HOUSTON
CITY COLLEGE

AGENDA

ACADEMIC AND STUDENT AFFAIRS COMMITTEE

OF THE BOARD OF TRUSTEES

November 4, 2026
9:30 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

November 4, 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, November 4, 2026 at 9:30 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. Enrollment Trends and Benchmarks

B. Update on Development of an Artificial Intelligence Framework

C. Scholarships for Credentials of Value 2025-2026

D. International Student Program (ISP) Update

E. Veteran & Military-Affiliated Student Success (VMASS) Updates and Military Education Programs

F. Human Horizons Program Update

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 **29th 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:

_____

Sharon R. Wright
Director, Board Services

REPORT ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
A.	**Enrollment Trends and Benchmarks**	**Dr. Margaret Ford Fisher** **Dr. Andrea Burridge** **Dr. Norma Perez**

DISCUSSION

The presentation will discuss HCC's enrollment trends and performance relative to statewide, regional, and large urban peers, including growth across traditional, dual credit, and continuing education populations.

COMPELLING REASON AND BACKGROUND

Enrollment is a key benchmark of institutional health and momentum. Tracking trends over time and against peer institutions gives the Board essential context for understanding HCC's position and guiding future strategy.

HCC should continue to monitor enrollment trends in comparison with statewide, regional, and peer institutions. Enrollment trends should be used to inform strategic planning, resource allocation, and student support.

STRATEGIC ALIGNMENT

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

ATTACHMENTS:

Description	Upload Date	Type
Enrollment Trends and Benchmarks	10/26/2026	Presentation

This item is applicable to the following:

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

HOUSTON
CITY COLLEGE

Enrollment Trends and Benchmarks

Margaret Ford Fisher, Ed.D.
Chancellor, Houston City College

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

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

November 4, 2026

Benchmarking Enrollment Trends

Enrollment trends are an important indicator of institutional reach, responsiveness, and long-term sustainability.

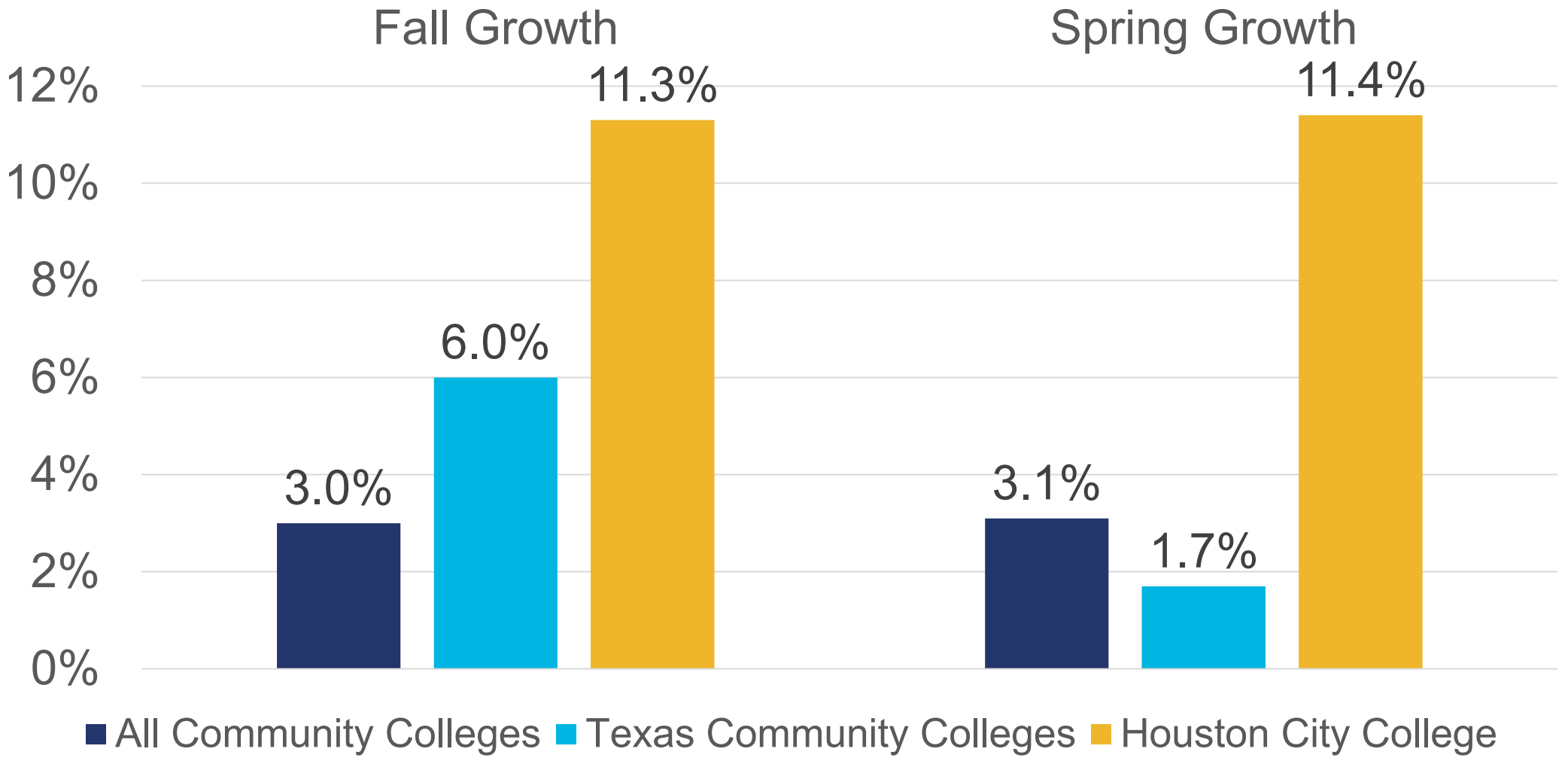
Benchmarking Houston City College against national, statewide, large urban, and Gulf Coast peers provides context for understanding both the scale and composition of the College's recent growth.

National Trends | Texas Trends | Large Urban Peers | Gulf Coast Peers

A Multidimensional View of Enrollment Growth

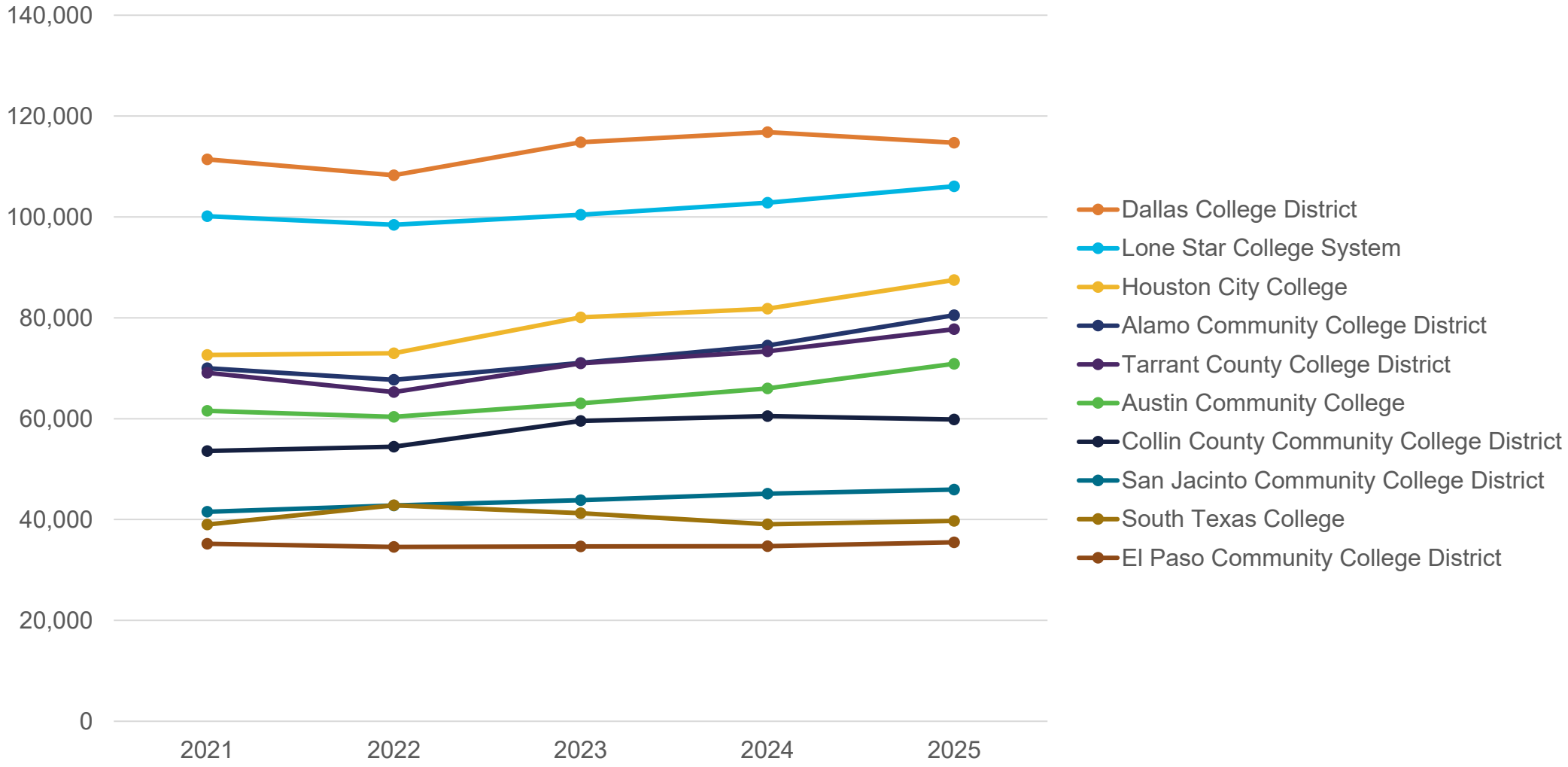
- **Overall trajectory**
  - How HCC's enrollment has changed since 2021.
- **Relative performance**
  - How HCC compares with statewide, large urban, and regional peers.
- **Recent momentum**
  - Whether HCC's longer-term growth continued from 2024 to 2025.
- **Sources of growth**
  - How traditional, dual credit, and continuing education enrollment contributed to the overall trend.

HCC is Outperforming National and Statewide Trends in Community College Enrollment Growth



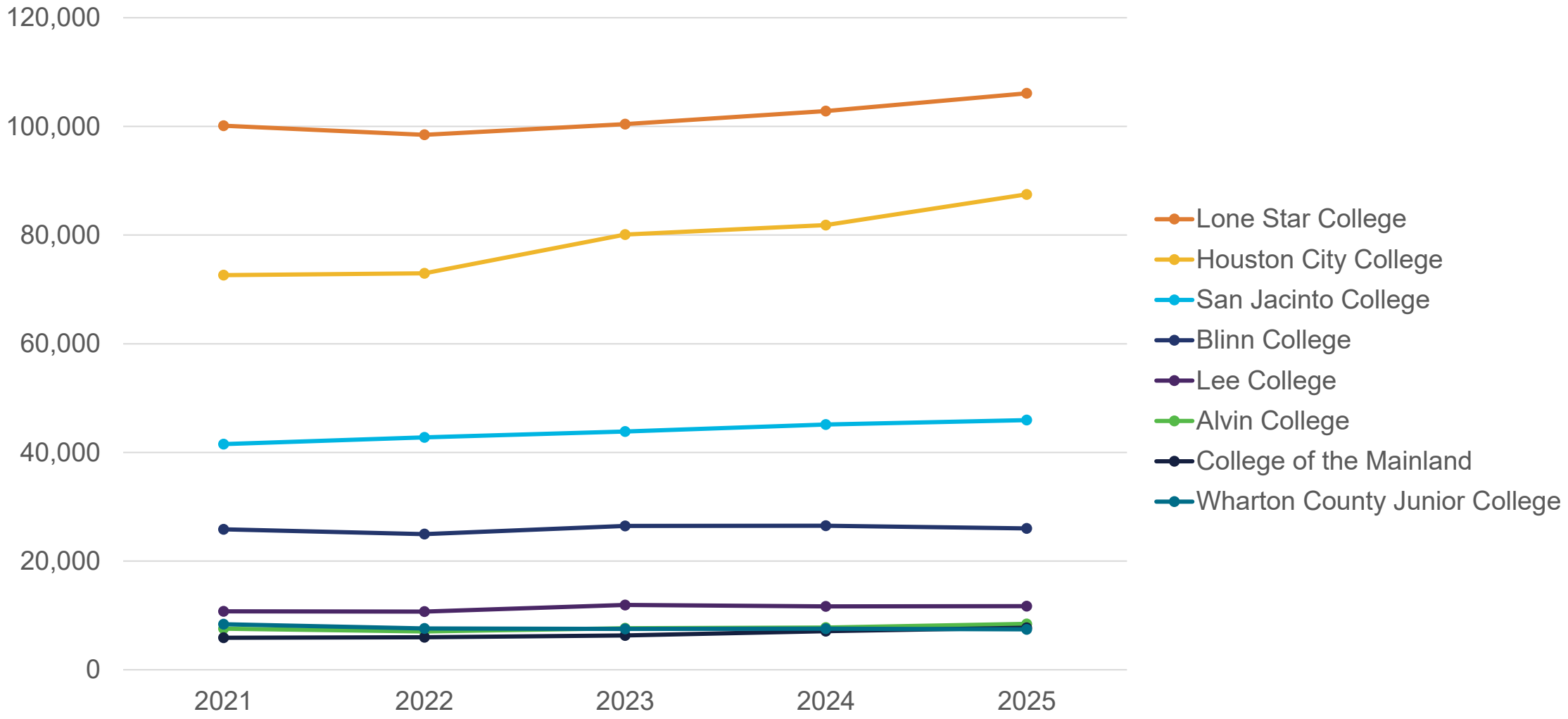
National Student Clearinghouse Final Fall Enrollment Trends Report (2025) and Final Spring Enrollment Trends (2026) and PS_DASH_ENROLMLENT_CURR end of term data.

Statewide Enrollment Trends
Extra Large Colleges



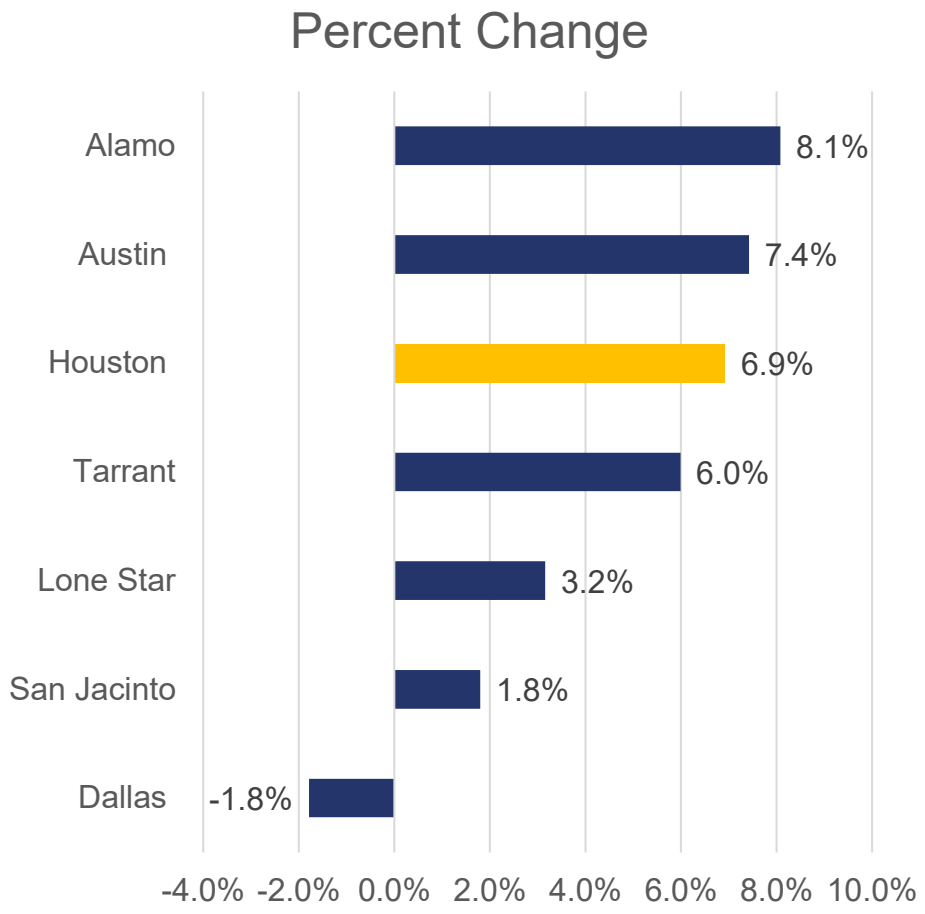
THECB Accountability Data Annual Unduplicated

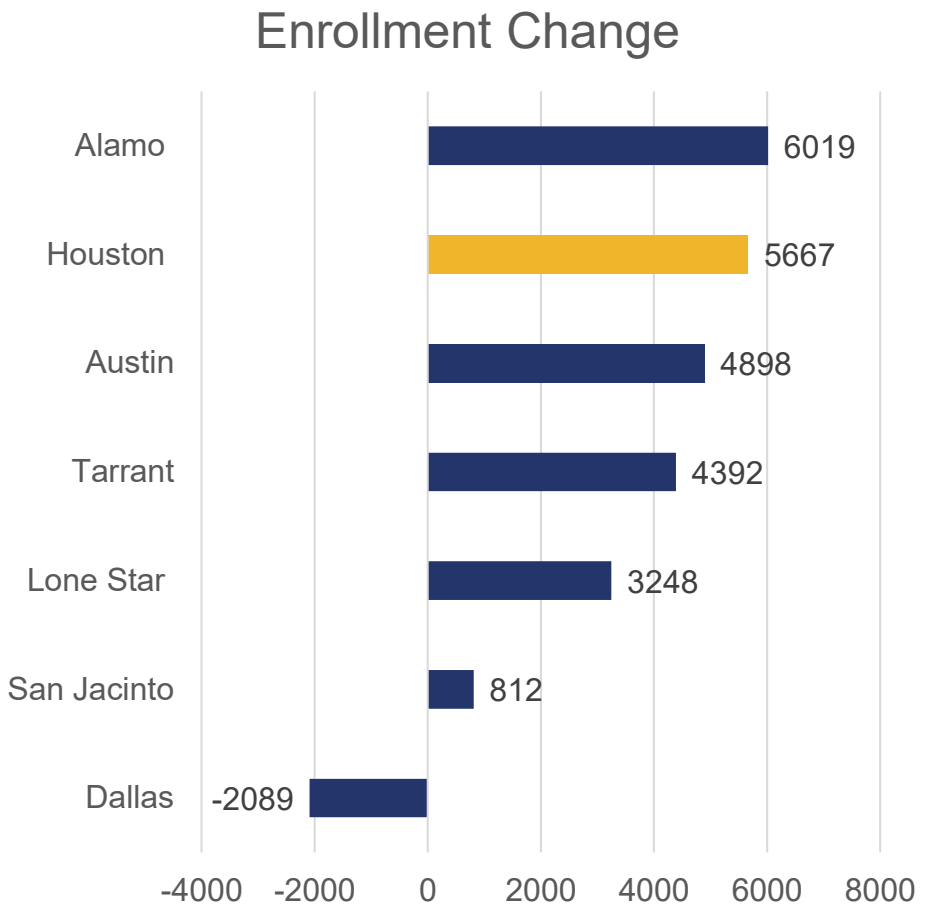
Regional Enrollment Trends



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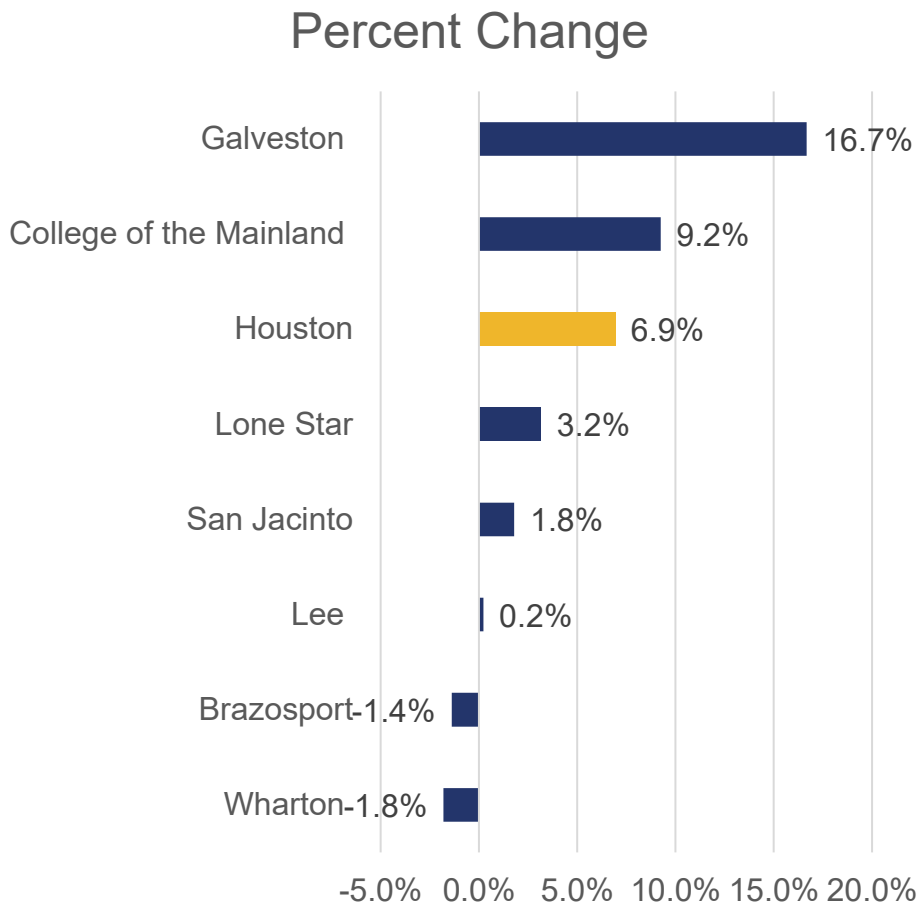
HCC was among the fastest growing colleges in amount it's **large urban peers** from 2024 to 2025

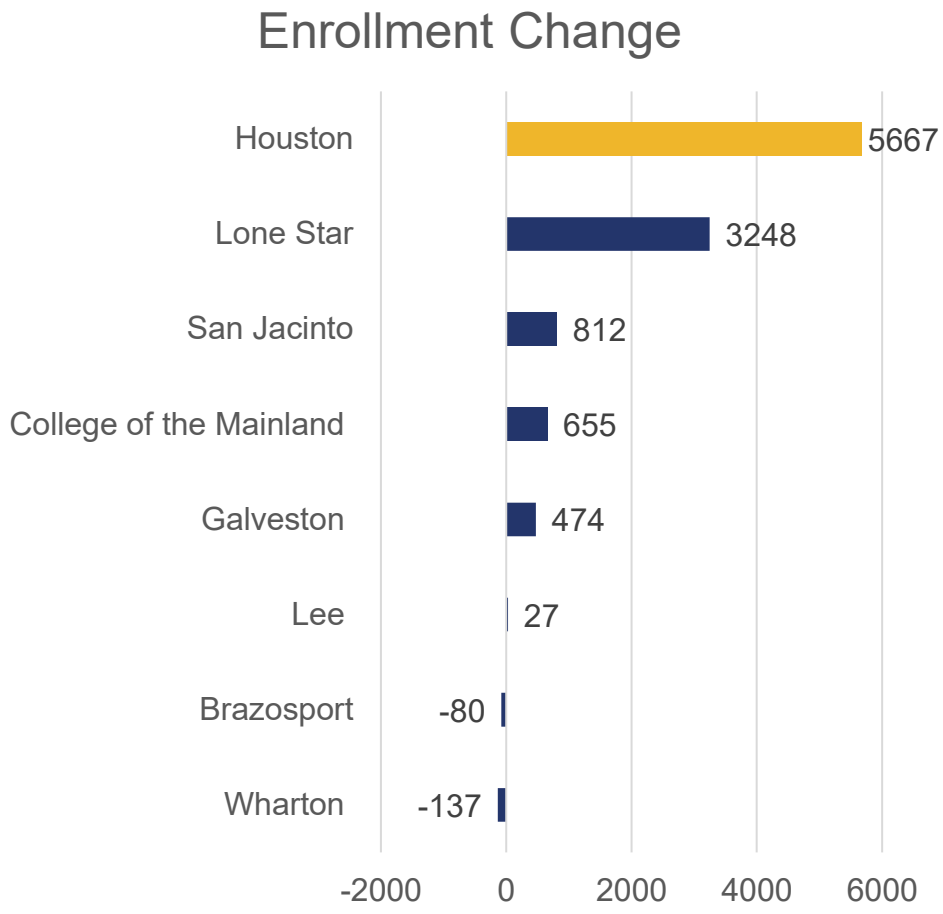




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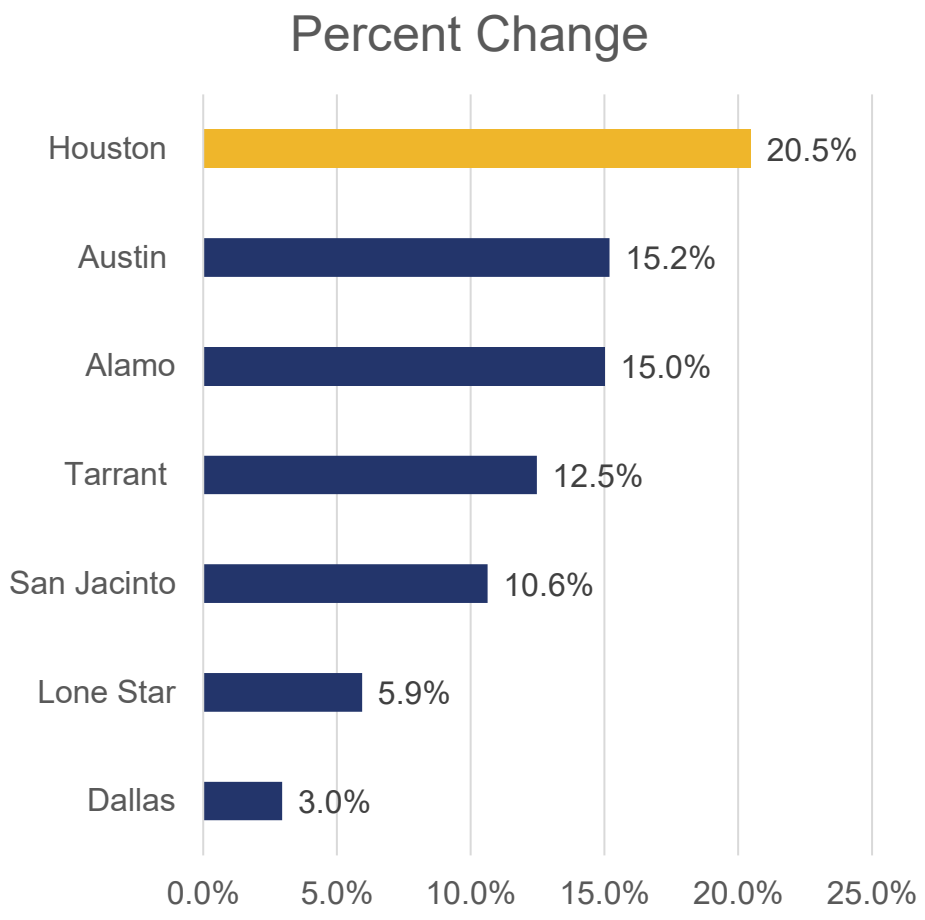
HCC showed the large enrollment gains from among its **gulf coast peers** from 2024 to 2025

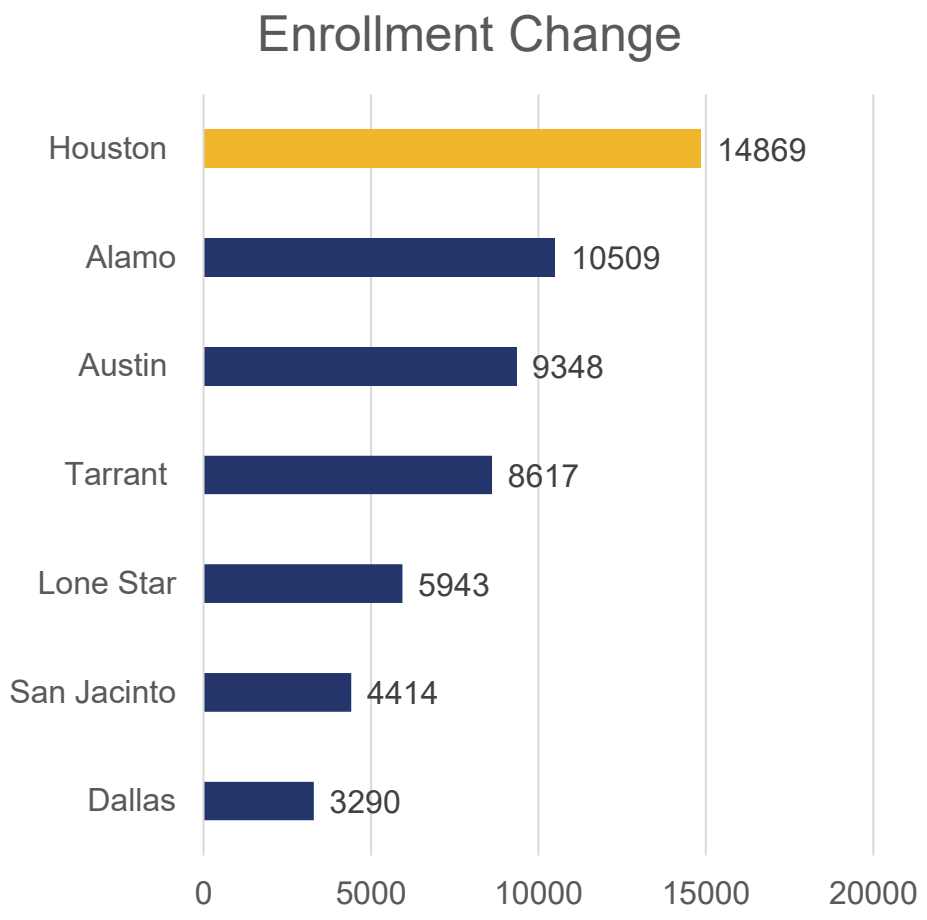




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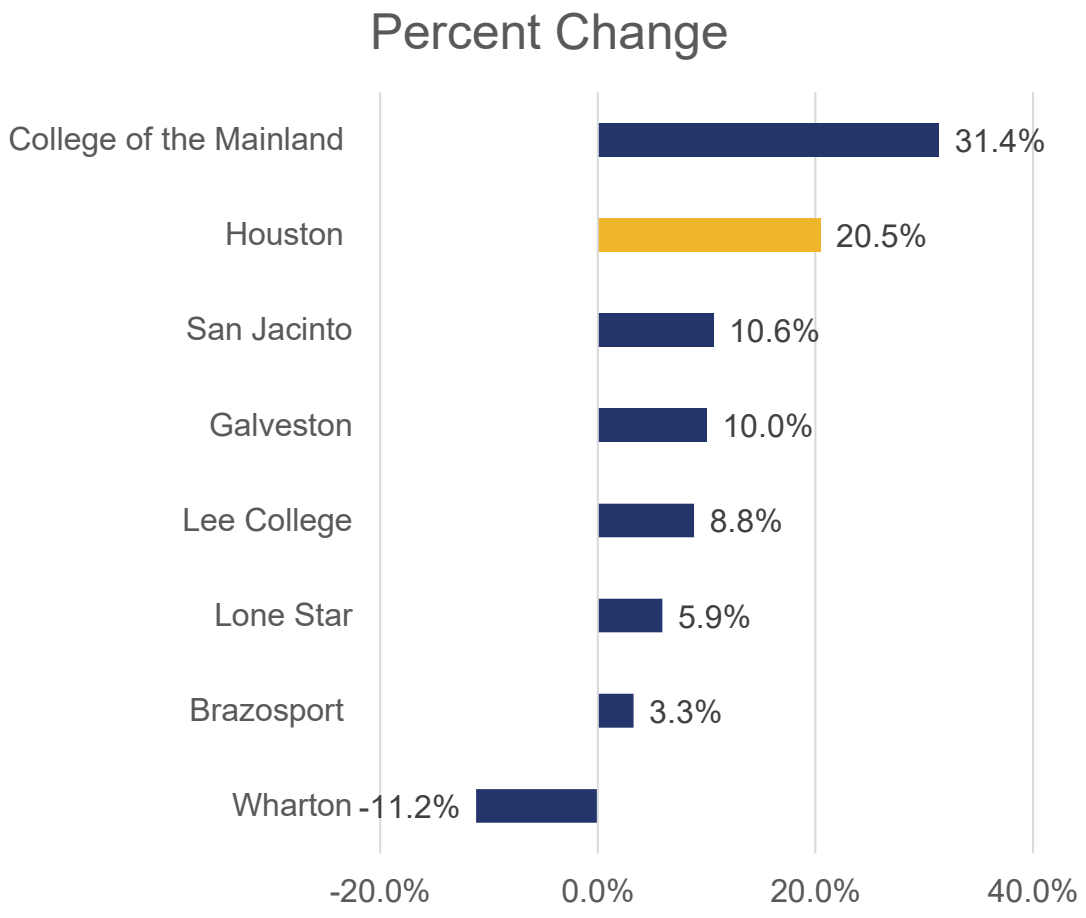
HCC has shown the largest gain since FY 2021 to FY 2025 large urban peers

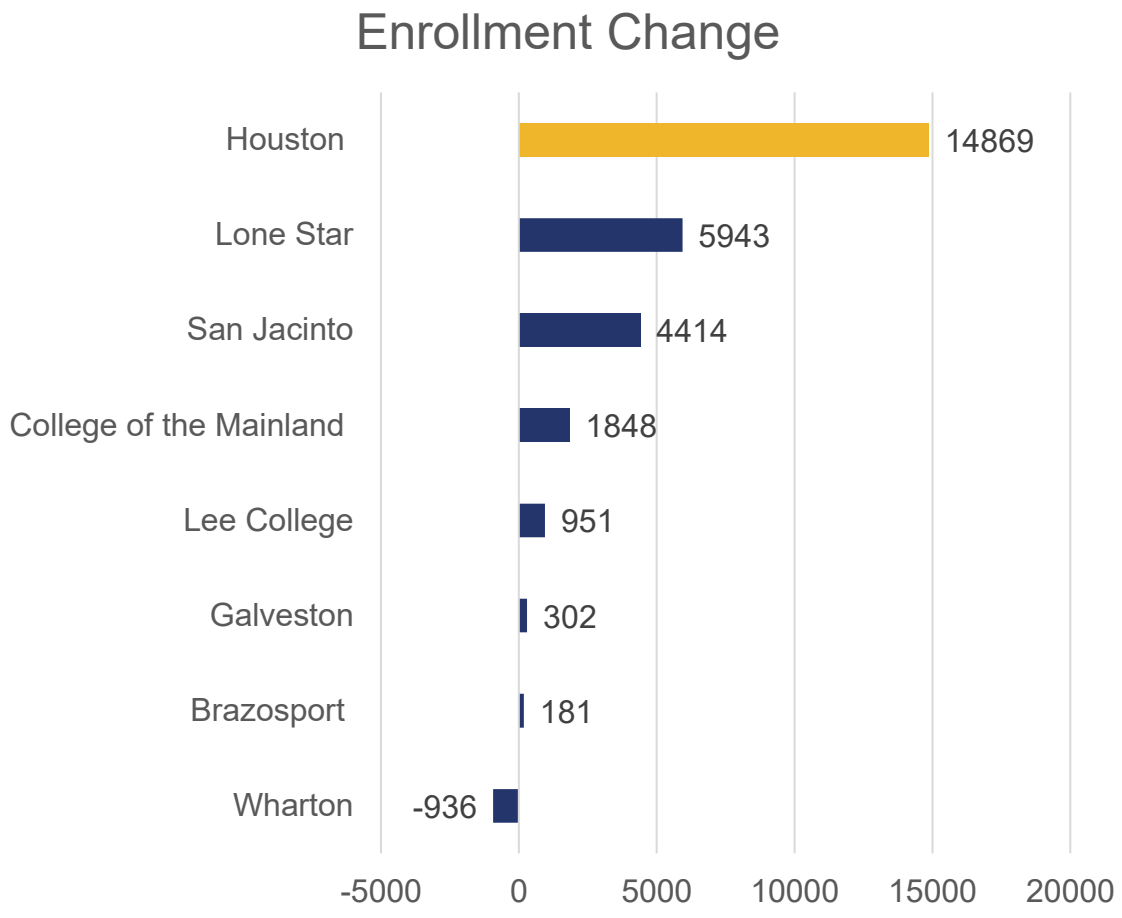




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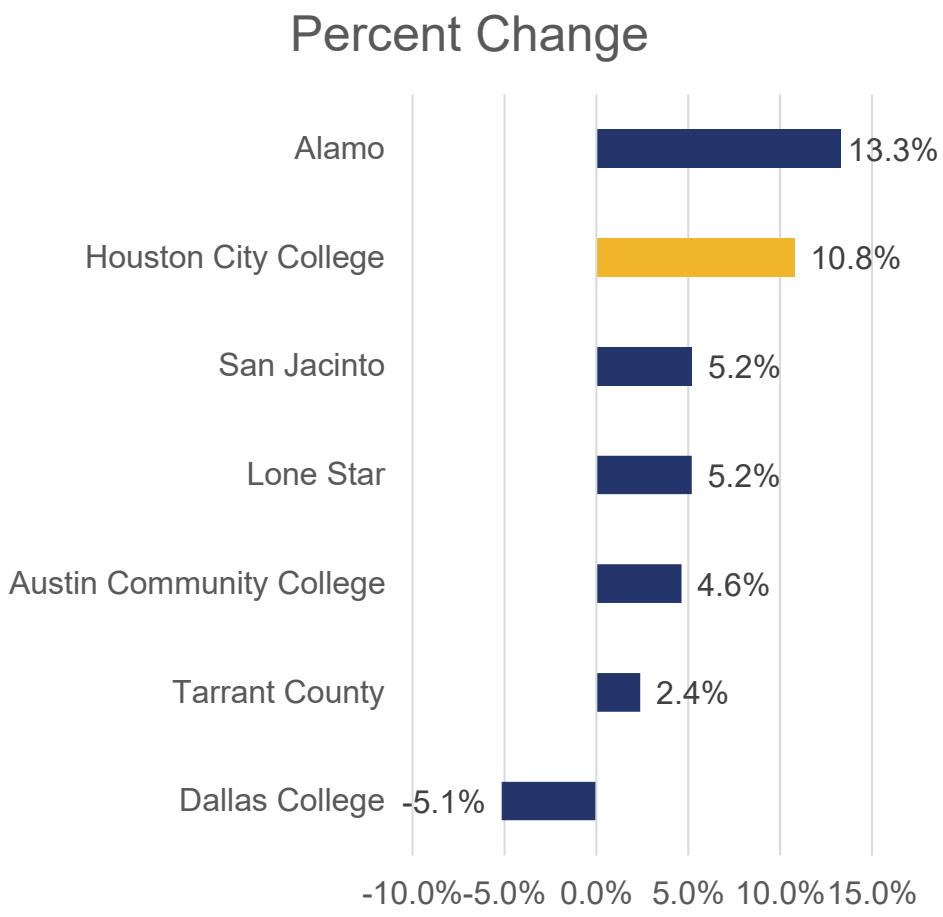
HCC showed the large enrollment gains from among its **gulf coast peers** from 2021 to 2025, post pandemic

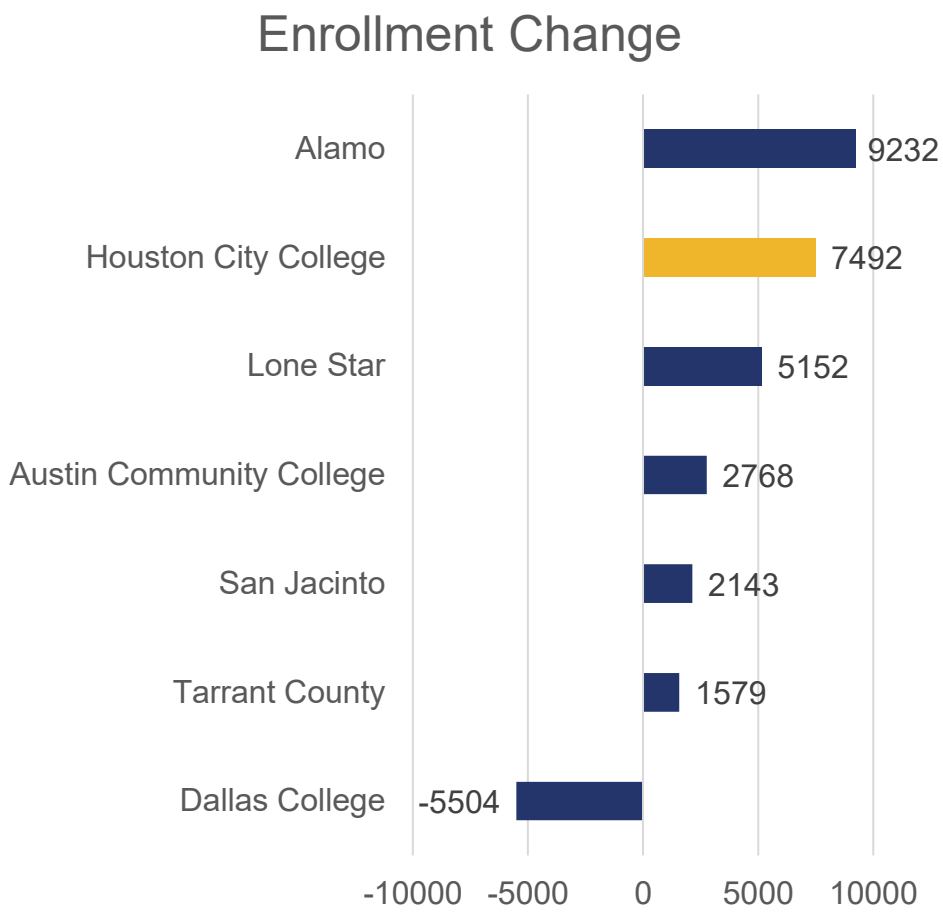




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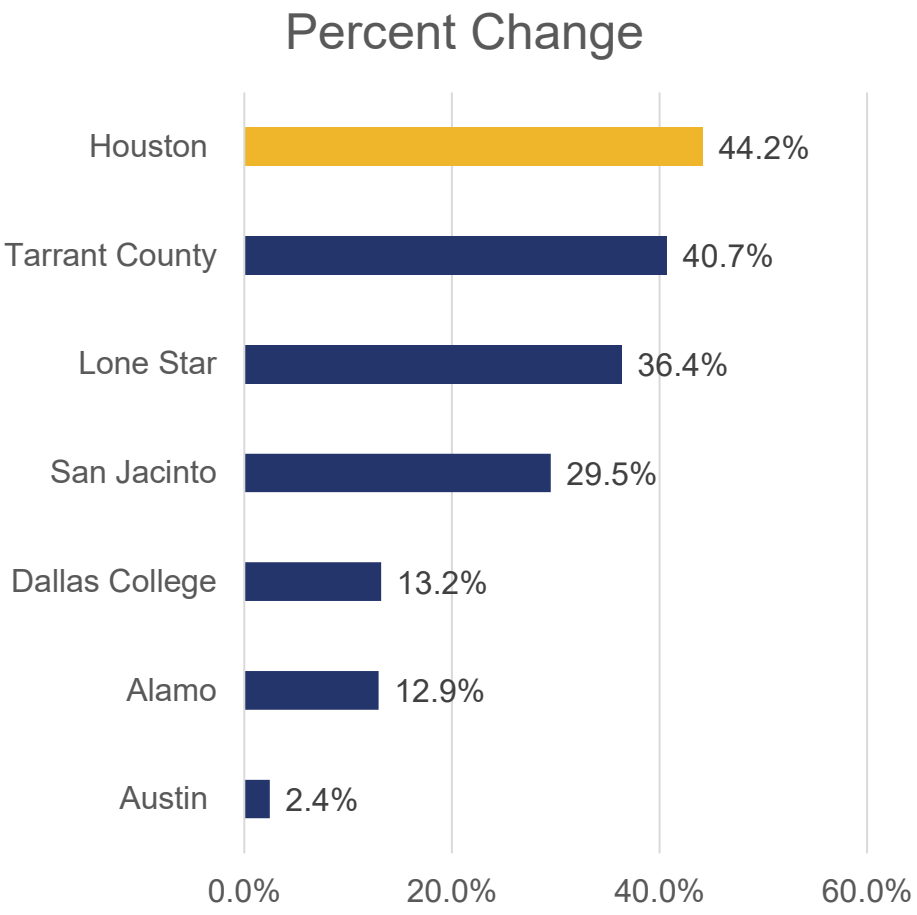
HCC is second among large urban colleges in traditional (non-dual) growth, 2021-2025

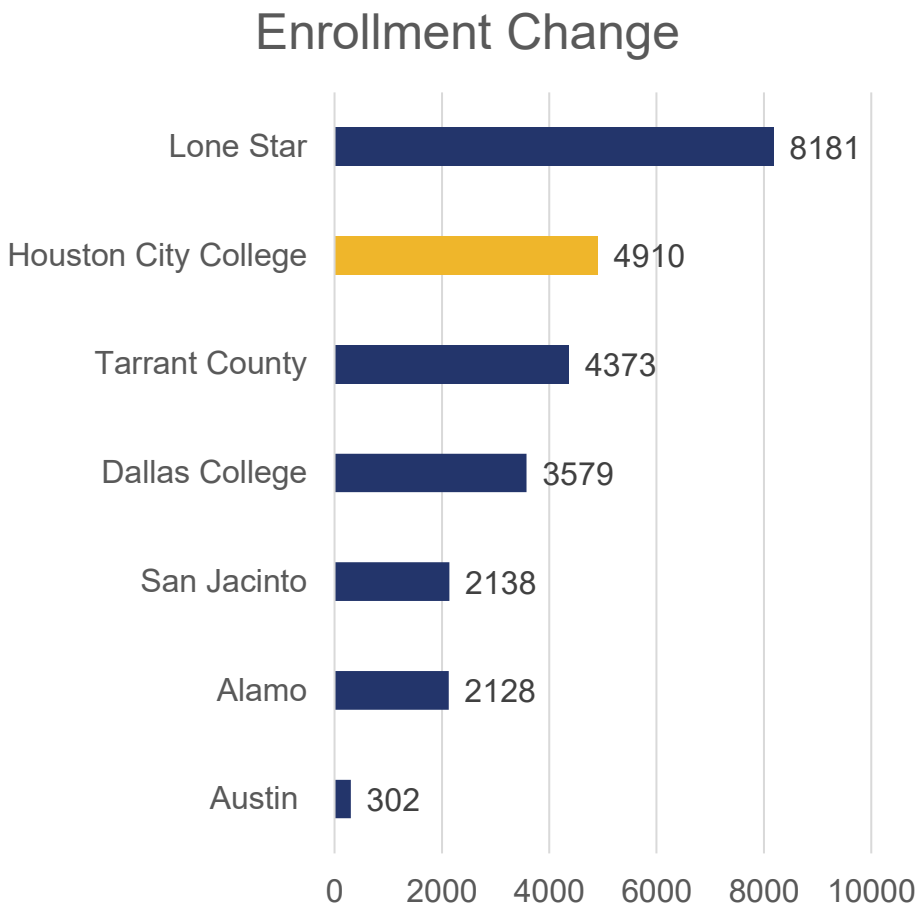




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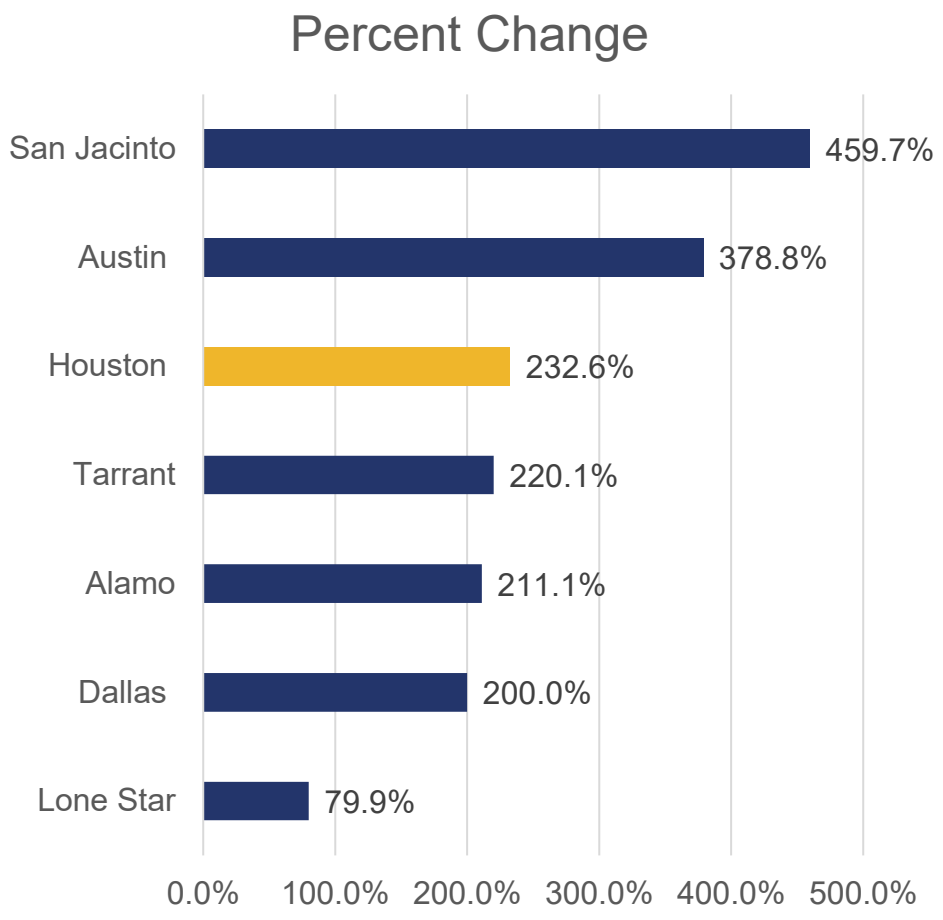
HCC shows healthy growth in dual credit enrollment, 2021-2025

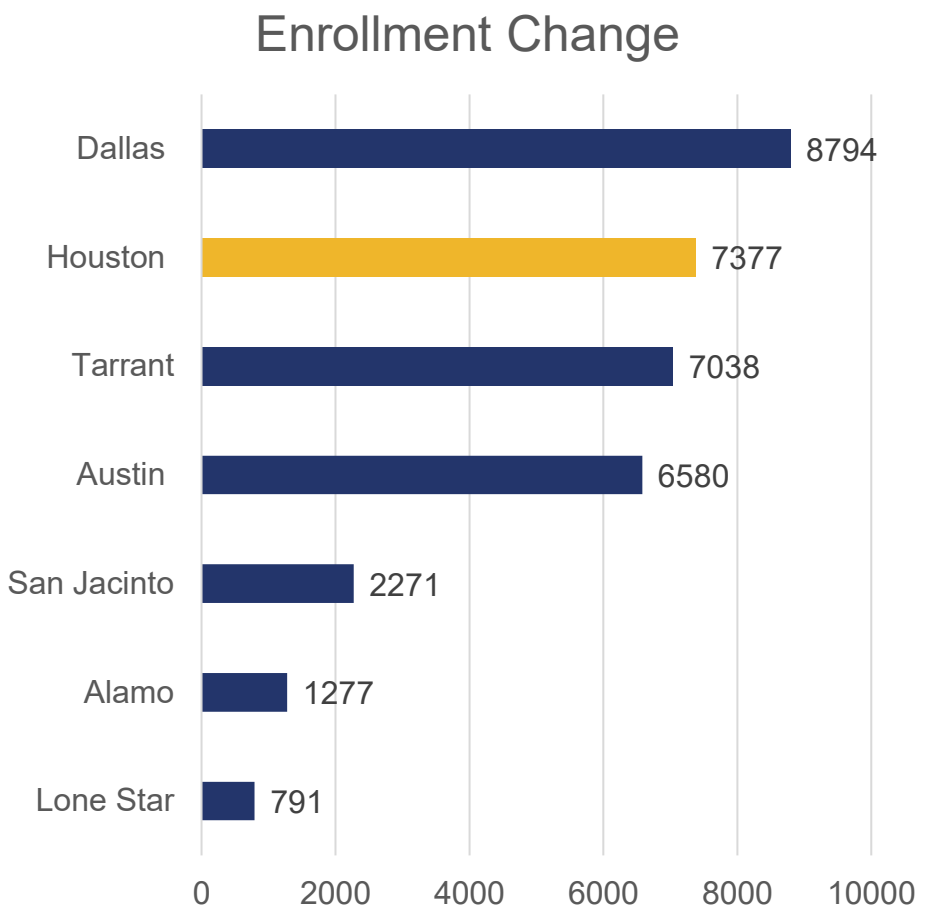




THECB Accountability Data Annual Unduplicated

HCC shows healthy growth in continuing education enrollment, 2021-2025





THECB Accountability Data Annual Unduplicated

Conclusion: HCC's Enrollment Growth Is Broad, Sustained, and Competitive

- HCC is outperforming national and statewide community college enrollment trends, with fall and spring growth exceeding the comparison benchmarks.
- Enrollment increased **20.5% from 2021 to 2025,** the highest growth rate among the large urban peers examined.
- HCC added **14,869 students,** representing the largest numerical gain among both its large urban and Gulf Coast peers during this period.
- Growth extends beyond dual credit. HCC ranked second among the large urban peers examined in traditional, non-dual enrollment growth.
- Dual credit and continuing education enrollment also increased, demonstrating growth across multiple student populations.

Sustaining Growth Through Capacity, Access, and Student Success

- The benchmarking results show that HCC has established strong enrollment momentum relative to comparable institutions.

- Sustaining that momentum will require continued alignment of programs, student supports, facilities, technology, and staffing with the needs of a larger and increasingly diverse student population.

ACTION ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
B.	**Update on Development of an Artificial Intelligence Framework**	**Dr. Margaret Ford Fisher** **Dr. Norma Perez** **Dr. Miguel Ramos** **Ms. Elizabeth McGee**

DISCUSSION

Artificial Intelligence (AI) is rapidly changing how students learn, how faculty teach, and how colleges operate, creating both significant opportunities and important questions for HCC. The discussion will focus on how HCC can move forward intentionally, balancing innovation with responsible use, academic quality, student success, and institutional priorities.

COMPELLING REASON AND BACKGROUND

AI is already reshaping education and the workforce, making it important for HCC to establish a shared framework that guides how the institution moves forward. Drawing from approaches such as MIT's, the framework would establish guiding principles that keep people, learning, responsible use, and continuous improvement at the center while supporting thoughtful innovation across the institution.

The focus is to develop and adopt an HCC AI Framework that provides institution-wide direction for the responsible and effective use of AI in teaching, learning, student support, and operations. The framework should provide enough consistency to guide institutional decisions while remaining flexible enough to evolve as AI technologies, practices, and expectations change.

STRATEGIC ALIGNMENT

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

ATTACHMENTS:

Description	Upload Date	Type
Update on the Development of an AI Framework Presentation	10/26/2026	Presentation

This item is applicable to the following:

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

HOUSTON CITY COLLEGE

Update on the Development of an Artificial Intelligence Framework

Dr. Margaret Ford Fisher
Chancellor, Houston City College

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

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

Elizabeth McGee
Chief AI Transformation Officer

Dr. Miguel Ramos
Vice Chancellor, Instruction

November 4, 2026

Introduction: Building an AI framework for Houston City College

Charge: Defining a Community College Approach to AI

- Review leading national work on AI in higher education, including MIT's recent framework, to identify lessons relevant to community colleges
- Survey students, faculty, and staff to understand how AI is being used today, along with opportunities, concerns, and support needs
- Review and update existing AI policies and governance materials
- Prepare an initial framework for CEC, Chancellor, and Board review
- Produce an HCC white paper outlining the major AI issues, opportunities, and considerations for community colleges by January

Committee

Dr. Norma Perez*
Dr. Rima Adil
Dr. Andrea Burridge*
Dr. Butch Herrod
Elizabeth McGee*
Izzy Flowers
Robert McCracken
Dr. Nicole Montgomery

- Dr. Miguel Ramos*
- Dr. Timothy Snyder
- Dr. Mia Taylor
- Barry Sullivan
- Dr. Tiffany Unruh
- Dr. Michael Webster

Discussion

- Propose an institutional approach centered on the following:

  - A constructive framework for HCC to lead boldly and quickly
    - Learn, Apply, Protect
  - Human-Centered
  - Recognition of cultural and curricular change
  - Responsible adoption, aligned to our CRB Local Core Principles
  - Learning before technology
  - Student and employee agency
  - Practical support rather than restrictive regulation
  - Framed for the community college setting and our mission of access leading to success

Core Pillars

Learn

Build AI Understanding and Capacity

- Develop practical AI literacy across faculty, staff, and students
- Understand opportunities, limitations, and risks
- Learn from industry partners and emerging practices

Apply

Move from Understanding to Purposeful Use

- Start with the **problem, student, or outcome**, not the technology
- Identify high-value applications in teaching, learning, student services, and operations
- Evaluate, refine, and scale with human judgment and responsible use

Protect

Preserve what we cannot afford to surrender

- Protect **accuracy, originality, privacy, ethics, safety, and responsibility**
- Preserve human judgment as AI becomes more capable
- Teach students to question AI-generated answers and conclusions
- Build the confidence to recognize when something may be **possible, but not right**

Current State: HCC

HOUSTON CITY COLLEGE

AI SWOT Summary (May 2026)

Domains

- Institutional Governance & Policy
- Infrastructure & Solutions
- Tools & Platforms
- External & Competitive Positioning
- Curriculum & Academics
- Workforce & Employer Engagement
- Empowering Faculty & Staff Innovation

STRENGTHS

- Strong leadership support for AI modernization
- Experienced faculty, industry partnerships, and established AI degree programs
- First-mover advantage with national AI reputation and NAAIC leadership
- Abundant free training resources and growing staff interest in AI upskilling
- Existing enterprise systems have AI integration offerings.

WEAKNESSES

- IT inefficiencies, shadow AI, and tool sprawl
- Uneven AI literacy and readiness across faculty, staff, and departments
- AI governance policies and decision frameworks must constantly evolve
- Legacy systems and fragmented data hampering integration

OPPORTUNITIES

- Leverage vendor partnerships and free AI tools
- Improve student recruitment, retention, and 24/7 support via AI-powered services
- Expand AI-enhanced workforce credentials and curriculum across all disciplines
- Pursue grants, federal/state funding, and corporate training revenue streams
- Position HCC as a national model for community college AI adoption

THREATS

- Cybersecurity, data privacy, and regulatory compliance risks intensified by AI
- Rapidly evolving AI landscape causing tool obsolescence and shifting skill demands
- Competing institutions and private providers advancing in AI programs
- Academic integrity risks from student misuse of AI tools
- Equity gaps widening if AI access and training remain uneven across populations

Proposed AI Operating Model

Strategic posture: pursue high AI ambition where it directly advances student outcomes AND measured approach to enterprise-wide operational efficiency. Always underscored by a risk-calibrated, governance-first approach.

Student Outcomes

High institutional ambition: use AI to improve learning, completion, workforce readiness, and the student experience.

AI-enabled learning experiences and credentials aligned to marketable skills.

Faculty innovation, AI champions, and applied learning pilots.

Visible momentum: move quickly where AI directly helps students learn, persist, and work.

accelerate where mission impact is clearest

Back Office + Operations

Measured institutional adoption: unlock people-powered innovation, then scale operational efficiency through governed enterprise platforms.

Start with governed individual productivity engagements to build awareness, literacy, and proficiency.

Scale workgroup efficiency when data, security, and process guardrails are clear.

Use third-party AI modules for enterprise-class deployments with first-in-class governance tools.

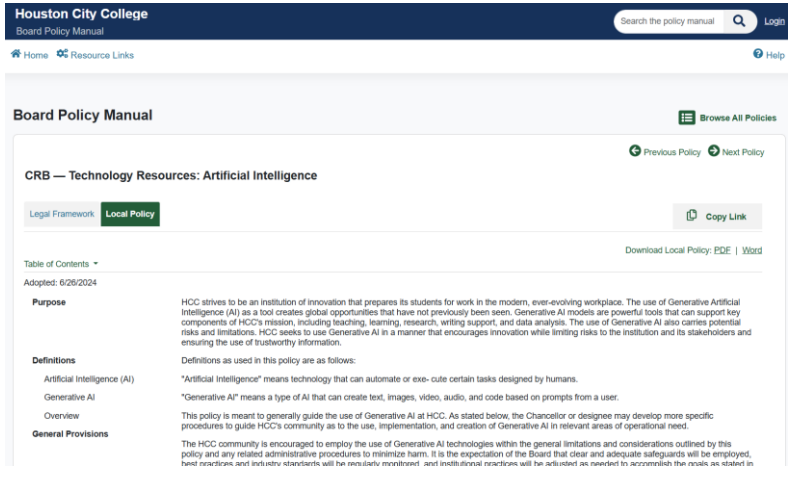
scale when controls and value are proven

Foundation

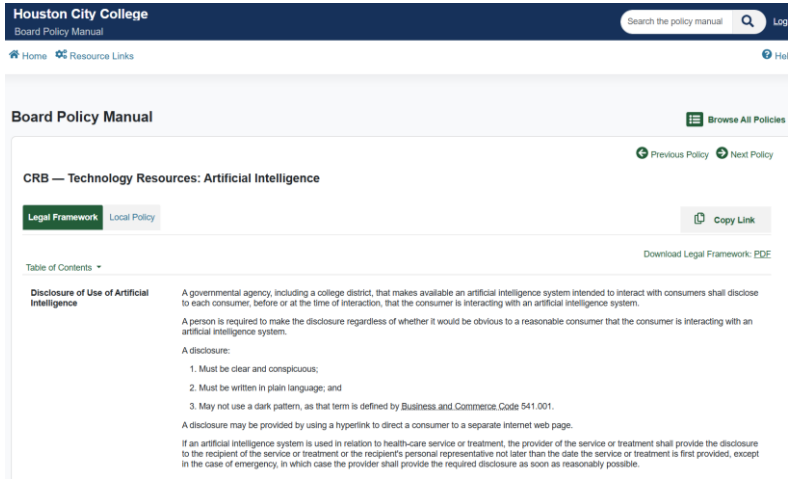
AI Governance and Control : Trust, Risk & Security Management

HCC AI Policies and Regulation

Board Policy Manual — Local Policy
Adopted 6/26/2024



Board Policy Manual — Legal Framework
Issued 11/20/2025



CRB Regulation
Adopted 7/20/2026

Houston City College
101506

TECHNOLOGY RESOURCES
ARTIFICIAL INTELLIGENCE

CRB
(REGULATION)

Regulation on the Use of AI Tools for Staff in Business and Support Services, Including Procurement Operations at Houston City College

Purpose

This regulation provides guidelines for business and support services staff, vendors, and contractors, including procurement operations, regarding the responsible, ethical, and effective use of AI Tools, as defined below, at Houston City College (HCC). The objective is to ensure these technologies enhance operational efficiency and decision-making while maintaining institutional integrity, transparency, and data security.

Scope

This regulation applies to all staff within HCC's business and support services departments, including procurement, finance, IT, human resources, facilities, and other administrative functions. It covers both Generative AI (content-producing systems) and Agentic AI (autonomous or semi-autonomous AI systems that can take ac-

Nine Core Principles (CRB Local)

Accessibility

Ensuring tools do not unduly burden and provide necessary accommodations.

No Discrimination

Closely monitoring outputs to ensure freedom from historic biases.

Security & Resiliency

Safeguarding against and minimizing data security risks.

Accountability & Transparency

Compliant with laws; documentation made publicly available.

Safety

Adhering to policies to minimize institutional risk.

Privacy Enhancing

Extending protections to confidential, moderate, or high-risk data.

Explainability & Interpretability

Providing clear explanations of how AI is used and attributed.

Relevancy

Equitably delivering high-quality education and student success.

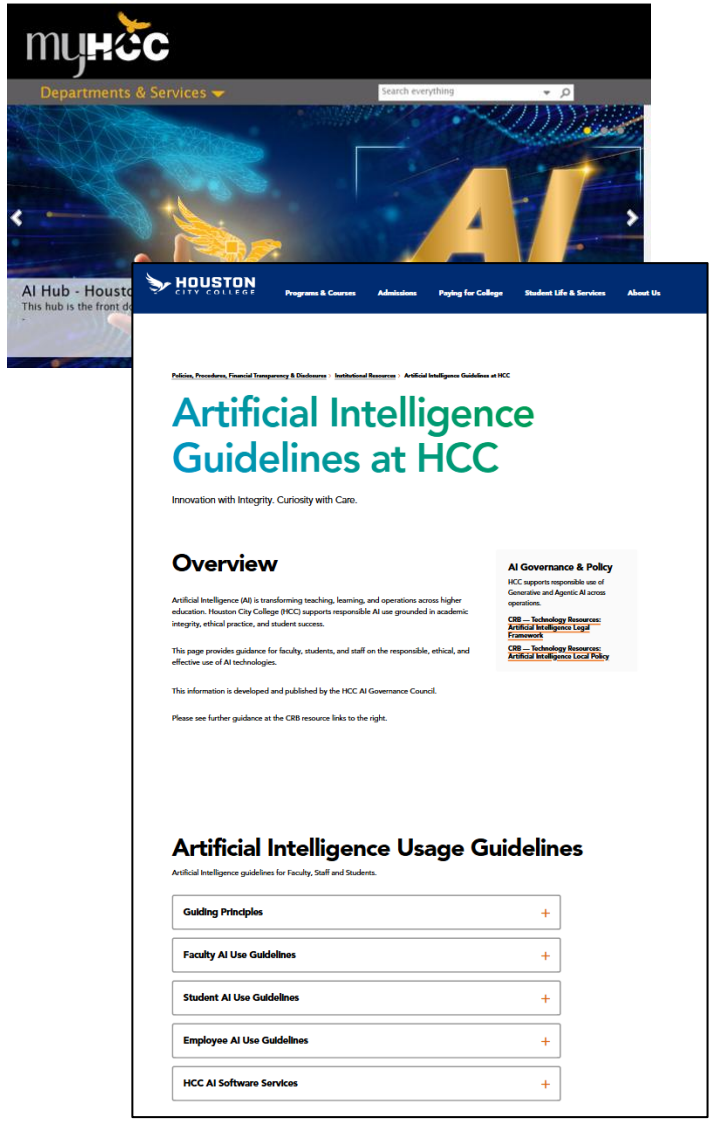
Validity & Reliability

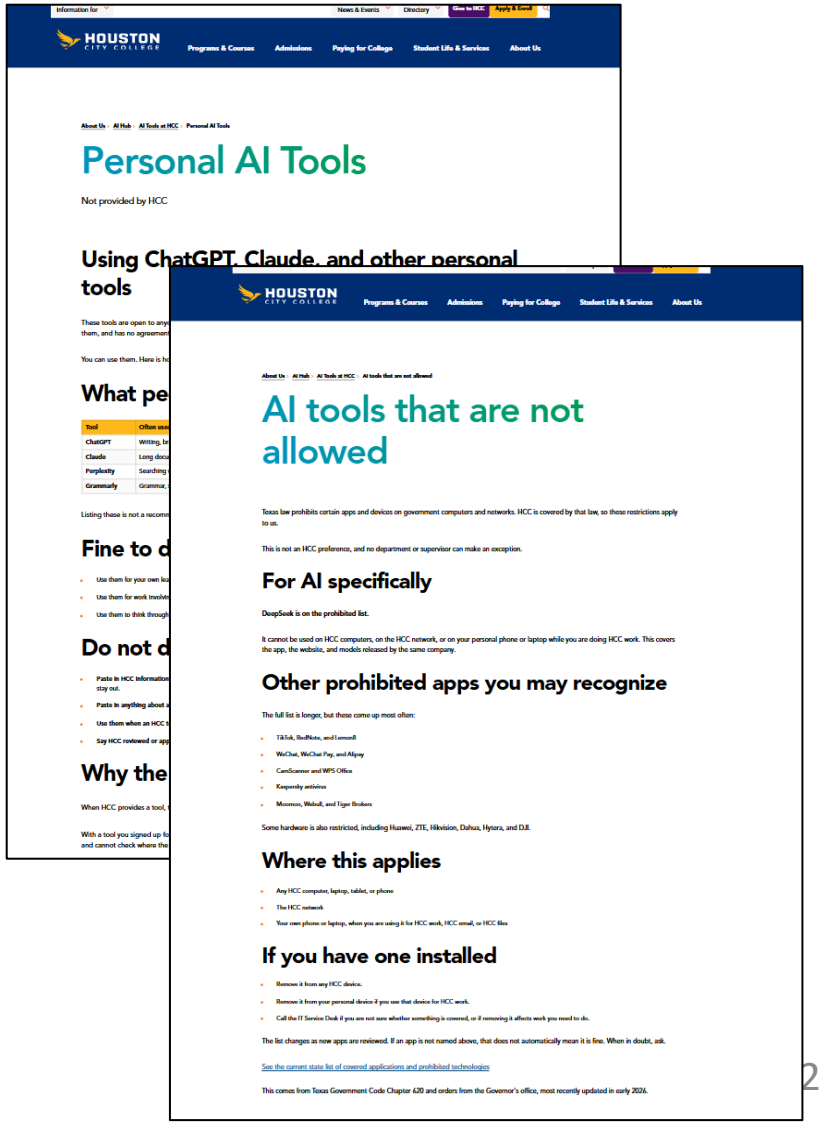
Ongoing evaluation to ensure reliable, consistent performance.

AI Hub and AI Guidelines

hccs.edu/aihub, hccs.edu/aiguidelines







HCC Plans in Progress

AI Literacy as a Defined Competency across all Domains

Define what every HCC graduate should know and be able to do with AI, regardless of major, and build discipline-specific competencies into programs rather than a one-time technology orientation.

Make responsible AI fluency a workforce-readiness outcome across all programs, not only the AI degree program, and develop explicit guidance for AI in research, authorship, and verification.

Assessment Redesign & Learning Integrity

Give faculty an AI-aware assessment framework that asks for authentic evidence of learning, so AI cannot simply perform the learning task.

Add learning integrity alongside academic integrity: did the student develop the intended skill, or did AI create an illusion of learning?

Process Evidence:
Develop examples — portfolios, staged assignments, oral demonstrations, reflections — that document human learning and contribution.

AI as a Learning Partner

Give faculty instructional patterns for using AI as tutor, coach, feedback partner, simulator, or research assistant, supported by a Faculty AI Teaching and Assessment Framework with examples by discipline.

Impact Metrics and Student Voice

Measure whether AI improves student learning, faculty effectiveness, engagement, equity, and AI literacy, and create a formal mechanism for student and faculty feedback on implementation.

Alignment between MIT and HCC

Areas of Alignment – Core Beliefs

- Human judgment must remain central
- Learning outcomes must drive AI adoption
- Responsible and ethical AI use
- Academic Integrity and Transparency
- Discipline-specific AI implementation
- Evolving assessment for an AI-enabled world
- Equitable access to AI opportunities
- Industry collaboration must inform preparation for technological change

https://aiandeducation.mit.edu/report/

Differences in Context

MIT/University Student Context	HCC Student Context
Highly selective admissions	Open-access admissions with outreach to the community
Predominantly traditional-age, full-time students	Serves recent high school graduates, working adults, career changers, and lifelong learners
Primarily residential and campus-centered experience	Primarily commuter-based with learning occurring across multiple settings
Deeply immersive, in-person educational environment	Learning delivered through in-person, hybrid, online, dual credit, and workforce formats
Strong emphasis on undergraduate research and scholarly inquiry	Strong emphasis on workforce preparation, transfer, credential attainment, and economic mobility
Advancing research and learning in an AI-enabled world	Meeting evolving regional talent needs as AI reshapes industries and occupations
AI-implications concentrated within research-intensive academic disciplines	AI implications span a broad range of academic, workforce, and community-serving programs
AI challenge: Adapt a residential, research-intensive educational model for an AI-enabled future.	AI challenge: Reimagine curriculum and learning experiences to meet rapidly evolving workforce needs across a diverse portfolio of programs.

Areas to Explore

Intentional AI-Free Learning

Reframe AI-free work as a deliberate pedagogical strategy for human-only cognitive work, not merely a prohibition faculty may impose.

A Four-Level Use Spectrum

Move beyond today's emphasis on not allowed and limited use to a full spectrum: Encouraged → Limited → Required → Prohibited.

Equity of AI Access

Establish explicit rules for when faculty may require AI and what access HCC must provide, so students with premium tools are not advantaged.

Human Connection

Add intentional human connection experiences to our learning principles. Emphasize community, belonging, and meaningful human interaction in education.

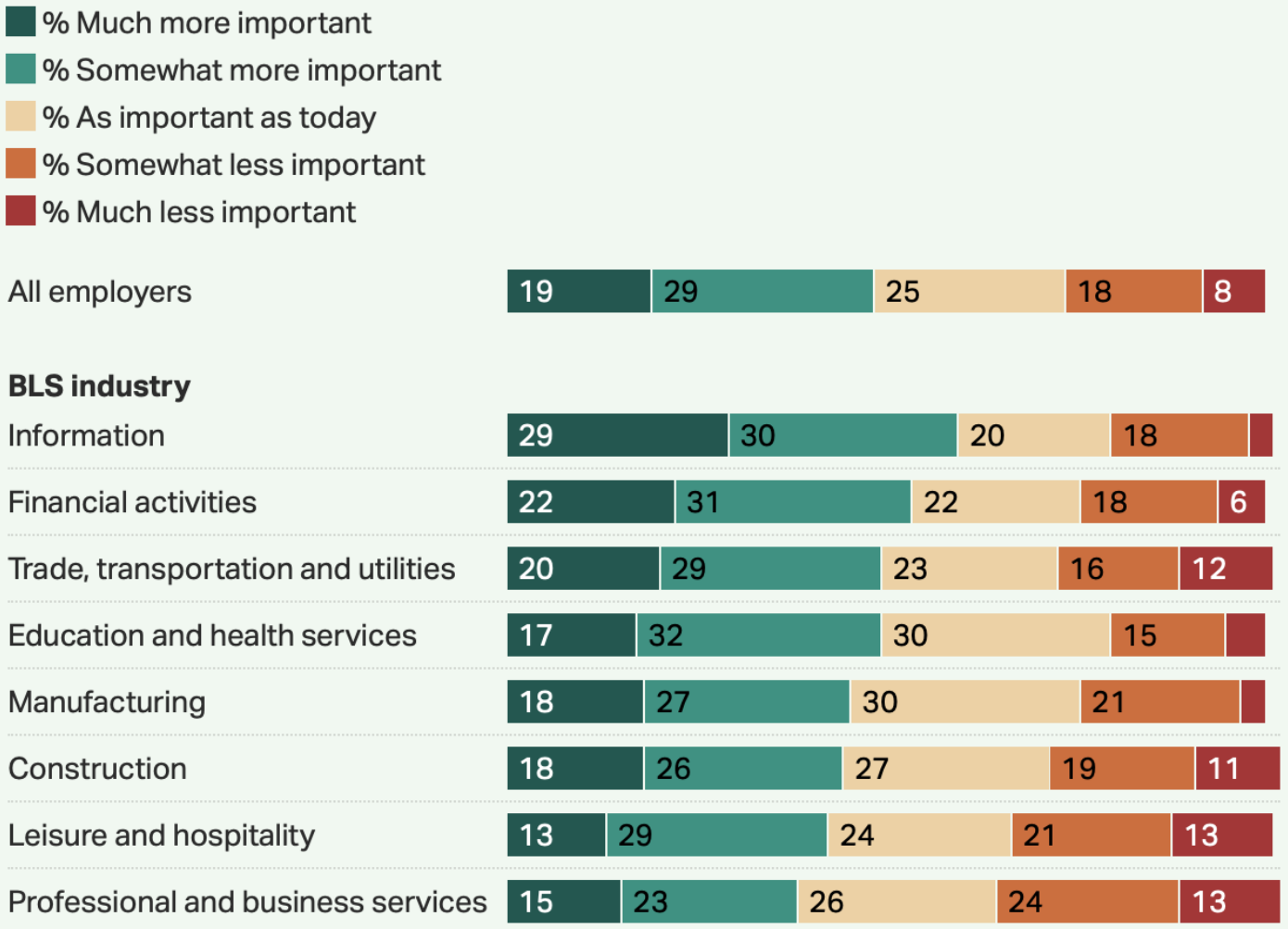
Data and Next Steps

“Employers Still Want the Degree”

-Lumina Foundation
October 20, 2026

Employers' Views of AI's Impact on Value of a College Degree

How do you think artificial intelligence will affect the importance of college degrees in the next five years? Will college degrees be ...



Lumina Foundation/Gallup, Aug. 5-18, 2026

Get the data • Download image

GALLUP

FACULTY AI SNAPSHOT

Faculty AI Use: 869 Faculty Responses

Use is growing, but it remains concentrated in planning and content development.

84%

FAMILIAR WITH AI

Agree or strongly agree they are familiar with tools such as ChatGPT, Gemini, Grammarly, and Copilot.

72%

SEE LEARNING POTENTIAL

Believe AI tools can improve student learning.

72%

USED AI IN TEACHING

Used AI in at least one teaching-related area this academic year.

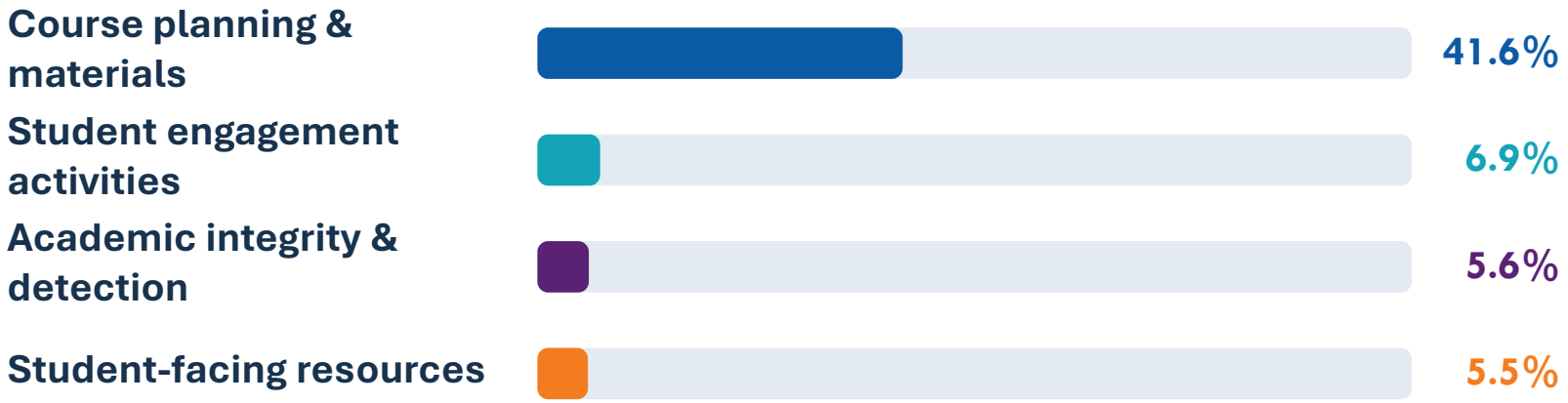
42%

PLANNING & MATERIALS

Used AI for syllabi, lesson plans, assignments, quizzes, or presentations.

HOW FACULTY ARE USING AI

All faculty responses



ADOPTION IS NOT YET UNIVERSAL

27.7% of faculty report no AI use in their teaching role this academic year.

Part-time faculty: 32.2%
Full-time faculty: 23.4%

KEY INSIGHT Faculty sentiment is ahead of broad instructional integration. The clearest near-term opportunity is helping faculty move from familiarity to purposeful classroom practice.

Source: 2026 CCFSSE Results

Training and Governance

Awareness, participation, and course-level expectations are not yet consistent across faculty.

TRAINING PATHWAY

56% Say training is provided

›

54% Participated when eligible

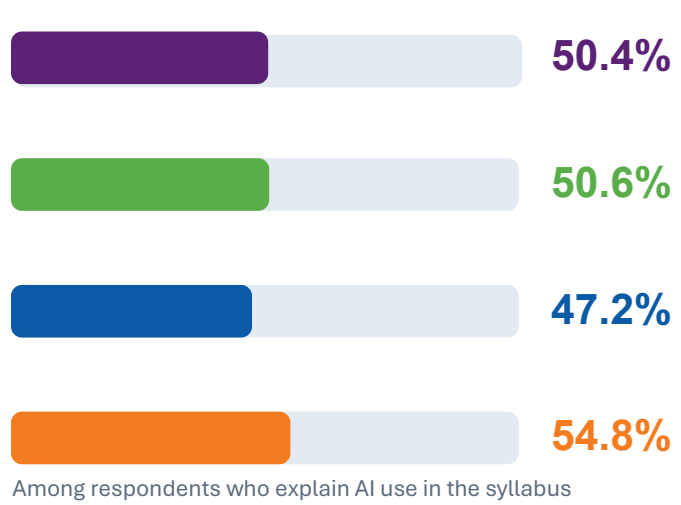
›

97% Somewhat or very satisfied

32.2% do not know whether AI training is available.

Participation and satisfaction percentages use the applicable follow-up respondents, not all faculty.

COURSE-LEVEL READINESS



Among respondents who explain AI use in the syllabus

WHAT THE DATA SUGGEST

CLARIFY Make the institutional AI policy easier to find and translate it into course-level examples.

EQUIP Expand practical training around assignments, feedback, accessibility, and responsible use.

Include Part-time faculty were less likely to be aware of institution training opportunities and less likely to take advantage of them.

KEY INSIGHT The strongest implementation need is not basic awareness. It is creating consistent guidance, scalable training, and shared expectations for responsible instructional use.

Next Steps: Student AI Survey – What we need to understand

- AI Awareness and Use
- AI Literacy and Knowledge
- Career and Workforce Readiness
- Concerns
- Confidence
- Faculty and Course Expectations
- How Students Use AI
- Learning and Academic Impact
- Sentiment towards AI

Next Steps

- Gather input
  - Complete faculty, staff, and student surveys to better understand AI use, readiness, expectations, and needs.
- Develop HCC's AI framework
  - Refine Learn, Apply, Protect into a full framework that defines institutional principles and expectations for AI across teaching, learning, workforce preparation, operations, and governance.
- Translate principles into practice
  - Identify implications for AI literacy, teaching and learning, assessment, workforce preparation, governance, and responsible use.

- The next phase of this work is development of a full framework designed for the community college mission.

  - How do we prepare every student to navigate an AI-enabled world?
  - How do we use AI to strengthen learning, rather than substitute for it?
  - How do we prepare students for workplaces being reshaped by AI?
  - How do we preserve human judgment, connection, and trust?
  - How do we ensure AI expands opportunity and access?

- **HCC has an opportunity to help define what responsible AI looks like for community colleges.**

Questions

REPORT ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
C.	**Scholarships for Credentials of Value 2025-2026**	**Dr. Margaret Ford Fisher** **Dr. Miguel Ramos** **Dr. Lisa Alcorta** **Boni Jacobs**

DISCUSSION

The review assesses how AY 2026 scholarship investments support students pursuing Credentials of Value by examining scholarship participation, awards, completion outcomes, estimated state funding, and continued enrollment toward credential completion.

COMPELLING REASON AND BACKGROUND

Scholarships represent an important investment in helping HCC students progress toward Credentials of Value that align education with career opportunities and workforce demand. To better understand the return on this investment, the Academic Year 2026 review considers scholarship participation and awards, credential completion outcomes, estimated state funding, and continued enrollment into Fall 2026.

STRATEGIC ALIGNMENT

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

ATTACHMENTS:

Description	Upload Date	Type
Scholarships for Credentials of Value Presentation (Revised)	11/4/2026	Presentation
Scholarships for Credentials of Value Presentation	10/27/2026	Presentation

This item is applicable to the following:

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

Scholarships for Credentials of Value 2025-2026

Margaret Ford Fisher, Ed.D.
Chancellor

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

Lisa Alcorta, Ph.D.
Vice Chancellor, Student Services

Boni Jacobs
Director of Financial Aid

Revised 11/3/2026

November 4, 2026

Overview

- This review considers the return on scholarship investment for students pursuing Credentials of Value (COVs), which align education with career earnings and workforce demand.
- The analysis focuses on AY 2026 scholarship support within the broader range of financial assistance available to HCC students.
- Scholarship participation and award totals establish the scale of investment across fall, spring, and summer terms.
- Completion outcomes and estimated state funding provide a financial perspective on that investment. Fall 2026 returning students provide context for continued progress toward a credential.

What is a Credential of Value?

From the THECB

A Credential of Value…

- Equips recipients for strong career trajectories
- Improves students' career earnings opportunities
- Aligns with high-demand jobs
- Meet a cost-benefit threshold defined by the state such that a student with a specific credential must earn enough within a specified amount time (5 years for associates degrees, 10 years for all other awards) to pay for their education and surpass the earnings of a typical high school graduate.[1, 2, 3]

Top 5 HCC Credentials of Value

- AA Business
- AA Multidisciplinary Studies
- Associate of Science
- Engineering Science
- Business Management

1. https://databridge.highered.texas.gov/credentials-of-value/
2. https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/credentials-of-value/
3. Texas Administrative Code

Types of Aid Available to HCC Students

GRANTS

- Federal Pell Grant
- Texas Educational Opportunity Grant (TEOG)
- Texas Public Education Grant (TPEG)
- TEACH Grant
- Supplemental Educational Opportunity Grant (SEOG)

SCHOLARSHIPS

- HCC Foundation Scholarships
- Chancellor Scholarship
- Eagle Promise
- Honors College Scholarship
- Impact Scholarship
- External Scholarships
- Associate Degree Nursing Scholarship

OTHER AID

- Work Study
- Student/Parent Emergency Award
- Swoop Emergency Assistance Award
- Federal Direct Stafford Loans
- Federal Direct Plus Loans

HCC Scholarship Recipients in a COV
AY 2026

Fall 2025	Spring 2026	Summer 2026
2,068	3,385	2,391

HCC Scholarships Awarded for COVs, AY 2026

Scholarship	Amount Awarded	
Associate Degree Nursing	$	147,119
Impact	$	374,546
Connect 2 Workforce	$	1,750,666
Houston Reconnect	$	5,974,879
Chancellor Discretionary	$	83,000
Reserve	$	396,320
Eagle Promise	$	61,081
Honors Program	$	595,982
Student/Parent Emergency Award	$	23,730
Swoop Emergency Assistance Award	$	108,980
Total Awarded	**$**	**9,516,303**

Estimated Community College Finance COV's AY 2026

1,076	Completers
1,129	Fundable COVs
$ 4,134,375	

Returned Fall 2026

2,667

HCC Scholarship Breakdown by COV award type, AY 2026

Associates	$2,272,625
Bachelors	$46,500
Certificates	$938,000
ICLCs	$94,687
OSA	$782,563

Takeaways

- The $4,134,375 estimated state funding return reflects outcomes reported to date.
- The final return on AY 2026 COV scholarship investment will continue to increase as students work towards completion.
- 2,667 students who received scholarships in AY 2026 are continuing their education in fall 2026.
- Continued tracking of these students will provide a fuller assessment of the investment over time.

Thank You

Scholarships for Credentials of Value 2025-2026

Margaret Ford Fisher, Ed.D.
Chancellor

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

Lisa Alcorta, Ph.D.
Vice Chancellor, Student Services

Boni Jacobs
Director of Financial Aid

November 4, 2026

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Thank You

REPORT ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
D.	**International Student Program (ISP) Update**	**Dr. Margaret Ford Fisher** **Dr. Lisa Alcorta** **Dr. Chassity Holliman-Douglas**

DISCUSSION

Houston City College (HCC) will provide an update on the International Student Program (ISP), highlighting enrollment trends, student success outcomes, and services that support the academic, personal, and immigration needs of international students. The presentation outlines recruitment and retention efforts, student engagement initiatives, scholarship opportunities, and support services designed to promote student success and compliance with federal regulations. It also highlights collaborative partnerships, outreach activities, and strategic initiatives that strengthen HCC's global presence, enhance the international student experience, and support institutional enrollment goals.

COMPELLING REASON AND BACKGROUND

HCC is committed to fostering a welcoming and globally engaged learning environment that supports the success of international students. Through the International Student Program (ISP), the College provides specialized enrollment, advising, immigration, and student support services designed to promote academic achievement, retention, and compliance with federal regulations. ISP plays a vital role in advancing HCC's enrollment goals, global engagement efforts, and commitment to student success.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success

ATTACHMENTS:

Description	Upload Date	Type
International Student Program (ISP) Update	10/22/2026	Presentation

This item is applicable to the following:

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

HOUSTON CITY COLLEGE

International Student Program (ISP) Update

Margaret Ford Fisher, Ed.D.
Chancellor

Lisa Alcorta, Ph.D.
Vice Chancellor, Student Services

Chassity Holliman-Douglas, Ed.D.
Associate Vice Chancellor, Special Programs & Success

November 4, 2026

The Team Behind International Student Success

Campus-based expertise • Personalized service • Multilingual support

PROGRAM LEADERSHIP & CAMPUS COVERAGE

Nithy Sevanthinathan, Ed.D.
Director, International Student Program (ISP)

Eloy Anaya
Coleman

Gustavo Camacho
Spring Branch

Gerald Greene
Katy

Mahnaz Arzanipour
West Loop

Sarahannzita Obi
Central

Thomas Kallarachal
Eastside

Thit Lwin
Alief Hayes

Tina Do
Stafford

STUDENT SUPPORT TEAM

Jessica Neal
Debra Conway
Bianca Sanchez
Thanh Tran
Yessenia Godinez
Kevin Lacey

SERVICES PROVIDED

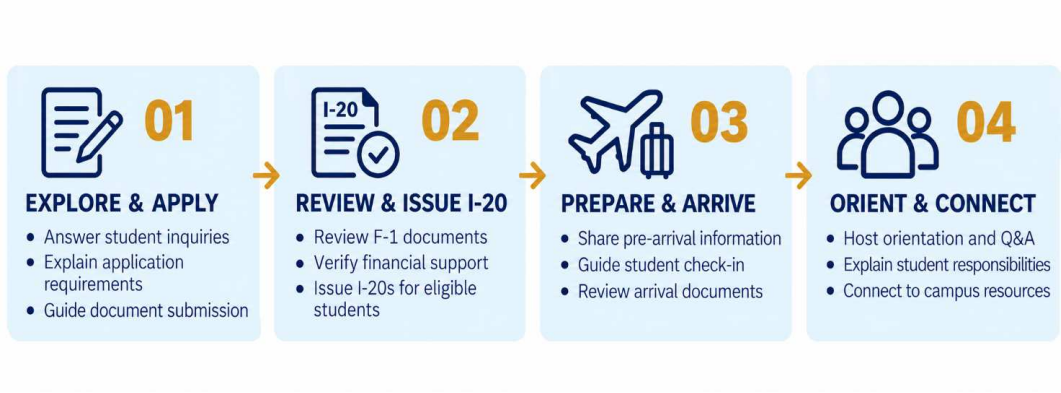




From Global Interest to Campus Belonging

#1 Destination for international student enrollment among peer community colleges.

Source: IIE Open Doors Report





Comprehensive Support for International Student Success



Peer & Community Engagement

International Student Ambassadors and pizza mixers build a sense of belonging.

Immigration Advising & Advocacy

Connect with a DSO and instructional deans for guidance and support.

Well-being & Development

Mental health counseling, tailored career services, and priority registration.

Specialized Workshops

Regular Optional Practical Training (OPT) and Change of Status (COS) workshops.

Credential Completion

Good Neighbor Scholarship support helps students continue toward completion.

International Enrollment | Five-Year Trend

Completed academic years show sustained enrollment above the 2022–2023 baseline.



2025–26 ENROLLMENT

3,933

+13.3%

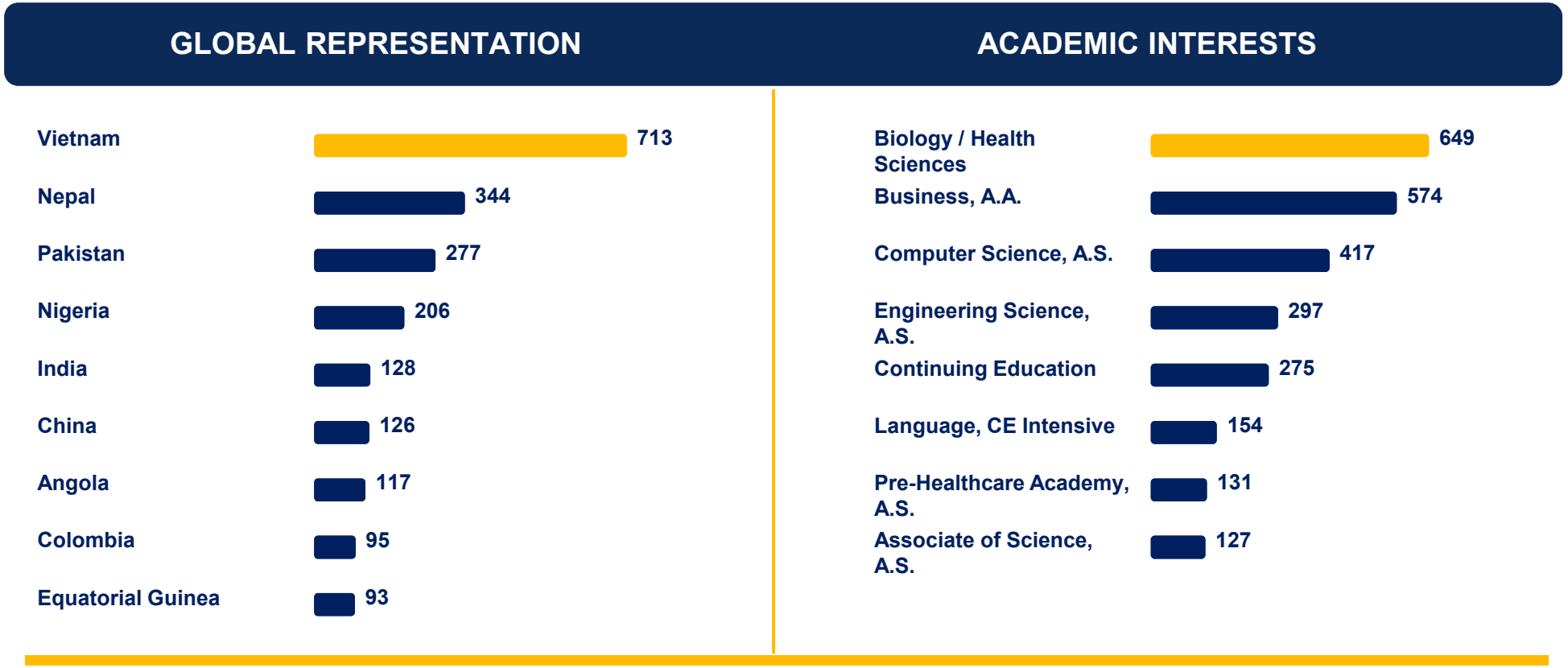
vs. 2022–23 baseline

- **2026 – 2027 is in progress; preliminary figures should not be compared with completed academic years.**

Source: HCC OIR, Tableau, Enrollment Trends. as of 08/21/26
**Please note: The 2026-2027 enrollment is ongoing.

Where Global Talent Finds Opportunity - Spring 2026

Global representation and program demand.



Source: HCC OIR, Tableau, Academic Programs, as of 08/21/2026

International Student Achievement: Growing Credential Completion 2024 – 2026 Associate Degrees and Certificate Awarded

+34.6% Growth in associate degree awards 2024 to 2026

537 Associate degrees awarded in 2026

ASSOCIATE DEGREE AWARDS



STUDENT SUCCESS HIGHLIGHT - Associate degree awards grew 34.6% from 2024 to 2026, reaching 537 awards.

Source: PS_DASH_ENROLLMENT_CURR and PS_DASH_COMPLETION, as of 10/19/2026. Includes AA, AAS, AAT, AS and listed certificate credentials.

INTERNATIONAL EDUCATION WEEK

Passport Around the World

NOVEMBER 16–20, 2026



CAMPUS CELEBRATION

CULTURE ON DISPLAY

International students host country and region tables with music, activities, and possible food samples.

A PASSPORT TO EXPLORE

Students collect passport stamps at each stop.
A world map, trivia, and prize drawings invite participation.



Connecting students across cultures

Thank You

REPORT ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
E.	**Veteran & Military-Affiliated Student Success (VMASS) Updates and Military Education Programs**	**Dr. Margaret Ford Fisher** **Dr. Lisa Alcorta** **Dr. Chassity Holliman-Douglas**

DISCUSSION

Overview of Houston City College's Veteran & Military-Affiliated Student Success (VMASS) and Military Education Programs, highlighting the College's strategic commitment to serving veterans, active-duty service members, military spouses, dependents, and other military-connected students. The presentation will provide an update on enrollment and student success outcomes, academic achievement, credential attainment, student support services, and community engagement efforts that contribute to student persistence and completion. Additionally, the Board will be informed of the College's nationally recognized Military Friendly® distinctions, the expansion of career and workforce pathways, and the continued development of the National Defense Education and Leadership Initiative (NDELI). The discussion will also outline future priorities and opportunities designed to strengthen student success, enhance workforce readiness, and advance the College's role as a premier educational partner for the military and veteran community.

COMPELLING REASON AND BACKGROUND

Houston City College (HCC) is committed to supporting the academic success, retention, and career advancement of veterans, active-duty service members, National Guard and Reserve members, military spouses, and dependents. Through the Veteran & Military-Affiliated Student Success (VMASS) program and Military Education initiatives, the College provides comprehensive enrollment, advising, certification, benefits support, career readiness, and student engagement services designed to address the unique needs of military-connected students. VMASS plays a vital role in advancing the College's student success and workforce development goals while reinforcing HCC's commitment to serving those who have served our nation and their families.

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success

ATTACHMENTS:

Description	Upload Date	Type
Veteran & Military-Affiliated Student Success (VMASS) Updates and Military Education Programs	10/28/2026	Presentation

This item is applicable to the following:

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

Veteran & Military-Affiliated Student Success (VMASS) Updates & Military Education Programs

Margaret Ford Fisher, Ed.D.
Chancellor

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

Lisa Alcorta, Ph.D.
Vice Chancellor, Student Services

November 4, 2026

Veteran & Military-Affiliated Student Success (VMASS) Updates

Margaret Ford Fisher, Ed.D.
Chancellor

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

Lisa Alcorta, Ph.D.
Vice Chancellor, Student Services

November 4, 2026

VMASS Leadership & Team

ONE TEAM • ONE MISSION • SUPPORTING THOSE WHO SERVE

Kapree Thomas, MBA

Director, Veteran & Military-Affiliated Student Success (VMASS)

OUR DEDICATED VMASS TEAM

- School Certifying Officials (SCO)
- Coordinator
- Sr. Administrative Assistant
- Full-Time & Part-Time VA Assistants
- Work-Study Students

STUDENT VETERAN RESOURCE CENTERS

- Alief
- Katy
- Central
- Eastside
- Northline
- Stafford
- West Loop







Veterans Affairs Educational Assistance Programs

Federal Education Benefits

Chapter 30
Montgomery GI Bill

Chapter 31
Veteran Readiness & Employment (VR&E)

Chapter 33
Post-9/11 GI Bill

Chapter 35
Survivors' & Dependents' Assistance

Chapter 1606
Selected Reserve GI Bill

Military Tuition Assistance (TA)
Federal Service-Member Assistance

MyCAA
Military Spouse Career Advancement

State Education Benefits

Texas Hazlewood Act
Tuition exemption for eligible veterans, spouses, and dependents.

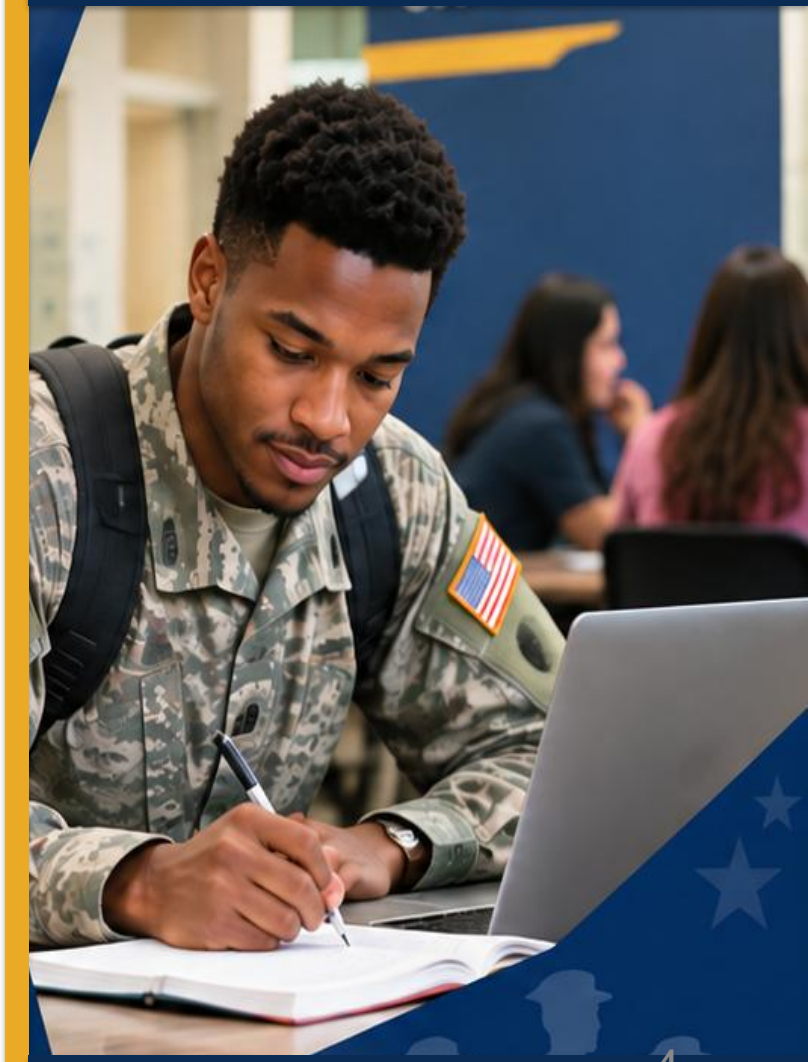
Hazlewood Legacy Program

Eligible veterans may transfer unused exemption hours to a qualifying child.

Texas Military Tuition Assistance Programs

Educational funding opportunities for eligible Texas military personnel

MILITARY-AFFILIATED STUDENT SUCCESS



Beyond Benefits: A Comprehensive Approach to Military-Affiliated Student Success

Access • Engagement • Retention • Completion

ACADEMIC ACCESS & SUCCESS

Priority registration, TSI exemptions, advising and educational pathways

STUDENT ENGAGEMENT & ADVOCACY

Seven resource centers, veteran recognition, campus connections and an in-house VA counselor

CAREER READINESS & PATHWAYS

Military learning-to-credit pathways, career services and workforce development

COMMUNITY PARTNERSHIPS

Connections for housing, wellness, employment and community resources

RETENTION & COMPLETION

Personalized assistance, timely referrals and coordinated student support

INSTITUTIONAL COLLABORATION

Coordination with Instruction, Student Services, Financial Aid and the Registrar

NATIONAL RECOGNITION

Military Friendly® and Spouse Friendly®



2022–23
Spouse Friendly



2023–24
Gold School



2024–25
Gold School



2025–26
Top 10 Gold



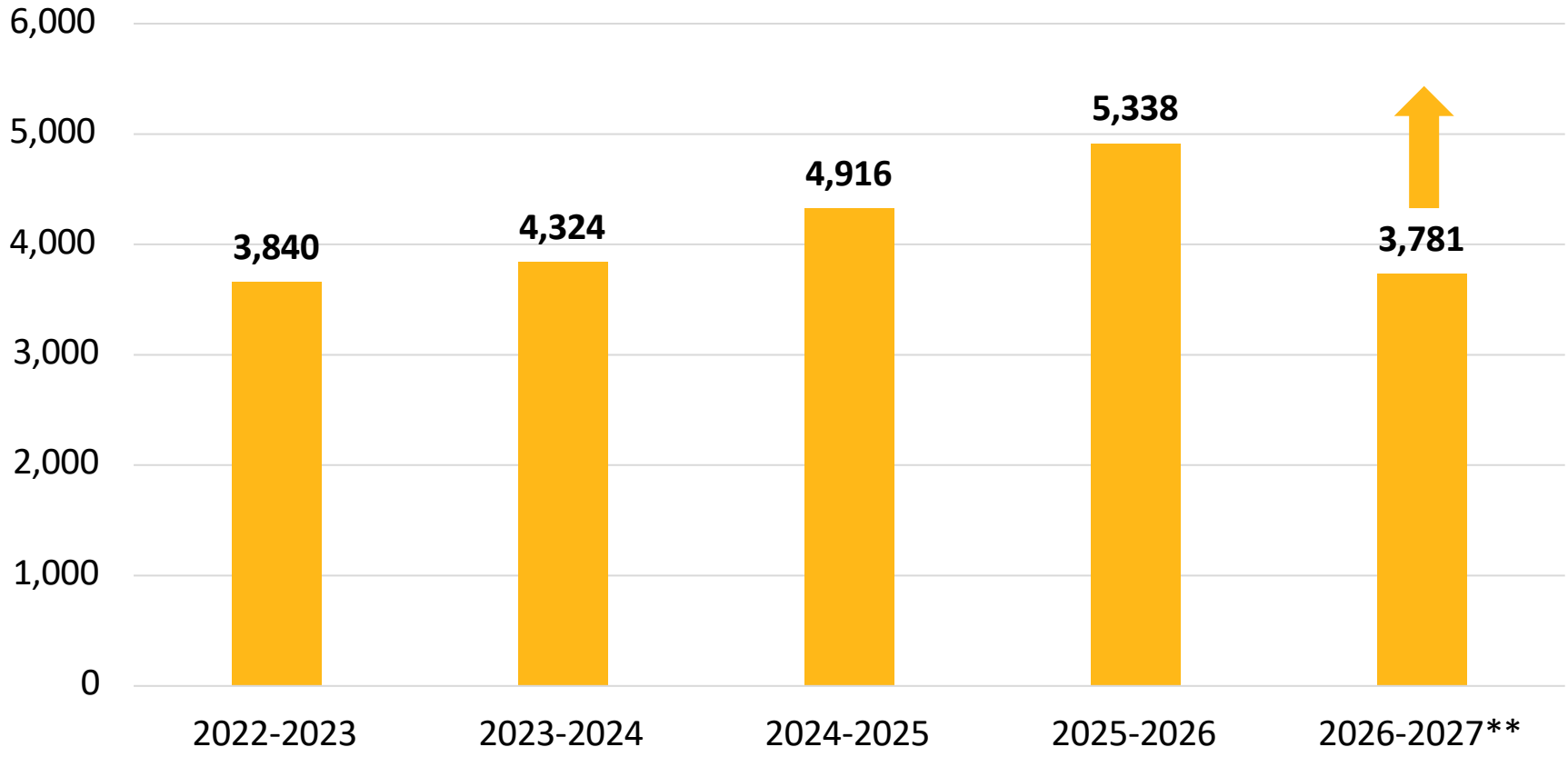
2025–26
Spouse Friendly



2026–27
Military Friendly

HCC's comprehensive support model reflects the commitment recognized through national Military Friendly® designations.

Veteran Student Enrollment by Academic Year 2022 – 2026

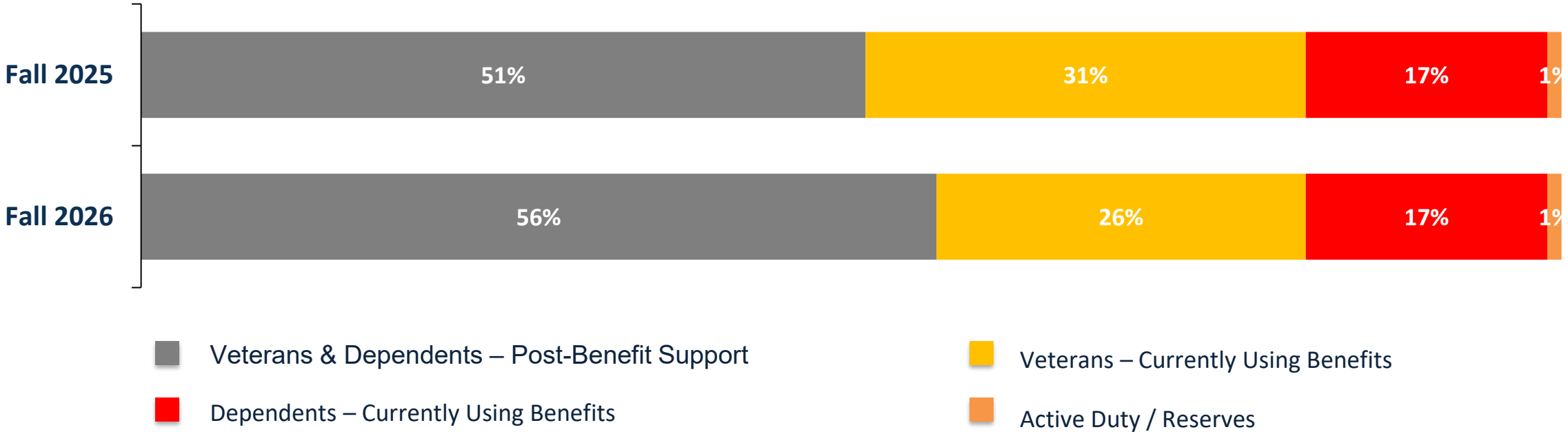


HCC OIR / Tableau, Enrollment Trends, as of 09/08/26

**Note that this only includes the first semester of the academic year, Fall 2025. Fall 2026 Enrollment is ongoing.

Military-Affiliated Student Population: Enrollment Trends and Continued Support

Fall 2025 vs. Fall 2026



KEY TAKEAWAY: 56% of military-affiliated students in Fall 2026 were Veterans and Dependents who had exhausted their VA education benefits but continued utilizing VMASS resources — up 5 percentage points from Fall 2025.

Source: HCC OIR/ Tableau, Enrollment Trends, as of 09/10/2026
*Fall 2026 Enrollment is ongoing.

From Service to Success: Veteran Academic Pathways & Enrollment Trends

Top 10 Academic Programs | 2024–2026 | Overall Change: +2.0%

ACADEMIC PROGRAM	2024–25	2025–26	YEAR-OVER-YEAR CHANGE
AS Biology – Health Sciences	605	**748**	**+23.6%**
AA Multidisciplinary Studies	488	468	-4.1%
AA Business	444	**462**	**+4.1%**
Associate of Science	288	259	-10.1%
Continuing Education	209	209	0.0%
Adult/Continuing Ed Noncredit	197	161	-18.3%
AS Psychology	187	**199**	**+6.4%**
AS Biology – Majors/Pre-Med	183	168	-8.2%
Engineering Science	182	**200**	**+9.9%**
AS Computer Science	144	113	-21.5%

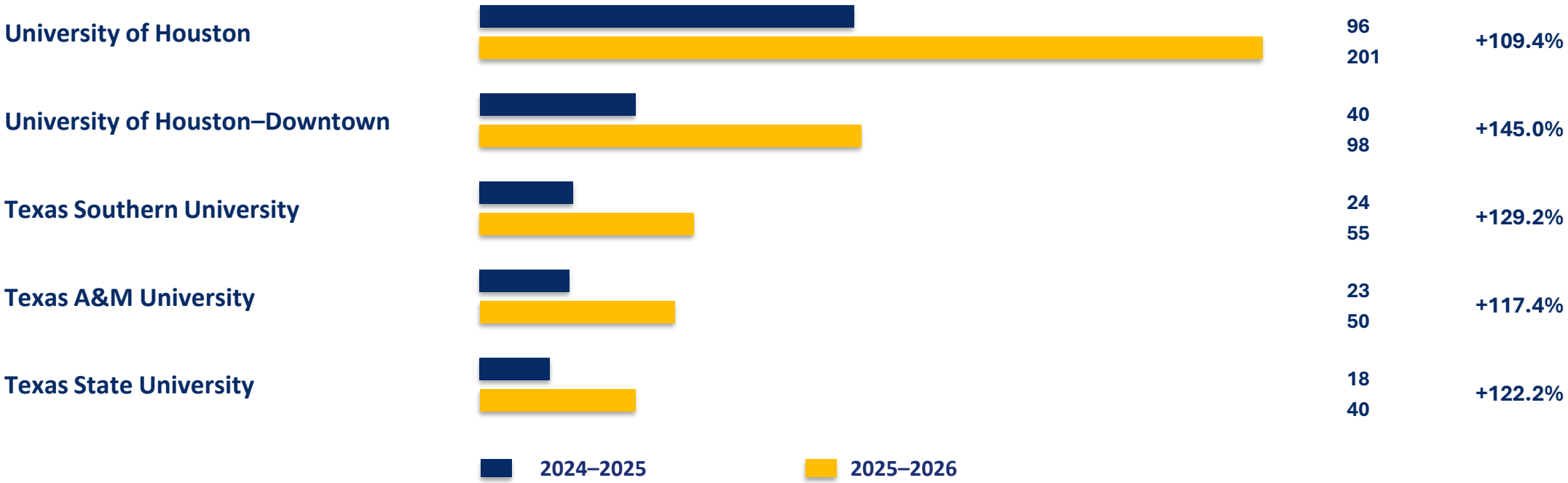
Source: OIR / Tableau. Academic program figures provided for 2024–2025 and 2025–2026. These are not university transfer counts.

Veteran Student Transfers to Top Five Universities Increase by 120.9%

201
2024–2025 transfers

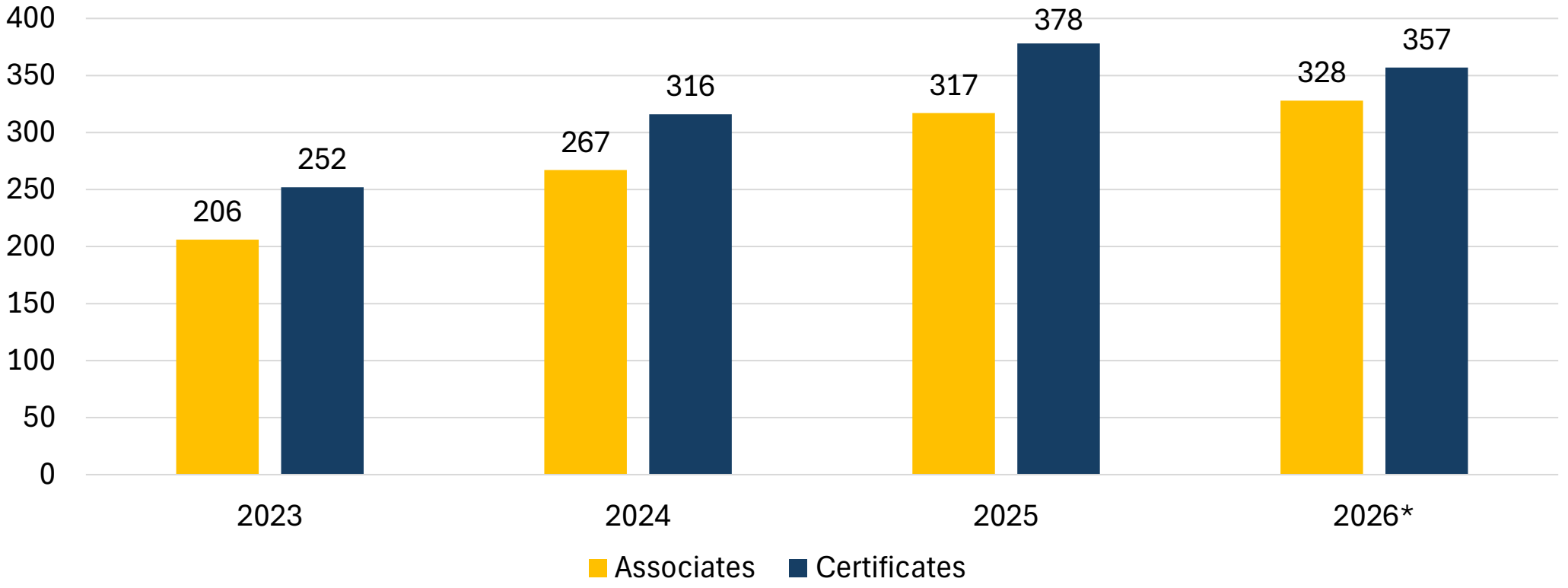
444
2025–2026 transfers

+120.9%
Year-over-year growth



Source: HCC OIR / Tableau transfer destination charts supplied for 2024–2025 and 2025–2026. Counts represent the five listed universities.

Advancing Veteran Student Success: Growth in Degrees and Certificates



Source: PS_DASH_ENROLLMENT_CURR AND PS_DASH_COMPLETION as of 09/08/2026. **Note:** Includes AA, AAS, AAT, and AS in Associates and CERT1, CERT2, and CERT3, ATC, and CCC in Certificate. Core Completions have been added because the VA covers the cost of those courses. Note: *2026 is ongoing.

VMASS in Action: Connecting Military-Affiliated Students to Resources, Community & Opportunity

2025–2026 | Building Connections, Creating Opportunities & Supporting Student Success

Outreach Event	Internal Resources	External Resources	Student Engagement	Recruitment & Outreach
Reconnect Fairs	✓		✓	✓
VHA Community Mental Health Summit		✓		
Community Resource Fairs	✓	✓	✓	✓
Orientation Collaboration with Fire & Public Safety Programs		✓	✓	✓
Semesterly Information Sessions	✓	✓	✓	
VA Disability Informational Session	✓	✓	✓	
Employer Speed Networking		✓	✓	
Fleet Week		✓		
Student Veterans of America (SVA) Organization Updates		✓	✓	✓
Student Services Enrollment Call-Out Campaign	✓	✓	✓	✓

OUTREACH IN ACTION



ENGAGE • CONNECT • SUPPORT

VETERANS DAY 2026 | BOOTS & BBQ

A Veteran's Day Salute to Service

THURSDAY, NOVEMBER 5, 2026

9:30 a.m.– 2:00 p.m. | HCC Central Campus

HONOR • CONNECT • CELEBRATE

COMMEMORATIVE WALK

Walk with purpose and honor service

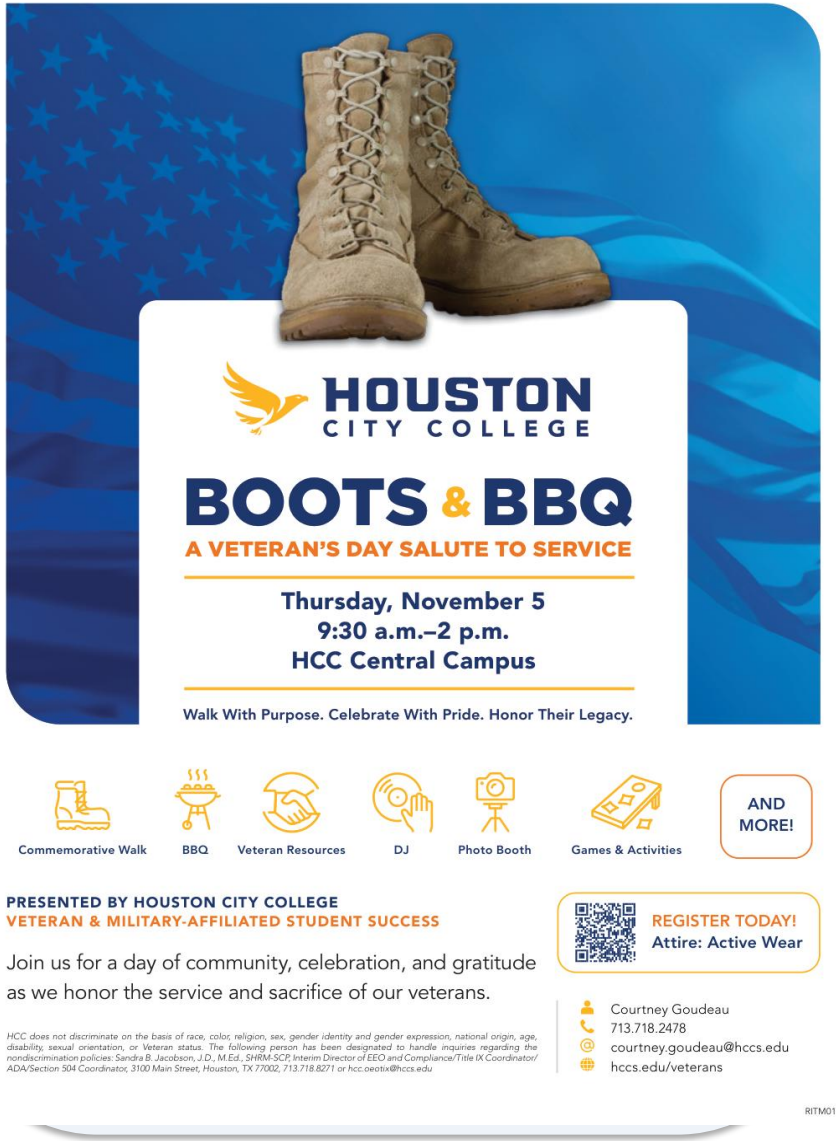
VETERAN RESOURCES

Connect with campus and community partners

BBQ & CELEBRATION

DJ, photo booth, games and activities

Walk With Purpose. Celebrate With Pride. Honor Their Legacy.



HOUSTON
CITY COLLEGE

Military Education Brief

November 4, 2026

National Defense Education and Leadership Initiative (NDELI)

Houston City College's institutional strategy is to establish NDELI as a coordinated, institution-wide framework integrating military officer development, academic progression, defense workforce education, applied research, and strategic partnerships.

Through targeted recruitment, university articulation agreements, federal scholarship and internship programs, industry partnerships, and externally funded initiatives, NDELI will connect HCC students—including Veterans, military-affiliated students, dual-credit students, and traditional students—to bachelor's degree completion, military commissioning, federal service, and high-demand defense careers.

Strategic End State: Position Houston City College as a recognized regional gateway to national defense education, research, and workforce development while strengthening enrollment, student completion, institutional partnerships, external investment, and regional economic mobility.

Recommend Lines of Effort (LOEs):

LOE 1 – Military Officer Development & Commissioning
LOE 2 – Academic Progression & University Partnerships
LOE 3 – Federal Scholarships, Internships & Applied Research
LOE 4 – Defense Workforce Development & Industry Integration
LOE 5 – Institutional Growth, Strategic Partnerships & Sustainability

Officer Development - Enhanced ROTC MOUs

UH Army ROTC Enhanced MOU

Strengthen the HCC-to-UH Army ROTC Crosstown pathway.

Coordinate recruiting, advising, scholarship prep, transfer planning and data review.

Army/USACC/UH retains authority over military instruction, contracting and commissioning.

Consider extension-unit feasibility only if performance data supports it.

HCC students in UH Consortium Army ROTC		
AY 2024	AY 2025	AY 2026
3	12	22

UH AFROTC Detachment 003 MOU

Define a USAF/Space Force officer pathway for HCC students.

Align recruiting, academic and transfer planning, leadership development and scholarship prep.

AFROTC retains authority over eligibility, military instruction, physical and Field Training, and commissioning recommendations.

Expand HCC's presence only if measurable outcomes warrant it.

HCC students in UH Consortium Air Force ROTC		
AY 2024	AY 2025	AY 2026
5	9	31

Officer Development - Naval Commissioning Programs

Baccalaureate Degree Completion Program (BDCP) - a collegiate program that allows eligible college students to finish their bachelor's degree while receiving full-time Navy enlisted pay, healthcare benefits, and a guaranteed career as a commissioned Naval Officer upon graduation.[1]

3 HCC students have applied as of October 2026

Civil Engineering Officer Candidate Program (CEOCP) - offers a direct-commission or pre-graduation pipeline for engineering and architecture students to serve as commissioned naval officers managing global construction, facilities, and Seabee expeditionary units.[2]

2 HCC students have applied as of October 2026

Nuclear Propulsion Officer Candidate Program (NUPOC) – a highly competitive collegiate program that allows eligible STEM and engineering students to complete their bachelor's degree while receiving full-time Navy pay, housing allowances, healthcare benefits, and potential financial incentives. At graduation and commissioning, participants enter the Navy's Nuclear Propulsion Program, pursuing careers as commissioned Naval Officers in nuclear-powered submarines, aircraft carriers, nuclear engineering, or nuclear power instruction.[3]

3 HCC students have applied as of October 2026

1. https://www.navy.com/careers-benefits/education/undergraduate-opportunities
2. https://www.navfac.navy.mil/Careers/Students-Grads/CEC-Accessions-Program/CEC-Officer-Training-and-Career-Progression/
3. https://navy.com/careers-benefits/education/nupoc

Creating an Honors College-based Naval Pathway

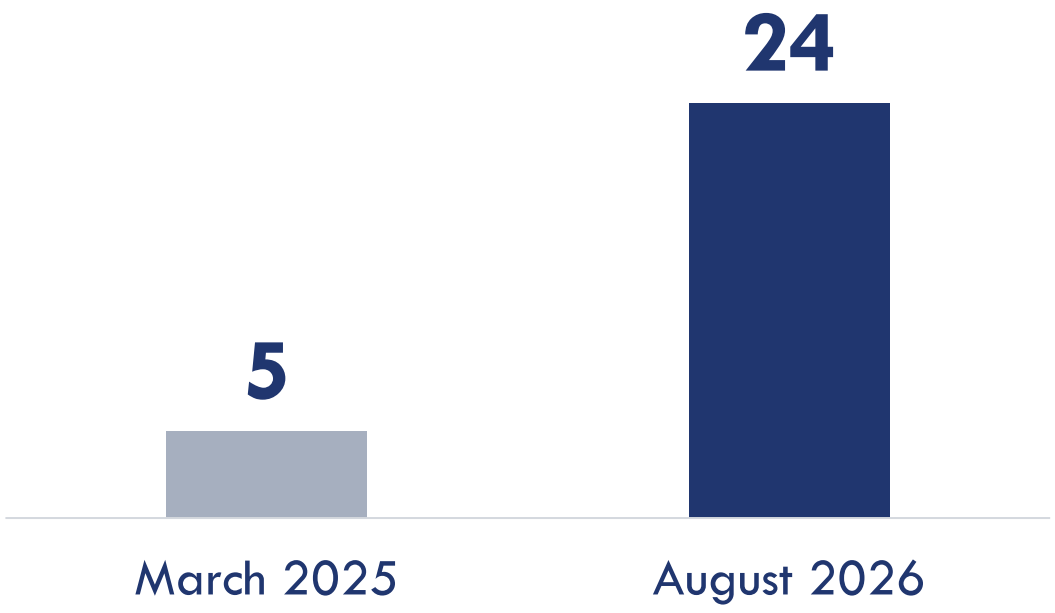
Action: Develop an Honors College–based Naval ROTC Preparatory Program (NPP) in partnership with the Rice University NROTC Consortium, establishing a structured academic and leadership development pathway for eligible HCC students pursuing NROTC participation and eventual commissioning as U.S. Navy or Marine Corps officers.

Implementation: Subject to required Navy approvals, institutional agreements, and program eligibility requirements.

Defense Workforce Opportunities - VICEROY

VICEROY SCHOLARS PROGRAM Department of

Defense-sponsored workforce development initiative designed to build the nation's future cyber, data science, cryptography, and electromagnetic spectrum talent.



19 additional HCC scholars, a 380% increase

VICEROY SCHOLARS INTERNSHIPS MAVEN

and ENVOY internships convert classroom preparation into direct DoD mission experience, professional networks, and a credible pathway to future federal or defense-industry employment. Three HCC Scholars completed internships in 2026.

- 1 VICEROY MAVEN Griffiss Institute, Rome, NY
- 1 VICEROY MAVEN Naval Information Warfare Center, San Diego, CA
- 1 VICEROY ENVOY Air Combat Command, Langley, VA

Current focus is on VICEROY no cost extension to keep HCC engaged as the community college partner in a defense education consortium.

HOUSTON CITY COLLEGE

Defense Workforce Opportunities

Transfer, Degree Completion & Research Pathway Agreements

Agreements extend HCC's role from access provider to pathway integrator. Students can begin at HCC, build credentials & mission exposure, transfer with purpose & continue into bachelors, graduate, research, federal, or defense workforce outcomes

HCC National University

Intent: Establish a durable transfer, online & advanced degree pathways for HCC students, Veterans, military-affiliated students & alumni

Key Features: A.A.S.-to-bachelors degree opportunities, HCC-to-NU graduate pathways, online degree-completion options, Veteran/military-affiliated support & applicable tuition benefits

End State: Transparent, student-facing pathways that reduce lost credit & extend HCC programs into bachelors & graduate degree completions

HCC TAMU-San Antonio

Intent: Refresh an expired transfer articulation framework & add a research-oriented partnership layer

Strategic Value: TAMU/SA is also a VICEROY Virtual Institute, creating potential continuity for transfer, VICEROY continuation, undergraduate research & HCC as a sub-recipient/partner institution under TAMU/SA research opportunities

End State: Transfer + Research Exposure + Defense Education Continuity

HCC University of St. Thomas (UST)

Intent: Establish a coordinated academic and workforce pathway connecting HCC's engineering academies, STEM programs, and military education initiatives with UST bachelor's degree programs, expanding access to four-year degrees and federal career opportunities.

Key Features: Program-to-program articulation and transferable credits; pathways for engineering academy and non-academy students; targeted support for Veterans, military-affiliated students, and dual-credit populations; and integration of military commissioning opportunities

End State: A sustainable, measurable HCC–UST transfer pipeline that increases bachelor's degree attainment, and establishes HCC as a strategic entry point into advanced STEM education and national defense careers.

Defense Workforce Opportunities

Additional Internships and Scholarship Opportunities

Federal Internships

National Nuclear Security Administration

3 HCC students awarded NNSA internships

Naval Research Enterprise Internship Program

5 HCC students awarded NREIP internships

Department of Energy WDTS/SULI/CCI

9 HCC students awarded DOE internships

Scholarships

DoD Cyber Service Academy Scholarship for Service

DoD Science, Mathematics, and Research for Transformation (SMART) Scholarship for Service

HCC students have successfully attained 17 internships through October 2026, establishing a diversified experiential learning pipeline into federal research.

The focus on scholarships is to move students from application to selection for 29 HCC applicants in AY 2027.

Defense Workforce Opportunities

Maritime and Defense Workforce Pipeline

HCC is positioning itself as a Gulf Coast workforce and talent-pipeline partner supporting the U.S. Submarine Industrial Base and broader maritime/defense manufacturing ecosystem.

Work with BlueForge Alliance, Submarine Industrial Base representatives and General Dynamics Electric Boat has advanced from early partnership discussions into development of employer-aligned pathways in welding, machining/CNC, industrial maintenance, logistics and related technical fields.

The effort has also moved toward direct employer deployment: General Dynamics Electric Boat is working with HCC on a spring 2027 recruiting event potentially connecting 200–300 HCC students and alumni with Electric Boat and its Houston-area suppliers.

Partnership discussions have focused on long-term development of employer-aligned pathways in welding, machining/CNC, industrial maintenance, logistics and

Future Strategic Priorities 2026-2029

1. **Military Commissioning & University Pathways**
2. **Federal Scholarships, Internships & VICEROY**
3. **Research & Defense Innovation**
4. **Defense Workforce & Employer Partnerships**
5. **Student Access & Early Talent Development**
6. **Institutional Growth, Funding & Accountability**

Desired End State: Establish Houston City College as a recognized regional entry point into national defense education, research, military commissioning, and workforce development—connecting students to four-year degrees, federal scholarships, internships, industry apprenticeships, and high-demand defense careers while generating sustainable institutional partnerships, external investment, and measurable student success.

NDELI: Building Pathways. Developing Talent. Strengthening National Defense

Our Strategic Commitment: Connect education, military commissioning, applied research, and workforce development into an integrated institutional framework that expands student opportunity and strengthens HCC's contribution to the national defense enterprise.

STUDENT SUCCESS	INSTITUTIONAL GROWTH	NATIONAL IMPACT
Access, transfer, credentials, commissioning & careers	Partnerships, research capacity, funding, and enrollment	A skilled workforce service defense & national security requirements

From Educational Access to National Service

National Defense Education and Leadership Initiative (NDELI)

Thank You

REPORT ITEM

Meeting Date: November 4, 2026

Topics For Discussion and or Action

ITEM #	ITEM TITLE	PRESENTER
F.	**Human Horizons Program Update**	**Dr. Margaret Ford Fisher** **Dr. Norma Perez** **Dr. Nathan Smith**

DISCUSSION

This presentation will provide an update on the Human Horizons initiative, funded by the Teagle Foundation's Cornerstone: Learning for Living grant. Human Horizons is a sequence of specially tagged general education courses across English, History, Humanities, Philosophy, and other programs, grounded in the discussion of transformative texts.

COMPELLING REASON AND BACKGROUND

- Program in the final year of a four-year funding sequence, totaling $300,000, from the Teagle Foundation.
- Providing enrollment and student success data for courses using the Human Horizons model.
- Implications for increasing academic rigor and personalized learning in ongoing HCC discussions about general education reform and the first-year experience.

FISCAL IMPACT

None (grant-funded)

STRATEGIC ALIGNMENT

Strategic Priority: 1- Student Success, Strategic Priority: 2 - Personalized Learning , Strategic Priority: 3 - Academic Rigor

ATTACHMENTS:

Description	Upload Date	Type
Human Horizons Program Update PowerPoint	10/27/2026	Presentation

This item is applicable to the following:

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

Human Horizons Program Update

Margaret Ford Fisher, Ed.D.
Chancellor

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

Nathan Smith, Ph.D.
Instructor, Philosophy

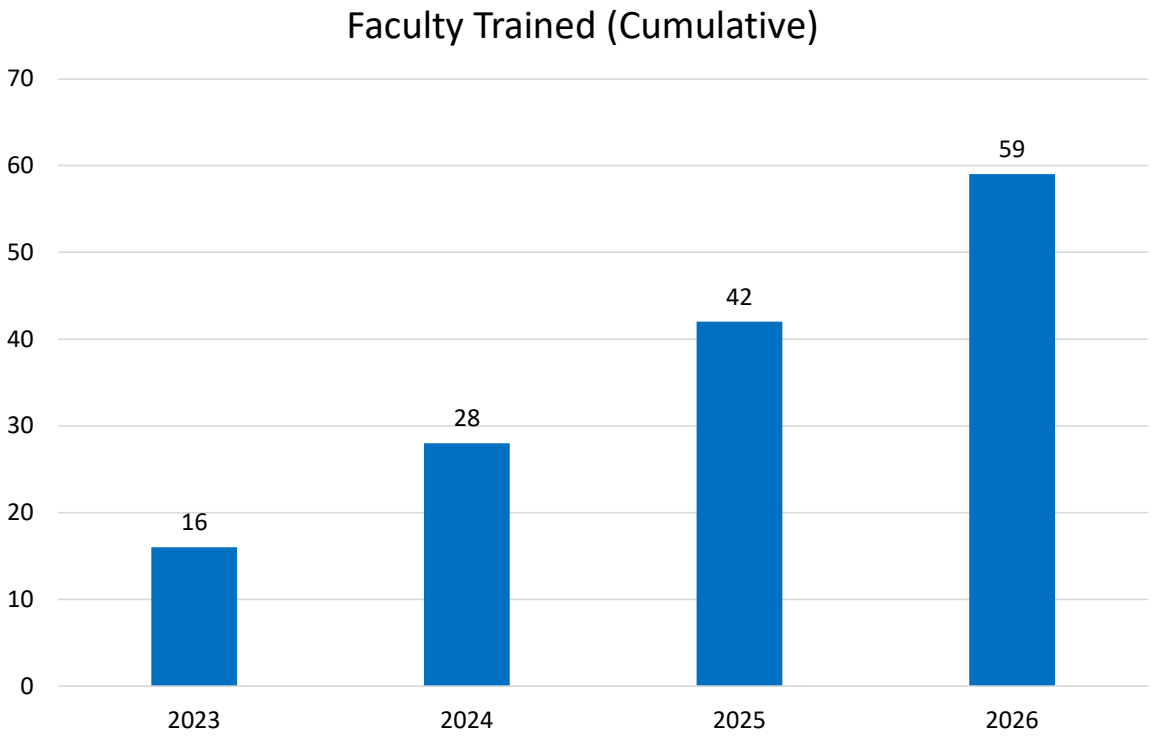
November 4, 2026

Overview

$300,000 Teagle Foundation *Cornerstone: Learning for Living* Grant

- Emphasis on humanities and liberal learning for all students
- Discussion of transformative texts in tagged general education courses
- Program Directors:
  - Joanna Fax (English/ Humanities)
  - David Liakos (Philosophy)
  - Melinda Mejia (English/ Humanities)
  - Jacob Mills (Philosophy)
  - Nathan Smith (Philosophy
- Implementation Date: 2024–present
- Final year of funding

Human Horizons Overview

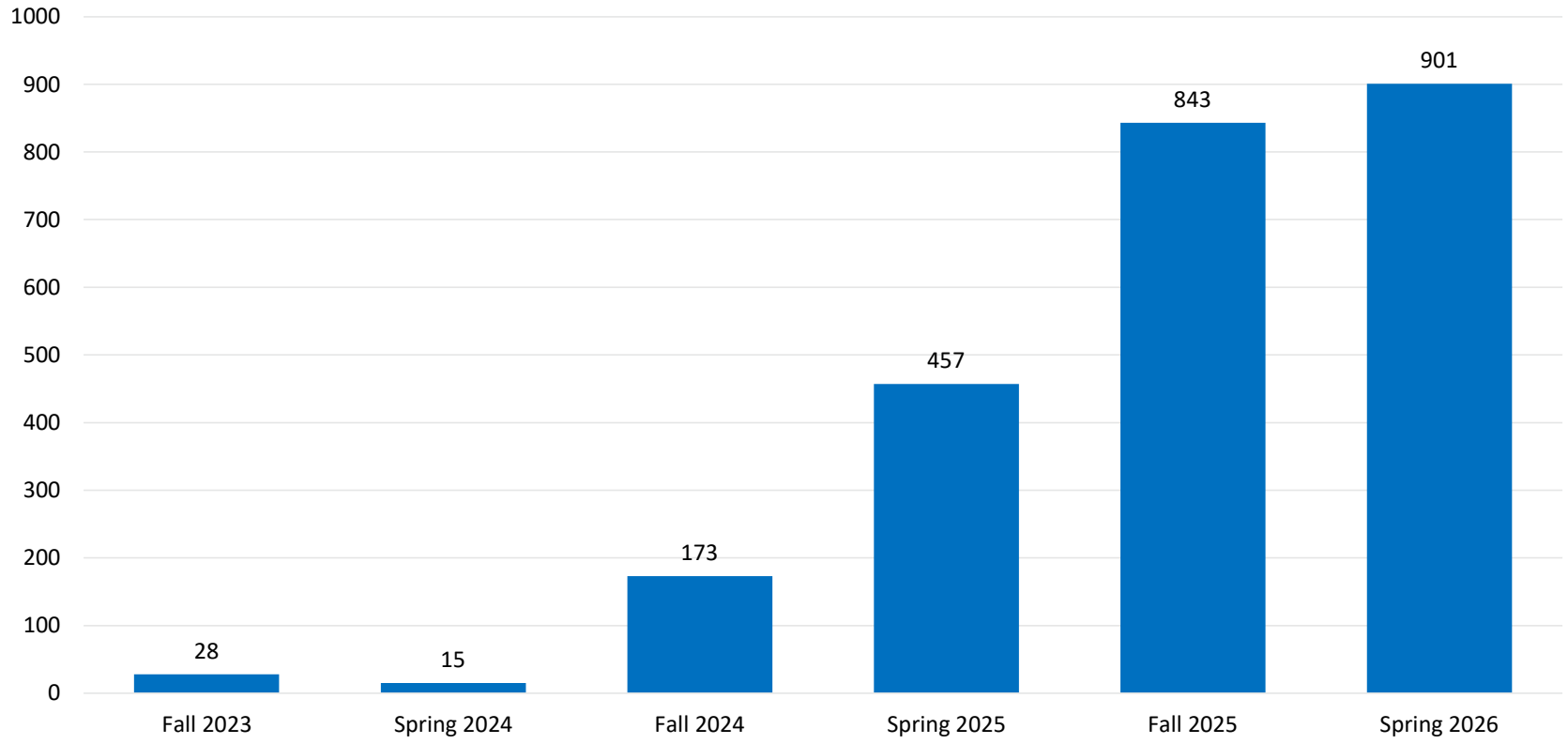


As of Spring 2026:

- 59 Faculty trained
- 39 faculty currently teaching Human Horizons
- 8 distinct courses taught
- 4% of First-time HCC students enrolled in AY 2025-2026

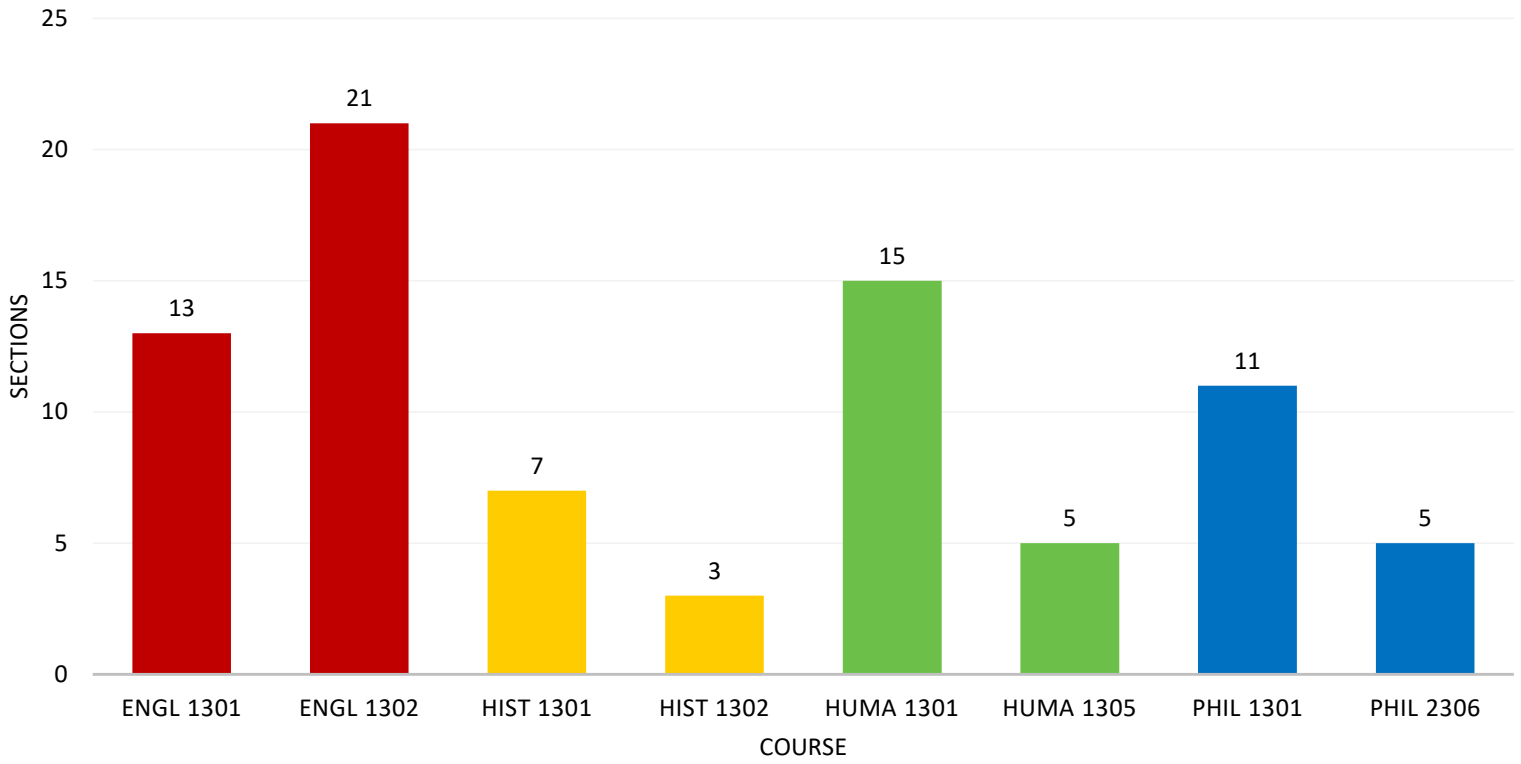
Source: Internal Human Horizons Data

Human Horizons Duplicated Enrollment



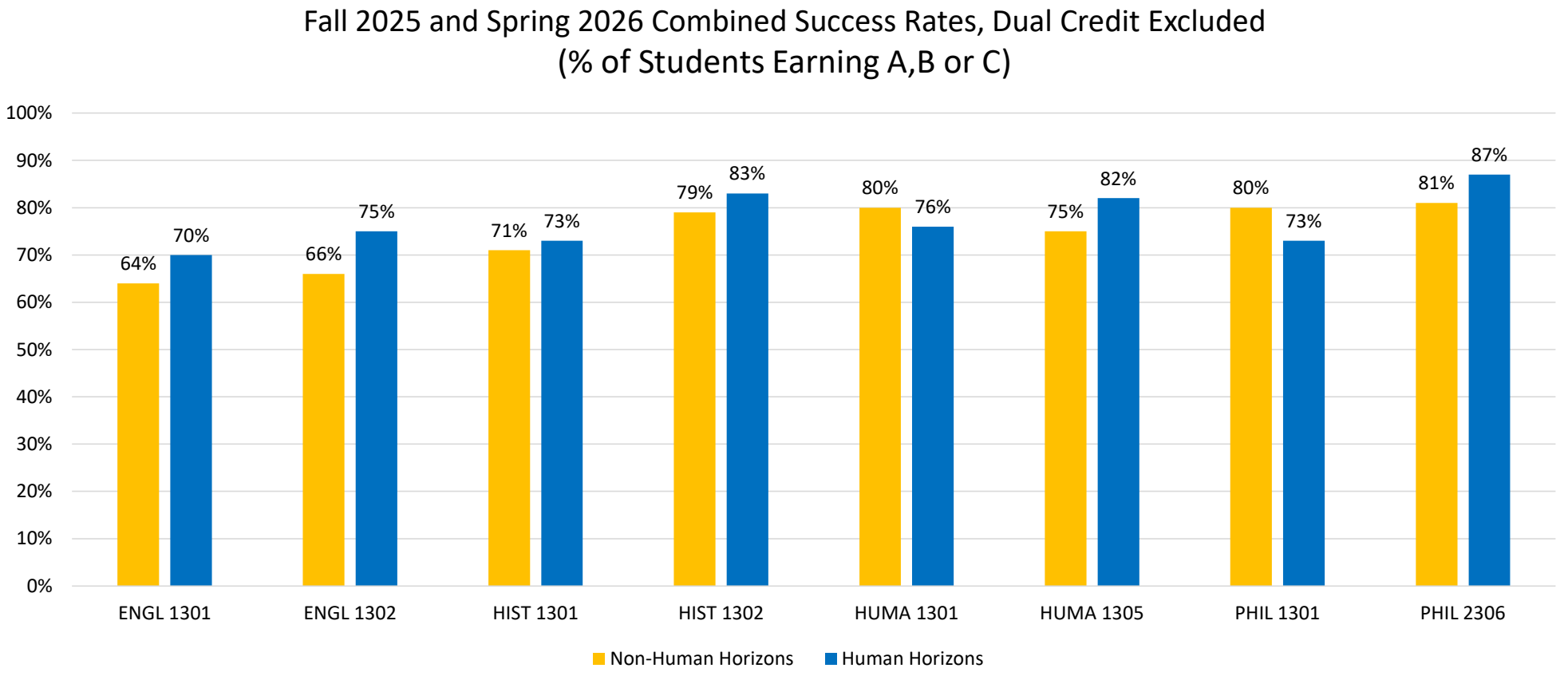
Source: PS_DASH_ENROLLMENT_CURR as of 06/29/2026

Sections Per Course, Fall 2025 and Spring 2026 Combined



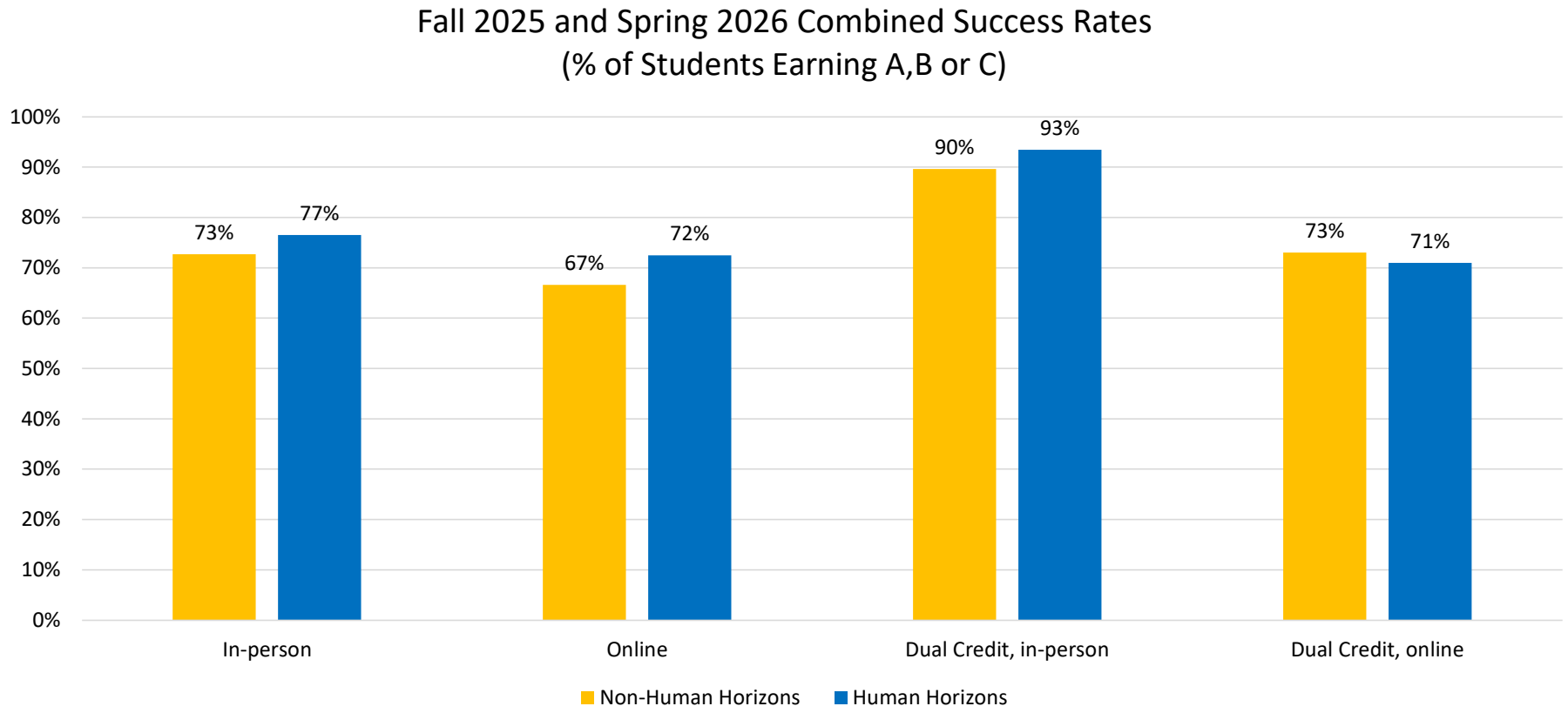
Source: PS_DASH_ENROLLMENT_CURR as of 10/24/2026

Student Success by Course



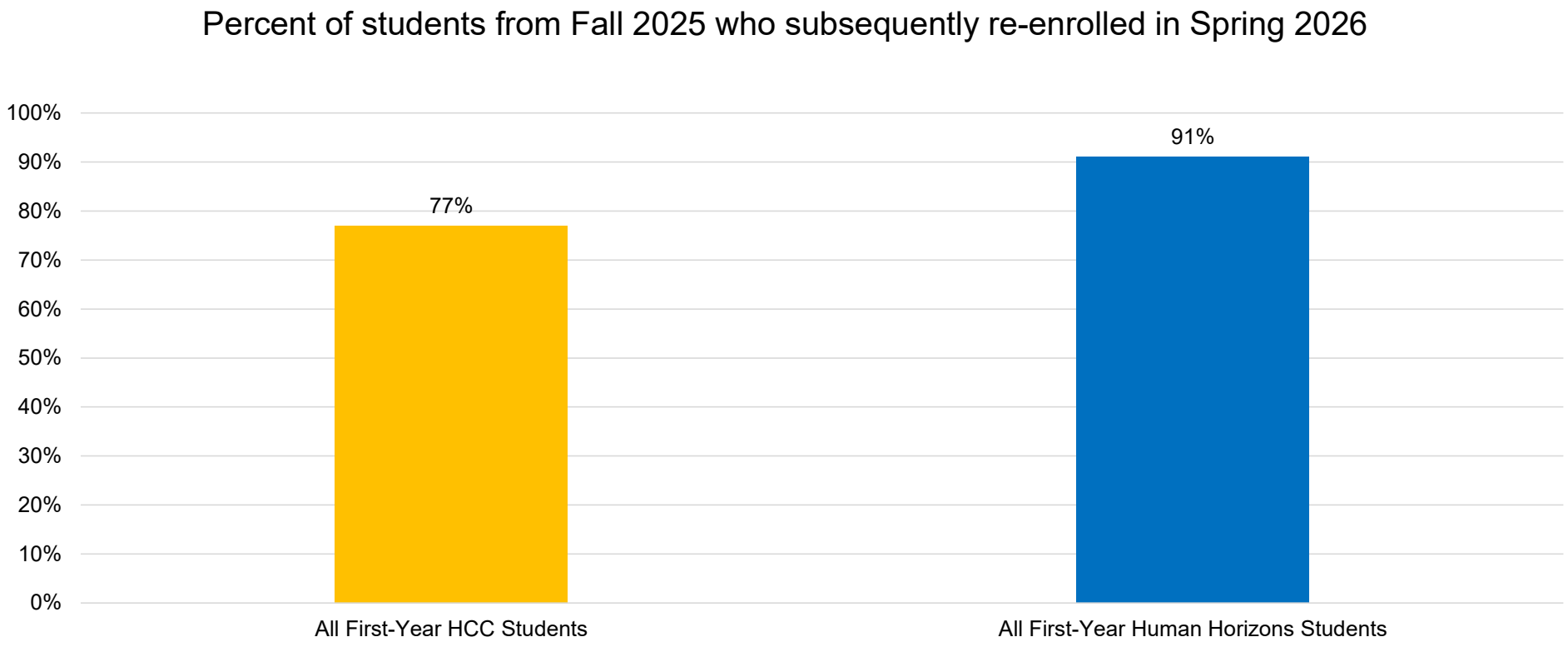
Source: PS_DASH_ENROLLMENT_CURR as of 10/24/2026

Student Success by Modality



Source: PS_DASH_ENROLLMENT_CURR as of 10/24/2026

Student Retention Rates



Source: PS_DASH_ENROLLMENT_CURR, HCC ATD/KPI Database 10/13/2026 (Of the Achieving the Dream Cohort)

Conclusion

- Effective Fall 2025 HUMA1301 required first-year course Multidisciplinary Studies- for Associate of Art
- HCC Human Horizons presented last month to the American Association of Colleges and Universities (AAC&U)
- HCC will be represented at Teagle's Annual Cornerstone Convening at The New York Historical in November by one faculty member and one student, who have been selected to participate as panelists in a discussion moderated by Jeffrey Brown of *PBS's NewsHour.*
    - "The event brings together faculty leaders, higher education administrators, and institutional partners from across the country to discuss strategies for revitalizing the role of the humanities in undergraduate general education"
- Endowed fund exclusively for Human Horizons created by HCC Foundation with funds from Teagle & Greater Washington Community Foundations

Thank You