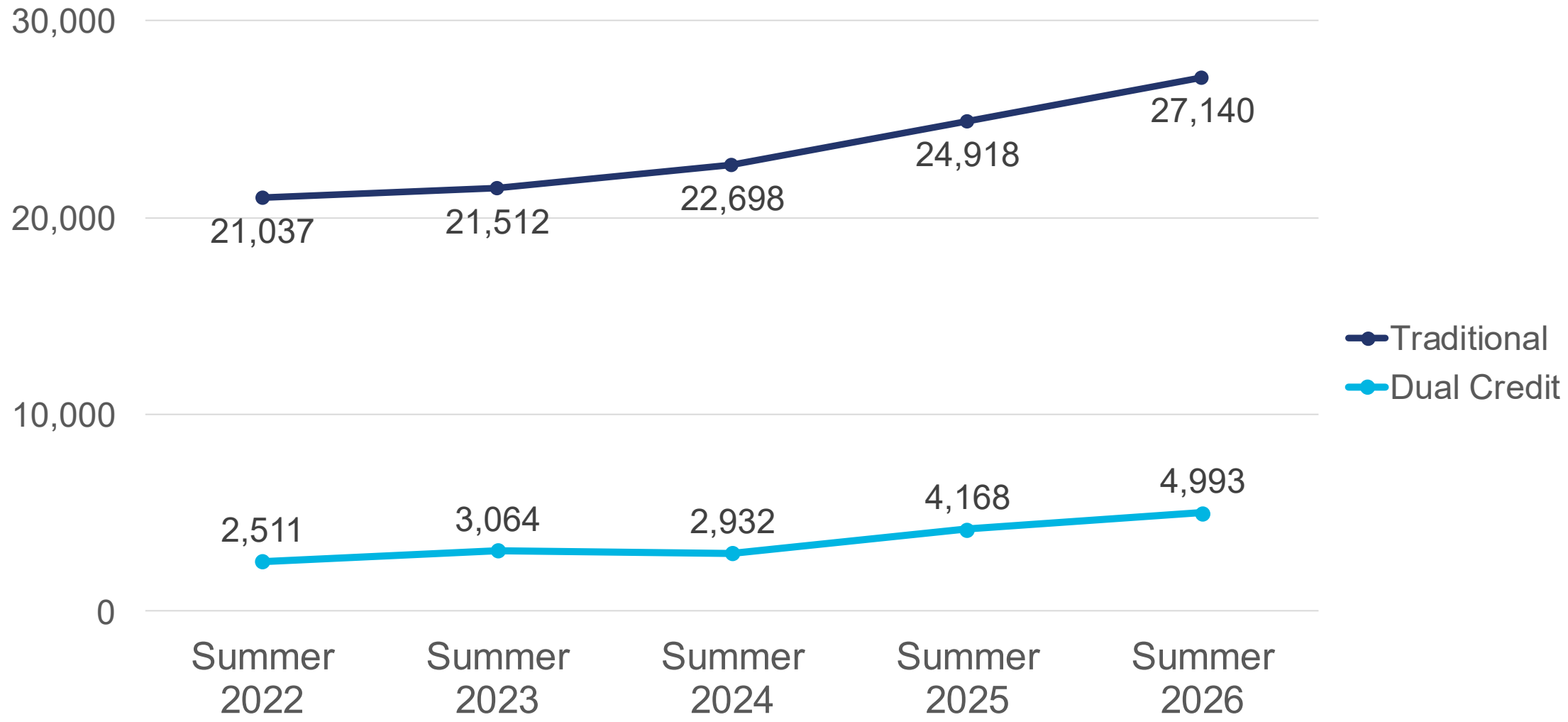
# Total seat count enrollment (duplicated) is increasing faster than headcount (unduplicated) enrollment: This means that students are taking more courses.





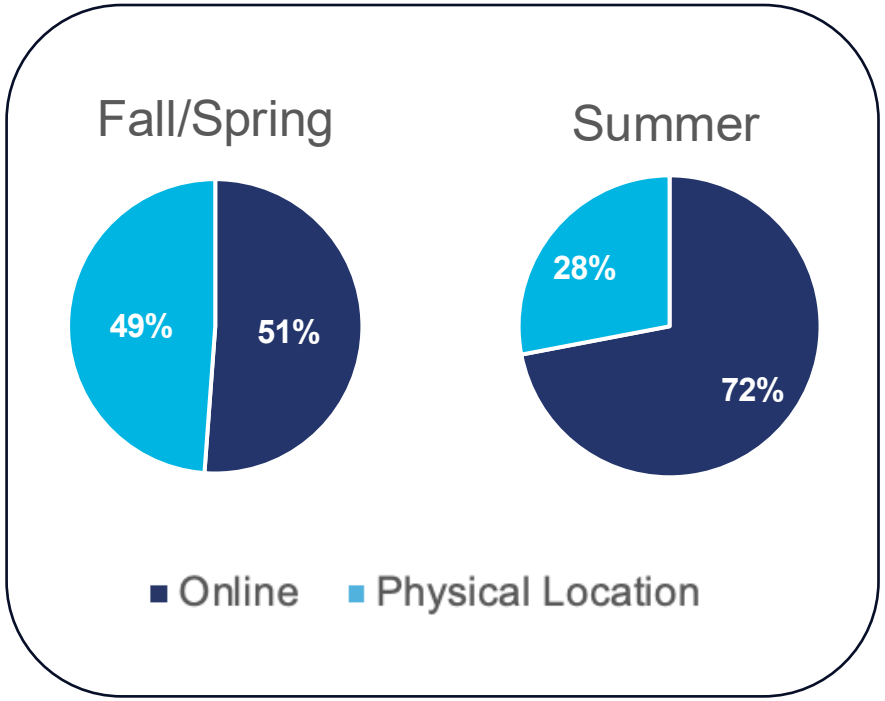

Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026.

# Both traditional (non-dual credit) and dual credit unduplicated enrollment are increasing.

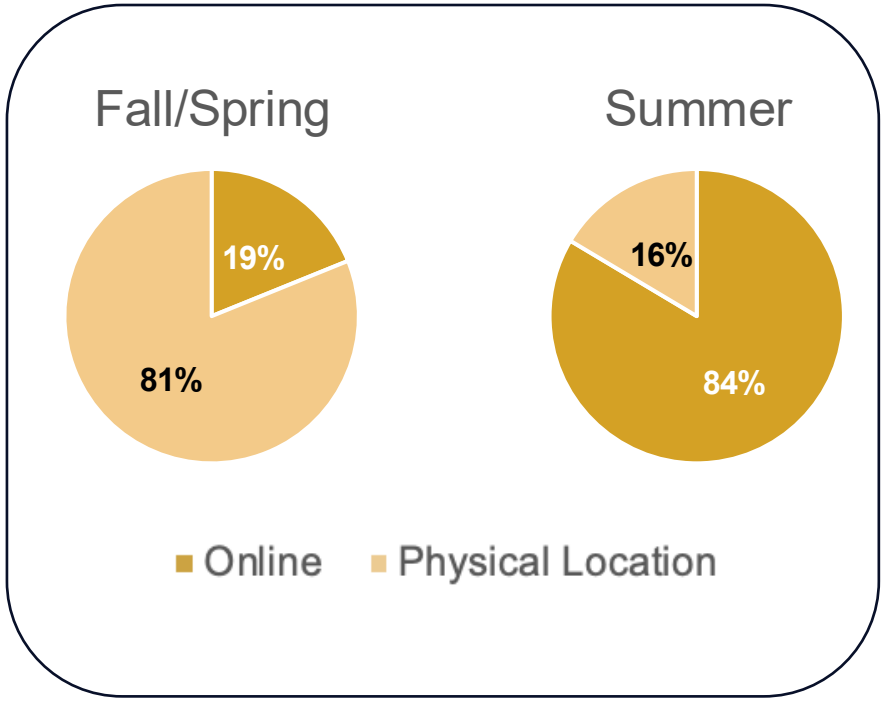


# Percent of courses taken online: Both traditional and dual credit students take a higher percentage of courses online in the summer.

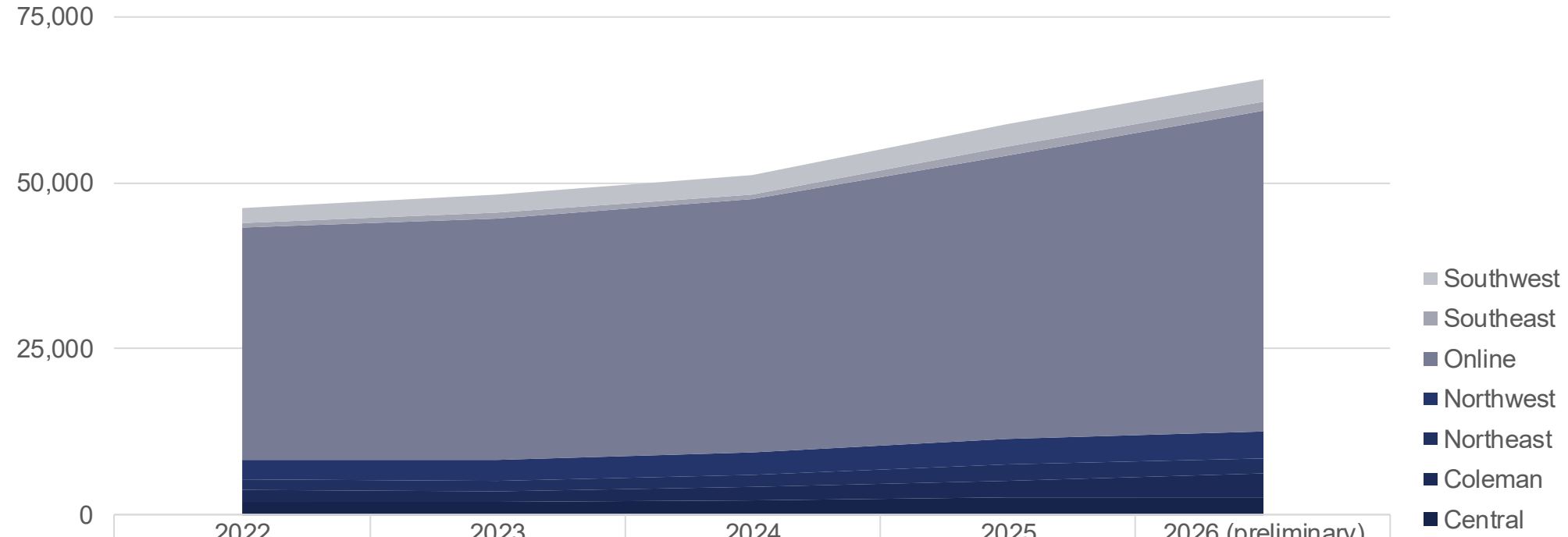
Traditional Students




Dual Credit Students



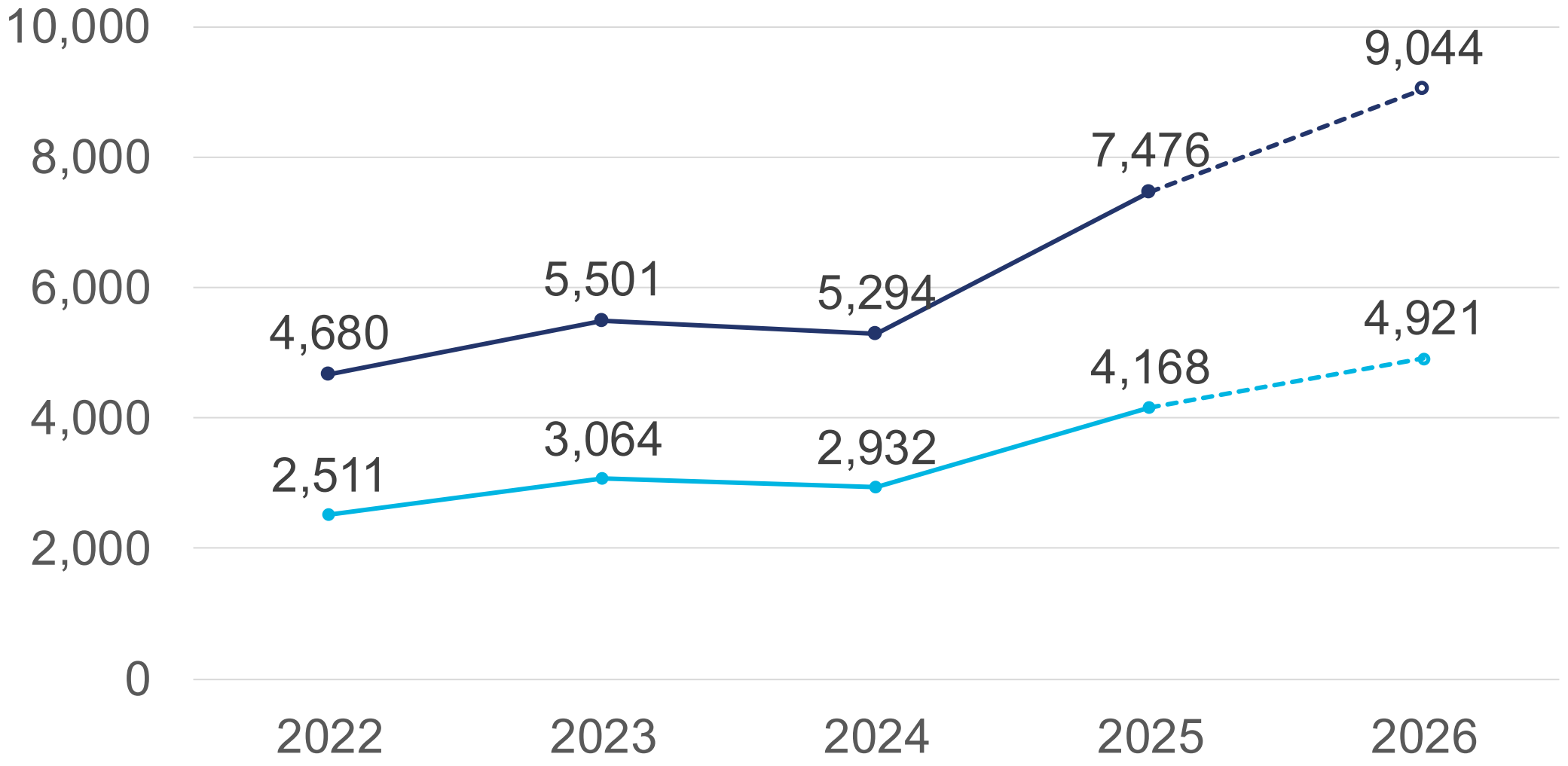
# Total Seat Count (Duplicated) Summer Enrollment by College




| | 2022 | 2023 | 2024 | 2025 | 2026 (preliminary) |
|---|---|---|---|---|---|
| Southwest | 2,233 | 2,845 | 2,788 | 3,376 | 3,463 |
| Southeast | 788 | 919 | 790 | 1,385 | 1,367 |
| Online | 34,871 | 36,299 | 38,212 | 42,670 | 48,186 |
| Northwest | 3,087 | 3,170 | 3,378 | 3,877 | 4,103 |
| Northeast | 1,380 | 1,437 | 1,755 | 2,392 | 2,372 |
| Coleman | 1,958 | 1,785 | 2,041 | 2,495 | 3,563 |
| Central | 1,907 | 1,853 | 2,135 | 2,654 | 2,577 |

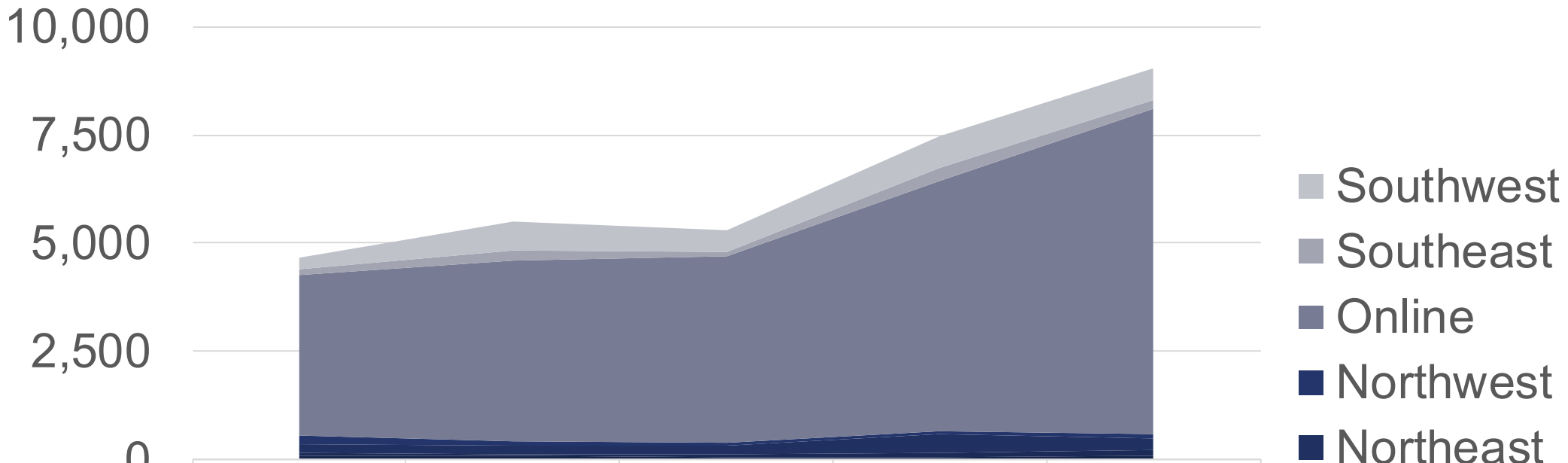
Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026.

# Both head count and seat count enrollment are increasing for dual credit students




Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026. Dual Credit identified by waiver.

# Duplicated Dual Credit Summer Enrollment by College

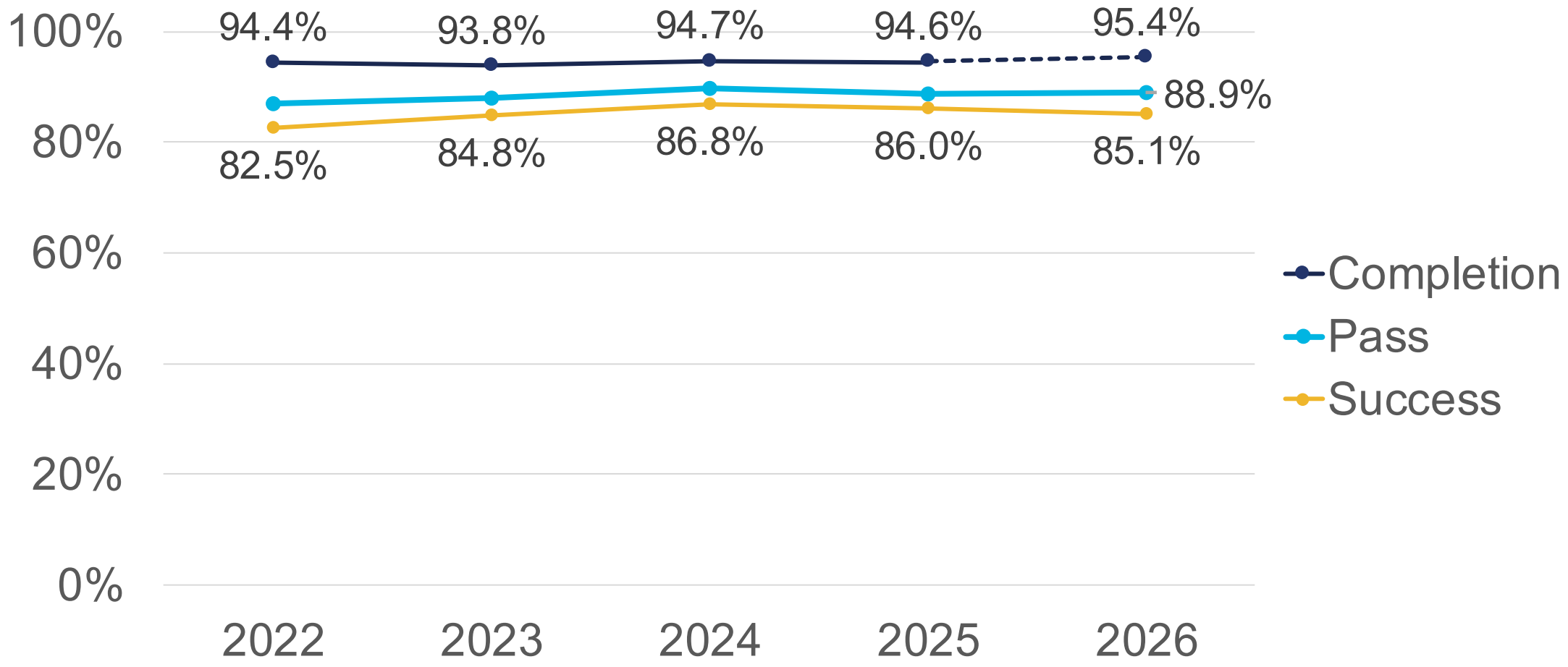



| | 2022 | 2023 | 2024 | 2025 | 2026 (preliminary) |
|---|---|---|---|---|---|
| Southwest | 281 | 659 | 485 | 740 | 744 |
| Southeast | 125 | 255 | 119 | 285 | 187 |
| Online | 3,715 | 4,156 | 4,303 | 5,813 | 7,540 |
| Northwest | 212 | 118 | 58 | 50 | 98 |
| Northeast | 213 | 188 | 213 | 452 | 244 |
| Coleman | 41 | 39 | 62 | 99 | 154 |
| Central | 93 | 86 | 54 | 37 | 77 |

Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026. Dual Credit identified by waiver.

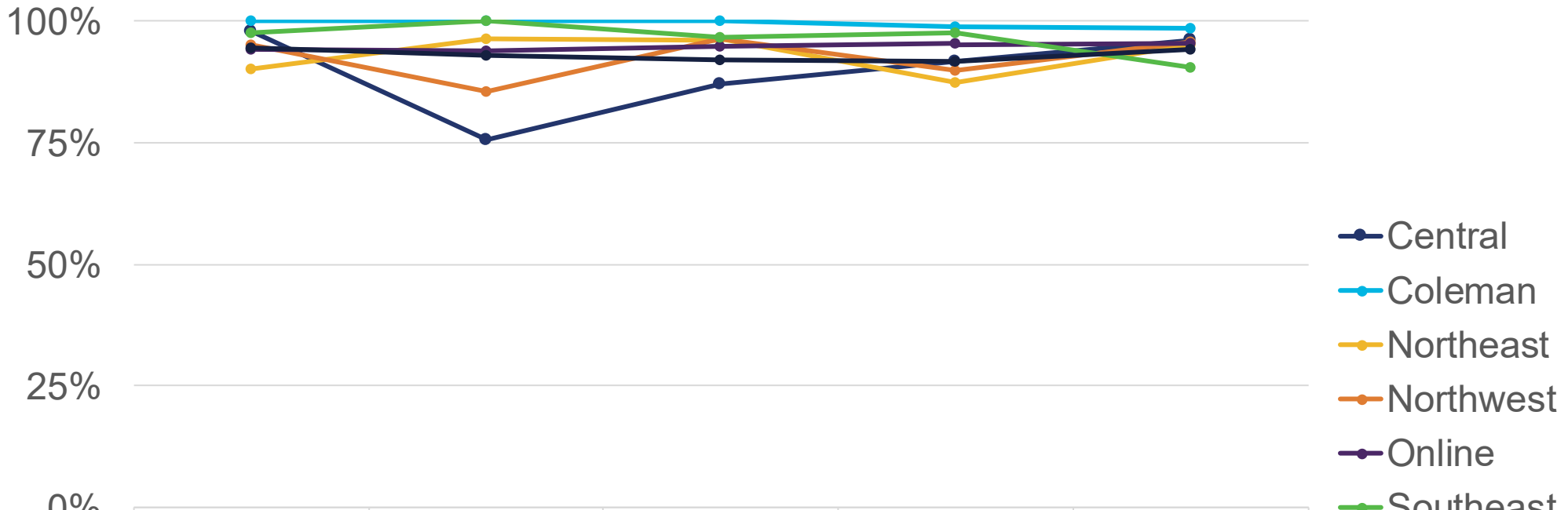
# Dual Credit
# Summer Course Completion

# Dual credit students have high completion, pass (A-D), and success (A-C) rates in their summer courses.




Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026. Dual Credit identified by waiver.

# Dual Credit Course Completion




| | 2022 | 2023 | 2024 | 2025 | 2026 (preliminary) |
|---|---|---|---|---|---|
| Central | 98% | 76% | 87% | 92% | 96% |
| Coleman | 100% | 100% | 100% | 99% | 99% |
| Northeast | 90% | 96% | 96% | 87% | 95% |
| Northwest | 95% | 86% | 97% | 90% | 96% |
| Online | 94% | 94% | 95% | 95% | 96% |
| Southeast | 98% | 100% | 97% | 98% | 90% |
| Southwest | 95% | 93% | 92% | 92% | 94% |

Source: PS_DASH_ENROLLMENT_CURR as of Sep 14, 2026. Dual Credit identified by waiver.

# Key Takeaways

## Summer enrollment continues to grow while maintaining strong dual credit outcomes.

**Enrollment growth** Summer enrollment has increased over the five-year period shown.

**More course-taking** Seat count is rising faster than headcount, indicating students are taking more courses.

**Broad participation** Growth in traditional and dual credit students, with online instruction central to summer access.

**Strong outcomes** Dual credit students continue to demonstrate high completion, pass, and success rates.

**Continued focus:** Sustain access while monitoring course-taking patterns and outcomes by college and modality.

# Questions

# REPORT ITEM

**Meeting Date:** October 7, 2026

**Topics For Discussion and or Action**

| ITEM # | ITEM TITLE | PRESENTER |
|---|---|---|
| D. | **Report on 2026 Community College Survey of Student Engagement (CCSSE) Results** | **Dr. Margaret Ford Fisher**<br>**Dr. Norma Perez**<br>**Dr. Andrea Burridge** |

## DISCUSSION

The 2026 Community College Survey of Student Engagement (CCSSE) provides important insight into student engagement, educational experiences, and factors that influence persistence and completion at Houston City College (HCC). Results indicate that students report high levels of satisfaction with their HCC experience, while also highlighting the significant work, family, academic, and financial responsibilities many students balance while pursuing their educational goals. Benchmark results show HCC performing at or near peer institutions in several areas, while identifying opportunities to further strengthen student engagement and support. The findings will be used to inform student success strategies and continuous improvement efforts across the institution.

## COMPELLING REASON AND BACKGROUND

The Community College Survey of Student Engagement (CCSSE) is a nationally recognized survey administered by the Center for Community College Student Engagement at The University of Texas at Austin. Conducted on a regular cycle, CCSSE provides colleges with valuable information about student experiences, educational practices, and engagement in activities that research has linked to student learning, persistence, and completion.

## STRATEGIC ALIGNMENT

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

**ATTACHMENTS:**

| Description | Upload Date | Type |
|---|---|---|
| CCSSE Spring 2026 Results | 9/14/2026 | Attachment |

**This item is applicable to the following:**

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

HOUSTON CITY COLLEGE

# CCSSE 2026 Update

Dr. Margaret Ford Fisher
Chancellor

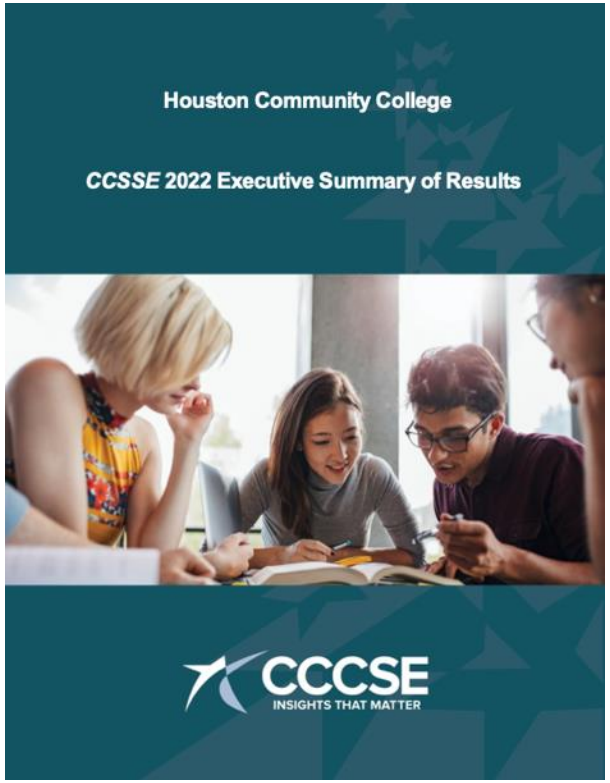
Dr. Norma Perez
Senior Vice Chancellor, Instruction and Student Services, and CAO

Dr. Andrea Burridge
Vice Chancellor, Strategy, Planning, and Institutional Effectiveness

October 7, 2026

# Community College Survey of Student Engagement (*CCSSE*)

- Developed by the Center for Community College Student Engagement at the University of Texas at Austin
- Designed to understand community college student engagement.
- Provides institutions with information for benchmarking, identifying areas for improvement, and tracking progress



# Community College Survey of Student Engagement (CCSSE)

- Administered in Spring 2026 in classes across HCC

- Collects data on the following topics
  - Student characteristics
  - Learning and classroom engagement
  - Student-faculty and peer interactions
  - Use of academic and support services
  - Factors influencing persistence and completion

# WHO ARE HCC STUDENTS?



**67%**

**TRANSFER GOAL**

Plan to transfer to a four-year institution

↑10

**28%**

**DEVELOPMENTAL COURSES**

Have taken developmental math, reading or writing.

↑5

**51%**

**ENGLISH NOT FIRST LANGUAGE**

Report English is not their first language.

↑23

**21%**

**FIRST GENERATION**

Noone else in their family has attended college.

↑5

**KEY TAKEAWAY**

*Our students come to HCC with ambitious education and workforce goals while balancing work, family, and life responsibilities.*

*Source: 2026 CCSSE (Students) Results*

# STUDENTS VALUE THEIR HCC EXPERIENCE

***Despite challenges, students report strong educational experiences and meaningful learning outcomes.***

**95%**

WOULD RECOMMEND HCC TO FAMILY OR FRIENDS

HCC students are strong advocates for the college.

**81%**

RATE THEIR EDUCATIONAL EXPERIENCE AS GOOD OR EXCELLENT

Most students are satisfied with their overall experience at HCC.

**67%**

REPORT STRONG FAMILY SUPPORT IN PURSUING THEIR EDUCATION

Many students have strong support systems in place.

*"The school has been phenomenal. They really help you and care about you and make sure you're successful."*

**-HCC Student**

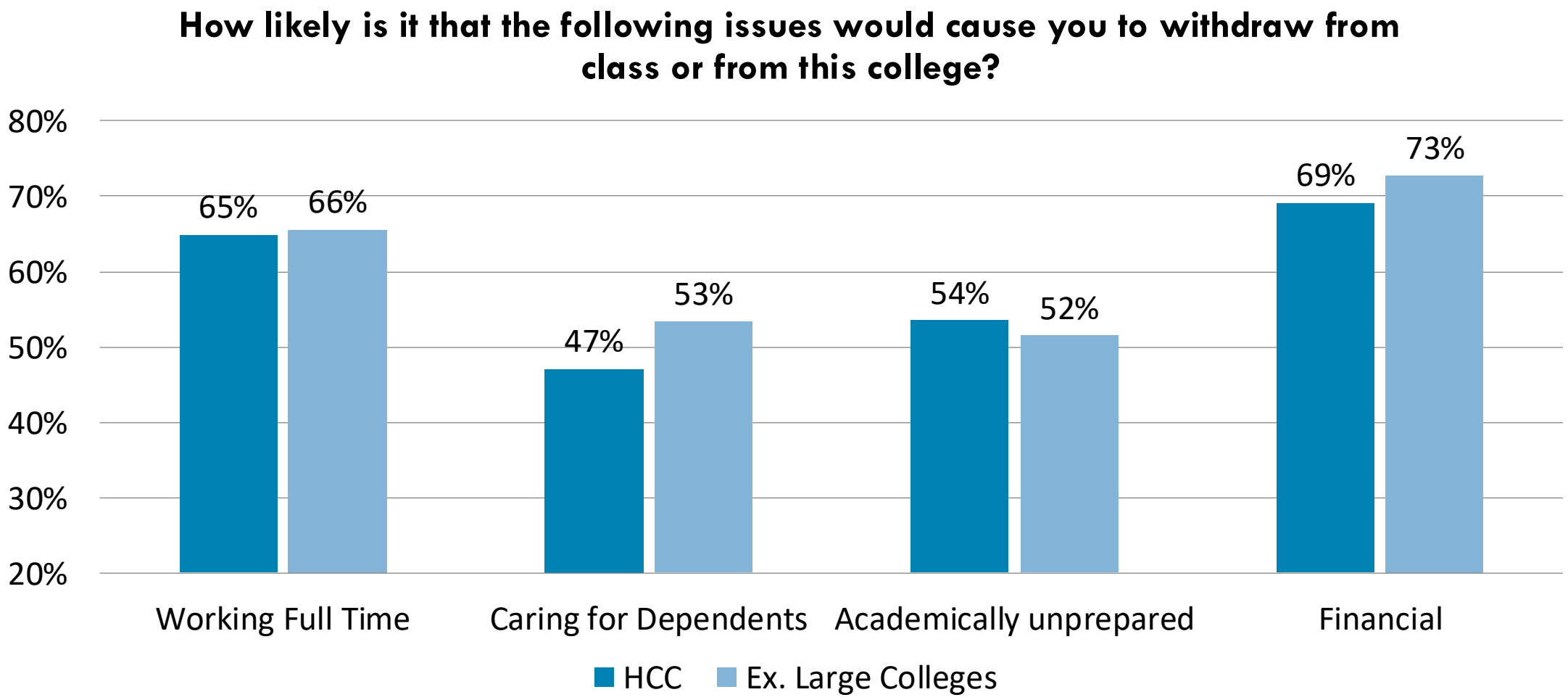
**KEY TAKEAWAY**

*Our students come to HCC with ambitious education and workforce goals while balancing work, family, and life responsibilities.*



*Source: 2026 CCSSE (Students) Results*

# ***CCSSE*: HCC students report barriers that could threaten persistence, making support in navigating work, family, academic, and financial challenges critical**



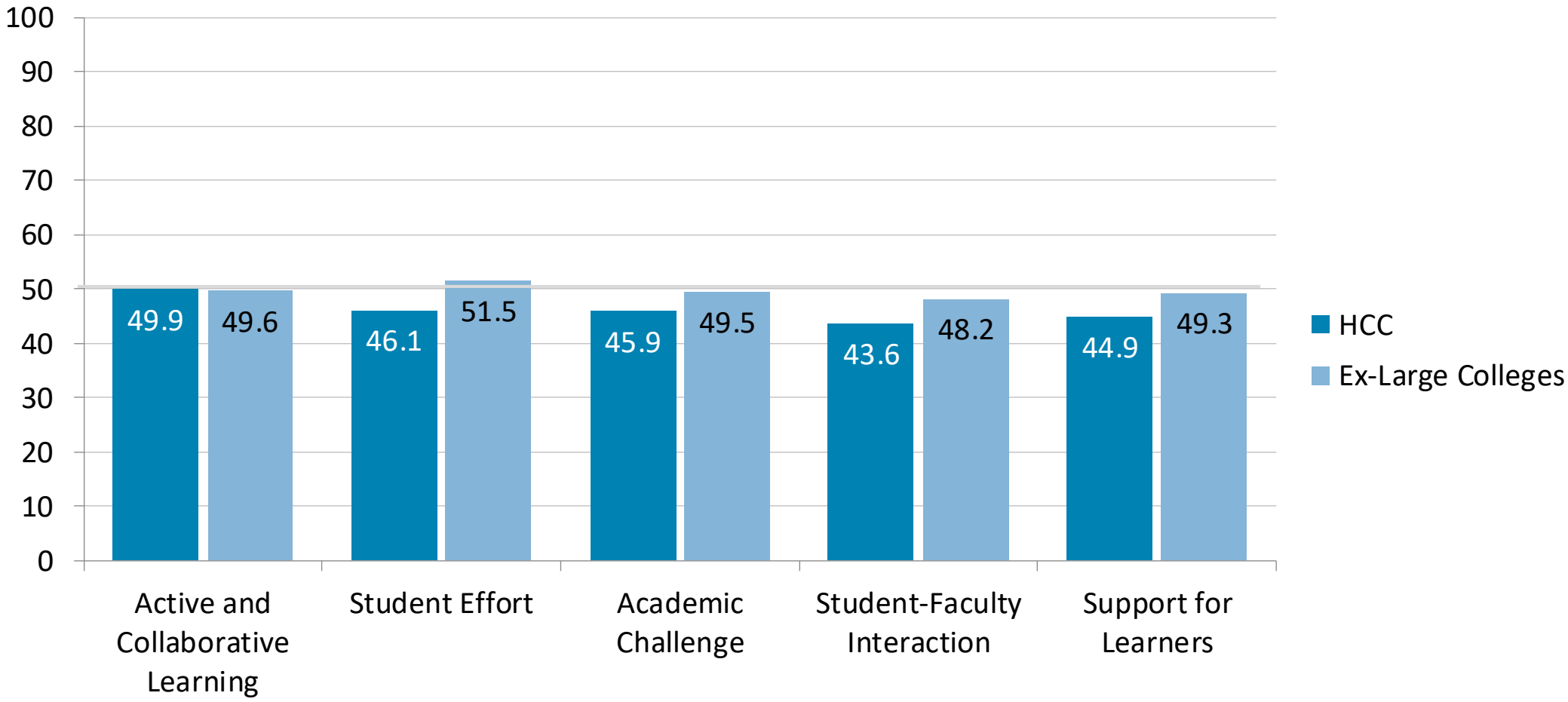



CCSSE 2026: Students responding somewhat likely through very likely.

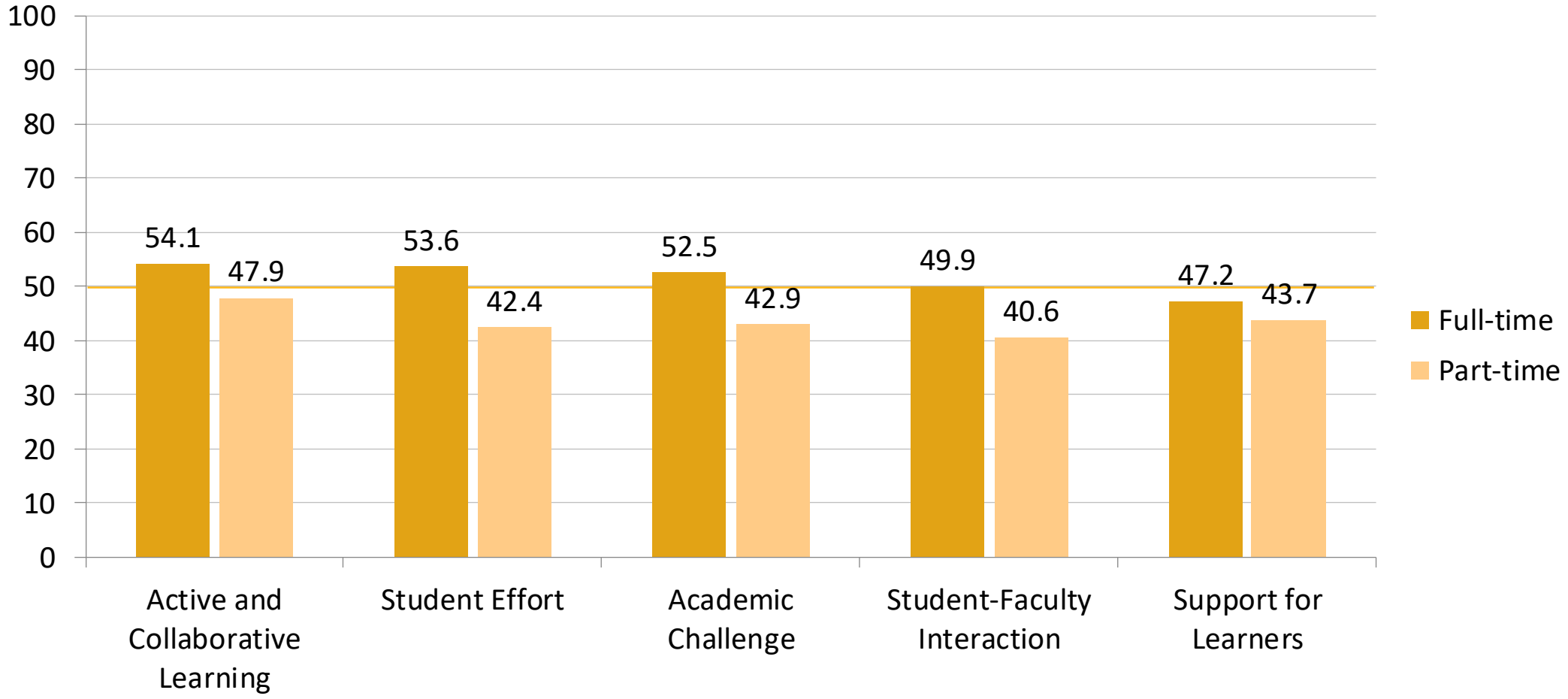
# *CCSSE* benchmarks represent areas of educational practice that research has linked to student learning, persistence, and success.

| Benchmark | What It Measures |
|---|---|
| **Active & Collaborative Learning** | Student participation and collaborative learning experiences |
| **Student Effort** | Time and effort devoted to learning and seeking support for learning |
| **Academic Challenge** | Rigor and intellectual demands of coursework |
| **Student-Faculty Interaction** | Engagement with instructors and advisors |
| **Support for Learners** | Academic, social, and financial support provided by the institution |

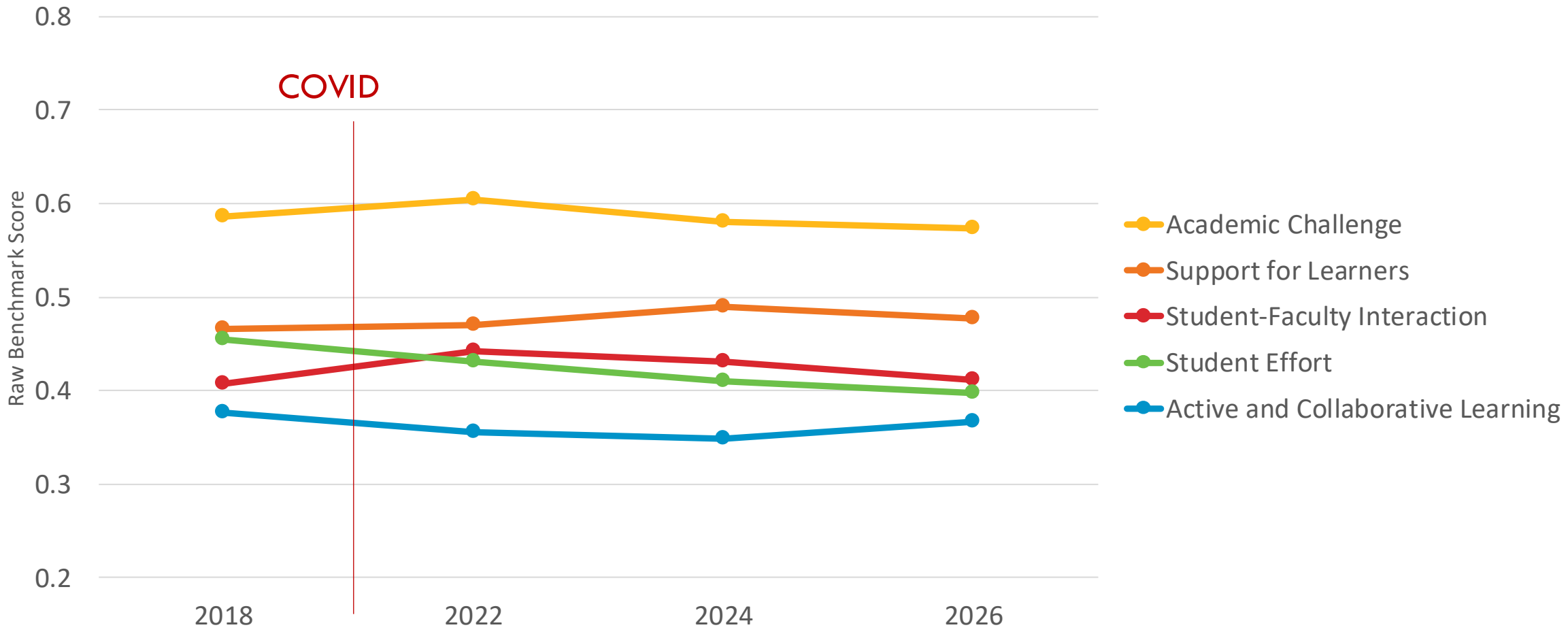
# *CCSSE* Benchmarks: HCC Compared to Peer Institutions



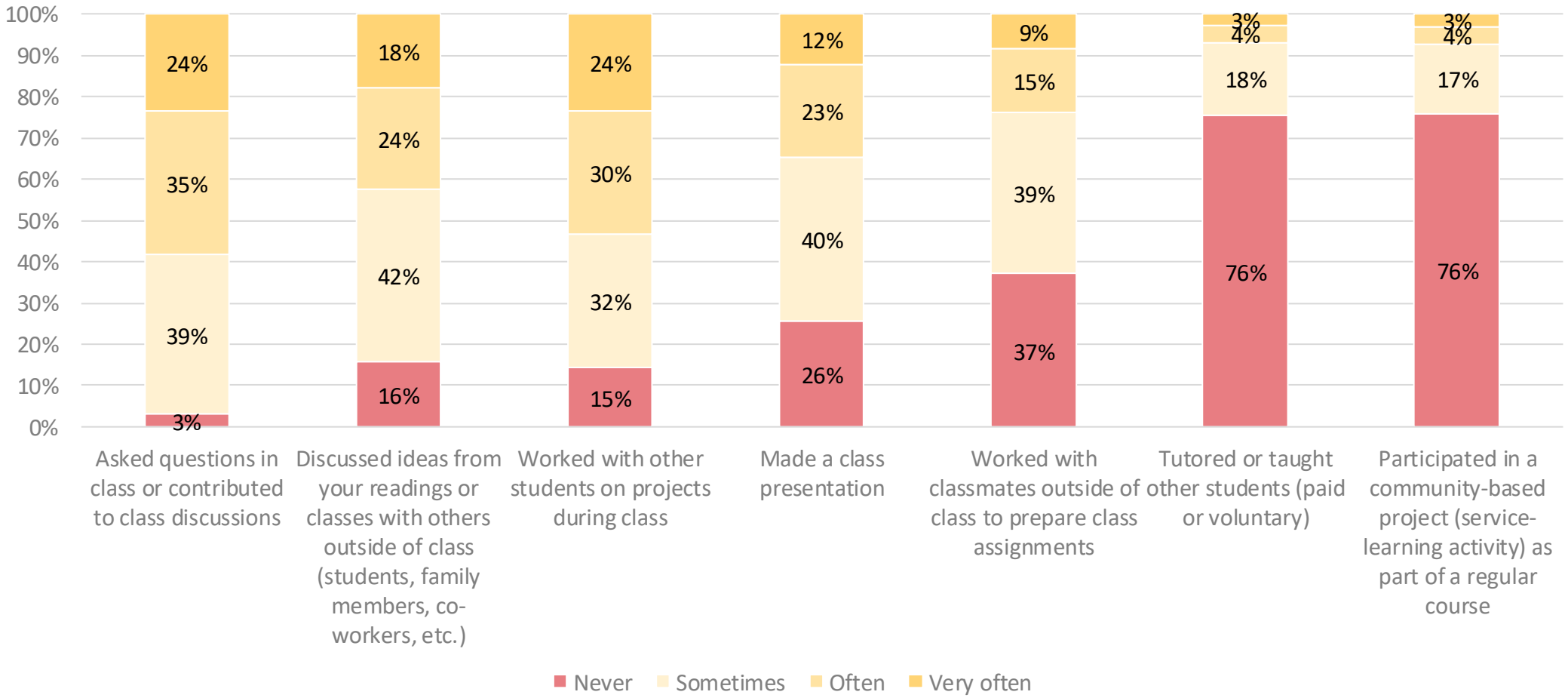
# *CCSSE* Benchmarks: Part-time students lag full-time students in every area



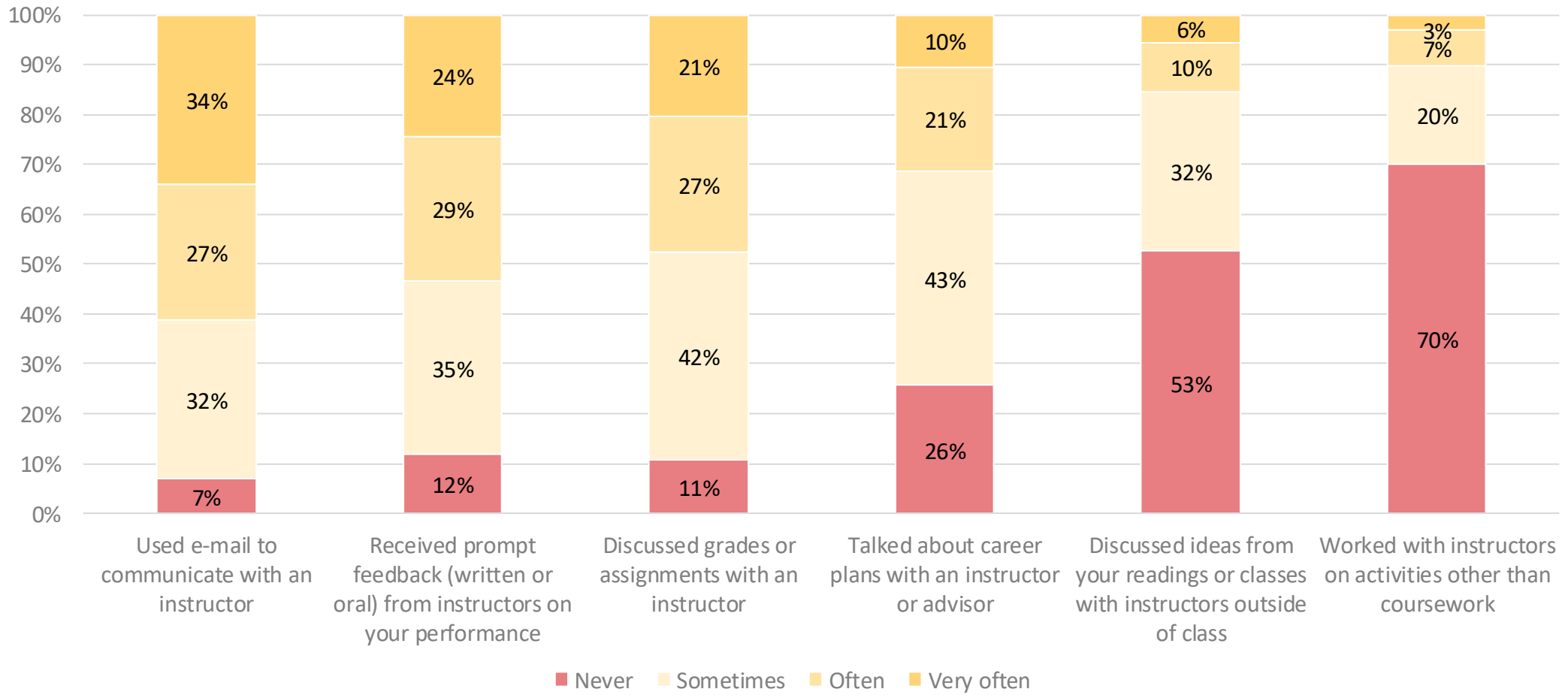
# CCSSE Benchmarks: HCC Trend in Benchmark Scores



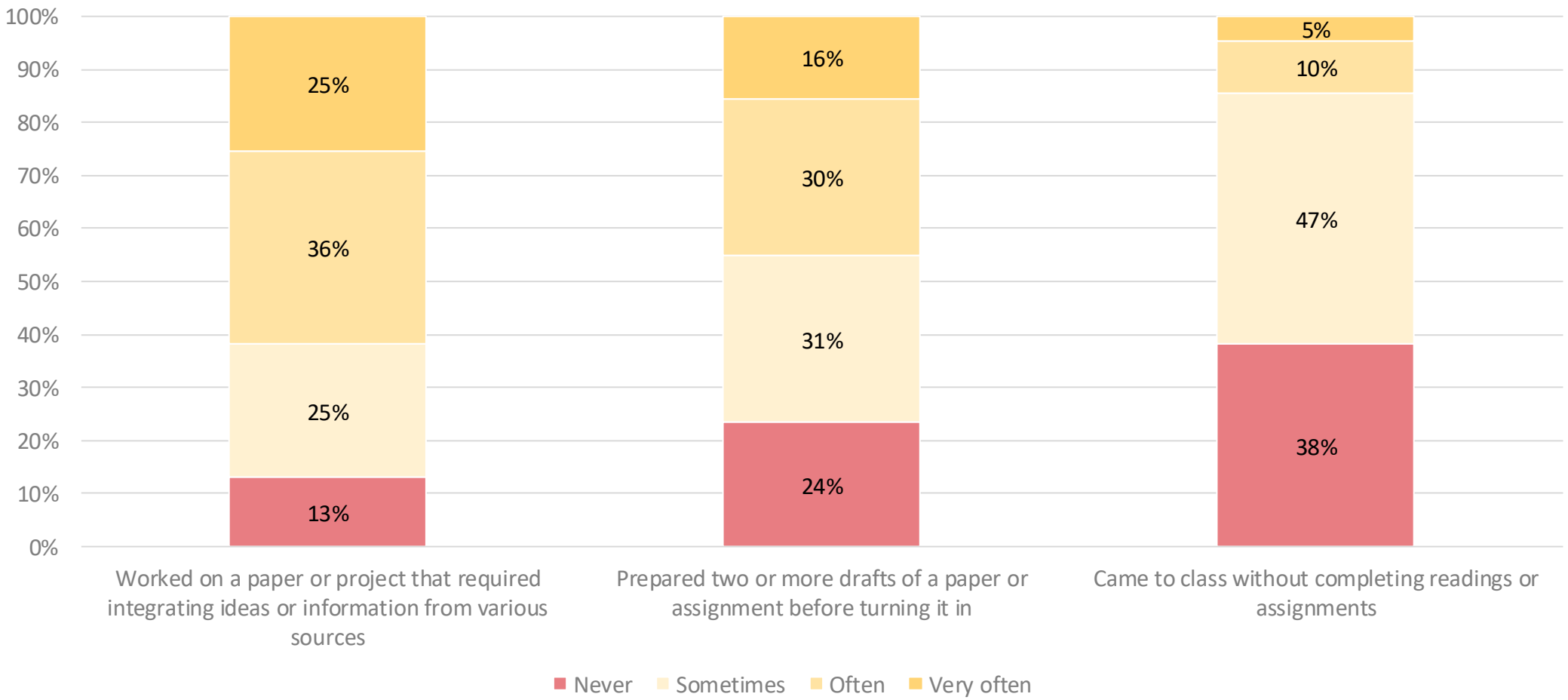
# Active and Collaborative Learning: Item Level Responses



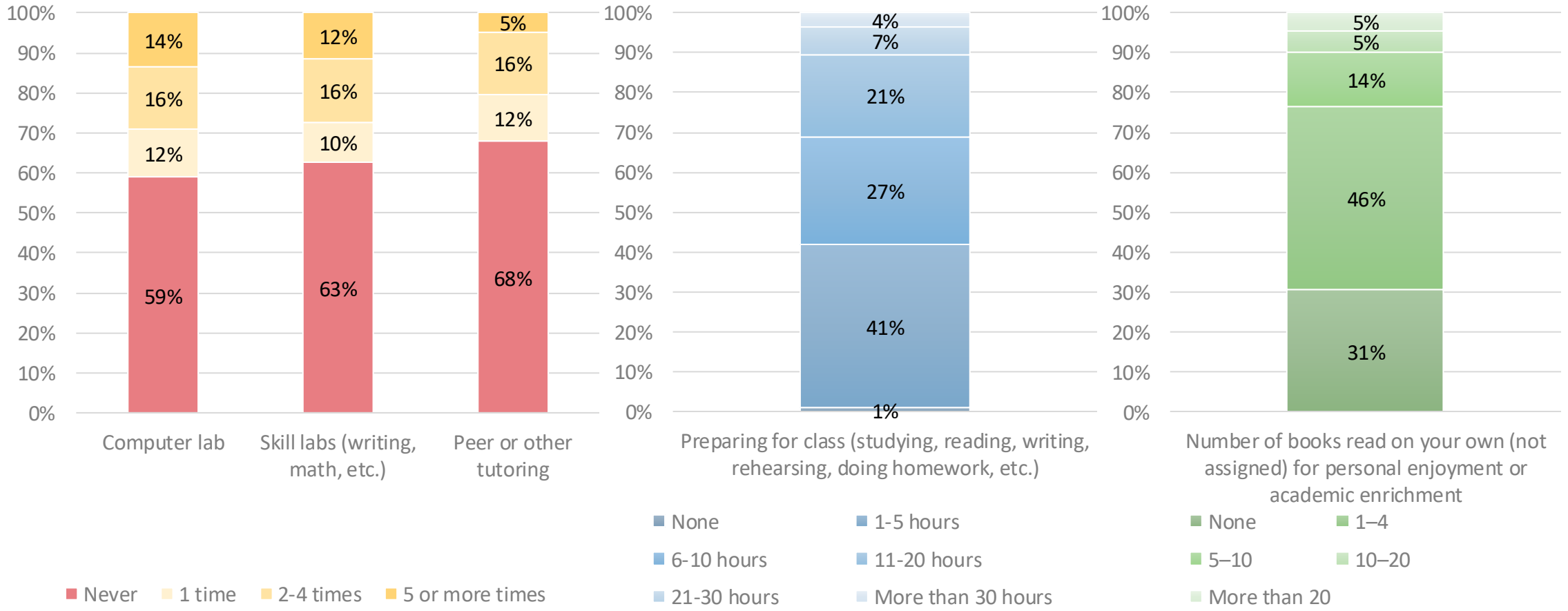
# Student-Faculty Interactions: Item Level Responses



# Student Effort: Item Level Responses Part 1



# Student Effort: Item Level Responses Part 2



## Students believe in HCC:

95% would recommend the College and 81% rate their educational experience as good or excellent.

## Our current initiatives are on the right track:

- Building more intentional connections among **students, faculty, advisors, and support services.**
- Embedding more **active, collaborative, and applied learning experiences** across courses and programs.
- Making tutoring, skills labs, and other academic supports **more visible, accessible, and routinely used.**
- Directing additional attention to **part-time students and students balancing work, family, financial, and academic responsibilities.** Monitor results, scale effective practices, and report progress through HCC's continuous improvement processes.

# Questions?