



## **AGENDAS**

### **BOARD OF TRUSTEES COMMITTEE MEETINGS**

**October 8, 2015**

**HCC Administration Building  
3100 Main, 2<sup>nd</sup> Floor Auditorium  
Houston, Texas 77002**



## **Strategic Plan 2012-2015**

Creating Opportunities for Our Shared Future  
*(Approved by the HCC Board of Trustees, June 22, 2012)*

### **Mission**

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career and economic development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

### **Vision**

HCC will be a leader in providing high quality, innovative education leading to student success and completion of workforce and academic programs. We will be responsive to community needs and drive economic development in the communities we serve.

### **Strategic Initiatives**

- Initiative #1: Increase Student Completion
- Initiative #2: Respond to Business and Industry
- Initiative #3: Develop 21st Century Learners
- Initiative #4: Support Faculty/Staff Professional Development and Student Leadership
- Initiative #5: Support Innovation
- Initiative #6: Support Entrepreneurialism
- Initiative #7: Leverage Partnerships



## **AGENDA**

### **ACADEMIC AFFAIRS/STUDENT SERVICES COMMITTEE OF THE BOARD OF TRUSTEES**

#### **Committee Members**

*Trustee Eva Loreda, Chair*

*Dr. Adriana Tamez*

*Trustee Dave Wilson*

#### **Alternate Member**

*Trustee Zeph Capo*

**October 8, 2015**

**2:00 p.m.**

**HCC Administration Building  
3100 Main, 2<sup>nd</sup> Floor Auditorium  
Houston, Texas 77002**

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

***ACADEMIC AFFAIRS/STUDENT SERVICES COMMITTEE***

**October 8, 2015**

Notice is hereby given that a Meeting of the Academic Affairs/Student Services Committee of the Board of Trustees of Houston Community College will be held on Thursday, eighth (8<sup>th</sup>) day of October, 2015 at 2:00 p.m., or after, and from day to day as required, at the HCC Administration Building, 3100 Main, 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**

**II. Topics for Discussion and/or Action:**

- A. Report on International Travel for HCC Honors College Students.
- B. Student Success Update.
- C. Enrollment Update.
- D. College Readiness Report.
- E. Library Hours of Operation.

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

**A. Legal Matters**

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

**B. Personnel Matters**

- 1. Deliberate the appointment, employment, evaluation, reassignment,

The Houston Community College Board of Trustees (the "Board") will not consider or act upon any item before this committee. This meeting is not a Regular Meeting of the Board but because a quorum of the Board may attend, the meeting of this committee is also being posted as a Meeting of the Board.

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Academic Affairs/Student Services Committee – October 8, 2015

duties, discipline or dismissal of a public officer or employee, or to hear complaints or charges against the chancellor, employees or board members, unless the officer, employee, or board member who is the subject of the deliberation or hearing requests a public hearing.

**C. Real Estate Matters**

1. 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 or employee or to hear complaints or charges against a public officer or employee, unless the officer or employee who is the subject of the deliberation or hearing requests a public hearing.

Section 551.076 – To consider the deployment, or specific occasions for

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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 of Notice**

On this 5<sup>th</sup> day of October, 2015, at or before 2:00 p.m., 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) Administration Building of the Houston Community College, 3100 Main, First Floor, Houston, Texas 77002; (2) the Harris County's Criminal Justice Center, 1201 Franklin, Houston, Texas 77002; (3) the Fort Bend County Courthouse, 401 Jackson, Richmond, Texas 77469; and (4) the Houston Community College website, [www.hccs.edu](http://www.hccs.edu). The Houston Community College's Fort Bend County public meeting notices may be viewed after hours (*i.e.* between the hours of 5:30 p.m. and 7:30

Houston Community College  
Academic Affairs/Student Services Committee – October 8, 2015

a.m.) on the kiosk located on the west side of the new Fort Bend County Courthouse (the "William B. Travis Building"), located at 309 South Fourth Street, Richmond, Texas 77469.

A handwritten signature in black ink that reads "Melinda Davila". The signature is written in a cursive style with a large, stylized "M" and "D".

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Melinda Davila, Executive Secretary  
Board Services

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Academic Affairs/Student Services*

ITEM NO.	ITEM TITLE	PRESENTER
<b>A</b>	<b>Report on International Travel for HCC Honors College Students</b>	<b>Dr. Cesar Maldonado Dr. Kimberly Beatty David Wilcox</b>

## DISCUSSION

As part of the HCC Honors College curriculum, students are invited to participate in an international travel experience funded by the college during dates inclusive of Spring Break (March 10-20, 2016) during the Spring semester. This year, students will travel to Istanbul and two other locations (Bursa and Ephesus) in extreme Western Turkey. This trip replicates our highly successful travel itinerary of 2013.

Two chaperones will accompany the group of 17 students: Dr. Cheryl Peters, Executive Director of the Honors College, and David Wilcox, Professor of History and Humanities.

## DESCRIPTION OR BACKGROUND

Mehmet Okumus of the Raindrop Turkish Foundation (a non-profit social and cultural organization founded by Turkish people in Houston in 2000) has been honored by the HCC Board of Trustees in the past for his development of outstanding intercultural programs that educate students. Working with us and his partners in Istanbul, he has helped to develop the itinerary and travel arrangements (including air, lodging, ground transportation, museum entrances, guides, and meals). Mr. Okumus has successfully traveled with many Texas high school and college groups over the past ten years.

In preparing our students to be global leaders, the Honors College has sent students abroad for the past 8 years. All students will be enrolled in a three hour credit course, HUMA 1301, that uses world-class cities as cultural and historical learning sites--living museums-- to expand their global awareness and understanding.

In the semester before travel, all students take two paired classes-- Art History and World Literature-- to prepare them for the art, architecture, music, philosophy, and literature of Istanbul and Ephesus, a land that many have called the crossroads of civilizations. Greek, Roman, Byzantine, early Christian, and Ottoman rulers have meshed their cultural histories here.

In 2014, Trip Advisor named Istanbul the top destination in the world for travel; in 2015, it was rated #3. Istanbul is considered safe and accessible. One of our primary partners, UT-Tyler, offers annual Spring Break trips to Turkey for their students for college credit, UNIV 4368. Other student travel companies (EF Travel, being the largest) also regularly book student groups to Turkey, Greece and Italy, including this next spring break. Safety and security concerns are always the first aspects considered in traveling with student groups.

The HCC Honors College is a leader among community colleges who offer study-travel opportunities. LoneStar College's new Honors College is emulating our Honors travel program. Study-abroad is standard at most four year universities, but for so many who cannot afford such schools, HCC is committed to expanding our students' horizons and perspectives by these life-changing opportunities.



## FISCAL IMPACT

The Honors College estimates that the inclusive cost to be \$1800 per participant, with all in-country costs (hotel, food, boat and bus transport, and English speaking guides) provided through our partnership with the Houston Raindrop Turkish Foundation. The trip will be funded through Auxiliary Funds generated by the Qatar Project.

## STRATEGIC INITIATIVES ALIGNMENT

*Strategic Initiative: #3:* Insure instructional programs provide the knowledge and skills required for 21<sup>st</sup> century learners.

Action 3.2: Create new platforms and methodologies to teach and support students using effective methods of course delivery, teaching practices, and support services.

Strategic Initiative: #7: Leverage local and international partnerships for Institutional and Community Development.

Action 7.1: Identify and secure new local partnerships capable of improving the institution's capacity, performance, and resilience.

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Academic Affairs/Student Services*

ITEM NO.	ITEM TITLE	PRESENTER
<b>B</b>	Student Success Update	Dr. Cesar Maldonado Dr. Kimberly Beatty

## DISCUSSION

Update on student success regarding our Guided Pathways to Success Initiative.

## DESCRIPTION OR BACKGROUND

HCC is currently engaged in a partnership with the University of Houston and Complete College America to increase student success and completion through a Pathways model. Components that will be incorporated into the pathways model are intrusive, academic advising through the use of technology, meta-majors, curriculum alignment in Mathematics, redesign of developmental education, and career advising.

As a leading higher education institution, HCC must continue to develop strategic plans for student completion.

## FISCAL IMPACT

THECB provides funding to colleges partially based upon a funding model that includes success and completion.

## STRATEGIC INITIATIVES ALIGNMENT

*Strategic Initiative:* 1: Increase Student Completion through Advanced Educational Opportunities.

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

10/2/2015 3:16 PM

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Academic Affairs/Student Services*

ITEM NO.	ITEM TITLE	PRESENTER
<b>C</b>	Enrollment Update	Dr. Cesar Maldonado Dr. Kimberly Beatty

## DISCUSSION

Update on the Fall 2015 enrollment.

## DESCRIPTION OR BACKGROUND

This report provides an update on the Fall 2015 unduplicated student enrollment. The report includes enrollment in specific categories such as dual credit courses, non credit, credit, distance education, and continuing education.

Additionally, the report identifies numerous strategies and actions that had a direct impact on enrollment for the Fall 2015 semester.

## FISCAL IMPACT

Fall 2015 enrollment is expected to produce actual tuition and fee revenues approximately \$700,000 lower than budgeted revenues.

## STRATEGIC INITIATIVES ALIGNMENT

*Strategic Initiative:* Increase Student Completion through Advanced Educational Opportunities

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Academic Affairs/StudentServices*

ITEM NO.	ITEM TITLE	PRESENTER
<b>D</b>	College Readiness	Dr. Cesar Maldonado Dr. Kimberly Beatty

## DISCUSSION

Update on college readiness efforts at the College.

## DESCRIPTION OR BACKGROUND

HCC has a demonstrated, strategic commitment to college readiness. For HCC, college readiness includes P-16 initiatives, Adult Basic Education (ABE), and developmental education.

## FISCAL IMPACT

THECB provides funding to colleges based upon a funding model dependent upon factors to include success and completion.

## STRATEGIC INITIATIVES ALIGNMENT

*Strategic Initiative:* Increase Student Completion Through Advanced Educational Opportunities.

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Academic Affairs/Student Services*

ITEM NO.	ITEM TITLE	PRESENTER
<b>E</b>	Library Hours of Operation	Dr. Cesar Maldonado Dr. Kimberly Beatty

## DISCUSSION

Report on library hours of operation.

## DESCRIPTION OR BACKGROUND

The libraries serve all students and have independent operational plans. One comprehensive plan is being developed.

## FISCAL IMPACT

No fiscal impact.

## STRATEGIC INITIATIVES ALIGNMENT

*Strategic Initiative:* # 1 Student Success and Completion.  
# 5 Support Innovation

Attachment Title(s): **HCC Library Locations and Hours**

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

10/2/2015 3:16 PM

# HCC Library Locations and Hours

Library/ERC	Phone	Day	Hours
<a href="#">Alief Hayes Road Library</a> MC 1524 2811 Hayes Rd. Houston, TX 77082	Circulation: 713.718.6970 Reference: 713.718.6029 Fax: 713.718.6932	Monday: Tuesday: Wednesday: Thursday: Friday: Saturday: Sunday:	7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 4:00 pm 8:00 am - 2:00 pm Closed
<a href="#">Central Campus Library</a> MC 1229E 1300 Holman Houston, TX	Circulation: 713.718.6133 Reference: 713.718.6141 Fax: 713.718.6154	Monday: Tuesday: Wednesday: Thursday: Friday: Saturday: Sunday:	7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 9:00 pm 7:30 am - 4:00 pm 9:00 am - 3:00 pm Closed
<a href="#">Codwell Campus Library</a> MC 1449-C1 555 Community College Dri Houston, TX 77013	Circulation: 713.718.8354 Reference: 713.718.8320 Fax: 713.718.8330	Monday: Tuesday: Wednesday: Thursday: Friday: Saturday: Sunday:	8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 4:00 pm 9:00 am - 3:00 pm 12:00 pm - 4:00 pm
<a href="#">Eastside Campus Library</a> MC 1638 6815 Rustic St. Houston, TX 77087	Circulation: 713.718.7050 Reference: 713.718.7084 Fax: 713.718.2796	Monday: Tuesday: Wednesday: Thursday: Friday: Saturday: Sunday:	8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 9:00 pm 8:00 am - 4:00 pm 10:00 am - 4:00 pm Closed
<a href="#">Felix Fraga ERC</a> MC 1638B 301 N. Drennan St. Houston, TX 77003	Circulation: 713.718.6960 Reference: 713.718.6960 Fax:	Monday: Tuesday: Wednesday: Thursday: Friday: Saturday: Sunday:	9 am-5 pm 9 am-5 pm 9 am-5 pm 9 am-5 pm Closed Closed Closed
<a href="#">HAM-TMC Library</a>			Check website for information.
<a href="#">Katy Campus Library</a> MC 1396	Circulation: 713.718.5747 Reference: 713.718.5708	Monday: Tuesday:	7:30 am - 9:00 pm 7:30 am - 9:00 pm

1550 Foxlake Dr.  
Houston, TX 77084

Fax: 713.718.5921

Wednesday: 7:30 am - 9:00 pm  
Thursday: 7:30 am - 9:00 pm  
Friday: 7:30 am-4:00 pm  
Saturday: Closed  
Sunday: Closed

[Missouri City Campus ERC](#)

MC 1586  
8411 Sienna Springs Blvd.  
Missouri C, TX 77459

Circulation: 713.718.2942  
Reference: 713.718.2942  
Fax: 713.718.2474

Monday: 7:30 am - 9:00 pm  
Tuesday: 7:30 am - 9:00 pm  
Wednesday: 7:30 am - 5:00 pm  
Thursday: 7:30 am - 9:00 pm  
Friday: 7:30 am - 1:00 pm  
Saturday: Closed  
Sunday: Closed

[North Forest Campus ERC](#)

Room 110  
6010 Little York Road  
Houston, TX 77016

Circulation: 713.718.5824  
Reference: 713.718.5824  
Fax:

Monday: 8:00 am - 8:30 pm  
Tuesday: 8:00 am - 8:30 pm  
Wednesday: 8:00 am - 8:30 pm  
Thursday: 8:00 am - 8:30 pm  
Friday: 8:00 am - 5:00 pm  
Saturday: 9:00 am - 1:00 pm  
Sunday: Closed

[Northline Campus Library](#)

MC 1433  
8001 Fulton  
Houston, TX 77022

Circulation: 713.718.8045  
Reference: 713.718.8061  
Fax: 713.718.8063

Monday: 8:00 am - 9:00 pm  
Tuesday: 8:00 am - 9:00 pm  
Wednesday: 8:00 am - 9:00 pm  
Thursday: 8:00 am - 9:00 pm  
Friday: 8:00 am - 4:00 pm  
Saturday: 9:00 am - 3:00 pm  
Sunday: Closed

[Pinemont ERC](#)

MC 1476  
1265 Pinemont  
Houston, TX 77018

Circulation: 713.718.8443  
Reference: 713.718.8443  
Fax: 713.718.8438

Monday: 8:00 am - 9:00 pm  
Tuesday: 8:00 am - 9:00 pm  
Wednesday: 8:00 am - 9:00 pm  
Thursday: 8:00 am - 9:00 pm  
Friday: 8:00 am - 4:00 pm  
Saturday: 9:00 am - 3:00 pm  
Sunday: Closed

[Spring Branch Campus Library](#)

MC 1379  
1010 W. Sam Houston Parkw  
Houston, TX 77043

Circulation: 713.718.5655  
Reference: 713.718.5783  
Fax: 713.718.5745

Monday: 7:30 am - 9:00 pm  
Tuesday: 7:30 am - 9:00 pm  
Wednesday: 7:30 am - 9:00 pm  
Thursday: 7:30 am - 9:00 pm  
Friday: 7:30 am - 4:00 pm  
Saturday: 9:00 am - 1:00 pm  
Sunday: Closed

[Stafford Campus Library](#)

MC 1585  
10041 Cash Road

Circulation: 713.718.7823  
Reference: 713.718.7824  
Fax: 713.718.6723

Monday: 7:30 am - 9:00 pm  
Tuesday: 7:30 am - 9:00 pm  
Wednesday: 7:30 am - 9:00 pm

Stafford, TX 77477

Thursday: 7:30 am - 9:00 pm  
Friday: 7:30 am - 3:00 pm  
Saturday: 8:30 am - 2:30 pm  
Sunday: Closed

[West Loop Campus Library](#)

MC 1587  
5601 West Loop S  
Houston, TX 77081

Circulation: 713.718.7880  
Reference: 713.718.7880  
Fax: 713.718.7881

Monday: 7:30 am - 9:00 pm  
Tuesday: 7:30 am - 9:00 pm  
Wednesday: 7:30 am - 9:00 pm  
Thursday: 7:30 am - 9:00 pm  
Friday: 7:30 am - 3:00 pm  
Saturday: 8:00 am - 1:00 pm  
Sunday: Closed

[Willie Lee Gay Hall ERC](#)

MC: 1229K  
1990 Airport Blvd.  
Houston, TX 77051

Circulation: 713.718.6639  
Reference: 713.718.6639  
Fax: 713.718.6655

Monday: 8:00 am - 9:00 pm  
Tuesday: 8:00 am - 9:00 pm  
Wednesday: 8:00 am - 9:00 pm  
Thursday: 8:00 am - 9:00 pm  
Friday: Closed  
Saturday: Closed  
Sunday: Closed

- Last Updated: Sep 25, 2015 2:41 PM
- URL: [http://library.hccs.edu/about\\_us](http://library.hccs.edu/about_us)





# **AGENDA**

## **THE BOARD OF TRUSTEES MEETING AS A COMMITTEE OF THE WHOLE**

**October 8, 2015  
3:30 p.m.**

**HCC Administration Building  
3100 Main, 2<sup>nd</sup> Floor Auditorium  
Houston, Texas 77002**

**NOTICE OF MEETING  
THE BOARD OF TRUSTEES  
OF THE HOUSTON COMMUNITY COLLEGE  
MEETING AS A COMMITTEE OF THE WHOLE**

**October 8, 2015**

Notice is hereby given that the Board of Trustees of Houston Community College will meet as a Committee of the Whole on Thursday, the eighth (8<sup>th</sup>) day of October, 2015 at 3:30 p.m., or after, and from day to day as required, at the HCC Administration Building, 3100 Main, 2<sup>nd</sup> Floor Auditorium, Houston, Texas 77002. The items listed in this Notice may be considered in any order at the discretion of the Chair or Board and items listed for closed session may be discussed and/or approved in open session and vice versa as permitted by law. Action Items approved by the Committee of the Whole will be listed on the Consent Agenda at a Regular Board Meeting.

**I. Call to Order**

**II. Topics for Discussion and/or Action:**

**A. Facilities**

1. Update on Bond Capital Improvement Plan (CIP) Related Matters.

**B. Finance**

2. Investment Report for the Month of August 2015.
3. Monthly Financial Statement and Budget Review for August 2015.
4. Proposed Auxiliary Fund Budget for Fiscal Year 2015-2016.
5. Update on Strategic Planning.

**III. Reports from Appointed and Ad Hoc Committee(s):**

**A. Academic Affairs/Student Services**

1. Report on International Travel for HCC Honors College Students.
2. Student Success Update.
3. Enrollment Update.
4. College Readiness Report.

Houston Community College  
Committee of the Whole – October 8, 2015

5. Library Hours of Operation.

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

**A. Legal Matters**

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

**B. Personnel Matters**

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

**C. Real Estate Matters**

1. Update on Property Located at 288 and MacGregor.
2. Update on Property located at 5505 West Loop South.
3. 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.

Houston Community College  
Committee of the Whole – October 8, 2015

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 or employee or to hear complaints or charges against a public officer or employee, unless the officer or employee 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**

Houston Community College  
Committee of the Whole – October 8, 2015

**CERTIFICATE OF POSTING OR GIVING NOTICE**

On this 5<sup>th</sup> day of October, 2015, at or before 3:30 p.m., 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 Administration Building of the Houston Community College System, 3100 Main, First Floor, Houston, Texas 77002; (2) the Harris County Criminal Justice Center, 1201 Franklin, Houston, Texas 77002; (3) the Fort Bend County Courthouse, 401 Jackson, Richmond, Texas 77469; and (4) the Houston Community College website, [www.hccs.edu](http://www.hccs.edu). The Houston Community College's public meeting notices for Fort Bend County may be viewed after hours (*i.e.* between the hours of 5:30 p.m. and 7:30 a.m.) on the kiosk located on the west side of the new Fort Bend County Courthouse (the "William B. Travis Building"), located at 309 South Fourth Street, Richmond, Texas 77469.

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Melinda Davila, Executive Secretary  
Board Services

# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Facilities and Finance*

ITEM NO.	ITEM TITLE	PRESENTER
<b>1</b>	<b>Update on Bond Capital Improvement Plan (CIP) Related Matters</b>	<b>Dr. Cesar Maldonado Charles Smith</b>

## DISCUSSION

Provide an update on the Bond Capital Improvement Plan (CIP) related matters.

## DESCRIPTION OR BACKGROUND

Monthly updates to the CIP Bond program are provided to keep the Board of Trustees apprised of the expenditures and project status.

## FISCAL IMPACT

As budgeted and financed from the 2013 bond issuance.

## STRATEGIC GOAL ALIGNMENT

*Strategic Initiative:* Develop 21st Century Learners

Attachment Title(s): **CIP Update Report (Will be provided under separate cover)**

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

# ACTION ITEM

Meeting Date: October 8, 2015

Committee: *Facilities and Finance*

ITEM NO.	ITEM TITLE	PRESENTER
<b>2</b>	<b>Investment Report for the Month of August 2015</b>	<b>Dr. Cesar Maldonado Teri Zamora</b>

## RECOMMENDATION

Approve the Investment Report for the month of August 2015.

## COMPELLING REASON/RATIONALE

The monthly report advises the Board on the status of the investment portfolio and complies with the relevant statute.

## DESCRIPTION OR BACKGROUND

This report provides information related to the various investments of the college, including book values and market values.

## FISCAL IMPACT

The interest income earned and earnings credit for the month totaled \$250,255 and the interest income earned and earnings credit for the fiscal year totaled \$2,600,915. The weighted average interest rate (WAR) at August 31, 2015 is .49%.

The Investment Report attached identifies HCC's investment holdings for the month ending August 31, 2015. It includes the unexpended proceeds of the various bond issues. The portfolio is highly liquid and secure with 73% of the assets invested in local government pools, money markets funds, short-term certificates of deposit and interest bearing checking accounts. All pools and money market funds are rated at the highest level. Certificates of deposit, high yield savings and other bank deposits are secured with U.S. Treasuries/agencies. The balance of the portfolio is invested in U.S. Treasuries and government-sponsored entities/agencies with "AAA" credit ratings. Interest rates have remained historically low.

## LEGAL REQUIREMENT

This report is required by the Public Funds Investment Act (Texas Government Code 2256.023) to be submitted to the governing body of Houston Community College no less than quarterly.

## STRATEGIC GOAL ALIGNMENT

*Strategic Initiative:* Support Innovation

Attachment Title(s): **Investment Report - August 2015**

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**INVESTMENT PORTFOLIO COMPOSITION**  
**As of AUGUST 31, 2015**

Beginning Book Value (AUGUST 1, 2015)	\$ 542,470,219
Beginning Market Value (AUGUST 1, 2015)	\$ 542,197,411
Additions/subtractions (Book value - Net)	\$ (30,724,130) *
Change in Market value	\$ (59,381)
Ending Book value (AUGUST 31, 2015)	\$ 511,746,088
Ending Market value (AUGUST 31, 2015)	\$ 511,417,083
Unrealized Gain/(Loss)	\$ (329,006)
WAM (73% of Portfolio's weighted average maturity - All Funds)	1

**This report is in compliance with the investment strategies approved in Houston Community College System investment policy and is in accordance with the Public Funds Investment Act of 1999.**

Note: This month's Investment does not include \$4,756,288 on deposit with Bank Of America which is earning higher than market yield from earning credits.

* Net amount provided/used for Operations	(20,400,200)
Net amount provided/used for CIP /Others	(10,323,930)
	<u>(30,724,130)</u>

**EXECUTIVE SUMMARY**  
**INVENTORY HOLDINGS REPORT**  
**August 31, 2015**

	<u>Ending Book Value</u>	<u>Ending Market Value</u>	<u>Unrealized Gain (Loss)</u>
US Treasuries	18,986,800	18,974,730	(12,070)
US Agencies	120,269,265	119,952,330	(316,936)
Local government pools	10,129,454	10,129,454	-
Money market funds	153,542,721	153,542,721	-
High yield savings	1,794,567	1,794,567	-
Certificates of deposit	195,250,000	195,250,000	-
Interest bearing checking	11,773,281	11,773,281	-
Total	<u>511,746,088</u>	<u>511,417,083</u>	<u>(329,006)</u>

WAR (weighted average interest rate) 0.49%



**INVESTMENTS**  
**INVENTORY HOLDINGS REPORT (OPERATING AND OTHERS)**  
As of AUGUST 31, 2015

Description	Held At	Coupon Rate	Purchase Date	Maturity Date	Par	Beginning Mkt. Value	Beginning Book Value	Purchased (Redeemed)	Ending Book Value	Ending Mkt. Value	Change in Mkt. Value	Unrealized Gain/(Loss)
Fannie Mae ARM Pool 708686	Bank of America	2.48%	02/22/05	05/01/33	51,451	52,763	53,049	(189)	52,860	54,548	1,974	1,688
Fannie Mae ARM Pool 805454	Bank of America	2.64%	12/23/04	12/01/34	45,288	48,507	51,307	(161)	51,147	48,339	(16)	(2,808)
Federal Farm Credit Bank US Domestic Bond	Bank of America	0.40%	08/03/12	08/03/15	1,000,000	1,000,000	1,000,000	(1,000,000)	-	-	-	-
Federal Home Loan Bank US Domestic Multi-step cpn Bond Structured Note	Bank of America	1.50%	07/30/12	07/30/27	2,000,000	1,926,224	2,000,000	0	2,000,000	1,928,934	2,710	(71,066)
Freddie Mac Domestic MTN Unsecured Bond	Bank of America	1.00%	08/22/12	02/22/18	1,000,000	996,709	1,000,000	0	1,000,000	995,618	(1,091)	(4,382)
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.25%	01/23/15	01/22/16	2,000,000	2,000,138	1,999,720	0	1,999,720	1,999,878	(260)	158
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.52%	07/10/14	09/12/16	1,080,000	1,078,190	1,078,304	0	1,078,304	1,077,946	(244)	(359)
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.27%	08/19/15	02/22/16	1,000,000	-	-	998,598	998,598	998,738	-	141
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.33%	08/24/15	04/20/16	10,000,000	-	-	9,978,667	9,978,667	9,981,700	-	3,033
Federal Home Loan Bank US Domestic Multi-step cpn Bond Structured Note	Bank of America	2.00%	07/30/12	07/30/27	1,080,000	1,028,532	1,080,000	0	1,080,000	1,030,161	1,629	(49,839)
Federal Home Loan Bank US Domestic Multi-step cpn Bond Structured Note	Bank of America	2.00%	08/27/12	11/27/24	1,600,000	1,570,408	1,600,000	0	1,600,000	1,571,339	931	(28,661)
Federal Home Loan Bank US Domestic Multi-step cpn Bond Structured Note	Bank of America	2.00%	07/30/12	07/30/27	2,675,000	2,598,425	2,675,000	0	2,675,000	2,602,251	3,825	(72,749)
Federal Farm Credit Bank US Domestic Unsecured	Bank of America	2.00%	04/11/13	04/11/18	10,000,000	9,983,400	10,000,000	0	10,000,000	9,976,300	(7,100)	(23,700)
Fannie Mae US Domestic Multi-step cpn Bond Structured Note	Bank of America	2.00%	06/13/13	06/13/18	10,000,000	9,992,580	10,000,000	0	10,000,000	9,982,670	(9,910)	(17,330)
Federal Home Loan Bank US Domestic Multi-step CPN BND Unsecured series 0001	Bank of America	1.00%	06/30/14	06/26/19	5,000,000	5,009,290	5,000,000	0	5,000,000	5,004,620	(4,670)	4,620
U.S. Treasury Notes US Govt. National	Bank of America	0.80%	07/10/14	06/30/16	4,000,000	4,006,876	4,001,250	0	4,001,250	4,004,220	(2,656)	2,970
Federal Farm Credit Bank US Domestic Unsecured	Bank of America	1.38%	09/24/14	09/18/17	3,000,000	3,002,928	2,999,670	0	2,999,670	3,001,293	(1,635)	1,623
Unsecured	Bank of America	0.50%	02/02/15	01/26/16	5,000,000	5,001,270	5,000,000	0	5,000,000	5,000,385	(885)	385
Fannie Mae US Domestic Multi-step cpn Bond Structured Note	Bank of America	1.22%	04/01/15	12/26/17	2,000,000	2,001,230	2,000,000	0	2,000,000	2,000,790	(440)	790
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.25%	04/07/15	03/11/16	5,000,000	4,998,915	4,998,425	0	4,998,425	4,998,540	(375)	115
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.65%	04/07/15	03/11/16	5,000,000	4,998,915	4,998,425	0	4,998,425	4,998,540	(375)	115
Federal Home Loan Bank US Domestic series 000 unsecured	Bank of America	0.25%	04/13/15	04/13/17	2,775,000	2,774,442	2,775,000	0	2,775,000	2,772,874	(1,568)	(2,126)
Freddie Mac Global Unsecured Bond	Bank of America	0.25%	05/21/15	01/27/17	5,000,000	4,992,600	4,994,550	0	4,994,550	4,992,365	(235)	(2,185)
Federal Home Loan Bank GLOBAL Unsecured	Bank of America	0.75%	05/21/15	10/28/16	5,000,000	4,995,345	5,000,000	0	5,000,000	4,993,470	(1,875)	(6,530)
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.70%	05/21/15	04/29/16	5,000,000	4,996,045	4,998,850	0	4,998,850	4,995,385	(660)	(3,465)
U.S. Treasury Notes US Govt. National	Bank of America	0.25%	05/21/15	03/31/17	5,000,000	4,994,920	4,995,300	0	4,995,300	4,990,170	(4,750)	(5,130)
U.S. Treasury Notes US Govt. National	Bank of America	0.25%	05/21/15	10/31/16	5,000,000	4,995,310	4,996,500	0	4,996,500	4,993,100	(2,210)	(3,400)
Federal Farm Credit Bank US Domestic Unsecured	Bank of America	0.50%	05/21/15	03/27/17	5,000,000	4,992,775	4,993,550	0	4,993,550	4,988,700	(4,075)	(4,850)
U.S. Treasury Notes US Govt. National	Bank of America	0.50%	05/21/15	04/30/17	5,000,000	4,991,795	4,993,750	0	4,993,750	4,987,240	(4,555)	(6,510)
Federal Home Loan Bank US Domestic Unsecured	Bank of America	1.22%	05/26/15	05/26/16	5,000,000	4,994,480	4,996,500	0	4,996,500	4,993,245	(1,235)	(3,255)
Freddie Mac MTN Domestic Unsecured Bond	Bank of America	0.50%	05/29/15	08/25/17	10,000,000	9,982,570	10,000,000	0	10,000,000	9,974,890	(7,680)	(25,110)
Freddie Mac MTN Domestic Unsecured Bond	Bank of America	0.25%	05/29/15	05/25/17	5,000,000	5,000,410	5,000,000	0	5,000,000	4,995,590	(4,820)	(4,410)
Federal Home Loan Bank US Domestic Unsecured	Bank of America	0.70%	06/17/15	05/25/17	5,000,000	4,998,110	5,000,000	0	5,000,000	4,995,675	(2,435)	(4,325)
Freddie Mac MTN Domestic Unsecured Bond	Bank of America	0.70%	06/30/15	06/30/17	5,000,000	5,002,240	5,000,000	0	5,000,000	4,997,545	(4,695)	(2,455)
Plant Fund Interest Checking (10060-7201)	Bank Of America	0.11%	08/01/15			66,495	66,495	7	66,503	66,503	0	0

Description	Held At	Coupon Rate	Purchase Date	Maturity Date	Par	Beginning Mkt. Value	Beginning Book Value	Purchased (Redeemed)	Ending Book Value	Ending Mkt. Value	Change in Mkt. Value	Unrealized Gain/(Loss)
Debt Service 2001A Bond Int Checking (10080)	Bank Of America	0.11%	08/01/15			438,203	438,203	26,822	465,025	465,025	0	0
HCCS Merchant service (10012)	Bank Of America	0.30%	08/01/15			18,945,441	18,945,441	(11,012,287)	7,933,154	7,933,154	0	0
Checking Acoount- 10010-7306-2006 Jr. lien	Bank Of America	0.11%	08/01/15			229	229	0	229	229	0	0
LTD2013 Tax Bond Grneral Checking A/C (10090)	Bank Of America	0.11%	08/01/15			5,614,662	5,614,662	(4,239,028)	1,375,634	1,375,634	0	0
LTD2003 Tax Bond Checking A/C (10092)	Bank Of America	0.11%	08/01/15			1,931,108	1,931,108	212	1,931,320	1,931,320	0	0
Managed PFI Account-10100-1110	Bank Of America	0.20%	08/01/15			1,416	1,416	0	1,416	1,416	0	0
Merrill Lynch, Pierce, Fenner & smith (1110)	Bank Of America	0.04%	08/01/15			455,855	455,855	14	455,869	455,869	0	0
Public Fund Money Market_Premier (159406615)	Regions Bank	0.18%	08/01/15			53,237,945	53,237,945	(2,611,697)	50,626,248	50,626,248	0	0
Public Fund Money Market_Premier (185913820)- fund 1110	Regions Bank	0.15%	08/01/15			121,826,515	121,826,515	(19,365,912)	102,460,604	102,460,604	0	0
Chase High Yield Savings (A/C 2049911718)	Chase Bank	0.03%	08/01/15			3,766,277	3,766,277	(3,499,952)	266,325	266,325	0	0
Chase High Yield Savings (A/C 3000684286)	Chase Bank	0.03%	08/01/15			1,528,203	1,528,203	39	1,528,242	1,528,242	0	0
Fixed Time Deposit with Unity Bank	Unity Bank	0.26%	06/09/15	06/09/16		100,000	100,000	0	100,000	100,000	0	0
Fixed Time Deposit with Unity Bank	Unity Bank	0.25%	10/18/14	10/18/15		150,000	150,000	0	150,000	150,000	0	0
Certificate of Deposit	Chase Bank	0.43%	03/22/13	09/22/15		50,000,000	50,000,000	0	50,000,000	50,000,000	0	0
Certificate of Deposit	Chase Bank	0.49%	07/25/13	01/24/16		5,000,000	5,000,000	0	5,000,000	5,000,000	0	0
Certificate of Deposit	Chase Bank	0.50%	04/03/13	04/03/16		40,000,000	40,000,000	0	40,000,000	40,000,000	0	0
Certificate of Deposit	Chase Bank	0.49%	07/25/13	07/24/16		5,000,000	5,000,000	0	5,000,000	5,000,000	0	0
Certificate of Deposit	Chase Bank	0.69%	03/22/13	03/22/17		30,000,000	30,000,000	0	30,000,000	30,000,000	0	0
Certificate of Deposit	Chase Bank	0.49%	07/25/13	07/24/17		5,000,000	5,000,000	0	5,000,000	5,000,000	0	0
Certificate of Deposit	Chase Bank	0.99%	03/23/13	03/21/18		20,000,000	20,000,000	0	20,000,000	20,000,000	0	0
Certificate of Deposit	Chase Bank	0.98%	03/22/13	03/22/18		20,000,000	20,000,000	0	20,000,000	20,000,000	0	0
Certificate of Deposit	Chase Bank	1.02%	04/03/13	04/03/18		20,000,000	20,000,000	0	20,000,000	20,000,000	0	0
Corporate Overnight Fund	Lone Star	0.15%	08/01/15			1,598,246	1,598,246	217	1,598,463	1,598,463	0	0
Tex Pool	State Street Bank	0.06%	08/01/15			8,530,472	8,530,472	519	8,530,991	8,530,991	0	0
<b>TOTAL</b>						<b>542,197,411</b>	<b>542,470,219</b>	<b>(30,724,131)</b>	<b>511,746,088</b>	<b>511,417,083</b>	<b>(59,381)</b>	<b>(329,006)</b>

# ACTION ITEM

Meeting Date: October 8, 2015

Committee: *Facilities and Finance*

ITEM NO.	ITEM TITLE	PRESENTER
<b>3</b>	<b>Monthly Financial Statement and Budget Review for August 2015</b>	<b>Dr. Cesar Maldonado Teri Zamora</b>

## RECOMMENDATION

Approve the Financial Statement for the month of August 2015.

## COMPELLING REASON/RATIONALE

The monthly report advises the Board on the status of the finance of the college.

## DESCRIPTION OR BACKGROUND

This report provides information related to the various funds of the college, including fund balances, comparison to previous year and comparison to budget.

## FISCAL IMPACT

Awareness and review of financial information throughout the year helps to inform decision making, and allows for mid-year adjustments, as needed.

## LEGAL REQUIREMENT

N/A

## STRATEGIC GOAL ALIGNMENT

*Strategic Initiative:* Support Innovation

Attachment Title(s): **Financial Statement - August 2015**

This item is applicable to the following:

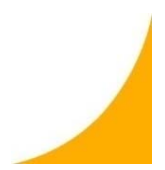
Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100



# **Summary Operating Statements**

**For the Period  
September 1, 2014 - August 31, 2015  
For the Meeting of the Board of Trustees - October 8, 2015**

**for  
Houston Community College System  
&  
Houston Community College Public Facility Corporation**



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For the Period September 1, 2014 - August 31, 2015

## Houston Community College System

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**Houston Community College System  
Summary of Financial Statements  
As of August 31, 2015**

In the Unrestricted Fund as of August 31, 2015, total revenue received is \$310.8 million. This represents 104% of budgeted annual revenues of \$298.7 million. Expenses total \$288.5 million to date; which is 94.1% of the total expense budget of \$306.7 million. Compared with the same time last year, revenue shows a 5.8% increase, and expenses are 2.4% higher than the prior year. Actual net revenue is \$22.3 million to-date. That translates into a like amount increase in fund balance.

Tuition and fee revenue shows a 2.4% increase year-to-date, namely due to increases in enrollment. Tuition and fee revenue for Extended Learning shows a 35.8% increase due partially to an increase in enrollment and also largely to a differential category fee created for out-of-state and international students taking non-credit courses.

Salaries increased 4.1%. This increase is due namely to an across the board salary increases of 2% for full-time employees and an increase in part-time faculty salary rates.

Expenses related to supplies, other departmental expenses, and capital outlays have decreased. Decreases have resulted primarily from greater oversight of expenditures and discontinuation of the practice of allowing current unrestricted fund purchase orders to roll into the next fiscal year.

**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**Unaudited Fund Balances and Activities - All Funds**  
**as of August 31, 2015**

	Unrestricted	Restricted	Auxiliary	Loan & Endowments	Scholarship	Agency	Unexpended Plant	Capital and Technology	Retirement of Debt	Investment in Plant	Public Facility Corp.	Grand Total
Fund Balance as of 9/1/2014, Audited	\$ 100,704,814	\$ 8,760,527	\$ 6,048,536	\$ 509,932	\$ -	\$ (59,601)	\$ 5,418,977	\$ -	\$ 36,581,244	\$ 221,786,019	\$ (5,898,375)	\$ 373,852,073
<b>Revenues</b>	310,786,444	27,226,608	15,125,811	-	107,055,074	-	2,709,464	-	53,926,654	476,469	2,199,059	519,505,583
<b>Expenses</b>												
Salaries	170,515,506	5,882,046	4,769,978	-	2,693,918	-	227,109	-	-	-	-	184,088,557
Employee Benefits	20,406,867	13,877,942	1,038,915	-	-	-	51,499	-	-	-	-	35,375,222
Supplies & General Exp	4,919,853	277,219	1,200,443	-	-	-	2,748	178,869	-	-	-	6,579,132
Travel	1,033,451	195,928	267,087	-	-	-	844	-	-	-	-	1,497,310
Marketing Costs	1,179,213	30,065	17,721	-	-	-	-	-	-	-	-	1,226,999
Rentals & Leases	2,224,505	159,792	57,430	-	-	-	5,304	-	-	-	-	2,447,031
Insurance/Risk Mgmt	6,425,150	8,988	7,380	-	-	-	-	-	-	-	-	6,441,518
Contracted Services	22,991,156	4,055,399	1,819,396	-	-	-	1,296,095	33,134	334,741	-	-	30,529,921
Utilities	8,923,606	-	489,185	-	-	-	-	-	-	-	-	9,412,791
Other Departmental Expenses	1,493,511	105,641	3,136,030	-	-	-	1,229	-	-	-	-	4,736,411
Instructional and Other Materials	8,485,912	476,675	221,943	-	-	-	887,117	6,229	-	-	-	10,077,876
Maintenance and Repair	980,865	479,853	20,681	-	296,863	-	74,392	78,500	-	-	-	1,931,154
Transfers (In)/Out*	34,193,445	8,250,000	71,961	-	(3,351,202)	-	(1,376,579)	(12,250,000)	(23,233,325)	(2,304,299)	-	(0)
Debt	1,459,827	-	219,669	-	-	-	-	-	60,688,096	1,263,134	0	63,630,725
Capital Outlay	3,234,142	1,677,060	1,256	-	-	-	78,623,949	2,075,157	-	-	5,269	85,616,834
Depreciation	-	-	-	-	-	-	-	-	-	20,785,434	-	20,785,434
Scholarship Distribution					107,415,495							107,415,495
Total Expenses	288,467,008	35,476,608	13,339,075	-	107,055,074	-	79,793,707	(9,878,112)	37,789,512	19,744,269	5,269	571,792,410
<b>NET REVENUE/(EXPENSES)</b>	22,319,435	(8,250,000)	1,786,736	-	(0)	-	(77,084,243)	9,878,112	16,137,142	(19,267,800)	2,193,790	(52,286,828)
<b>Fund Balance Entries</b>	685,988	(491)	(7,210)			59,601	75,656,602	(217,602)	(679,377)	45,760,571	570,661	121,828,743
<b>Fund Balance as of 08/31/2015</b>	<b>\$ 123,710,238</b>	<b>\$ 510,035</b>	<b>\$ 7,828,062</b>	<b>\$ 509,932</b>	<b>\$ (0)</b>	<b>\$ -</b>	<b>\$ 3,991,336</b>	<b>\$ 9,660,509</b>	<b>\$ 52,039,009</b>	<b>\$ 248,278,791</b>	<b>\$ (3,133,924)</b>	<b>\$ 443,393,989</b>

\*Transfers include student revenue bond payment funds, scholarship matching funds, and transfers to Unexpended Plant and Capital and Technology Funds

**HOUSTON COMMUNITY COLLEGE SYSTEM**  
**Comparison to Budget and Comparison to Previous Fiscal Year**  
**as of August 31, 2015**  
**100% of Year Expended**

**HCCS CURRENT UNRESTRICTED**

	Year-to-Date Actuals Thru August 31, 2015	FY2015 Budget	Actuals as a % of Budget	Year-to-Date Actuals Thru August 31, 2015	Year-to-Date Actuals Thru August 31, 2014	Increase (Decrease) FY2015 Compared to FY2014	% Increase (Decrease)
<b>REVENUES</b>							
State Appropriations	\$ 69,155,893	\$ 69,202,364	99.9%	\$ 69,155,893	\$ 69,202,364	\$ (46,471)	-0.1%
Ad Valorem Taxes	125,073,172	114,968,081	108.8%	125,073,172	112,881,772	12,191,400	10.8%
Tuition, Net	39,937,754	40,308,204	99.1%	39,937,754	38,739,496	1,198,258	3.1%
Fees	64,312,146	64,784,694	99.3%	64,312,146	63,101,478	1,210,669	1.9%
Other Local Income	2,421,304	2,247,796	107.7%	2,421,304	2,434,268	(12,964)	-0.5%
Tuition & Fee, Net	9,382,627	6,565,665	142.9%	9,382,627	6,910,079	2,472,548	35.8%
-- Extended Learning							
Indirect Cost Revenues, Grant	503,548	619,663	81.3%	503,548	594,493	(90,945)	-15.3%
<b>Total Revenues</b>	<b>310,786,444</b>	<b>298,696,467</b>	<b>104.0%</b>	<b>310,786,444</b>	<b>293,863,950</b>	<b>16,922,494</b>	<b>5.8%</b>
<b>Fund Balance Transfers In</b>	<b>-</b>	<b>8,000,000</b>	<b>0.0%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>0.0%</b>
<b>Total Revenues and Fund Balance Transfer</b>	<b>\$ 310,786,444</b>	<b>\$ 306,696,467</b>	<b>101.3%</b>	<b>\$ 310,786,444</b>	<b>\$ 293,863,950</b>	<b>\$ 16,922,494</b>	<b>5.8%</b>
<b>EXPENSES</b>							
Salaries	170,515,506	176,754,585	96.5%	170,515,506	163,822,350	6,693,156	4.1%
Employee Benefits	20,406,867	20,247,290	100.8%	20,406,867	19,026,832	1,380,035	7.3%
Supplies Gen Exp	4,919,853	5,921,123	83.1%	4,919,853	5,371,762	(451,909)	-8.4%
Travel	1,033,451	1,327,479	77.9%	1,033,451	1,018,954	14,497	1.4%
Marketing Costs	1,179,213	1,429,430	82.5%	1,179,213	1,030,478	148,735	14.4%
Rental & Leases	2,224,505	2,397,725	92.8%	2,224,505	2,322,798	(98,293)	-4.2%
Insurance/Risk Mgmt	6,425,150	7,264,650	88.4%	6,425,150	6,430,295	(5,145)	-0.1%
Contract Services	22,991,156	25,898,470	88.8%	22,991,156	23,841,690	(850,535)	-3.6%
Utilities	8,923,606	10,279,217	86.8%	8,923,606	8,474,199	449,408	5.3%
Other Departmental Expenses	1,493,511	2,787,176	53.6%	1,493,511	2,531,325	(1,037,814)	-41.0%
Instructional & Other Materials	8,485,912	9,162,243	92.6%	8,485,912	7,840,510	645,401	8.2%
Maintenance & Repair	980,865	1,412,916	69.4%	980,865	1,629,297	(648,432)	-39.8%
Transfers/Debt	35,653,272	36,810,788	96.9%	35,653,272	29,926,514	5,726,758	19.1%
Contingency	-	896,435	0.0%	-	-	-	0.0%
Capital Outlay	3,234,142	4,106,940	78.7%	3,234,142	8,442,379	(5,208,237)	-61.7%
<b>Total Expenses</b>	<b>\$ 288,467,008</b>	<b>\$ 306,696,467</b>	<b>94.1%</b>	<b>\$ 288,467,008</b>	<b>\$ 281,709,383</b>	<b>6,757,625</b>	<b>2.4%</b>
<b>NET REVENUE/(EXPENSES)</b>	<b>\$ 22,319,436</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 22,319,436</b>	<b>\$ 12,154,567</b>	<b>\$ 10,164,868</b>	<b>83.6%</b>



# HOUSTON COMMUNITY COLLEGE SYSTEM

## Auxiliary Budget By Fund as of August 31, 2015

### Auxiliary Funds - Uncommitted Portion

	Main Leasing	Misc. Auxiliary *	Foundation	Marketing	Bookstore Commission	International Student Services	Cafe Club NEO 3100 Main	Scholarships	Subtotal Uncommitted
<b>Fund Balance – September 1, 2014</b>									<b>\$ 2,067,478</b>
<b>FY2015</b>									
Revenue	5,631,076	522,838	-	-	2,623,635	-	508,050	-	<u>9,285,599</u>
Salaries	228,622	513,497	103,812			321,744	232,029		1,399,704
Benefits	58,002	115,435	23,941			74,738	56,763		328,879
Supplies Gen Exp	56,232	227,189	30,310				12,716		326,447
Travel		10,139	5,967			22,283			38,389
Marketing Costs		17,721							17,721
Rental & Leases	5,276	37,925					1,934		45,135
Contract Services	1,081,754	402,310	48,158				2,924		1,535,146
Utilities	484,085						5,100		489,185
Departmental Expenses		353,086		2,666,786		22,958			3,042,830
Instructional & Other	762						219,951		220,713
Materials									
Maintenance & Repair	6,057	4,009					10,615		20,681
Insurance/Risk Mgmt									-
Exemptions and Waivers								390,435	390,435
Transfer/Debt	3,691							71,961	75,652
Capital Outlay									-
<b>Total Expense</b>	<u><b>1,924,480</b></u>	<u><b>1,681,310</b></u>	<u><b>212,188</b></u>	<u><b>2,666,786</b></u>	<u><b>-</b></u>	<u><b>441,723</b></u>	<u><b>542,033</b></u>	<u><b>462,396</b></u>	<u>7,930,918</u>
<b>Contribution to Fund Balance</b>	<u><b>3,706,596</b></u>	<u><b>(1,158,472)</b></u>	<u><b>(212,188)</b></u>	<u><b>(2,666,786)</b></u>	<u><b>2,623,635</b></u>	<u><b>(441,723)</b></u>	<u><b>(33,983)</b></u>	<u><b>(462,396)</b></u>	<u><b>1,354,681</b></u>
<b>Auxiliary Fund Balance - Uncommitted Portion</b>									<u><u><b>\$ 3,422,158</b></u></u>

\* Expenditures in this category include mailroom, child day care, Minority Male Initiative, Govt. Relation, Mobile Go, etc.

# HOUSTON COMMUNITY COLLEGE SYSTEM

## Auxiliary Budget By Fund

as of August 31, 2015

### Auxiliary Funds - International and Committed Portions

	International			Committed					Total
	Saigon Tech	Qatar	Subtotal International	Minority Business Development Agency	Student Vending Commission	Student Activity Fee	Student Athletic Fee	Subtotal Committed	Total Auxiliary
<b>Fund Balance – September 1, 2014</b>			<b>\$ 1,732,695</b>	<b>\$ -</b>	<b>\$ 293,729</b>	<b>\$ 968,768</b>	<b>\$ 978,657</b>	<b>\$ 2,241,154</b>	<b>\$ 6,041,326</b>
<b>FY2015</b>									
Revenue	69,999	4,120,662	4,190,661	-	129,500	1,094,829	882,342	2,106,670	15,582,931
Salaries	1,800	3,040,614	3,042,414		28,250	77,727	221,884	327,861	4,769,978
Benefits		655,960	655,960			958	53,118	54,076	1,038,915
Supplies Gen Exp	214	1,226	1,441		44,786	666,371	161,398	872,555	1,200,443
Travel	46,595	18,012	64,608		2,151	101,725	60,214	164,090	267,087
Marketing Costs			-					-	17,721
Rental & Leases			-				12,295	12,295	57,430
Contract Services		84,000	84,000		4,650	62,450	133,150	200,250	1,819,396
Utilities			-					-	489,185
Departmental Expenses		30,581	30,581		16,260	9,380	36,977	62,618	3,136,030
Instructional & Other Materials	1,230		1,230					-	221,943
Maintenance & Repair			-					-	20,681
Insurance/Risk Mgmt			-			3,731	3,649	7,380	7,380
Exemptions and Waivers			-		3,000	61,905	1,780	66,685	457,120
Transfer		215,977	215,977					-	291,630
Capital Outlay			-				1,256	1,256	1,256
<b>Total Expense</b>	<b>49,840</b>	<b>4,046,371</b>	<b>4,096,211</b>	<b>-</b>	<b>99,097</b>	<b>984,248</b>	<b>685,721</b>	<b>1,769,066</b>	<b>13,796,195</b>
<b>Contribution to Fund Balance</b>	<b>20,159</b>	<b>74,291</b>	<b>94,450</b>	<b>-</b>	<b>30,403</b>	<b>110,581</b>	<b>196,621</b>	<b>337,605</b>	<b>1,786,736</b>
<b>Auxiliary Fund Balance - Intl, Committed, Total</b>			<b>\$ 1,827,145</b>	<b>\$ -</b>	<b>\$ 324,132</b>	<b>\$ 1,079,349</b>	<b>\$ 1,175,278</b>	<b>\$ 2,578,759</b>	<b>\$ 7,828,062</b>

**HOUSTON COMMUNITY COLLEGE**  
**FY 2014-15 Adjusted Budget by Colleges**  
**as of August 31, 2015**

<b>Budgeted Expenditures</b>	<b>CENTRAL</b>	<b>NORTH WEST</b>	<b>NORTH EAST</b>	<b>SOUTH WEST</b>	<b>SOUTH EAST</b>	<b>COLEMAN</b>	<b>EXTENDED LEARNING</b>	<b>SYSTEM</b>	<b>Grand Total</b>
Salary	\$ 8,115,986	\$ 8,745,246	\$ 6,016,858	\$ 8,891,275	\$ 5,709,226	\$ 11,603,225	\$ 10,209,876	\$ 117,462,893	\$ 176,754,585
Employee Benefits	-	-	-	-	-	-	-	20,247,290	20,247,290
Supplies & Gen	232,600	219,348	202,018	309,641	277,020	257,846	162,664	4,259,986	5,921,123
Travel	34,851	111,433	22,768	46,038	39,218	124,766	56,911	891,494	1,327,479
Marketing Costs	23,645	23,322	53,820	27,763	131,641	12,692	230,863	925,684	1,429,430
Rentals & Leases	-	76,658	923,004	476,191	34,939	437,309	21,458	428,166	2,397,725
Insurance/Risk Mgmt	70	-	-	98	-	-	-	7,264,482	7,264,650
Contracted Services	279,929	237,062	29,456	8,576	64,455	171,675	14,544	25,092,773	25,898,470
Utilities	-	-	4,600	1,826	-	-	-	10,272,791	10,279,217
Other Departmental Expenses	23,860	77,187	22,183	35,703	28,729	82,107	35,589	2,481,818	2,787,176
Instructional And Other Materials	63,043	41,317	1,629	45,724	28,485	302,480	564,089	8,115,476	9,162,243
Maintenance and Repair	117,054	31,447	20,652	31,081	5,007	69,111	121,311	1,017,253	1,412,916
Transfers/Debt	-	864,206	5,640,442	1,250,001	-	-	-	29,056,139	36,810,788
Contingency	471,296	5,431	1,230	673	16,647	989	-	400,169	896,435
Capital Outlay	366,440	451,543	368,669	213,184	120,294	244,295	137,915	2,204,600	4,106,940
<b>Total</b>	<b>\$ 9,728,774</b>	<b>\$ 10,884,200</b>	<b>\$ 13,307,329</b>	<b>\$ 11,337,774</b>	<b>\$ 6,455,661</b>	<b>\$ 13,306,495</b>	<b>\$ 11,555,220</b>	<b>\$ 230,121,014</b>	<b>\$ 306,696,467</b>

**Houston Community College**  
**Balance Sheet By Fund**  
**For Month Ended August 31, 2015**

	<u>CURRENT &amp; LOAN FUNDS<sup>1</sup></u>	<u>PLANT &amp; BOND FUNDS<sup>2</sup></u>	<u>Total All Funds</u>
<b>ASSETS</b>			
Current Assets:			
Cash & cash equivalents	\$ 138,651,745	\$ 25,790,636	\$ 164,442,381
Restricted cash & cash equivalents	4,846,452	-	4,846,452
Short term Investments	-	-	-
Accounts/Other receivable (net)	37,481,198	3,662,062	41,143,260
Deferred charges	3,051,740	-	3,051,740
Prepays	260,906	1,346,598	1,607,503
Total Current Assets	<u>184,292,040</u>	<u>30,799,296</u>	<u>215,091,336</u>
Non-current Assets:			
Restricted cash & cash equivalents	-	213,956,921	213,956,921
Restricted long-term investments	-	121,944,248	121,944,248
Long-term investments	16,982,813	-	16,982,813
Capital Assets, net	-	950,699,702	950,699,702
Total Non-current Assets	<u>16,982,813</u>	<u>1,286,600,871</u>	<u>1,303,583,684</u>
<b>Total Assets</b>	<u><u>\$ 201,274,853</u></u>	<u><u>\$ 1,317,400,168</u></u>	<u><u>\$ 1,518,675,021</u></u>
<b>LIABILITIES</b>			
Current Liabilities:			
Accounts payable	8,422,221	1,382,078	9,804,299
Accrued liabilities	5,481,608	4,820,628	10,302,235
Compensated absences	2,526,083	-	2,526,083
Funds held for others	641,080	189,209	830,289
Deferred revenue	51,645,594	2,399,333	54,044,927
Notes payable-current portion	-	8,783,299	8,783,299
Bonds payable-current portion	-	24,520,000	24,520,000
Capital lease obligations-current	-	-	-
Total Current Liabilities	<u>68,716,586</u>	<u>42,094,546</u>	<u>110,811,132</u>
Non-current Liabilities:			
Deposits	-	-	-
Notes payable	-	153,344,686	153,344,686
Bonds payable	-	752,257,231	752,257,231
Capital lease obligations	-	55,734,058	55,734,058
Total Non-current Liabilities	<u>-</u>	<u>961,335,976</u>	<u>961,335,976</u>
<b>Total Liabilities</b>	<u><u>\$ 68,716,586</u></u>	<u><u>\$ 1,003,430,522</u></u>	<u><u>\$ 1,072,147,108</u></u>
<b>Fund Balance-</b>			
<b>August 31, 2014 Audited</b>	115,964,207	263,786,241	379,750,448
Revenues Over Expenditures			
Unrestricted	24,784,950		24,784,950
Restricted	(8,190,890)		(8,190,890)
Net Investment in Plant		50,183,405	50,183,405
<b>Total Fund Balances, Unaudited</b>	<u><u>\$ 132,558,267</u></u>	<u><u>\$ 313,969,646</u></u>	<u><u>\$ 446,527,913</u></u>
<b>Total Liabilities &amp; Fund Balances</b>	<u><u>\$ 201,274,853</u></u>	<u><u>\$ 1,317,400,168</u></u>	<u><u>\$ 1,518,675,021</u></u>

<sup>1</sup> Includes Unrestricted, Restricted, Loan & Endowment, Scholarship, Agency and Auxiliary Funds.

<sup>2</sup> Includes Unexpended Plant, Retirement of Debt and Investment in Plant Funds.

# Houston Community College

## Exemptions & Waivers

Through August 31, 2015

Account	FY 2013-14		FY 2014-15
	End of Year Activity	Year-to-Date Activity thru 08/31/2014	Year-to-Date Activity thru 08/31/2015
<b>Tuition</b>			
<b>Budget:</b>			
Adjusted Budget FY 2014-15, Net			\$ 40,308,204
<b>Revenues Received:</b>			
Tuition	45,771,753	45,771,753	46,585,807
<b>Waivers &amp; Exemptions:</b>			
Dual Credit & Early College HS	(4,931,925)	(4,931,925)	(5,045,017)
Other	(2,100,332)	(2,100,332)	(1,603,037)
Total Waivers & Exemptions	(7,032,257)	(7,032,257)	(6,648,054)
<b>Total Tuition Revenue, Net</b>	<b>\$ 38,739,497</b>	<b>\$ 38,739,496</b>	<b>\$ 39,937,754</b>

<b>Tuition - Extended Learning</b>			
<b>Budget:</b>			
Budget FY 2014-15, Net			\$ 6,565,665
<b>Revenues Received:</b>			
Tuition	8,931,465	8,931,465	11,329,490
<b>Waivers &amp; Exemptions:</b>			
Department of Corrections	(2,021,386)	(2,021,386)	(1,946,863)
<b>Total EL Tuition Revenue, Net</b>	<b>\$ 6,910,079</b>	<b>\$ 6,910,079</b>	<b>\$ 9,382,627</b>

Exemptions & Waivers	FY 2013-14		FY 2014-15		Actuals % Inc/(Dec)YTD vs. PriorYTD
	End of Year Activity	Year-to-Date Activity thru 08/31/2014	Year-to-Date Activity thru 08/31/2015		
Dept of Corrections	\$ 2,021,386	\$ 2,021,386	\$ 1,946,863		-3.7%
Dual Credit Waiver	2,790,344	2,790,344	3,562,408		27.7%
Early College High School	2,141,581	2,141,581	1,482,609		-30.8%
<b>Other:</b>					
Employee Fee Exemptions	69,909	69,909	61,121		-12.6%
Firemen	26,082	26,082	12,870		-50.7%
Hazelwood	1,416,167	1,416,167	942,773		-33.4%
Deaf & Blind	207,012	207,012	190,174		-8.1%
High Ranking Hi SCH Grad	1,240	1,240	1,805		45.6%
Child of Disabled Vet ETC	285	285	7,264		0.0%
Nonres Teach/Research Asst	6,372	6,372	6,363		-0.1%
Nonres Competitive Scholar	11,346	11,346	8,558		-24.6%
Senior Citizens	15,532	15,532	13,668		-12.0%
Misc Tuition/Fees Waivers	6,576	6,576	-		0.0%
Scholarship Distribution	10,000	10,000	2,800		0.0%
A VISA Waiver (Non-Alien Waiver)	-	-	888		0.0%
Refugee Waiver	183	183	-		0.0%
Foster Children-Resident	300,508	300,508	247,117		-17.8%
Undocumented Students	11,383	11,383	5,723		0.0%
TX Tomorrow Waiver	2,912	2,912	6,076		0.0%
Surviving Spouse/Children	2,120	2,120	-		0.0%
Peace Officer Exemption	3,655	3,655	3,868		5.8%
Adopted Student Waiver	-	-	91,719		0.0%
Stipends	3,000	3,000	250		0.0%
Scholars Costs Funded by State	6,050	6,050	-		0.0%
Total Other Exemptions	2,100,332	2,100,332	1,603,037		-23.7%
<b>Grand Total Exemptions &amp; Waivers</b>	<b>\$ 9,053,643</b>	<b>\$ 9,053,643</b>	<b>\$ 8,594,917</b>		<b>-5.1%</b>

# ACTION ITEM

Meeting Date: October 8, 2015

Committee: *Facilities and Finance*

ITEM NO.	ITEM TITLE	PRESENTER
<b>4</b>	<b>Proposed Auxiliary Fund Budget for Fiscal Year 2015-2016</b>	<b>Dr. Cesar Maldonado Teri Zamora</b>

## RECOMMENDATION

Approve the proposed Auxiliary Fund Budget for Fiscal Year 2015-2016 in the amount of \$11,026,230.

## COMPELLING REASON/RATIONALE

As defined by the National Association of College and University Business Officers (NACUBO), Auxiliary Enterprises are defined as programs that "...furnish services directly or indirectly to students, faculty, or staff and charge fees related to, but not necessarily equal to, the cost of services."

## DESCRIPTION OR BACKGROUND

Auxiliaries are generally expected to provide quality services to students at rates competitive with the private sector, to maintain adequate but not excessive reserves, to satisfy expectations of ongoing fiscal solvency, and to use a portion of their resources for the broader purposes of the institution.

## FISCAL IMPACT

Fiscal Year 2015-2016 in the amount of \$11,026,230.

## LEGAL REQUIREMENT

N/A

## STRATEGIC GOAL ALIGNMENT

*Strategic Initiative:* Support Innovation

Attachment Title(s): **1. Proposed Auxiliary Fund Budget for Fiscal Year 2015-2016**  
**2. Auxiliary Scholarship Plan**

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

**HOUSTON COMMUNITY COLLEGE  
PROPOSED AUXILIARY BUDGET  
FISCAL YEAR 2015- 2016**

	Uncommitted Portion								International Portion		Committed Portion			Auxiliary Total
	Scholarships	Main Leasing	Misc Auxiliary*	Foundation	Marketing - Media Purchases	Bookstore Commission	International Student Services	Café Club NEO	Saigon Tech	International Student Travel	Vending Commission**	Student Activity Fee**	Student Recreation Fee**	Total
<b>Revenues</b>	0	5,600,000	628,000	0	0	2,600,000	0	520,000	66,000	0	150,000	1,100,000	950,000	11,614,000
<b>Expenses</b>														
Salaries & Benefits	0	383,116	892,409	122,570	0	0	420,696	321,688	1,800	0	0	45,555	283,180	2,471,014
Supplies/Gen/Other	0	49,875	122,742	30,500	0	0	24,600	224,805	20,100	0	150,000	798,316	550,927	1,971,865
Travel	0	600	34,784	6,000	0	0	15,000	0	13,300	100,000	0	0	0	169,684
Rentals/Leases	0	5,344	38,175	0	0	0	0	3,900	0	0	0	0	0	47,419
Scholarships	1,500,000	0	0	0	0	0	0	0	0	0	0	0	0	1,500,000
Contract Services	0	1,059,994	472,800	50,000	2,200,000	0	0	4,937	0	0	0	0	0	3,787,731
Utilities	0	555,000	0	0	0	0	0	7,558	0	0	0	0	0	562,558
Departmental Expenses	0	2,100	387,799	0	0	0	0	0	0	0	0	0	0	389,899
Other	0	66,366	42,819	0	0	0	1,000	15,875	0	0	0	0	0	126,060
<b>Total Expenses</b>	1,500,000	2,122,395	1,991,528	209,070	2,200,000	0	461,296	578,763	35,200	100,000	150,000	843,871	834,107	11,026,230
<b>Net Revenues - FY2016 Budget</b>	<b>(1,500,000)</b>	<b>3,477,605</b>	<b>(1,363,528)</b>	<b>(209,070)</b>	<b>(2,200,000)</b>	<b>2,600,000</b>	<b>(461,296)</b>	<b>(58,763)</b>	<b>30,800</b>	<b>(100,000)</b>	<b>0</b>	<b>256,129</b>	<b>115,893</b>	<b>587,770</b>
Net Revenues Portion Subtotal								284,948		(69,200)			372,022	587,770
Anticipated Fund Balance 8/31/15								2,900,000		2,000,000			2,500,000	7,400,000
Anticipated Fund Balance 8/31/16								3,184,948		1,930,800			2,872,022	7,987,770

\* Expenditures include mailroom, child day care, Minority Male Initiative, Government Relations, Miscellaneous Administrative costs, Mobile Go, etc.

\*\* Funds are committed to specified services related to students

**AUXILIARY SCHOLARSHIP PLAN  
FISCAL YEAR 2015-2016**

The \$1,500,000 in Scholarships provided for in the Auxiliary budget are planned to be utilized in the following ways:

Honors Scholarship	\$100,000  Award amounts as needed	Target Group – Honors College students with unmet need  Provides consistent, dedicated funding stream for Honors College students
Chancellor’s Scholarship	\$250,000  Award \$300 per semester	Target Group – Students with more than 30 SCH at HCC, with a cumulative 4.0 GPA  Encourages high performing students to stay at HCC, continue to perform well and complete
Impact Scholarship	\$1,150,000  Award \$1,000 per semester	Target Group – Students within defined household incomes and Expected Family Contributions, who receive limited or no Pell, and GPA > 2.9 (new students have no initial GPA requirement). This group typically relies on loans and/or progresses very slowly through coursework due to financial constraints. Awards will be made until funds are expended.  Encourages low income students without access to the majority of Pell to persist, take more hours, and avoid debt.
<b>Total</b>	<b>\$1,500,000</b>	



# REPORT ITEM

Meeting Date: October 8, 2015

Committee: *Facilities and Finance*

ITEM NO.	ITEM TITLE	PRESENTER
<b>5</b>	<b>Update on Strategic Planning</b>	<b>Dr. Cesar Maldonado Dr. Edmund Herod</b>

## DISCUSSION

Provide an update on strategic planning.

## DESCRIPTION OR BACKGROUND:

HCC is currently in the process of developing the 2016-2019 Strategic Plan. This update provides information on the current status of that planning.

## FISCAL IMPACT:

N/A

## STRATEGIC GOAL ALIGNMENT

*Strategic Initiative:* Formation of new Strategic Plan

This item is applicable to the following:

Central     Coleman     Northeast     Northwest     Southeast     Southwest     3100

# APPENDIX



## **Strategic Plan 2012-2015**

Creating Opportunities for Our Shared Future

*Approved by the HCC Board of Trustees, June 2012*

### **Mission:**

Houston Community College is an open-admission, public institution of higher education offering a high-quality, affordable education for academic advancement, workforce training, career and economic development, and lifelong learning to prepare individuals in our diverse communities for life and work in a global and technological society.

### **Vision:**

HCC will be a leader in providing high quality, innovative education leading to student success and completion of workforce and academic programs. We will be responsive to community needs and drive economic development in the communities we serve.

### **Guiding Principles:**

Our Guiding Principles direct our interactions with students, the internal and external communities we serve, and each other, giving focus to our primary purpose: devotion to the achievement of student success, defined as timely completion of certificates and degrees that drive real accomplishments in the workplace, at universities, and in society.

- **Freedom with Responsibility**  
HCC subscribes to and upholds a doctrine of freedom that follows the principle of responsibility.
- **Commitment to Excellence**  
HCC believes that a commitment to doing one's very best without regard to position is the starting point of all expressions of excellence and setting of high standards for quality and performance.
- **Respect for the Person**  
HCC holds that a principle of community mindfulness begins with respect for oneself and for others. Respect is the framework of personal integrity and provides the tie that binds us together.
- **Sound Stewardship**  
Stewardship is the path to fulfilling HCC's Mission and acknowledges our guardianship of its resources and positive impact on the lives of our students and community at large.

## **Strategic Initiative #1 - Increase Student Completion**

HCC currently leads the state and is fifth in the nation in the number of students who complete associate degrees. While we are proud of this fact, we can do better. We will strengthen our efforts and scale up those strategies that have been proven to increase the rates of students' persistence and completion.

HCC will continue to serve as a national Achieving the Dream (ATD) Leader College and work hand in hand with our high school partners to ensure more students enter our doors college-ready and leave well-prepared for successful transition to jobs, careers, and further education.

- Action 1.1:** Improve student preparation for higher education and transition to careers
- Action 1.2:** Improve academic success of students in their first semester
- Action 1.3:** Revamp developmental education to ensure greater success with more efficient delivery
- Action 1.4:** Improve students' persistence rates from one semester to the next
- Action 1.5:** Ensure students complete their programs of study and transition successfully to jobs/careers or further education

## **Strategic Initiative #2 – Respond to Business and Industry**

As the supplier of skilled workers to business and industry, we have a responsibility to build partnerships and to develop the means to respond quickly with the creation and design of programs and student-learning outcomes that meet their requirements.

The employer is our customer. Our clear responsibility to both employers and to students is to narrow the jobs gap and the skills gap for both of these stakeholders.

- Action 2.1:** Engage industry leaders in dialogue to identify present and future needs
- Action 2.2:** Improve the infrastructure of workforce programs (instruction, curriculum, facilities, and equipment) to meet the business and industry needs
- Action 2.3:** Ensure students have access to information and support services to complete career and technical education programs

### **Strategic Initiative #3 – Develop 21<sup>st</sup> Century Learners**

HCC must prepare our students to become citizens and workers capable of productive and meaningful participation in the 21<sup>st</sup> century. Core competencies of critical thinking, effective communications, quantitative reasoning, teamwork, personal responsibility, and social responsibility must be taught in all of our instructional programs.

All classrooms at HCC should meet minimum technology standards, and all faculty must be trained and supported in using effective teaching and learning strategies to promote success for students in their learning today as well as throughout their lifetime.

- Action 3.1:** Ensure adoption and commitment by HCC to 21<sup>st</sup> century core curriculum skills as defined by the Texas Higher Education Coordinating Board (THECB)
- Action 3.2:** Create new platforms and methodologies to teach and support students using effective methods of course delivery, teaching practices,
- Action 3.3:** Provide an environment conducive to optimal learning that includes consideration of facilities, technology, equipment, materials, accessibility, and concern for students

### **Strategic Initiative #4 – Support Faculty/Staff Professional Development and Student Leadership Development**

HCC has celebrated its 40<sup>th</sup> year by enrolling and graduating more students than ever before. To ensure we continue to thrive as an essential and relevant institution for the educational development of our students and the economic development of our community, we must prepare students, faculty, and staff for the leadership roles of tomorrow.

We will do this in multiple ways – through the expansion of external resources and support, purposeful mentoring of leadership candidates, infusion of opportunities for leadership development in our instructional programs, student services, extracurricular activities, and human resources.

- Action 4.1:** Develop a system-wide strategy to encourage leadership development for students
- Action 4.2:** Develop a system-wide strategy for ongoing professional and leadership development for faculty

- Action 4.3:** Develop a system-wide strategy for provision of professional and leadership development for HCC personnel at all levels and functions of the organization

## **Strategic Initiative #5 - Support Innovation**

HCC recognizes that in the near term there will be continuing economic turmoil to challenge the funding and stability of the institution. We also recognize that continuous technical challenges will create disruptions and opportunities in the delivery and transfer of knowledge and data.

To counter and overcome these difficulties, we must be an institution where innovation is valued and promoted. However, nothing will be accepted merely on the basis of custom, anecdote, or fad – everything we do must be proven to have long-term value in terms of strengthening our institutional resilience and capacity to serve our students and our community.

- Action 5.1:** Reduce HCC’s reliance on debt to maximize the use of operating dollars for strengthening teaching and learning capabilities
- Action 5.2:** Leverage current and new grant opportunities to improve the institution’s capability to respond to our teaching and learning needs
- Action 5.3:** Expand opportunities for the HCC Foundation to fund capital projects, program excellence, and faculty development
- Action 5.4:** Optimize technology and capital assets through planning for business continuity, disaster recovery, replacements, training, and environmental sustainability

## **Strategic Initiative #6 – Support Entrepreneurialism**

Houston is an entrepreneurial, “opportunity city” where taking a risk, failing, and starting over again are valued. HCC is the “Opportunity College” and is grassroots in its approach to serving its constituents. Therefore, HCC is committed to strategic thinking that not only respects students wherever they are, but also inspires and gives them the tools and confidence to follow their dreams.

HCC will commit to an entrepreneurial culture within the organization to serve as an example of the “spirit of Houston.” For this institution, fostering a culture that encourages inspiration and dreaming helps students actualize their potential.

- Action 6.1:** Encourage an entrepreneurial culture among all members of the HCC family
- Action 6.2:** Develop and implement promising practices that nurture and reward a spirit of entrepreneurialism throughout the institution

**Action 6.3:** Strengthen HCC assessment and institutional effectiveness (IE) processes and activities

## **Strategic Initiative #7 – Leverage Partnerships**

Houston is a global leader. The diversity of our economic structure and our willingness to embrace and value the partnerships encourage innovation. HCC is a principle partner for educational and economic opportunities, enhancing and advancing the community's quality of life. HCC is a catalyst for creating jobs.

Former U.S. Secretary of Defense Robert M. Gates described foreign language education, study abroad, and the recruitment of foreign students to U.S. campuses as key strategies in promoting America's national security and economic interests. While addressing the audience at the 2012 NAFSA conference in Houston, Gates stated, "Our economic future depends on Americans who can work successfully in an international setting."

According to an American Council on Higher Education Blue Ribbon Panel on Global Engagement (November, 2011), "It is important that college graduates, whatever their location, be not only globally competitive but also globally competent, understanding their roles as citizens and workers in an international context. While identifying common problems, we might also discover common solutions (p.6)."<sup>1</sup>

**Action 7.1:** Identify and secure new local partnerships capable of improving the institution's capacity, performance, and resilience

**Action 7.2:** Identify and secure new regional and state partnerships capable of improving the institution's capacity, performance, and resilience

**Action 7.3:** Identify and secure new international partnerships capable of improving the institutions' capacity, performance, and resilience

**Supplemental Information**  
**Committee Meetings held on**  
**October 8, 2015**



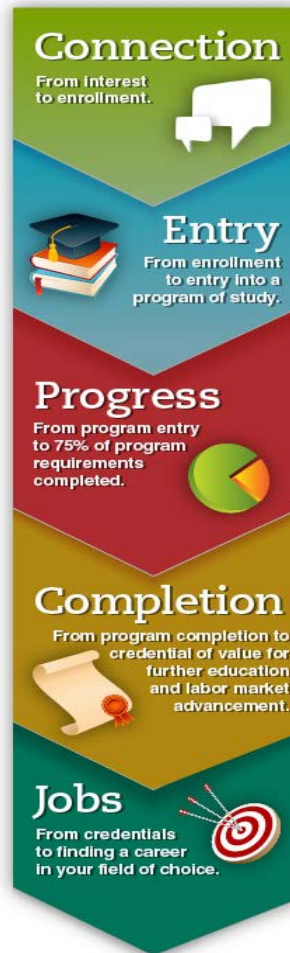


# Student Success Report

Guided Pathways  
Dr. Kimberly Beatty

# Texas Completes

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[www.uh.edu/provost/houstongps](http://www.uh.edu/provost/houstongps)



# **ENROLLMENT UPDATE 2010 – 2015**

# Topics for Discussion

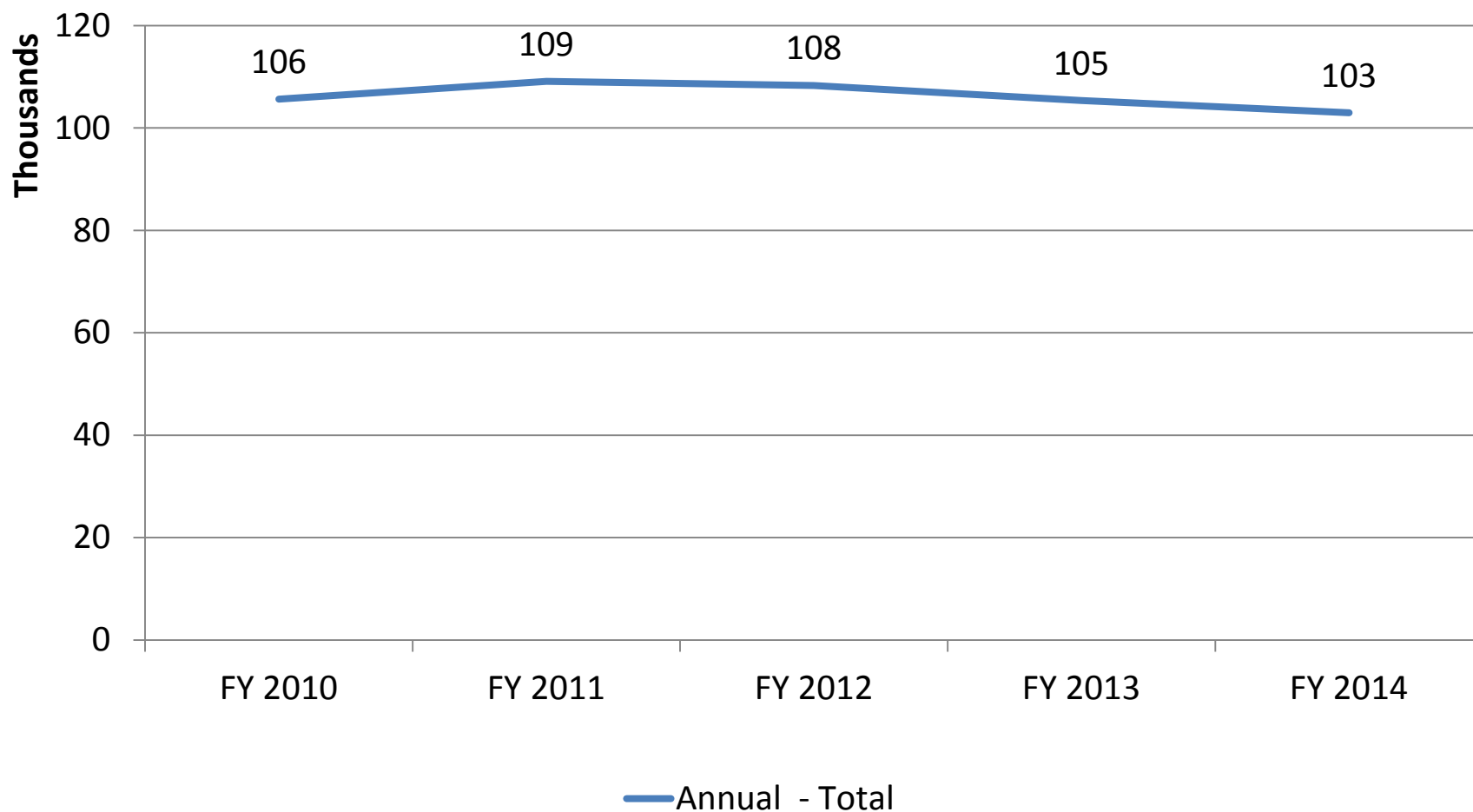
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1. Overall Enrollment Trends, 2010-2015
2. Fall Enrollment Patterns at Milestone Points in the Semester
  1. First Day, Regular Term
  2. Census Date, Regular Term
  3. First Day, Second Start Term
  4. Census Date, Second Start Term
  5. Mid-Term
  6. End-of-Term
3. Completion (Awards Granted), 2010-2015
4. Enrollment Strategies
  1. August, 2015
  2. Spring, 2016
  3. Long Term

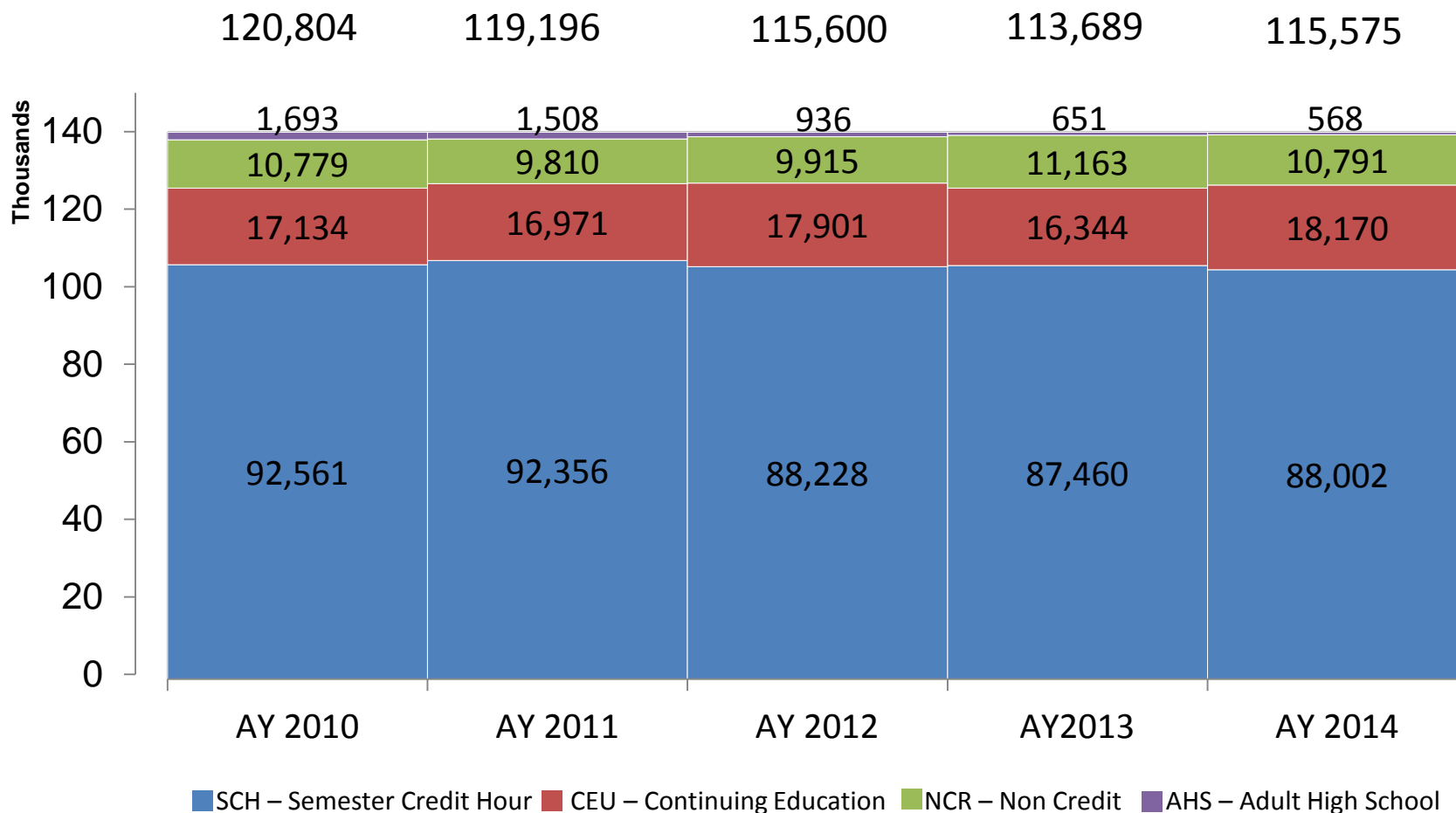


# **Overall Enrollment, 2010-2015**

## THECB Annual Unduplicated Headcount Credit (SCH) and Continuing Education (CEU) only



# Annual Unduplicated Headcount by Enrollment Type



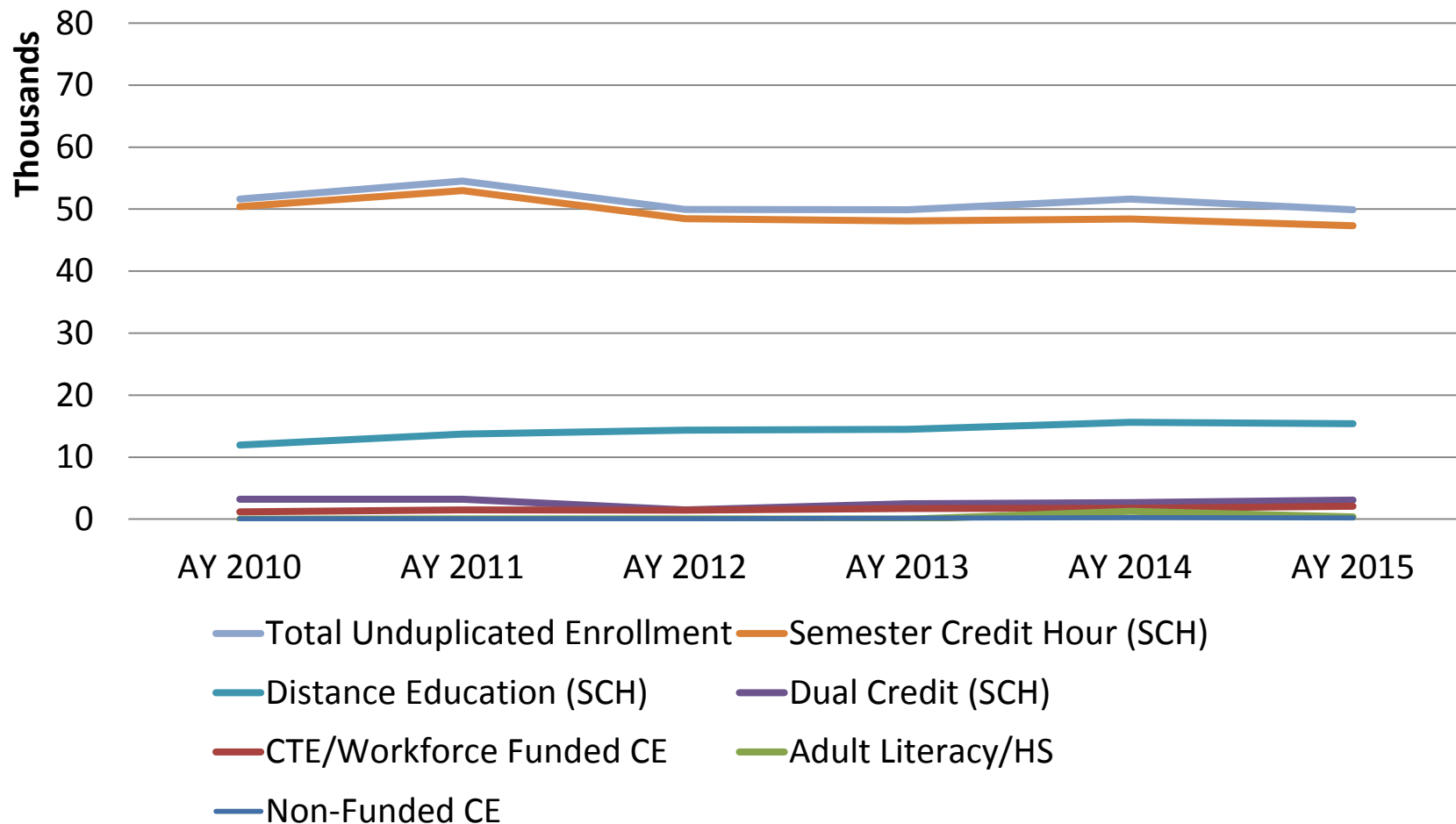


# **Milestone Fall Enrollments, 2010-2015**



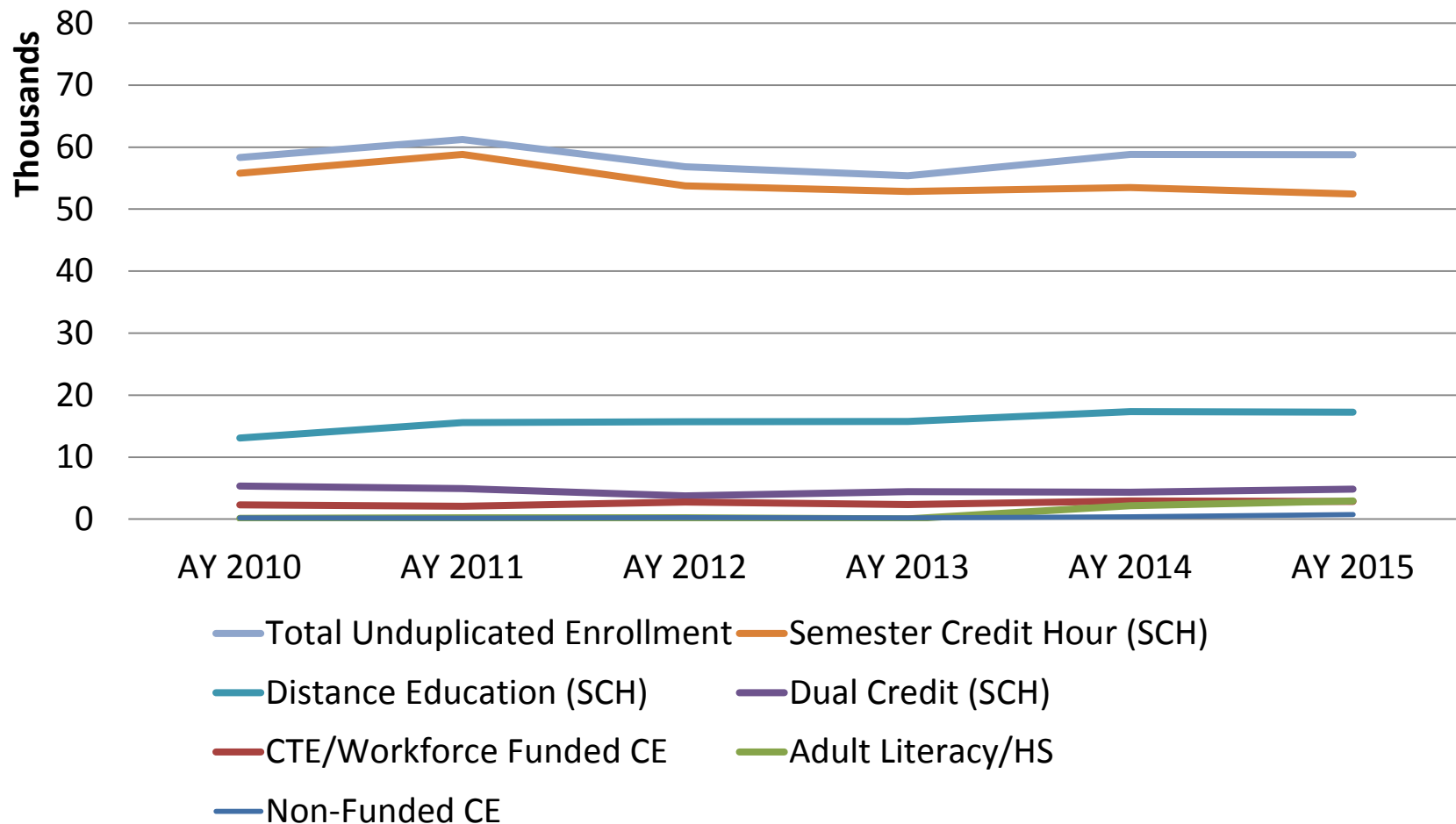
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## First Day of Regular Term



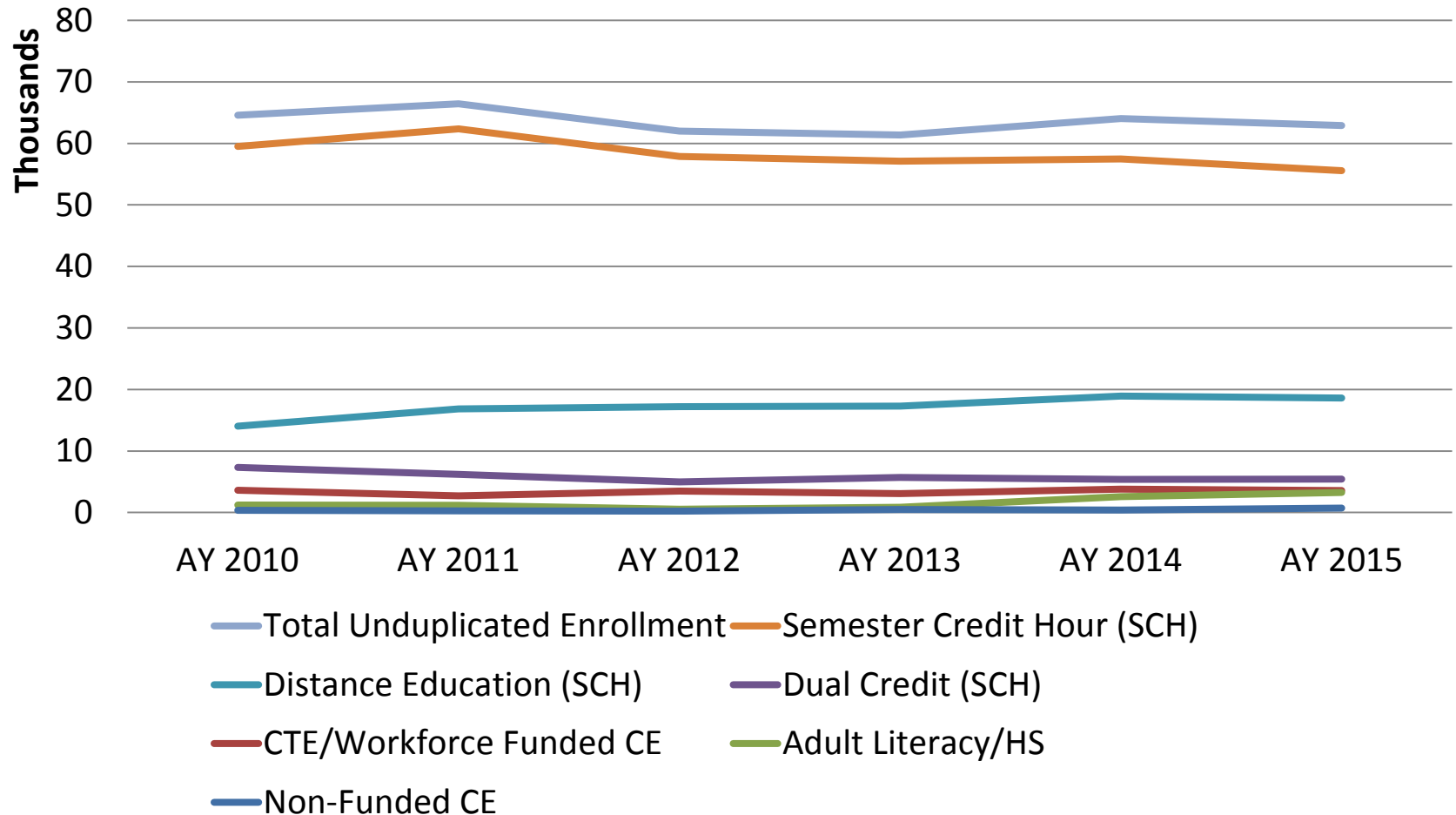
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## Census Date – Regular Term



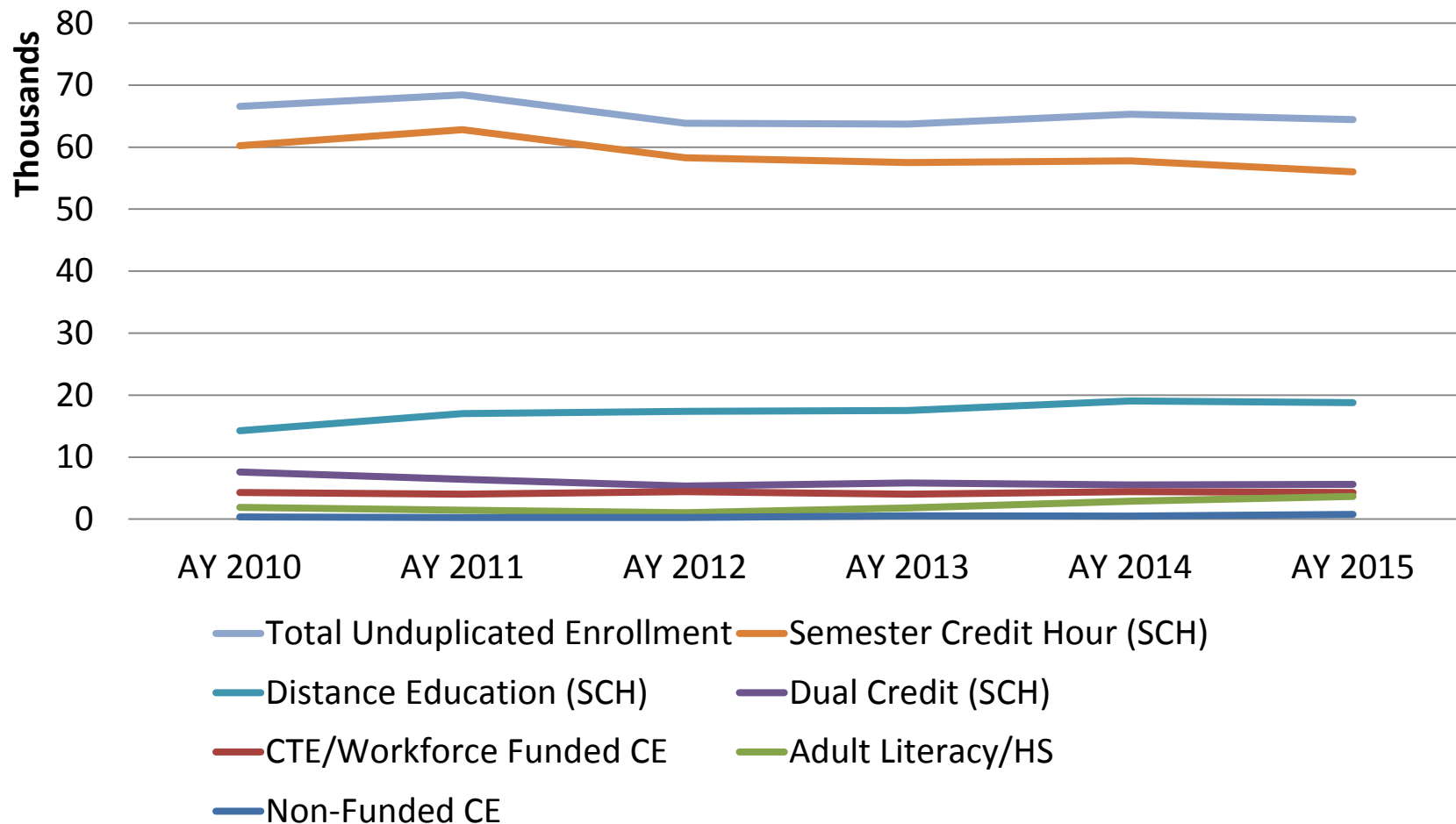
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## First Day of Second Start Term



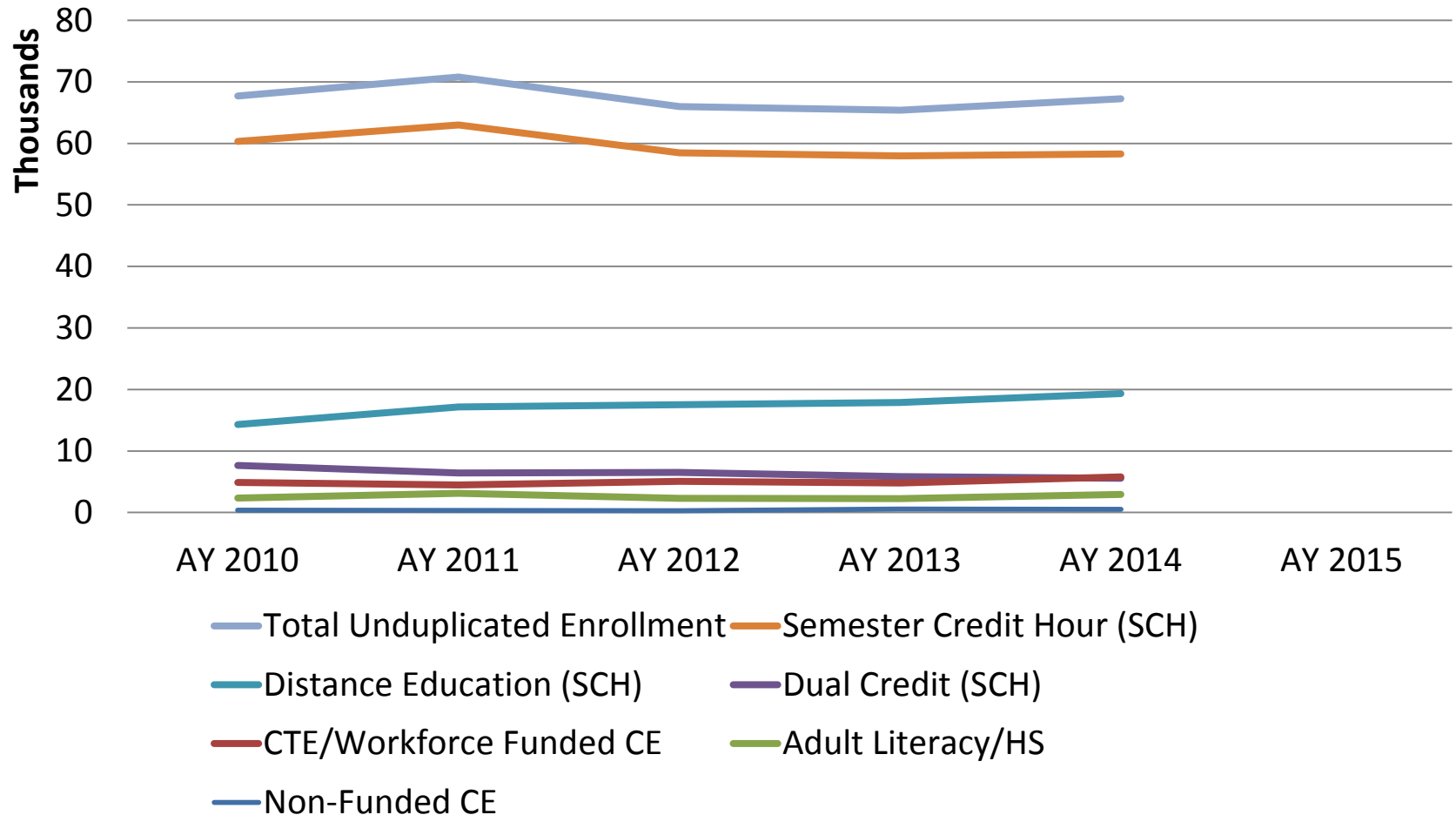
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## Census Date – Second Start Term



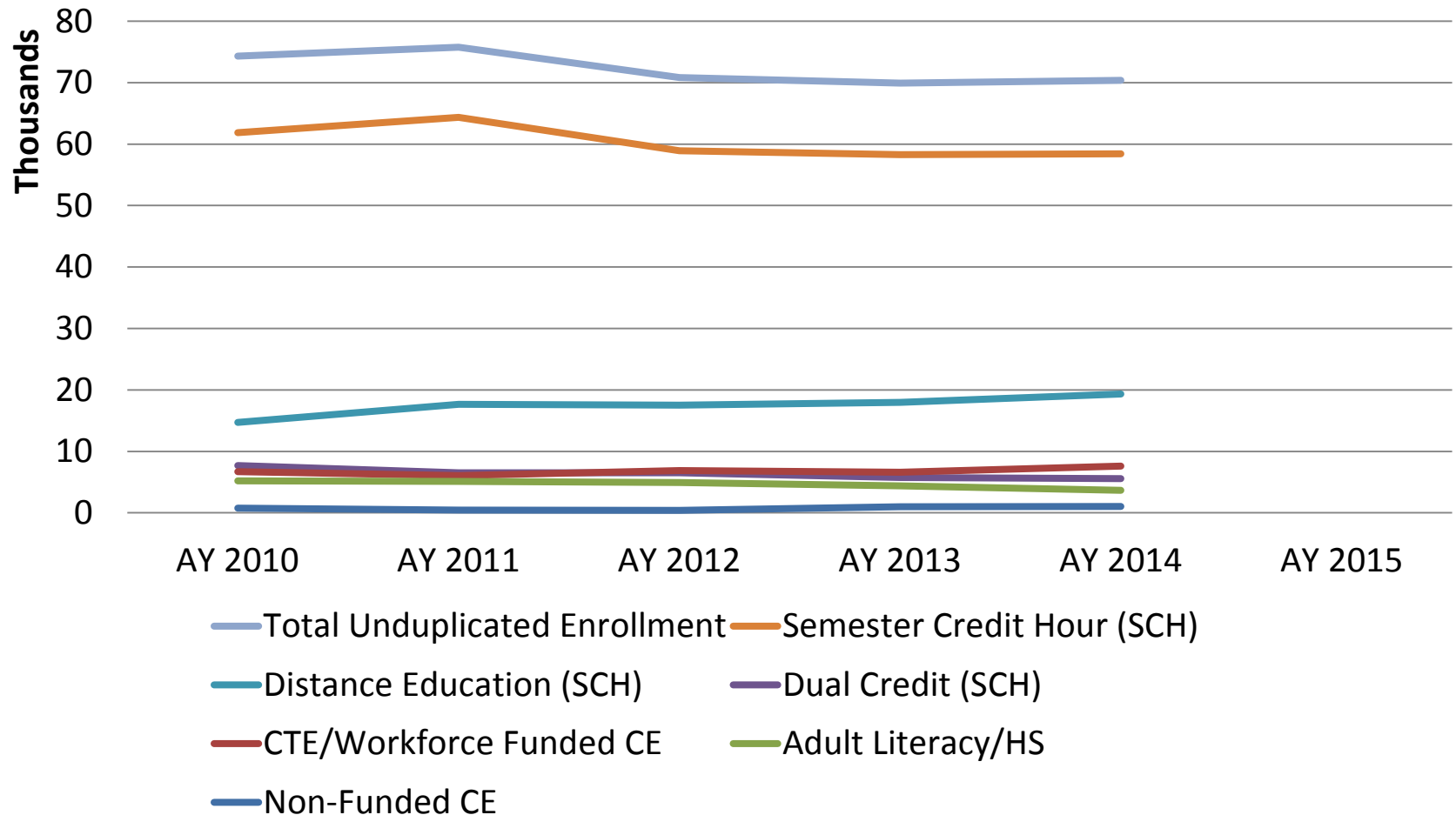
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## Mid-Term



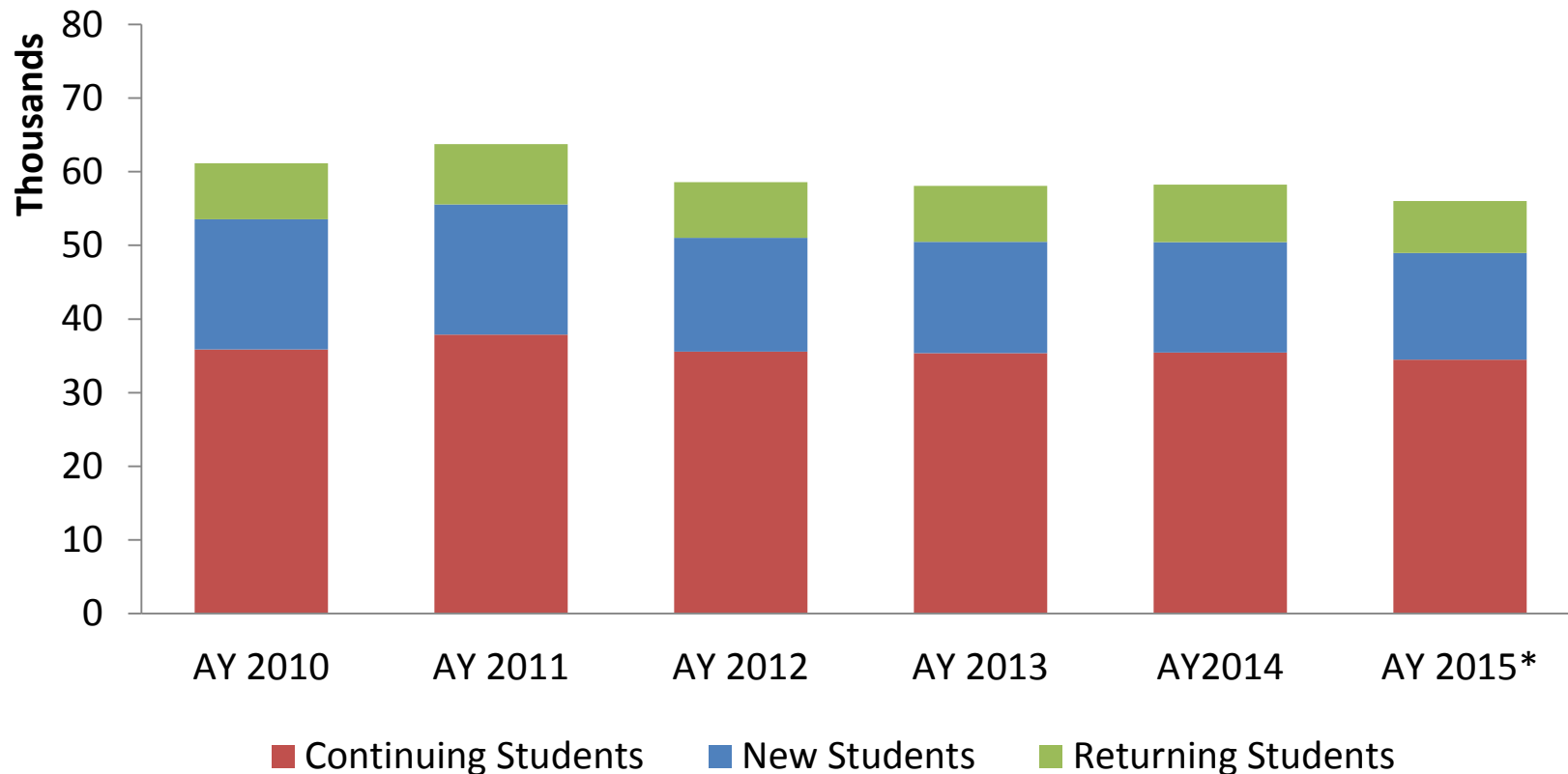
# Unduplicated Enrollment Trend by Enrollment Type (Fall)

## End-of-Term



# Unduplicated Enrollment Trend (Fall - End of Term)

**New, Continuing, or Returning Students** (Semester Credit Hour only)



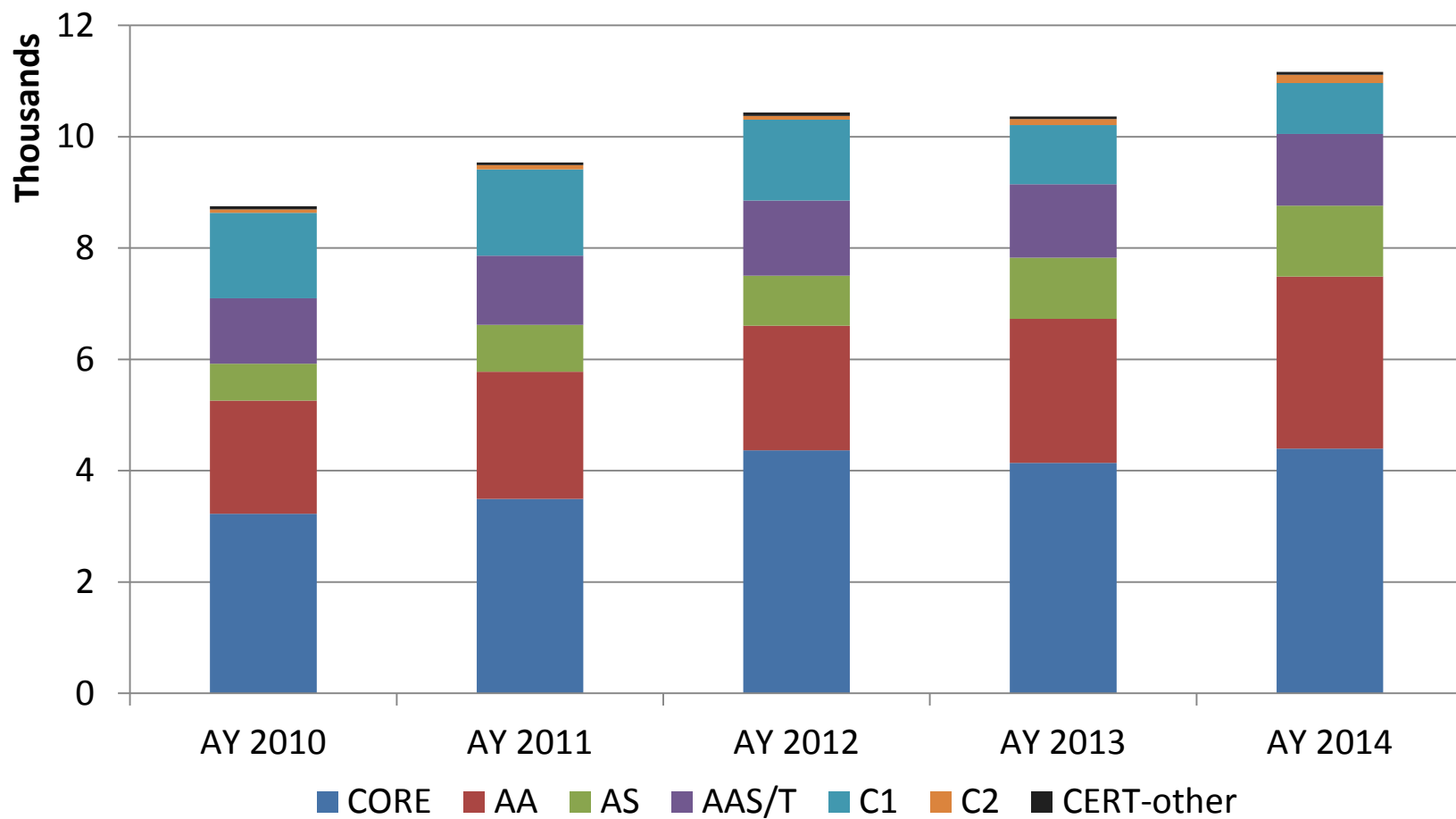
\* Term in progress



# **Completion, 2010-2015**



# Annual Awards by Type





# **Enrollment Management Strategies 2015-2016 and Beyond**

## FALL 2015

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August 1 – August 29<sup>th</sup>

- Media campaign began with social media, radio & television advertising
- 300,000 direct mailers to recent high school graduates
- Extended dates for Saturday registration at 6 college locations
- Targeted robo-calls to over 60,000 returning and continuing students
- “Operation Eagle” outreach initiative deployed throughout the District

## SPRING 2016

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October 15 – January 2

- Early Registration Campaign begins October 1
- Spring media campaign begins to include social media, radio, television, web networks and newspapers
- Direct mail collateral-focused on Centers of Excellence
- Over 45 recruitment events District-wide
- \$250 Barnes & Noble awards to first 900 students who register and pay for classes

# LONG-TERM ENROLLMENT MANAGEMENT STRATEGY

## Strategic Plan

Mission

Vision

Institutional  
Effectiveness

## Strategic Enrollment Plan

KPI

Strategies

## Annual Plans

Marketing

Academic

Co-curricular

Recruitment

Success and  
Completion

Local  
College  
Plans



# COLLEGE READINESS

## Components of College Readiness

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P16 Initiatives

Adult Basic  
Education

Developmental  
Education

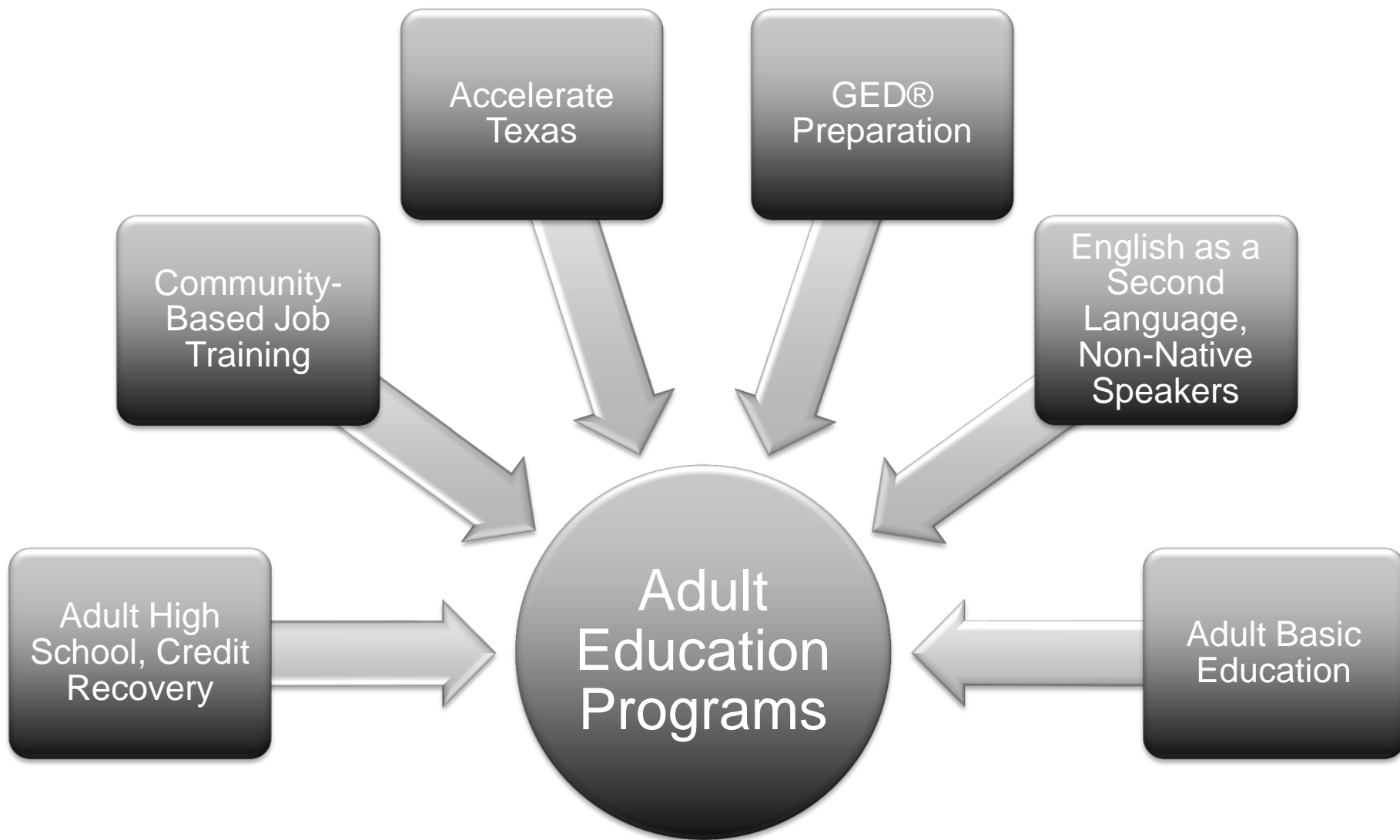


# **ADULT EDUCATION PROGRAMS**



# Adult Education Literacy Programs

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## Adult Education Literacy Instructional Services

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Goal: Providing Access to Post-Secondary Education and Employment

Strategies:

- Adult High School (AHS), credit recovery
- Adult Basic Education, for students functioning below the 8th grade
- GED® Preparation, for students completing a high school equivalency certificate
- English as-a-Second Language, for non-native English language learners

## Adult Education Literacy Instructional Services

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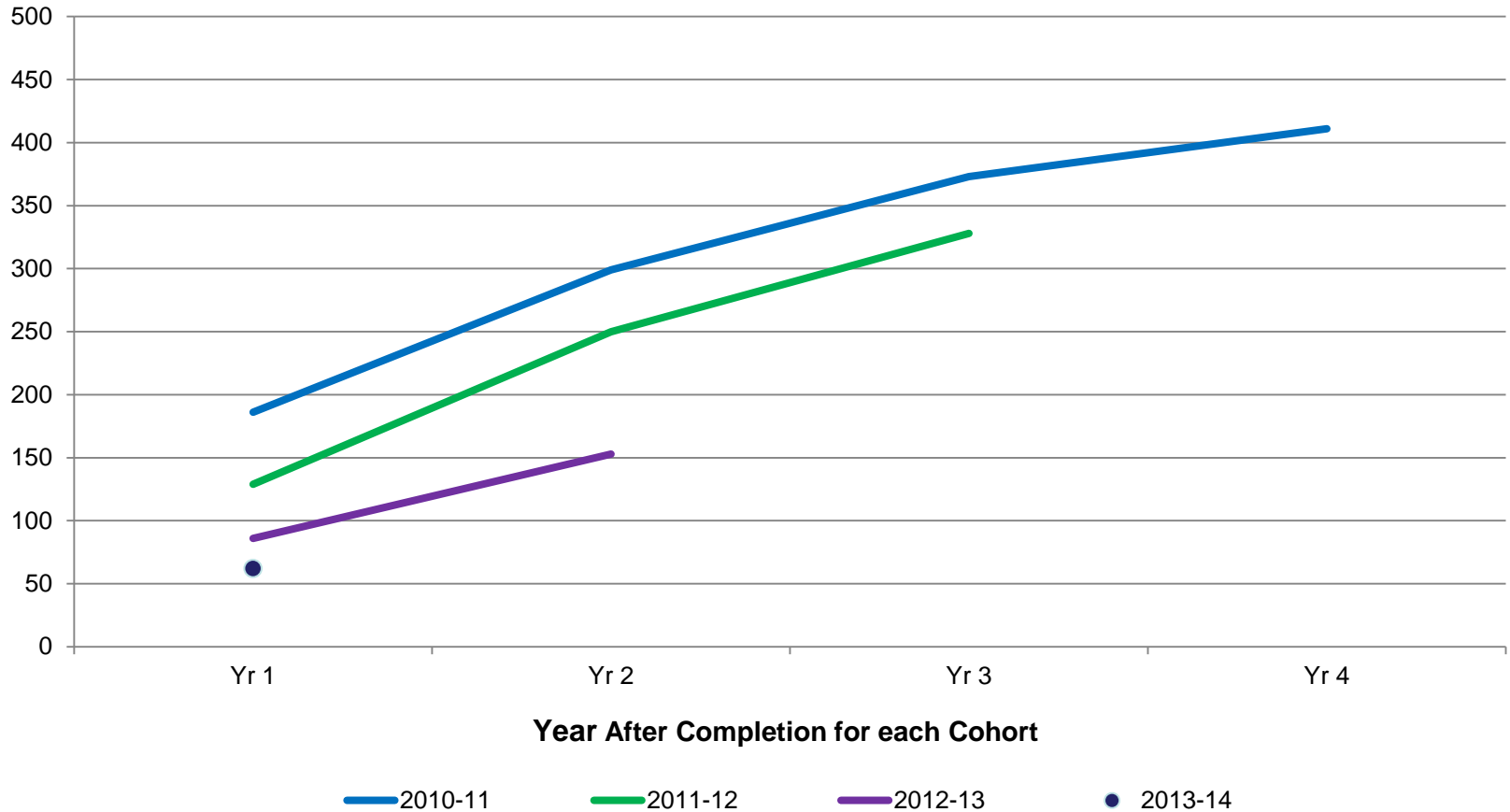
### Strategies (continued)

- College and Career Readiness, for high school complete students at TSIA Level 1 or 2
- Accelerate Texas, career training and support for students below the college-ready level
- Transition support for AEL students into HCC programs, both credit and non-credit

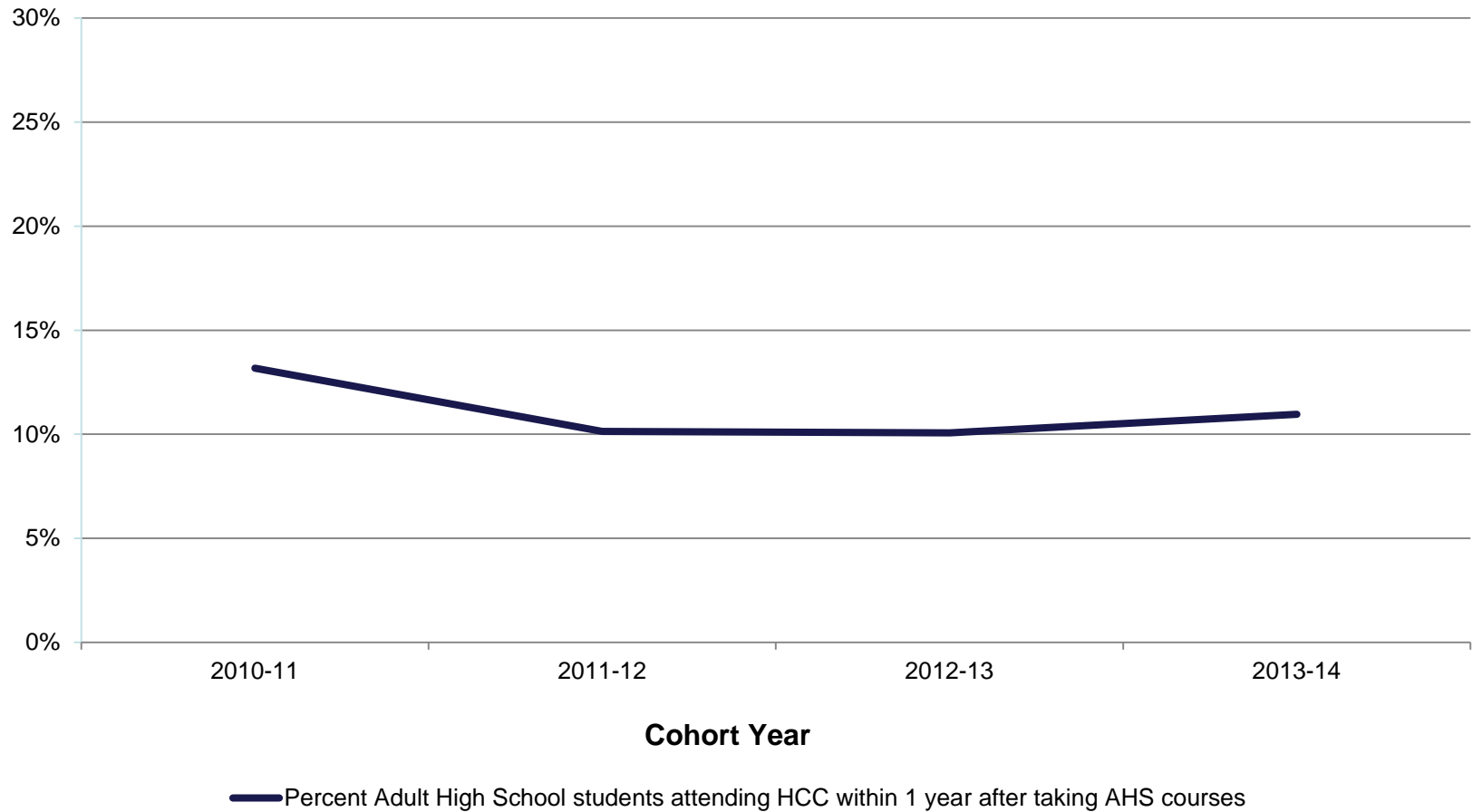
## Adult Education Grants Administered FY2014-15

Grant Description	Amount
HCC Foundation	\$ 20,000
HCC Foundation/Accelerate TX	\$ 28,800
United Way Thrive Round Two	\$ 90,490
United Way Thrive Round One	\$ 91,310
Accelerate Texas (ATX) Mentor College Grant	\$ 200,000
TANF Adult Education	\$ 220,142
Texas Adult Innovation and Research-based Network for Professional Development (TRAIN-PD)	\$ 249,295
Texas Innovative Adult Career Education Round One	\$ 250,000
Texas Innovative Adult Career Education Round Two	\$ 250,000
Accelerate Texas (ATX) Innovation Grant	\$ 425,000
English Literacy and Civics Adult Education	\$ 707,855
State Adult Education	\$ 833,798
Federal Adult Education	\$ 4,154,126
<b>Total</b>	<b>\$ 7,520,816</b>

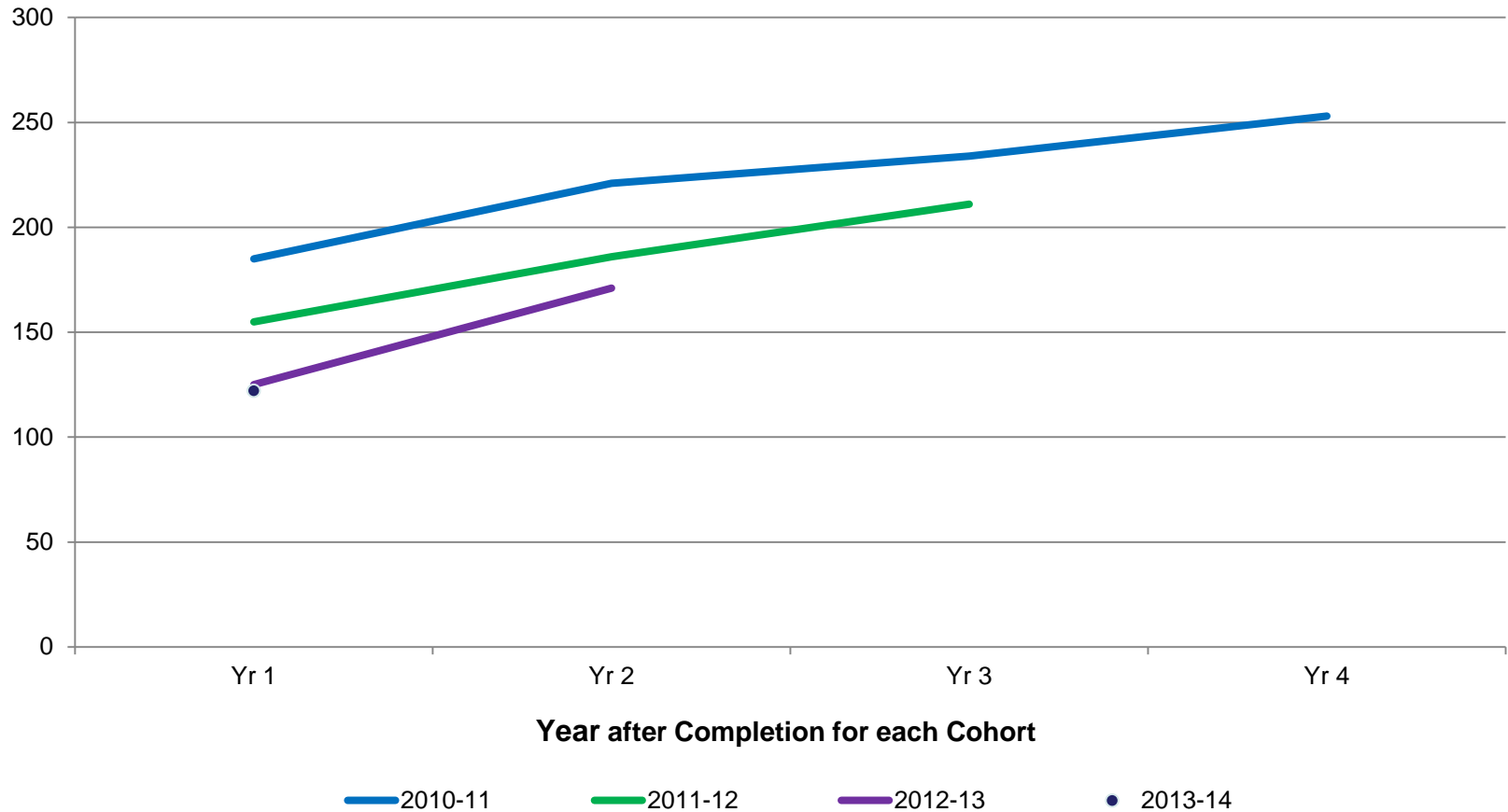
# Adult High School--Number attending HCC after Completing Adult Education Literacy Program



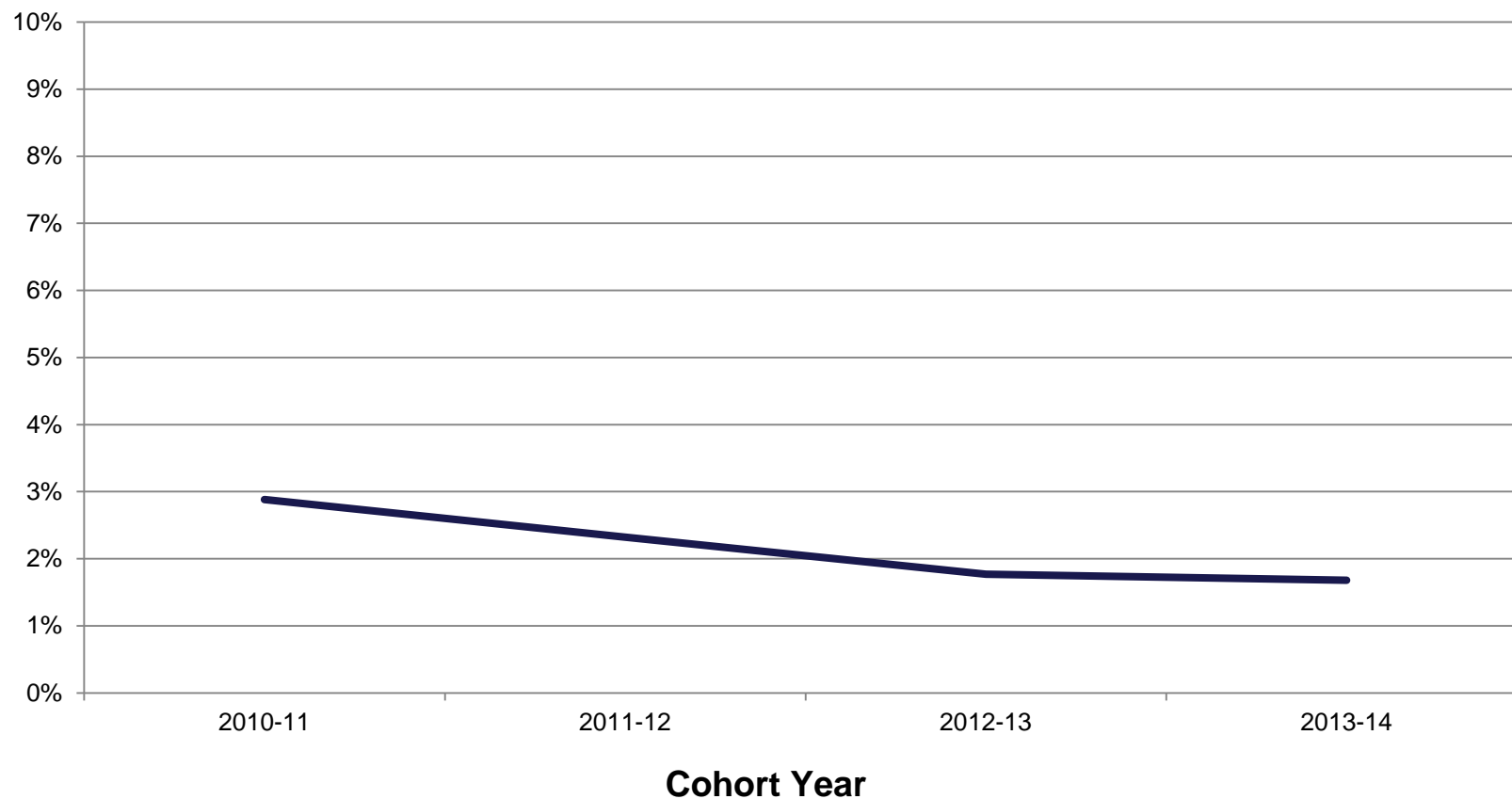
## Adult High School--Percent Adult High School Students Attending HCC within 1 Year after Taking Adult High School courses



## Adult Education--Number Attending HCC after Completing Adult Education Literacy Courses



# Percent Adult Education Students Attending HCC within 1 Year after Taking Adult Education Literacy Courses

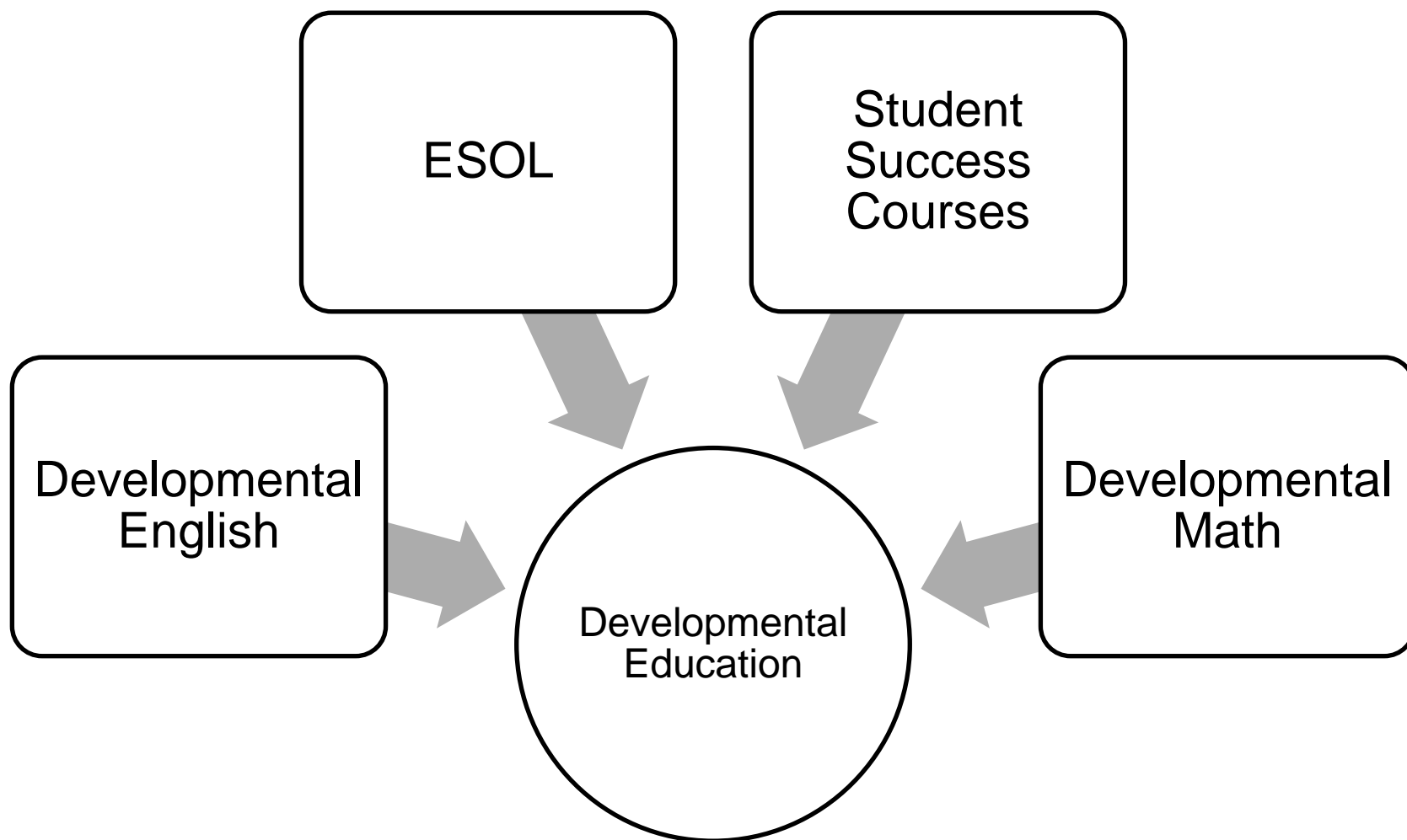


— Percent Adult Education students attending HCC within 1 year after taking Adult Education Literacy courses



# Developmental Education

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## Developmental Education Goal

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Goal: Improve the success of underprepared students by:

Strategies:

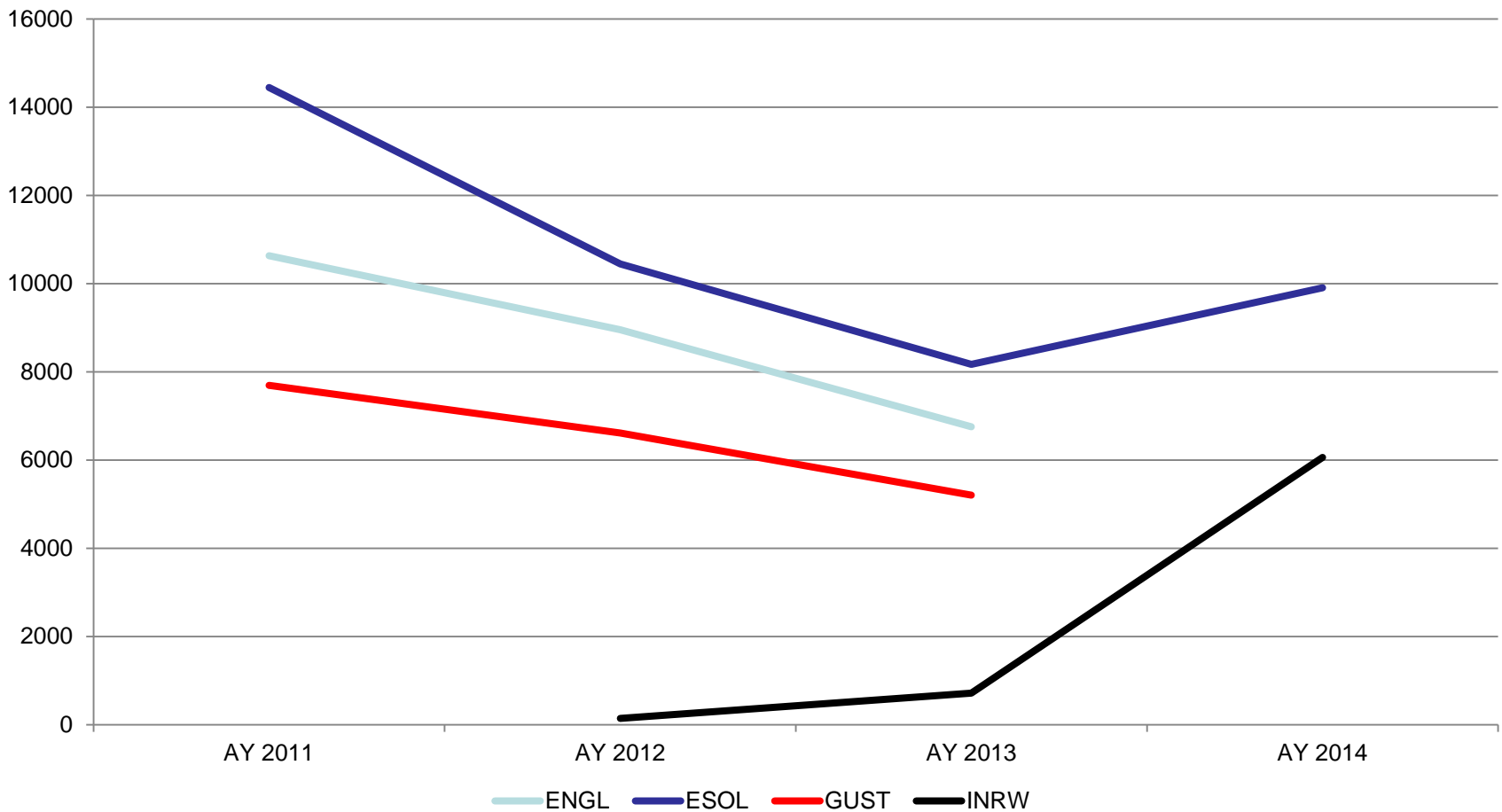
- Addressing individualized needs
  
- Using reliable diagnostic assessment
  
- Offering comprehensive support services
  
- Using non-traditional interventions, such as
  - Non-Course Competency-Based Options (NCBO)
  - Fast Track of Courses
  - Co-Requisite Model for Acceleration

## Developmental Education Courses

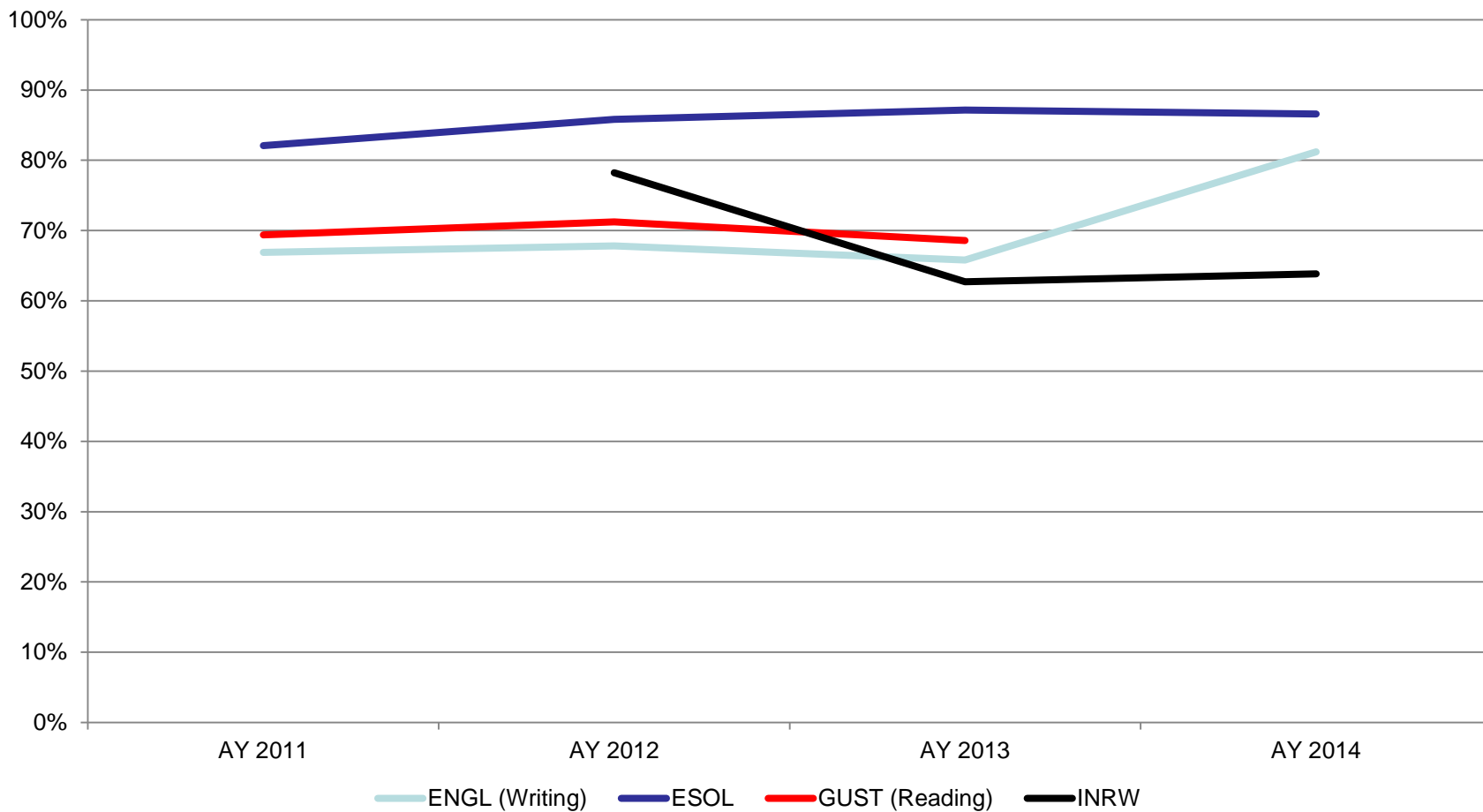
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- Student Success – Learning Frameworks: 2 Course Offerings
- Integrated Reading and Writing: 2 Course Offerings
- Developmental Mathematics: 3 Course Offerings
- ESOL: 10 Course Offerings

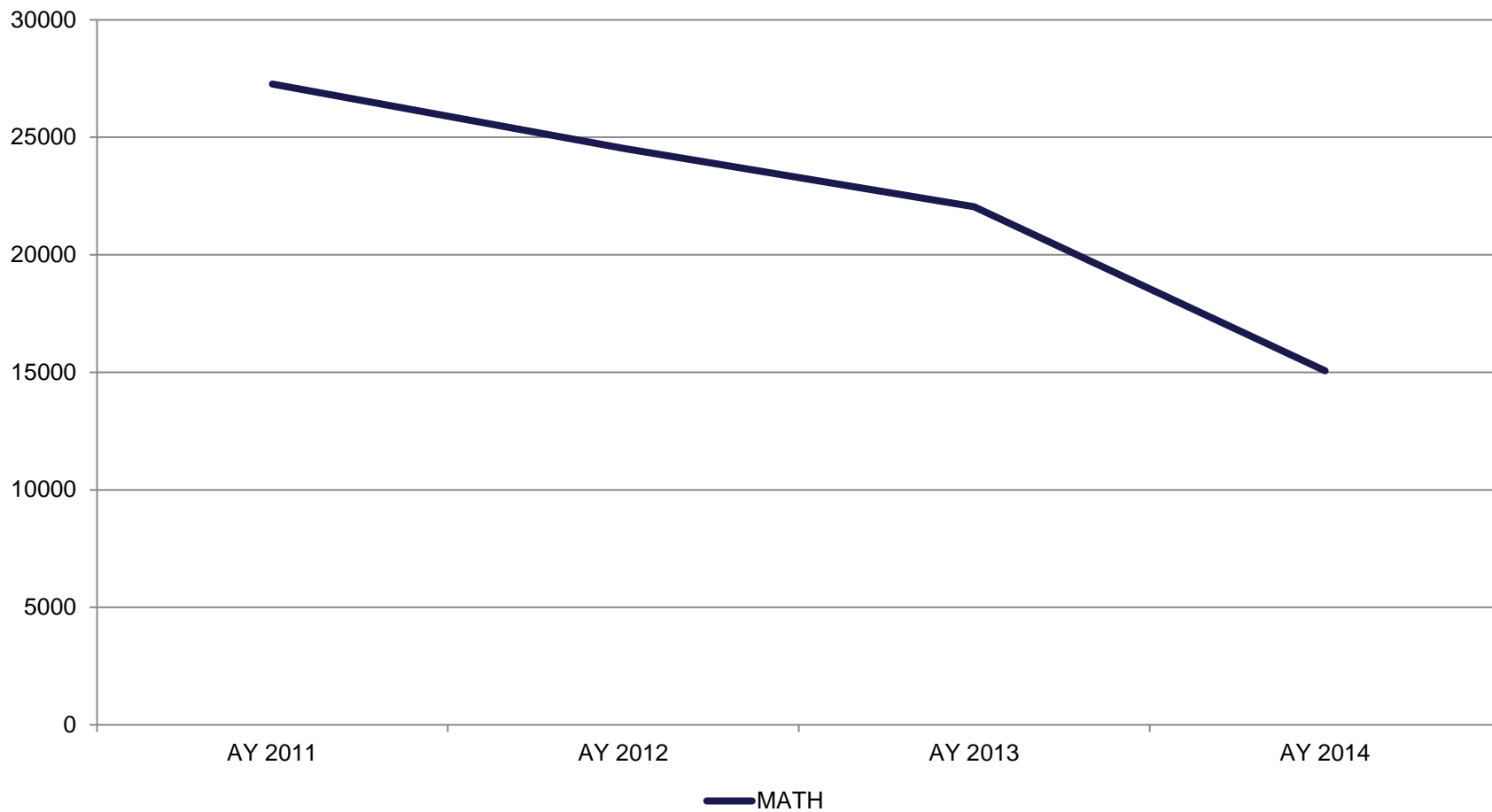
# Developmental Education Course Enrollments--Reading and Writing



# Developmental Education Course Success Rates--Reading-Writing

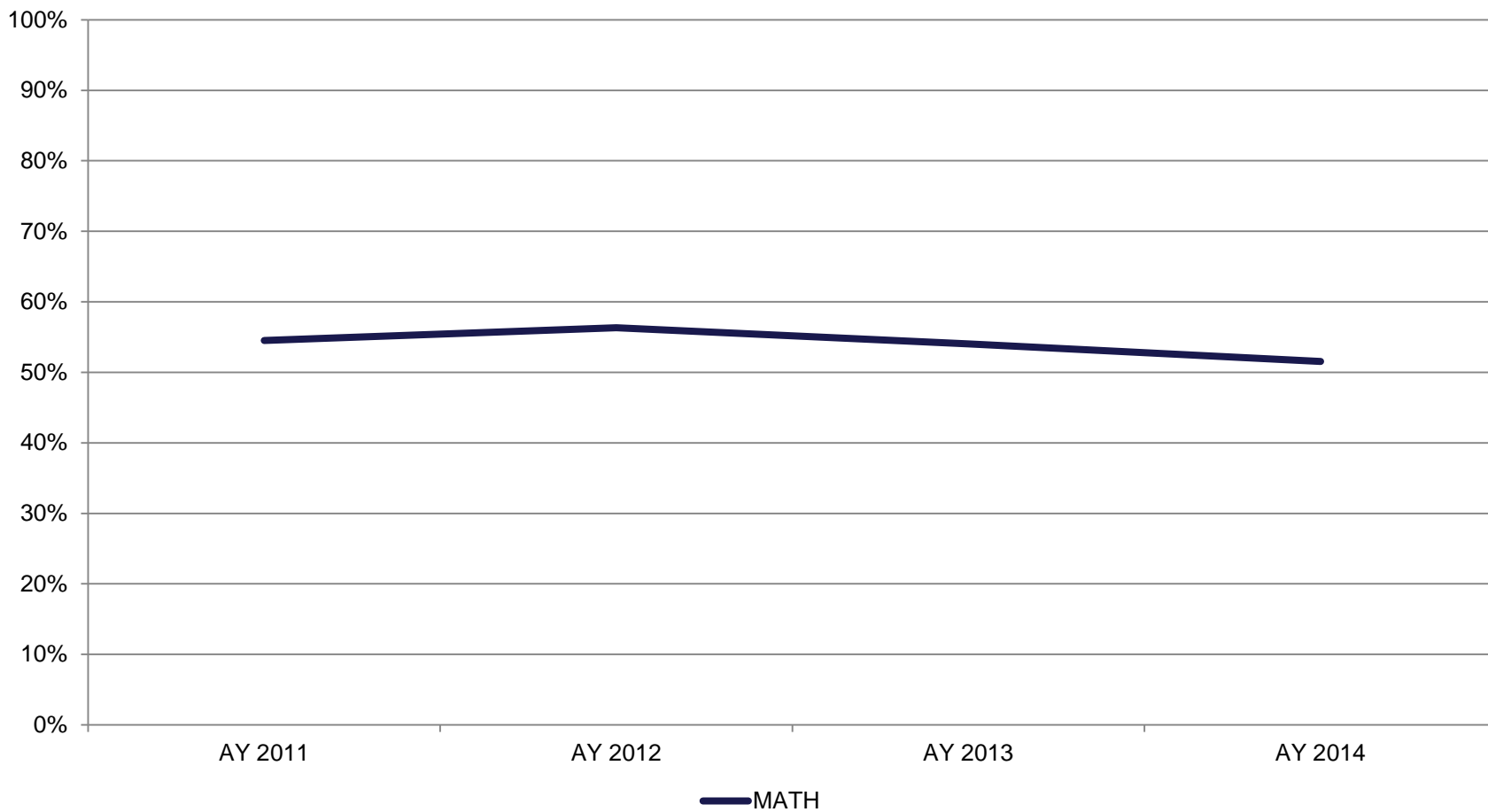


# Developmental Education Course Enrollments--Math



# Developmental Education Course Success Rates--Math

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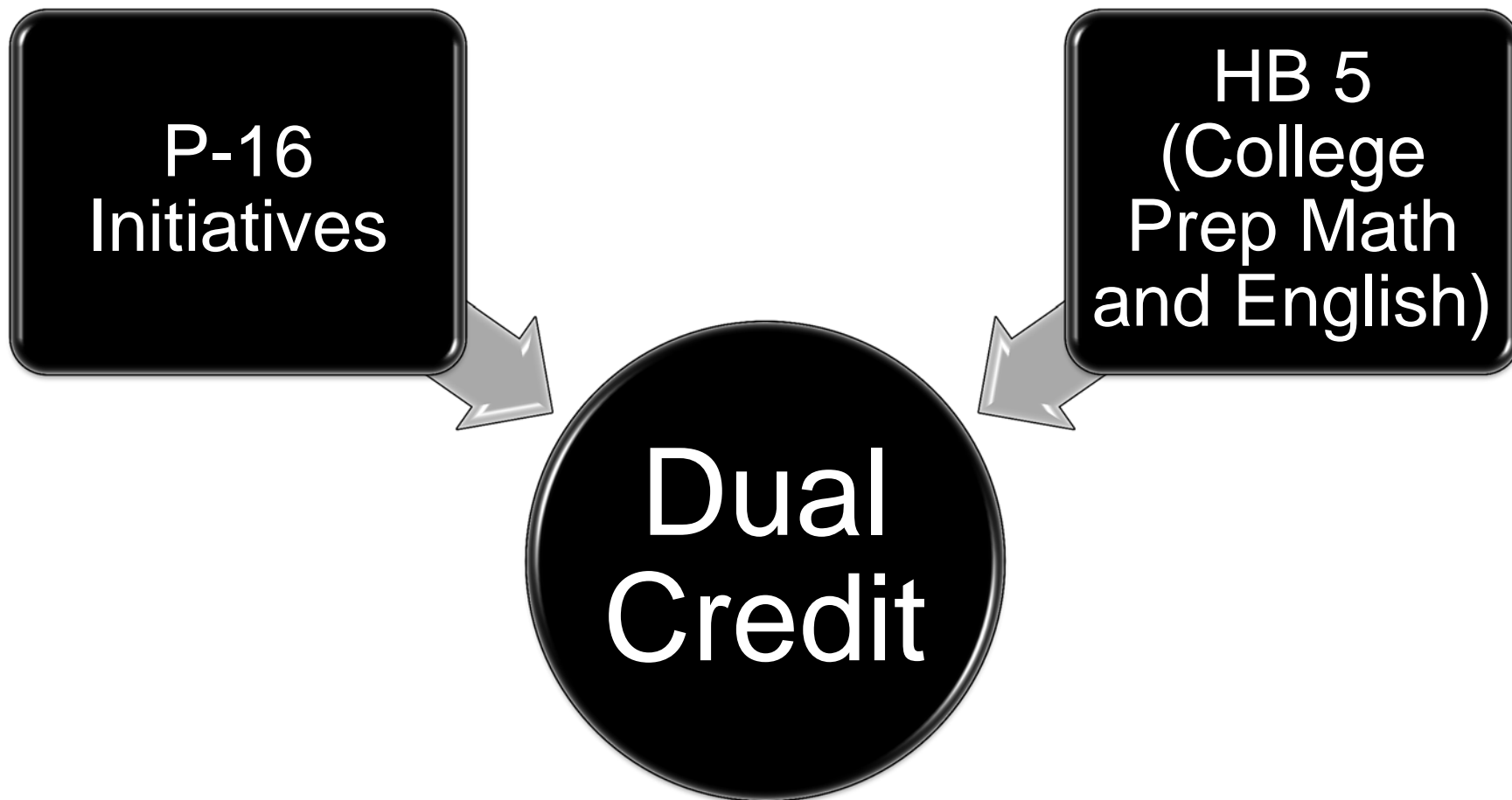


# DUAL CREDIT



## P-16 Initiatives

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# Soar to Success: Dual Credit Program

Parent Information Nights: High School & Middle School	Academic Pathways	Checklists: Parents, Counselors, Students & Teachers	Dual Credit Faculty	Additional Staffing per Region	Pool of Dedicated Dual Credit Faculty	Dual Credit Handbook	TSI Academies	CTE Pathways
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## Milestones

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- New Staffing Model
- Comprehensive MOU Document
- Creation of Faculty and Parent Handbook
- Wraparound Support Services
- TSI Academies

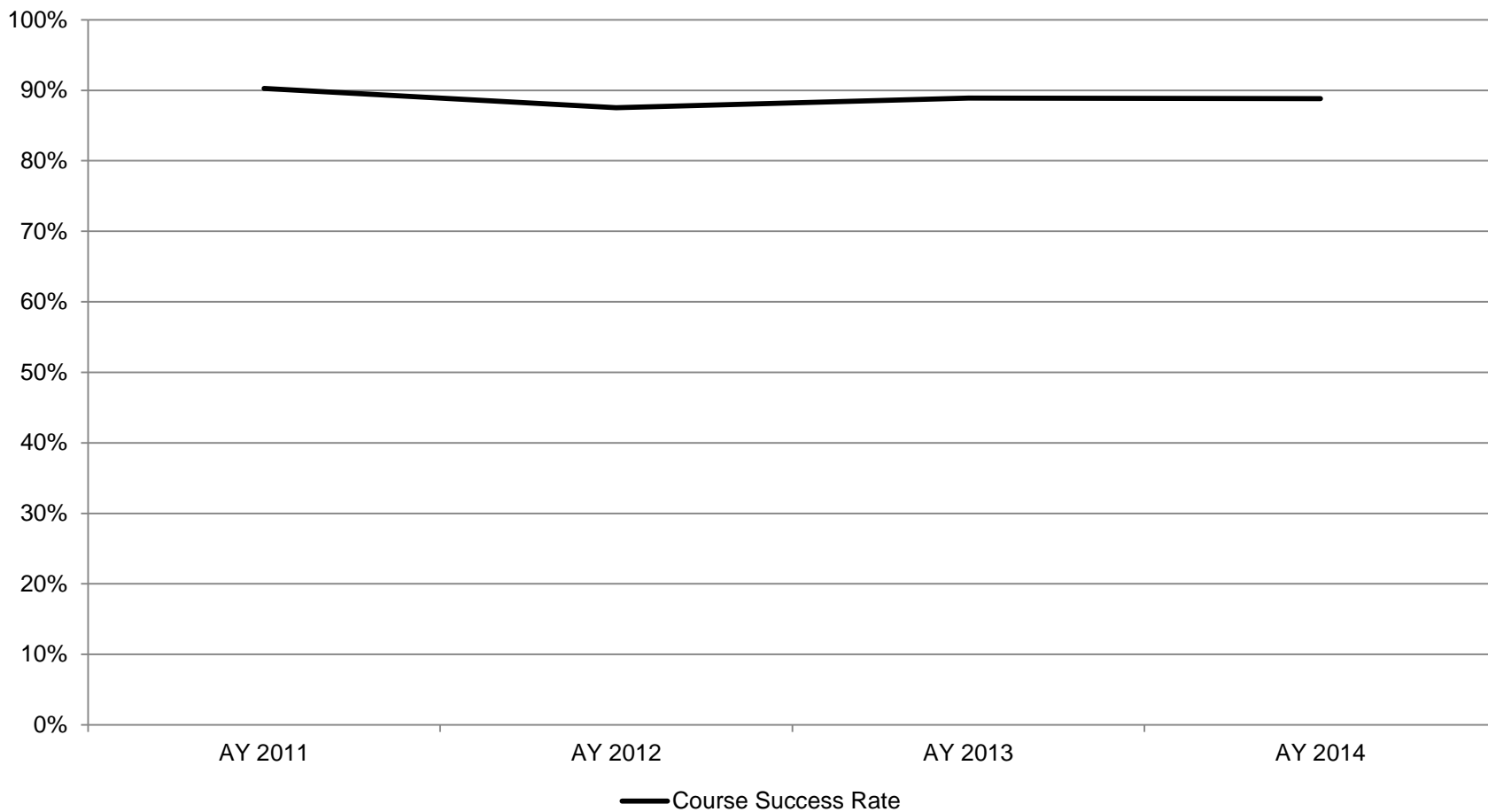
## Milestones (continued)

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- Succinct Academic and CTE Pathways Established
- Dual Credit Institute
- Creation of Dual Credit ISD Advisory Committee and Dual Credit Faculty Advisory Committee
- May – August: 67 Meetings with Schools

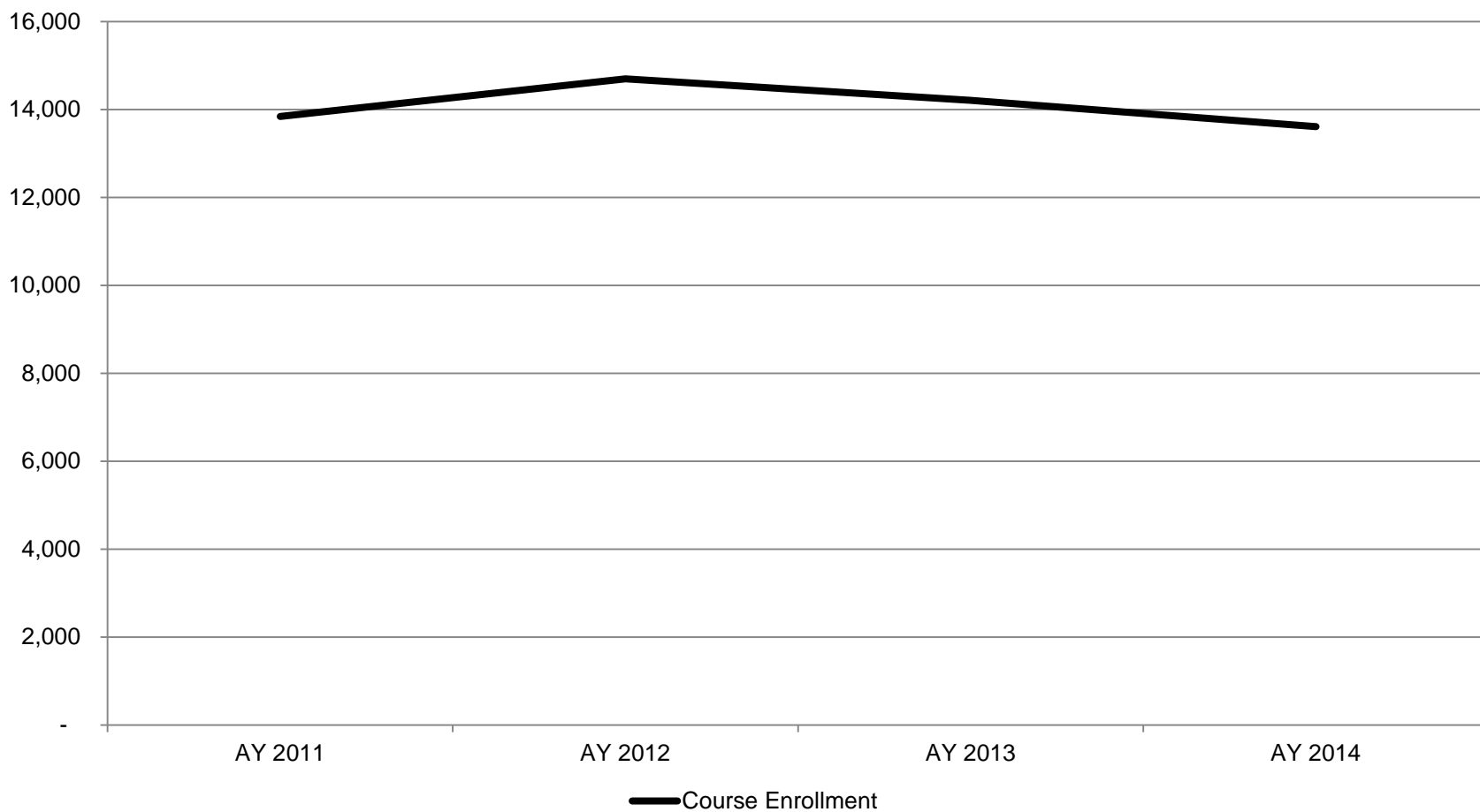
# Dual Credit Course Success Rate

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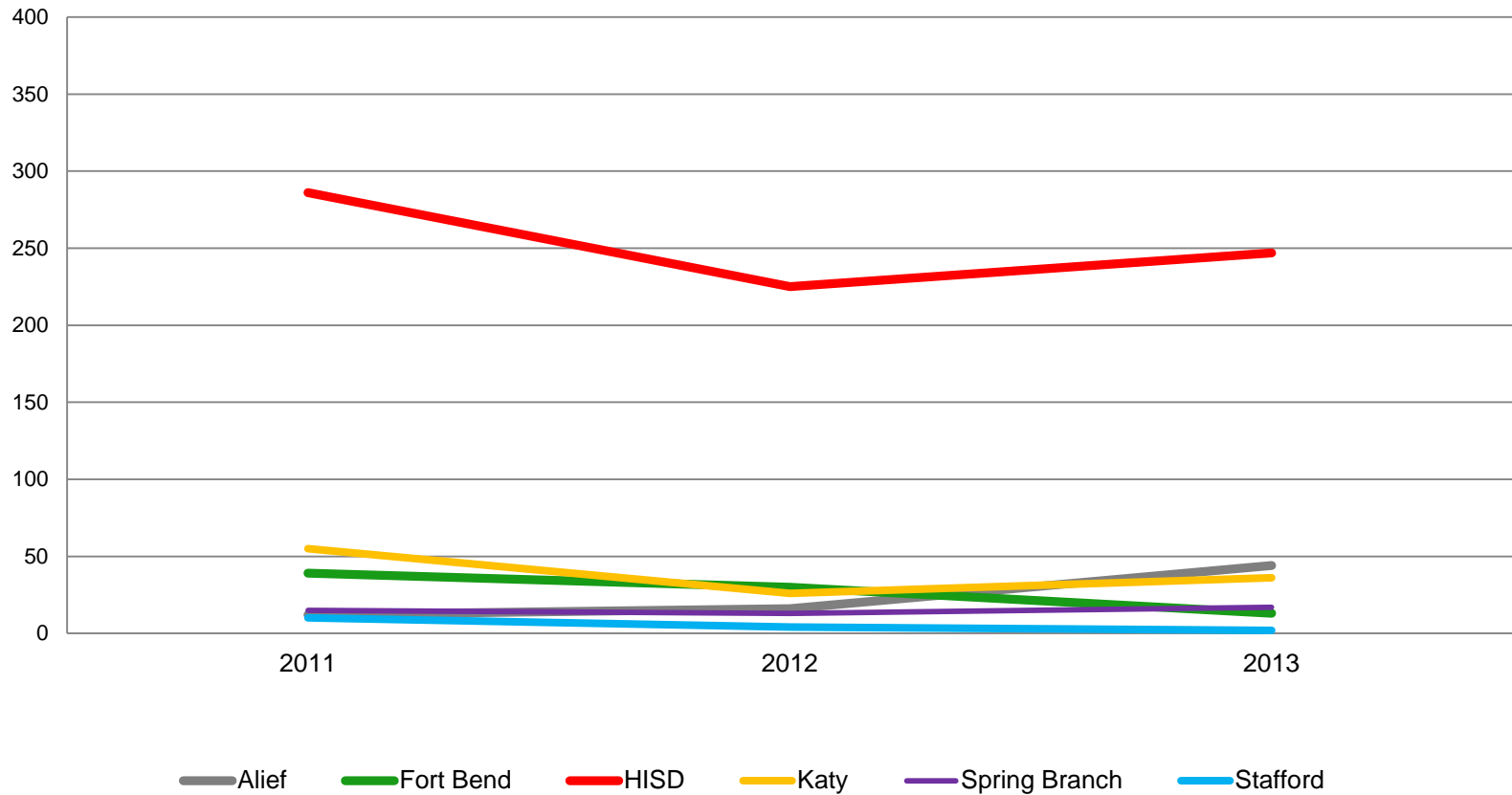


# Dual Credit Course Enrollment

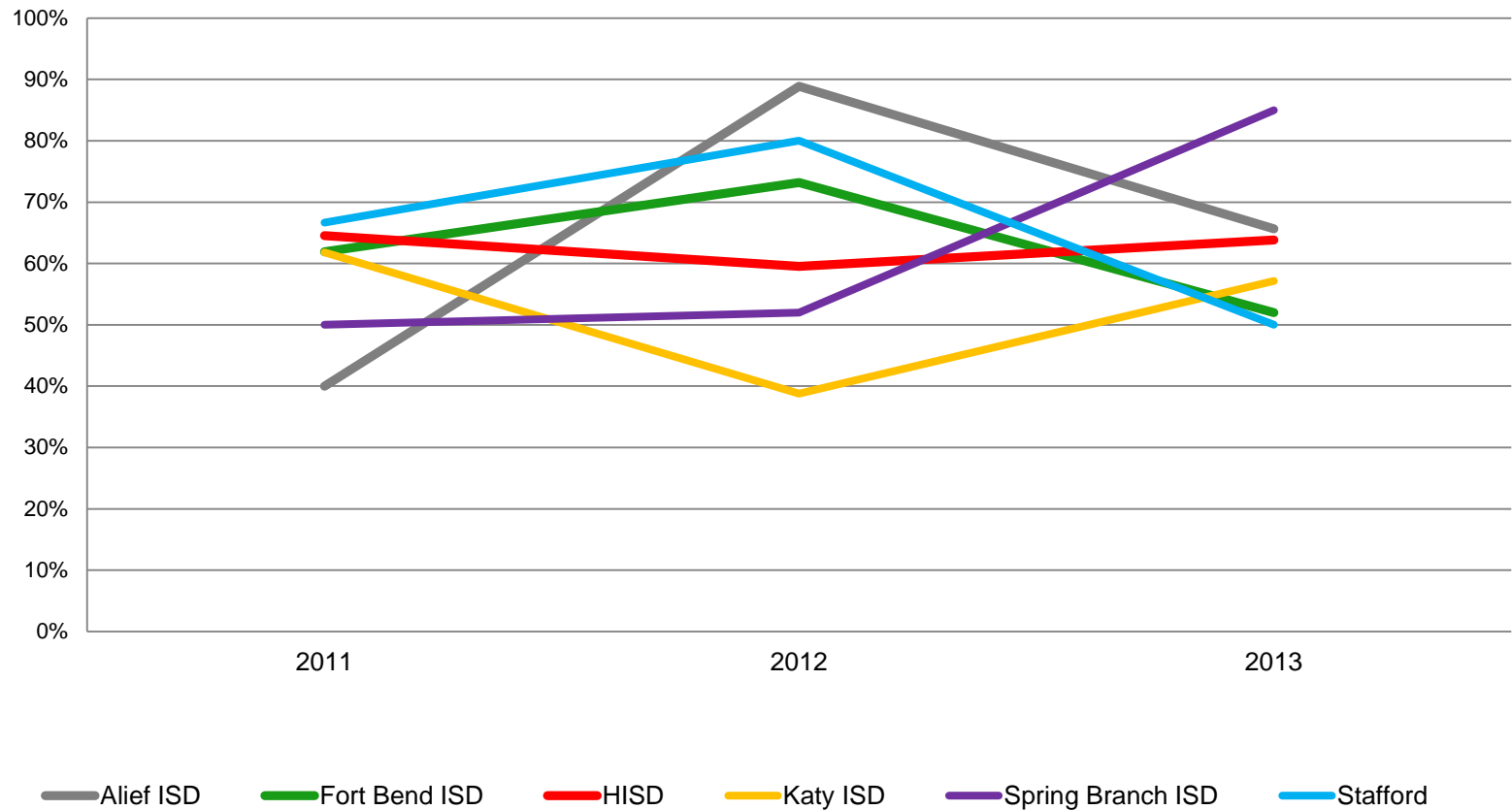
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# Number of Dual Credit Students Enrolling in HCC Credit Classes after HS Graduation by ISD



# Fall to Fall Retention of Dual Credit Students Enrolling in HCC Credit Classes after Graduation by ISD





## Early College High School (ECHS)

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Overarching Principle: 9<sup>th</sup> grade students begin taking dual credit classes and work to complete an Associate's Degree prior to their high school graduation

- Currently, 6 Early College High Schools:
  - Alief Early College High School (NW)
  - Challenge Early College High School (SW)
  - East Early College High School (SE)
  - Houston Academy for International Studies (CE)
  - North Houston Early College High School (NE)
  - South Early College High School (CE)



# **HB5: COLLEGE PREP FOR ENGLISH AND MATH**

## HB 5 Goals

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Strengthen partnerships between the community college and ISD(s) to develop and provide courses in college preparatory math and English.

Design courses for students at the 12th grade level whose performance on end-of-course assessments indicates they are not college ready.

## HB 5 Milestones

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Goal: To align the curriculum between HCC and the ISDs, a HB 5 Steering Committee has been formed to:

Strategies:

- Ensure the curriculum for College Prep Math and College Prep English, which are taught in the ISD, includes the skills to ensure college readiness by the end of the course
- Enhance student success so that students will be considered TSI complete, and will not have to take the placement test when they come to HCC
- Create professional development opportunities for faculty and staff to strengthen the HB5 agenda



# Report on Library Hours



## HCC Libraries Hours of Operation

- Current hours of operation: [http://library.hccs.edu/about\\_us/locations\\_hours](http://library.hccs.edu/about_us/locations_hours)
- Libraries operate on 14 of the HCC campuses
- 11 of those locations are open more than 60 hours/week
- 9 libraries are open on Saturday, ranging from 8am-4pm
- 1 library open on Sunday (Codwell), 12pm-4pm
- Average weekly hours of operation:
  - HCC 67.4/week
  - San Jacinto 64.5/week
  - Lee College 63.5/week
  - Wharton 58.6/week
  - LSC 74.9/week (includes public libraries)
- HCC offers more full-service library locations than other community colleges
- Future plans: add Sunday hours at 4 additional locations = 69.8/week



## **HCC Online Library Services – Available 24/7/365**

- The libraries have virtual as well as physical presence
- Student, faculty, and staff can access:
  - 174,233 eBooks
  - 30,879 online videos
  - 48,758 eJournals
  - Online reference services offered via chat, text, and email
- In 2014-15, 51% of database access was on-campus, 49% off-campus.



Houston Community College

SOAR

to

success in

DUAL CREDIT

Handbook for  
Dual Credit – Faculty  
2015-2016



# Welcome: The HCC Dual Credit Program

2

## Why Dual Credit?

For more than two decades, Houston Community College has offered dual credit courses to qualified high school juniors and seniors. Now, with a yearly enrollment of over 13,000 students from six Houston-area ISDs, private and charter schools, the HCC Dual Credit Program continues to provide challenging, high-quality college-level courses, taught by college faculty, using the same curricula, materials, and rigor as classes taught on a regular college campus.

Dual credit students earn credit towards high school graduation while simultaneously earning college credit towards an associate's degree or workforce program certificate. Approved and regulated by the Texas Higher Education Coordinating Board, HCC dual credit courses allow qualified students to become familiar with the rigor of college expectations, while at the same time saving themselves and their parents both time and college tuition expenses.

Students who have completed dual credit classes maintain that their high school years were more meaningful and productive than if they had taken only high school course offerings. They feel that college courses armed them with critical thinking skills beyond those of most high school classes.

HCC instructors, determined to give a true college experience to high school juniors and seniors, are the reason for such success. Reliable data show that college students with dual credit experience perform better in subsequent college courses, and that dual credit experience "increases the likelihood that a student will complete high school, and enroll in and persist in college." (Texas Education Agency, FAQs)

Dual credit instructors should take full credit for their role in this enormously successful program. Dual credit assignments are a perfect fit for those instructors who enjoy the intellectual challenge of leading young people into the ways of college culture, and who enjoy the professional satisfaction of seeing their students rise to the academic challenge of college expectations.

This handbook is provided to all dual credit instructors as a desktop protocol for participation in the HCC Dual Credit Program.

## Roles and Responsibilities

### **The Associate Vice Chancellor of College Readiness is responsible for:**

- Overseeing the Dual Credit Program, including implementation of dual credit policies and procedures.
- Overseeing scheduling of dual credit courses.
- Certifying to the Coordinating Board of Higher Education (CBHE) that HCC is in full compliance with guidelines on dual credit.
- Submitting an annual report verifying HCC's compliance with state policy guidelines.

### **The P-16 Director is responsible for:**

- Ensuring compliance with policy guidelines in developing and implementing local procedures.
- Providing support and assisting P-16 Coordinators in their dual credit efforts.

### **The P-16 Coordinators are responsible for:**

- Complying with HCC policy guidelines in developing and implementing local procedures.
- Attending the Dual Credit Teacher In-Service Training and other dual credit meetings as needed.
- Providing support and assistance in offering the dual credit courses and ensuring that dual credit courses are equivalent to the same courses offered on the college campus in all substantive ways.
- Providing updated course information (syllabi, textbooks, student outcome assessments, etc.) to high school liaisons as needed.
- Reviewing applications for students with exceptional circumstances and determining dual credit program eligibility.

### **College Connection Coordinators are responsible for:**

- Ensuring dual credit eligibility for all dual credit applicants.
- Assisting in the administration of dual credit surveys.
- Arranging placement testing as required.
- Assisting in the enrollment process.
- Serving as a liaison between the high school and HCC.

### **Department Chairs are responsible for:**

- Complying with HCC policy guidelines in developing and implementing local procedures.
- Evaluating teacher applications to ensure the same qualifications are met as required of adjunct faculty teaching the same course on campus.
- Attending dual credit meetings as needed.
- Active communication, when necessary, with P-16 Coordinators.
- Observing dual credit faculty, as needed.

# Dual Credit Program Structure *(cont'd)*

## **High School Dual Credit Faculty are responsible for:**

- Attending the Dual Credit Teacher In-Service Training.
- Verifying the class roster.
- Using the same textbook as is selected for the respective dual credit course taught on campus or a text approved by the department liaison.
- Submitting grades to HCC in a timely manner.
- Active communication, when necessary, with the High School Liaison and P-16 Coordinators.
- Notifying High School Liaisons and P-16 Coordinators of impending absences.
- Providing final letter grades to the high school registrar or designee.

## **High School Liaisons are responsible for:**

- Ensuring dual credit eligibility for all dual credit applicants.
- Working with College Connection Coordinators to arrange placement testing as required.
- Assisting in the enrollment process.
- Serving as a liaison between the high school and HCC.
- Preparing application and enrollment paperwork.
- Actively communicating, when necessary, with P-16 Coordinators.

## Alief ISD

Elsik HS	TBD		
Hastings HS	Wanetta King	281-498-8110	wanetta.king@aliefisd.net
Taylor HS	Andrea Green-Perry	281-988-3545	andrea.green-perry@aliefisd.net

## Fort Bend ISD

Elkins HS	Dina Powis	281-634-2613	Dina.Powis@fortbend.k12.tx.us
Hightower HS	Stephanie Toussaint	281-634-8660	Stephanie.Toussaint@fortbend.k12.tx.us
Thurgood Marshall HS	Nichelle Haymore	281-634-6705	Nichelle.Haymore@fortbend.k12.tx.us
Willowridge HS	Chaundra Harvey	281-634-2477	Chandra.Harvey@fortbend.k12.tx.us

## Houston ISD

Barbara Jordan HS	Rhonda Wiley-Keith	713-636-6019	RKEITH@houstonisd.org
Bellaire HS	Michelle Shoulders	713-295-3704	MSHOULDE@houstonisd.org
Booker T. Washington HS	Kathleen Moreland	713-696-6633	kmorelan@houstonisd.org
Cesar Chavez HS	Reesa Turner	713-495-6869	RTURNER@houstonisd.org
Challenge Early College HS	Alma Webber	713-664-9712	awebber@houstonisd.org
Chavez HS	Dorothy Harris	713-495-6950	dharri10@houstonisd.org
DeBakey HS	Virginia Hayward	713-741-2410	Vhayward@houstonisd.org
East Early College HS	Christi Keelen & Rebecca Finka	713-847-4809	ckeelen@houstonisd.org & rfinka@houstonisd.org
Eastwood Academy	Stacey Hinds Ritche & Louanne Harvey	713-924-1697	SRITCHIE@houstonisd.org & LHARVEY@houstonisd.org
Furr HS	Tiphonie Shaw	713-675-1118	TSHAW2@houstonisd.org
Genesis Christian School - (prospective dual credit school)	Dr. Charles E. Bearinger -OR- Mr. Gollihugh	713-991-5764	b.gollihugh@gcssschool.org

# HCC Dual Credit High School Liaisons Fall 2015 *(cont'd)*

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## Houston ISD

High School for Law Enforc.	Rachel Bush	832-453-5055	RBUSH2@houstonisd.org
High School for Law Enforc.	George Johnson	832-594-1807	gjohnso7@houstonisd.org
High School for Performing & Visual Arts	Jacqueline Morrow	713-942-1960	jmorrow@houstonisd.org
Houston Academy for Int'l Stud.	Melissa Jacobs-Thibaut	713-942-1430	mjacobs1@houstonisd.org
Houston CAN Academy	James Troutman & Yardley Williams	832-379-4226	Jtroutman@texascan.org & ywilliams@texascan.org
Houston Gateway Academy Elite College Prep	Elena Paz	713-649-2700	paze@hgaschools.org
Jack Yates HS	(new contact)	713-748-5400	
Jane Long HS	Kerri Wittpenn	713-778-3380	KWITTPEN@houstonisd.org
Jefferson Davis HS	Erin Steamer	713-226-4900	ESTEAMER@houstonisd.org
Lamar HS	Holly Gibson	713-522-5960	hgibson@houstonisd.org
Lee HS	Alfiee Herron	713-787-1700	aherron@houstonisd.org
Madison HS	April Ruben	713-433-9801	aruben@houstonisd.org
Middle College HS	Diana Del Pilar	713-662-2551	DDELPILA@houstonisd.org
Milby HS	Kenneth Schipper & Opal Harrison	713-928-7486 & 713-924-1375	KSCHIPPE@houstonisd.org & oharris@houstonisd.org
Mount Carmel Academy	Maureen Giacchino & Alicia Rodriguez	713-643-2008	MGIACCHI@houstonisd.org alicia.rodriguez@mtcarmelacademy.net
North Houston Early College HS	Alicia Roberts	713-696-6168	AROBERTS@houstonisd.org
Raul Yzaguirre School for Success	Aliya Jaffer	713-640-3700 or 832-370-7485	jaffera@tejanocenter.org
Reagan HS	Hossain Mazharian	713-865-4400	HMAZHARIAN@houstonisd.org

## Houston ISD

Ross Shaw Sterling HS	Horace (Shane) Kenney	713-991-0510	HKENNEY@houstonisd.org
Rudy C. Vara Center	Louanne Harvey	713-967-5280	LHARVEY @houstonisd.org
Sam Houston Math Sci Tech Ctr	Sheena Blain	713-696-0200	SBLAIN@houstonisd.org
Sanchez HS	Jennifer Owens	713-929-2396	jowens@AAMA.org
Scarborough HS	Nadine Ghosn	713-613-2200	nghosn@houstonisd.org
Sharpstown HS	Mike Mitchell	713-771-7215	MMitche4@HoustonISD.org
South Early College HS	Stephen Gourrier	713-732-3623	sgourrie@houstonisd.org
Southeast Middle College HS	Angelica Vega	713-718-6740	Avega2@houstonisd.org
St. Pius HS	Jennifer Boyles	713-579-7521	boylesj@stpiusx.org
Stephen F. Austin HS	Jean Mayes	713-924-1636	jmayes@houstonisd.org
Waltrip HS	Barbara White	713-688-1361	bwhite3@houstonisd.org
Westbury HS	Cornelia Davis	713-723-6015	cdavis10@houstonisd.org
Westbury HS	Frances Brooks	713-723-6015	fbrooks1@houstonisd.org
Westside HS	Reginald Martin	281-920-8000	rmarti28@houstonisd.org
Wheatley HS	Mary Thomas	713-671-3900	mthomas3@houstonisd.org

# HCC Dual Credit High School Liaisons Fall 2015 *(cont'd)*

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## HISD Futures Academy Schools and Contacts

Booker T. Washington HS	TBD		
Furr HS	Mike Ritch	832-231-7469	
Jane Long HS	Kerri Wittpenn	713-778-3380	KWITTPEN@houstonisd.org
Kashmere HS	TBD		
Scarborough HS	TBD		
Sterling HS	Scott Godley	713-718-8651	scott.godley@hccs.edu
Westside HS	Erik Ostergren	281-920-8000	eostergr@houstonisd.org

## Katy ISD

Cinco Ranch HS	Patti Smith	281-237-7079	pattibsmith@katyisd.org
Katy HS	Dr. Alton Royer	281-237-6720	altonjroyer@katyisd.org
Mayde Creek HS	Tony Forbes-Deese	281-237-3031	tonyikaforbesdeese@katyisd.org
Morton Ranch HS	Rebecca Hickman	281-237-7805	RebeccaPHickman@katyisd.org
Seven Lakes HS	Mario Bye	281-237-2998	marioabye@katyisd.org
Taylor HS	Pam Metcalfe and Russell Faldyn	281-237-3161	pamelasmetcalfe@katyisd.org & russelljaldyn@katyisd.org
Tompkins High School	Ryan Labay	281-234-1031	ryanjlabay@katyisd.org

## Spring Branch ISD

Memorial HS	Darla Shirley	713-251-2541	darla.shirley@springbranchisd.com
Stratford HS	Suza Sharp	713-251-3655	suza.sharp@springbranchisd.com

# Determining Eligibility for Dual Credit

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Dual credit instructors will want to know how high school students qualify to take college classes. The following information shows how your students have met entrance requirements for both academic and workforce HCC classes.

**To qualify for a dual credit class, a high school student must meet several key requirements:**

- Meet school district or high school requirements to take a dual credit class.
- Be recommended for dual credit by the high school authority.
- Meet both State of Texas Success Initiative (TSI) requirements and HCC requirements and course prerequisites. Level I programs do not have TSI requirements.

The charts on the following pages include scoring requirements for each of the designated entrance exams for dual credit eligibility.



# TEXAS SUCCESS INITIATIVES (TSI) – Academic Programs

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For Academic Dual Credit Courses

Type of Assessment	Minimum Scores for Reading/Writing-Based Academic Classes (ex., English/History/Government)	Minimum Scores for Reading/Writing and Math-Based Classes (ex., Economics)	Minimum Scores for Math-Based Classes (College Algebra)
ACT	English 19, Composite 23	English 19, Math 19, Composite 23	Math 19, Composite 23
PLAN	English 19, Composite 23	English 19, Math 19, Composite 23	Math 19, Composite 23
SAT	Critical Reading 500 Required Total Score (Critical Reading+ Math) 1070	Critical Reading 500 Math 500 Required Total Score (Critical Reading+ Math) 1070	Math 500 Required Total Score (Critical Reading + Math) 1070
PSAT	Critical Reading 50 Required Total (Critical Reading + Math) 107	Critical Reading 50 Math 50 Required Total (Critical Reading+ Math) 107	Math 500 Required Total Score (Critical Reading + Math) 107
STAAR EOCs	<b>PRIOR TO SPRING 2014:</b> Required Total Score- English II Reading+ English II Writing 4000  <b>SPRING 2014:</b> English II - 4000	<b>PRIOR TO SPRING 2014*:</b> Required Total English II Reading+ English II Writing - 4000 STAAR Algebra I - 4000  <b>SPRING 2014*:</b> English II - 4000 STAAR Algebra I - 4000	STAAR Algebra I
TSI ASSESSMENT	WRITE PLACER (Essay) 5-8 + READING 351-390 (need BOTH)  OR WRITING 363-390 + WRITE PLACER 4 + READING 351- 390 (Need ALL THREE)	WRITE PLACER 5-8 (Essay) + READING 351-390 + MATH 336-342 (Need ALL THREE)  OR WRITING 363-390 + WRITE PLACER 4 + READING 351- 390 (Need ALL FOUR)	MATH 350-390

# TEXAS SUCCESS INITIATIVES (TSI) – Workforce

## For Career & Technical Education (CTE) Dual Credit Courses

Type of Career & Technical Education (CTE) / Workforce Program	Type of Assessment	Component	TSI Score	TSI Status
Level 1 Certificate	NONE Required	N/A	N/A	Waived in High School only
Level 2 Certificate	STAAR EOC	Level 2 Algebra I Level 2 English II	3872 4000	Waived in High School only

- Level 1 Certificate programs are designed for entry-level employment or upgrading skills and knowledge within an occupation.
- Level 1 Certificate programs are 15-42 semester credit hours (SCH).
- Certificates serve as building blocks and exit points for Associate of Applied Science (AAS) degree program.
- TSI Status is waived while in high school.
- TSI status will be assessed once entering as a college freshman or change of major to academic degree program.

# Preparing for a New Semester: Checklist

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Note the following checklist of essential pre-semester duties. Completing them well before classes begin is essential for a smooth start and less stressful semester.

## **1. If you are an adjunct instructor, visit “Just-In-Time” or JITO, the online orientation for part-time faculty. See section on “Ahead of Time” to access information you will need to know before the semester begins.**

To access JITO, go to [hccs.edu](http://hccs.edu), then “Information for...Faculty,” then “Faculty Resources,” then “CTLE Virtual Faculty Lounge.” You will see the JITO resources on that page. See flyer in this section for a list of adjunct faculty resources and information.

## **2. Prepare your syllabus, calendar, CV, and photo for publication on the Learning Web.**

- a. Your syllabus is an important document that, by state law, must be posted on the Learning Web at the beginning of every semester. When writing your syllabus, be sure to:
  - Use model syllabi from your field to do it according to the standards of HCC and of your department that includes a clear grading structure.
  - Include a clear plagiarism/collusion statement that aligns with that of the HCC Student Handbook.
  - Include clear attendance requirements, according to HCC standards set forth in the Student Handbook.
  - Highlight the excellent library resources and wrap-around services available to HCC Dual Credit students, both in person and online.
  - Emphasize that dual credit students, like any other HCC student, should use college library resources for college assignments, not those of the high school.
- b. Include all required information in your CV, and select a photo of yourself to upload.
- c. If you need help uploading these materials to the Learning Web, consult the tutorial on the Learning Web, or go to the CIC (Curriculum Innovation Center) of your college. A tech person is normally on duty to help you.
- d. If you are a returning dual credit instructor, you will “archive” materials from previous semesters and update your syllabus, calendar and other materials on your learning website for the upcoming semester.

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### **3. Become familiar with PeopleSoft Faculty Resources homepage. This is your go-to site to:**

- a. Check your class assignments.
- b. Access updated class rosters.
- c. Access updated attendance rosters.
- d. Access grade rosters.
- e. Access Early Alert capability.
- f. Other essential forms you will need.

To access **PS Faculty Resources**, go to [hccs.edu](http://hccs.edu), then “Information for...Faculty.” Select from right-hand menu “PeopleSoft Faculty Resources.” You will then log on to “Student System Sign In” with your W number.

If you have trouble logging on as a first-time user, call the tech support Help Desk at 713- 718-8800. They are knowledgeable, thorough and patient.

Once you log in, go to “Self-Service,” then to “Faculty Center,” and to “Faculty Center” again.

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### **4. Attend all required pre-semester meetings and faculty development activities.**

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### **5. Become familiar with your high school campus assignment and the corresponding High School Liaison listed in the “Dual Credit Contacts” section of this handbook.**

- a. Whether you are an HCC instructor sent to a high school campus or a high school employee teaching a dual credit course, refer to the Contacts tab of this handbook to find your High School Liaison.
- b. If you are not an employee of the high school, call ahead to arrange a time to visit the high school campus and meet your High School Liaison before the start of classes.

**HCC**  
HOUSTON COMMUNITY COLLEGE

## Just-In-Time Orientation FOR FACULTY

Home Welcome Your First Days Your First Weeks Your First Months Your First Year Wrap Up

*It's all about the students!*

### Just-In-Time Orientation for Faculty (JITO)

Just-In-Time Orientation (JITO) is a set of professional development resources designed to help faculty to quickly become acclimated to HCC, offering an overview of policies and procedures, and teaching resources that are critical to effective service both administratively and in the classroom.

HCC recognizes the importance of our faculty, and the integral role each of you plays in student success. Faculty members contribute knowledge and experience, enriching students through fresh ideas in teaching. Additionally, faculty members provide expertise in specializations that enables HCC to broaden course offerings and certifications, and appreciates your dedication to educating students. Welcome to the HCC family!

After completing this orientation you will have learned:

- Information that you need to know to perform your job well
- Why this information is important
- Where to find the information you need
- How to complete particular job functions

**Notice Something Different?**  
Welcome to our makeover!  
Even though we may look different, we're still the same great resource on the inside.  
Take a look around and enjoy the view!

[Need Help](#) [Begin](#)

Google Search Search JITO

**HCC** Virtual Faculty Lounge  
For best viewing results, use Firefox. Send comments and questions to [cta.support@hccs.edu](mailto:cta.support@hccs.edu)  
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Of particular concern to dual credit instructors is “FERPA,” the Family Educational Rights and Privacy Act of 1974. This federal law defines the parameters of student academic privacy rights. Without exception,

HCC employees need to understand it and strictly adhere to it. The privacy of student academic progress, grades, and records are all protected under FERPA. Simply stated, FERPA means that instructors only discuss student academic progress with students, not with their parents or high school personnel.

## FAQs about FERPA:

### a. Does FERPA apply to high school minors taking Dual Credit classes?

Yes. The law states that students enrolled in a post-secondary educational course have protected privacy rights—no matter their age, no matter their status as high school students, no matter the location of the post-secondary course, and no matter who is paying the tuition. In other words, all of your students are covered under FERPA because they are enrolled in your HCC college class.

### b. Can students sign away their FERPA protection?

The law allows for this exception, but at HCC we do not ask students to sign away their privacy rights. We believe that dual credit students should be college students, with all accompanying expectations of responsibility and the privileges of maturity and independence.

### c. What if a parent visits or contacts me to discuss their child’s progress?

Although parents are told before their child enrolls in dual credit that they may not contact you, some parents invariably will. It is just one of those awkward circumstances that occur more frequently with dual credit instructors than with instructors on HCC campuses.

If a parent emails you about a student’s progress, simply do not respond. If a parent approaches you in person, you should explain that you are subject to federal laws regarding student privacy and cannot, therefore, discuss any student’s progress with a parent. Embedded instructors may discuss those portions of student performance that pertain exclusively to high school progress, but external instructors are not high school employees, and may not communicate with parents about student progress at all. If the parent insists or questions your explanation, you should refer him/her to the HCC P-16 Coordinator.

### d. Do I share grades with high school contacts?

Yes, but only on two specific occasions. First, at the end of the semester, you must give final letter grades to the high school Registrar (Letter grades ONLY, no numbers). You may also share letter grades with high schools during the second semester of a student’s senior year. These are ‘best guess only’ letter grades, or ‘snapshot’ letter grades to enable high schools to calculate graduation class rankings.

### e. What about issues of student attendance and privacy?

We must communicate with high schools about student attendance since we are using their facilities during the school day. High school administrators are legally responsible for the whereabouts of every student. In addition, high schools are funded on the basis of average daily attendance; thus they may ask you to keep attendance for them. Please do so if asked.

## The First Weeks

The beginning of the semester is your opportunity to get the essentials right for the rest of the term. Effective classroom management means avoiding delays in accurate record-keeping, establishing a working college atmosphere for your students, and reporting your concerns and irregularities immediately to your chair and P-16 Coordinator. If you establish effective practices from the outset, you will avoid serious trouble later on. Communicate early and often with those who can help you.

### 1. Class Rosters and Attendance Rosters on PS Faculty Resources homepage

As professionals, you know what needs to be done during the first week—distribution and careful review of your syllabus, overview of your calendar for the semester, and diagnostic assignments. Equally important, however, is the obligation to identify who is and who is not formally enrolled in your class, and to report any problems.

The following section on rosters is lengthy, and for good reason. Inaccuracies in attendance have serious consequences. There is no room for error. Anomalies must be reported to the P-16 Coordinator promptly.

## Know the Difference in Rosters:

**Class Rosters** tell you who is enrolled in the section. It is updated in real-time. For each new class meeting in the first weeks, you must download the latest roster. In later weeks, you may find a name missing. Here are typical scenarios and consequences:

- **If a student is sitting in your class but not on your roster, report it because:**
  - Student may not be enrolled at all. Regular high school students cannot remain in a dual credit class.
  - Student may have been dropped for non-payment. Student will not be reinstated until his/her account balance is rectified.
- **If a student is listed on your roster but not attending, report it because:**
  - Student may have decided not to take dual credit and did not formally drop the class. If you do not report this, the student will not receive a refund and/or may receive a default F in the course.
  - Student may be enrolled but sitting in the wrong section of dual credit. If you do not report this, the student cannot receive credit for attendance, HCC will not receive state reimbursement, and the student will not appear on the grade roster to receive a college grade.

**Attendance Rosters** present a daily picture of who is enrolled at the time of each class meeting. More importantly, it serves as the official attendance record for HCC to report student attendance for state reimbursement. *It must be absolutely accurate.*

- The attendance roster page is configured so that you must open a new link for each class meeting.
- The default setting for each student is a check, or “present.”
- If a student is absent, you must uncheck that day for that absent student.
- **SAVE** the results for each class meeting.
- The “official date of record” marks the day that attendance records are compiled for official state reporting and reimbursement.

- You will receive notice to “approve” attendance rosters on the “official date of record.” You will then see an activated official **approve** button on your attendance roster site.
- If you have kept accurate day-to-day attendance records, you can simply click the approve button. All of your attendance meetings will then be approved.
- If you have not yet submitted attendance for each meeting date, do so at this time and save BEFORE you click the approve button.
- Attendance roster approvals must be done **on time**. *No exceptions*.
- See “How to Log Attendance and Approve Attendance Rosters” on the following page.

In dual credit, enrollment anomalies often occur. The high schools may have placed a student in your classroom, but that does not always mean that the student is officially enrolled in the HCC dual credit class. It is up to the instructor to check the latest, real-time HCC attendance rosters daily. *The high school roster is **NOT** an indicator of who is enrolled at HCC.*

Do keep in mind—dual credit students are new to the demands of college enrollment procedures, detached from and unfamiliar with the regular HCC campus. A few of them may misunderstand or overlook the formalities of enrollment, unaware that repercussions are serious.

Some **DON'Ts** of Class Rosters and Attendance Rosters may help you to maintain accuracy:

- **DON'T** pass a sign-in sheet around the classroom. Check the roll, name by name. Count the students present, and match that number with the students you've marked present on your roster. Report any discrepancies to the P-16 Coordinator right away. Include names, HCC ID#s, and CRNs.
- **DON'T** use old rosters. The enrollment picture may change from day to day during the first weeks. You need to know each day who is formally enrolled and who is not.
- **DON'T** use high school rosters to report attendance for HCC purposes.
- **DON'T** delay in reporting unenrolled or misplaced students to the P-16 Coordinator. He/she needs to know right away. Give names, HCC ID#s and CRNs.
- **DON'T** withdraw dual credit students without speaking with the P-16 Coordinator.
- **DON'T** delay daily attendance on the HCC Attendance Roster.
- **DON'T** delay “approval” of the online attendance roster when you are notified of the deadline.

**Summary:** *Got questions about attendance issues, rosters, and reporting? Ask your chair or the P-16 Coordinator.*



## How to Log Attendance and Approve HCC Attendance Rosters

1. Go to [hccs.edu/jito](http://hccs.edu/jito)
2. Know or retrieve User ID: “W” number –can be found on the Student Sign-in System/PeopleSoft Faculty Resources homepage (under Information for Faculty on HCCS homepage).
3. Take attendance in class each day.
4. Update attendance each day in Student Sign-In System/Faculty Resources.
5. Sign-in to Student Sign-in System/Faculty Resources (need password help/contact help desk (713.718.8800)).
6. Click on Self Service.
7. Click on Faculty Center.
8. Click on the class.
9. Click on Attendance Roster icon.
10. Be sure that attendance for each class session is accurate through Census Date/Official Date of Record, which is posted at the top of the Attendance Roster page. (Default is present.)
11. Approve attendance roster by clicking on “Approve Attendance Roster” button at the top of page. Only click on it when you are certain it is correct and ready to submit.
12. Continue to take attendance for each class session and update weekly throughout the whole semester. We are compensated by the State according to enrollment, and we get cited and fined for errors.

\*DE – Attendance is defined by signing in and completing a professor designated assignment before date of record.

## 2. Establishing a College Environment

If you are an “external” college professor (i.e., who is not an employee of the high school) you are accustomed to the ways of a college campus. If you are an “embedded” instructor who works for the high school, you too have knowledge and plenty of experience with college culture.

Dual credit students do not. They look to you to know what is expected of them as fledgling college students. If you set the right atmosphere of convivial, college-appropriate relations, you’ll take great professional satisfaction in watching your students rise to the challenge. Your students will take pride in being treated as young adults with college responsibilities.

If you do not define for them what is expected, they will naturally revert to what is familiar—i.e., behaviors appropriate only to high school. For this reason, the usual business of going over your syllabus, major assignments, and calendar takes on added significance. This is your chance to show your students the difference between high school and college standards.

In this section, we offer recommendations to help you establish the appropriate environment, one in which college students can thrive. Once dual credit students experience such an atmosphere, they invariably embrace it. Those who do not adapt can be counseled; those who still do not adapt should be reported to your chair and the P-16 Coordinator for possible removal from the class. After all, no student can be allowed to disrupt the college experience for other students.

Luckily, the high school venues associated with the HCC Dual Credit Program are supportive of the demands of dual credit. This section will help you manage the stumbling blocks that may arise in a high school setting as you set the right tone and academic expectations for your students.

**The most common challenges to establishing a college environment at the high school campus are listed below.** If you have any concerns not mentioned here, be sure to contact your department chair and P-16 Coordinator.

### Outside Disturbances and Interruptions:

No one should disturb your classroom during DC class hours unless there is an emergency or a fire drill. If your class is being disturbed, rather than complain directly, please report it immediately to your P-16 Coordinator. He or she will communicate with the high school to work towards a solution.

The dual credit class should be “college in session.” Bells and announcements may necessarily intrude but avoidable disturbances should be reported.

If you are asked to take attendance for the high school, please do so.

### Disruptive Student Behavior:

From the outset, as a dual credit instructor you must have a conversation with all students about college expectations, college behaviors, and how they differ from high school. You should explain to dual credit students that when the bell rings and the door closes, they are college students, building an irreversible and permanent transcript and a college GPA, and that the creation of a mature learning environment depends on every member of the class.

Instructors should highlight the rewards of a true college experience in preparing students to move beyond high

school expectations. Students need a clear message that those who cannot adjust to the college environment will be permanently removed.

## **Suggestions for Classroom Management of Disruptive Behavior:**

**A “VERBAL WARNING”:** You should give the offending student a clear verbal warning, privately, about the specific behaviors you’ve observed that interfere with learning. Explain the consequences to other students when one student is disruptive, and that ultimately he/she must adjust behavior or be withdrawn from the dual credit class.

**A “SECOND WARNING”:** If behavior persists, even in the next class meeting, report the matter to the P-16 Coordinator—name of student and facts of the offending behaviors. He or she will speak with the high school liaison who will seek counseling for the student.

If the behavior continues, report the student to the chair and the P-16 Coordinator. The student at this point may have to be withdrawn.

**Summary:** *Do not wait to report discipline problems. They are not tolerated on HCC campuses, nor in a dual credit classroom. If you allow the behaviors to persist, you may quickly lose the college atmosphere you are trying to establish.*

### 3. Students in Academic Distress

Students who are not progressing satisfactorily in a dual credit class need early intervention. Best practices indicate the need for early assessment of all dual credit students to demonstrate within the first few weeks of the semester what college expectations are, and to what extent students are, or are not, meeting them.

Dual credit students often get into difficulties by not turning in assignments or turning them in late. Unlike high school where students have many small assignments, in college, assignments are fewer and thus weighted more heavily. In high school, deadlines and due dates may be soft, whereas in college, late work is penalized or not accepted at all. In high school, students may be offered “extra credit” to recuperate academic standing, whereas in college “extra credit” opportunities are seldom if ever offered.

#### **If for any reason a student is in academic trouble, the instructor must:**

1. Have a conference with the student.
2. Submit an **HCC Early Alert** referral (see “What is Early Alert” on the next page) so that the student can be contacted and counseled about HCC campus resources—such as face-to-face tutoring, online tutoring (“AskOnLine”), and open labs at the college campus for those students without computer access at home.
3. Notify the P-16 Coordinator who can also arrange for the student to receive counseling and intervention at the high school.

If the student’s academic performance does not improve, his or her ability to graduate from high school is in danger. With timely intervention, the student can be advised to withdraw from the dual credit class before he/she earns a failing grade on the college transcript. The high school can then arrange for appropriate high school resources to help the student recover high school credit and graduate.

**Summary:** *Do not wait to report students with academic difficulties. Multiple early interventions and follow-up can make all the difference between success and failure.*

#### **What is Early Alert?**

Early Alert (EA is a collaborative effort between professors and counselors to help students who are at risk of failing one or more of their classes at HCC). Recommended Steps for Utilizing EA:

1. Identify students(s) at risk. Possible reasons are:
  - o Attendance
  - o Academic Performance
  - o Student Services Referral
2. Whenever possible, professors should first discuss their concerns with the student.
3. Complete the Early Alert form for each student referral by signing in to the PeopleSoft Faculty Resources webpage.
4. A counselor will follow-up with the faculty member to provide:
  - o Feedback about the student’s issue.
  - o Counseling intervention
5. Contact **decounseling@hccs.edu** with any questions or concerns.

## 4. Academic Integrity

Young people sometimes take foolish risks, but in the dual credit classroom, they are college students whose decisions carry adult consequences. Your syllabus must have a clear policy on plagiarism and collusion, and it should be the basis of a serious discussion about college expectations. Be sure that your students are aware that in college, any incidence of academic dishonesty will be dealt with according to HCC policies alone.

You, the college professor, set the consequences of such behavior, so make students aware of your standards. Also make them aware of the HCC Student Handbook that outlines standards on this issue. College standards prevail, not those of the high school.

We urge you to report instances of academic dishonesty immediately to your chair. They can help you navigate the issue with the student without parental or high school interference.

## 5. Absence Policy and High School Activities

High school activities should not interfere with college demands. Your syllabus explains attendance expectations of HCC, and students must adhere to them, not to those of the high school.

That said, however, some special circumstances should be taken into account. If a student knows that he/she will have an unavoidable absence, he/she should arrange to turn in work early or take a make-up exam in the HCC Testing Center. Such arrangements are between you and the student.

## 6. “Dress Codes” and the High School Venue

High schools have special dress codes, but they pertain only to their own students and employees. If you are an external instructor, simply dress professionally (“business casual”).

## 7. Dismissing Students and High School Bells

On the college campus, students are free to come and go, but at the high school campus they are not. Security, liability and accountability issues are involved, so please do not dismiss students into high school hallways and parking lots while classes are in session.

## Mid-Semester Weeks

After the first weeks have passed and you become more familiar with student work, issues of student performance are likely to arise. Although the list below may echo parts of the previous section, it nevertheless bears repeating that reporting student problems is important throughout the semester.

During the middle weeks of the semester, pay attention to:

### 1. The Timing of Midterm Exams

Midterm exams are given during the 7th or 8th week of the academic semester, shortly before the Official Date of Withdrawal. Please be aware that midterms must be administered, graded, and returned before the Official Date of Withdrawal. This imperative may involve some hurry on your part, but students must have the information to decide if they are indeed in academic danger.

### 2. Reporting Students in Danger of Failing

If a student is carrying a D or F average in your class, you must report the academic distress to the P-16 Coordinator, who will in turn consult the high school to consult with the student about his/her options.

### 3. Reporting Incidents of Academic Dishonesty

As the semester progresses and pressure mounts, some students may make the unfortunate choice to plagiarize or collude on assignments. Even though these students risk failing your course and not graduating, we urge you to adhere to the standards set forth in your syllabus and report such incidents to the chair and to the P-16 Coordinator.

**Summary:** *Administer and grade midterms on time. Report names of students who are in danger of failing before the Official Date of Withdrawal. Report names of students who have plagiarized or colluded at any time during the semester.*

## Final Weeks: Closing a Semester

The final weeks of a semester for high school/dual credit students are hectic and distracting. You may want to remind them that end-of-school activities, proms and graduation preparations cannot interfere with academic demands. Too much is at risk. You may want to prepare them ahead of time for the pressures of wrapping up a successful semester and take yet another opportunity to warn them of the consequences of academic dishonesty.

Pay attention to:

### 1. Final Exams

In dual credit classes, you will normally be unable to schedule a two-hour block to administer the final exam. Instead, you will have to use two class meetings for the final exam.

### 2. Grade Rosters and Due Dates

During the last week of the semester, the grade roster on PS Student Admin will be activated. Be sure to check the grade roster to see that all of your students are listed. If a student does not appear on the grade roster, report it immediately to the chair and the P-16 Coordinator.

The chair will inform you of the deadline for grade input and approval. This deadline is firm and inflexible. See next page for “How to Enter Grades Electronically.”

### 3. Reporting Final Grades to the High School Registrar

It is your obligation to provide to the high school registrar or designee a signed copy of final letter grades for each of the classes you are teaching. That is all the information you should provide—no number grades, pluses or minuses, or any other paperwork.

Your department chair will notify you of other close-of-semester demands, such as attendance records and grade breakdowns for each student.

### 4. Grade Disputes

It is not unusual for students to question a grade. Although such questions give us an opportunity to clarify grading standards, some students remain dissatisfied with the instructor-student conference. In rare instances, the student may exercise his/her right to contest the final grade.

If a student wishes to contest a final grade and conferences have been ineffective, you may refer that student to the HCC Student Handbook. Consult the chair of your discipline for further advice.

## How to Enter Final Grades Electronically

1. Sign into the PeopleSoft Student Sign-In System with your W number.
2. Click on "Self Service."
3. Click on "Faculty Center."
4. Click on "Faculty Center" again.
5. You should see a list of your classes. Click on the icon for "Grade Roster," which should be the icon all the way to the right.
6. You should see a list of your students. At the bottom, click on "View All."
7. In the Roster Grade Column, click on the drop down menu next to each student and select a grade. You should only select one of the following grades: A, B, C, D, F, FX, and I. Do not select IP. All FX grades must include date of last student activity. Enter one grade for each student. As you enter each grade, you need to wait for the page to reload before you enter the next grade.
8. Click on "Save" under the grade roster action box.
9. Scroll to the top and click on "Ready for Review" from the drop down menu.
10. Review your grades for accuracy. Click "Save" under the grade roster action box.
11. Review your grades one last time. Select "Approved" from the drop down menu.
12. Click "Save" under the grade roster action box.
13. Scroll to the bottom. Click on "Post."
14. Under "Status," "Posted" should appear next to each student's grade.



# Faculty Expectations and Non-Compliance

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Dual credit faculty are expected to meet the minimum requirements and expectations outlined in this handbook. If extenuating circumstances arise, alternate arrangements should be made with the dual credit office to ensure compliance with HCC Dual Credit Program policies.

The dual credit program reserves the right to restrict dual credit course assignments, or revoke approval, in cases where instructors have consistently failed to meet requirements. Reinstatement procedures will be available for non-compliant faculty.

Dual credit faculty can count on support from department chairs, P-16 Coordinators, Dual Credit High School Liaisons, and the entire HCC P-16 team. You will find our contact information in this handbook, and we encourage frequent communication for any concerns as they arise.

P-16 Coordinators confer with each dual credit instructor several times throughout the academic year. These meeting opportunities include the annual dual credit instructor in-service training and faculty workshops, or any other time you feel the need to meet.

## 1. Faculty Visits

Academic departments are required to observe your classes at least once per academic year. These visits are typically carried out by the chair or in the case of large departments, by a full-time faculty member of the discipline. The purpose of these visits is to provide support and assistance for dual credit courses and to ensure class content is the same or comparable to courses delivered for undergraduate credit only.

## 2. Professional Development

The dual credit office facilitates professional development activities specifically designed for dual credit instructors. These events include annual teacher in-service training, Blackboard, and other training opportunities as needed.

Professional development also includes popular events, such as the HCC Faculty Association Annual Conference, an all-day affair at a downtown hotel with breakfast, lunch and interesting speakers. Breakout sessions have presenters from HCC faculty and staff, and always include dual credit topics.

## 3. In-Service Training & Department Meetings

Every summer before the new academic year begins, a general orientation session will be hosted by Dr. O'Brien, Associate Vice Chancellor for College Readiness, along with the HCC P-16 Team. All dual credit faculty are invited and required to attend. The purpose of this training is to update dual credit instructors (and other dual credit facilitators) on any changes regarding dual credit forms, policies or procedures that will apply to the upcoming school year. It is also a great opportunity for dual credit faculty to exchange ideas and experiences.

You will also be expected to attend pre-semester department meetings in your academic discipline, hosted by the HCC Department Chair.





Houston Community College

SOAR

to

success in

DUAL CREDIT

Handbook for  
Dual Credit – Parent/Student  
2015-2016



The dual credit program at Houston Community College is approved and regulated by the Texas Higher Education Coordinating Board. The class offerings are college level classes taught by college faculty using the same curricula, materials, and rigor as classes taught on a regular college campus. This program enables a high school student to earn credit towards high school graduation while simultaneously earning college credit towards an Associate's degree or workforce program certificate.

## **The Benefits of Dual Credit Courses**

The benefits to students who participate in the dual credit program are many. The dual credit experience helps to ease the transition from high school to college and enables students to get a considerable head start with their educational and career goals. In addition, data reveals a higher success rate in college courses upon high school graduation for dual credit students.

Yet, this journey also involves parents who find that they transition alongside their dual credit student. Parental guidance of a college student becomes more supportive while encouraging their student to take charge of his/her own college responsibilities and career. This allows the student to go through the enrollment process with greater independence, handling matters of enrollment paperwork, asking questions, organizing and managing time effectively, following policies and procedures, and generally rising to standards and expectations of college life.

Students also find that the program helps develop those skills needed to be successful in college such as following a syllabus, meeting classroom and course requirements, conducting themselves appropriately, using self-discipline, and improving and applying higher-level thinking skills.

Dual credit students also enjoy access to Houston Community College libraries, open labs, writing labs, counseling, financial aid information, and many other services provided to general college students.

Participating students and their parents benefit by significant savings on both immediate and long term costs of a college education. The Houston Community College Board of Trustees has, with the exception of out-of-district fees, waived tuition and fees for dual credit students.

Finally, by completing two dual credit classes with a GPA of 3.0 or higher, students may satisfy part of the requirement of the state Distinguished Achievement.

# Wrap Around Services

As participants in the dual credit program, students are able to partake in resources offered to the all college students, including but not limited to:

- Advising
- Counseling
- Library services
- Technical support
- Tutoring

Advising services are provided by Student Success Coaches who provide students with information on degree plans, transfer credit information and selecting classes. Coaches also assist students with navigating the Houston Community College Student Center, discuss academic standing and access online instructional surveys. In addition, Student Success Coaches can plan College Preview days for student groups to tour the campus, learn about financial aid/scholarships and participate in orientation sessions, entitled as Advising and Registration sessions, that review the importance of maintaining a good grade point average, balancing class load and career opportunities.

Counseling services are provided by on-campus personnel to provide mental health and other services, which include the following:

- Career assessment, planning, and exploration (for all students, especially undecided students)
- Personal counseling
- Strategies for managing stress and anxiety (including test anxiety)
- Crisis intervention
- ADA Services to include reasonable accommodations
- Specialized intervention with students in response to early alerts, repeat coursework, behavioral intervention, and academic probation/suspension, etc.
- Community resource information

Library services are an integral component in the success of students taking college classes. The purpose of the library is to provide students with material and resources to support student learning. The library system, which is made up of libraries and electronic resource centers (ERCs), provides students with an extensive, up-to-date collection of resources, including books, magazines and newspapers—in both paper and electronic formats—as well as videos.

Technical support is available to aid students experiencing difficulty with online access such as PeopleSoft Student, the online portal used to search, register and pay for classes. Support is available via phone at 713.718.8800 and email at **customer.support@hccs.edu**.

Tutoring services are offered by department tutors to provide assistance with classroom material. The college also provides access to writing centers and math labs. Students can access tutors specializing in a specific area on-campus or online by clicking on “Tutoring” under “Information For . . . Students.”

To qualify for a dual credit class, a high school student must meet several key requirements:

- Meet school district or high school requirements for taking a dual credit class.
- Be recommended for dual credit by his/her high school authority.
- Pass the applicable areas of a Texas Success Initiative test (TSI) to determine college readiness. (The student may be exempt from state-mandated TSI testing if he/she meets the qualifying standards on applicable areas of the ACT, PSAT, SAT or STAAR EOC; for certificate programs, consult with a Student Success Coach.)
- Meet course prerequisite requirements.

## Transferability

Dual credit students who successfully complete college-level classes earn college course credit. Public institutions of higher education in the State of Texas are required, by State law, to accept most college-level academic courses in transfer from another state public institution as core, field of study, or elective credit. Most dual credit students are taking core courses required for most majors.

Students may verify the transferability of credit by asking the college/university or Student Success Coach if the target university will accept Houston Community College college-level courses in transfer. While many private and out-of-state institutions accept our college-level courses in transfer, students are advised to confirm transferability with the private or out-of-state institution.

Workforce courses may or may not be transferable depending upon whether Houston Community College and the target college or university have a signed articulation agreement for the particular program and courses in question. Consult with a Student Success Coach for additional details.

In accordance with Texas Higher Education Coordinating Board regulations, dual credit instruction follows the same curriculum, materials, grading, and rigor used in any classes on the regular campus. Houston Community College department chairs, through continual monitoring, assure the integrity and rigor of the curriculum in all sections of their discipline or program, both on-campus and dual credit.



Home schooled students may attend Houston Community College as dual credit students. They must meet the same requirements as dual credit students enrolled in public or private high schools and follow the same process of admittance to Houston Community College. In addition, they must document their status as home school students, along with all pertinent information required to register for classes at Houston Community College.

The Houston Community College P-16 Council facilitates processes, consistency, standards and procedures for homeschoolers who attend Houston Community College as dual credit students.

Private and charter school students may take dual credit at Houston Community College, but must work through the administration of their high school. Private and charter schools who want dual credit as an option for their students must have established partnerships with Houston Community College.

## Textbooks for Dual Credit Classes

Dual credit students, like all college students, are responsible for purchasing required textbooks and other essential course materials. The exception would be in cases where the high school provides textbooks.

## The Cost of Dual Credit Classes

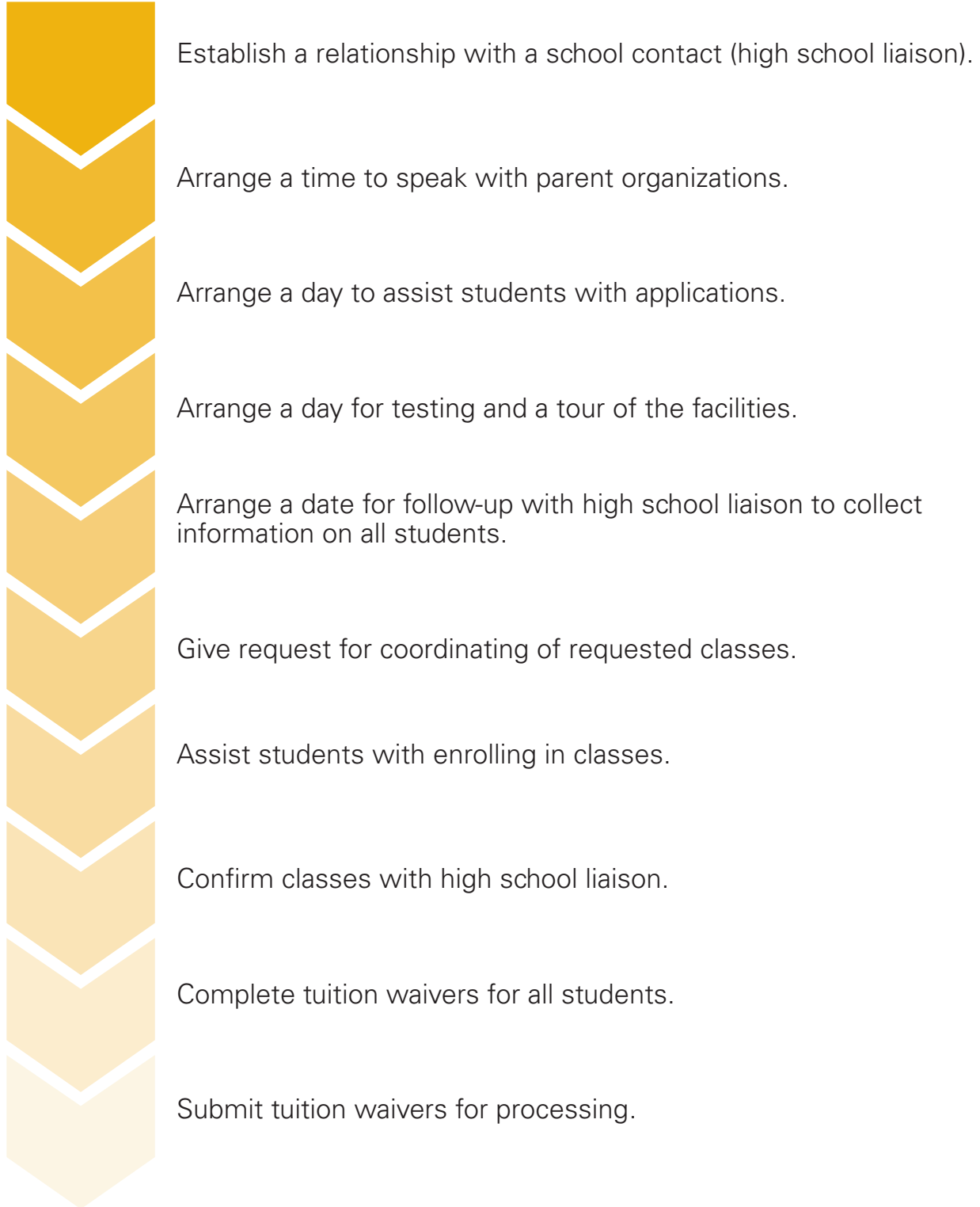
The Houston Community College Board of Trustees has waived tuition and fees for dual credit students. Students living within taxing districts (In-District) may take dual credit classes at no charge. Students living outside of the taxing district (Out-of-District) do not pay tuition, but they do pay tuition out-of-district fees.

## Course Loads for Dual Credit Students

House Bill 505 removed limitations on the number of classes a student may take. However, Houston Community College recommends that students taking more than two classes per semester possess a 3.000 or higher grade point average in high school coursework.

## Dual Credit Students and Financial Aid

Dual credit students cannot receive financial aid. Students must earn a high school diploma or GED to be eligible for financial aid.



Houston Community College is committed to providing an accessible and supportive environment for students with disabilities. The Ability Services at each college of the Houston Community College is responsible for arranging reasonable accommodations for all qualified students with documented disabilities to ensure equal access to all programs and activities at Houston Community College. Ability Services assists students with physical, learning or emotional disabilities in developing independence and self-reliance. Services include the following:

- Various assistive technologies and reasonable accommodations for admissions assistance
- Testing
- Academic advising
- Registration and classroom instruction
- Interpreting services are available for students who are deaf/hard-of-hearing and assistive technology devices are available for students who are blind

In order to serve you better, ADA counselors recommend that you meet with them at least 60 days prior to the beginning of the term.

## Family Educational Rights Privacy Act (FERPA)

FERPA affords students in “attendance” at Houston Community College certain rights with respect to their education records. “Attendance”, as defined by Houston Community College, begins on the first day of the term in which a student is enrolled. These rights include:

1. The right to inspect and review the student’s education records within 45 days of the day the College receives a request for access. A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The college official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the college official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student’s education records that the student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College may disclose education records without a student's prior written consent under several FERPA exceptions including:
- Disclosure to school officials with legitimate educational interests
  - A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or performing his or her tasks.
  - A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the College.
  - The student's application for financial aid
  - Submitting proof of dependency
  - Response to a judicial order or subpoena
  - A bona fide health or safety emergency
  - Information requested by other schools in which the student seeks or intends to enroll
  - As of January, 2012, The U.S. Dept. of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your SSN, grades, or other private information – may be accessed without your consent.
  - First, the U.S. Comptroller General, The U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution.
  - Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities.
  - In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

# Family Educational Rights Privacy Act (FERPA) *(cont'd)*

- The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, designates certain information related to a student as “Directory Information.” FERPA gives the College the right to disclose such information to anyone inquiring without having to ask a student for permission, unless the student specifically requests in writing that all such information not be made public without written consent (Registration/Forms/confidentiality.pdf) except by the National Student Clearinghouse to loan guarantors.
  - Houston Community College has designated the following as “Student Directory Information:”
    - Student’s Name
    - Address and telephone number
    - Date of birth
    - Major field of study
    - Enrollment status (full/part-time)
    - Classification
    - Dates of attendance at Houston Community College
    - Number of semester hours completed & in progress
    - Student classification
    - Degrees earned and dates awarded
    - Most recent previous educational institution attended
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

**ferpa@ed.gov**

Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. “Scholastic Dishonesty” includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or referral to the college Dean of Student Services for disciplinary action up to and including expulsion. Students have the right to appeal the decision.

## Bacterial Meningitis Vaccination

Bacterial Meningitis is a serious, potentially deadly disease that can progress extremely fast – so take utmost caution. It is an inflammation of the membranes that surround the brain and spinal cord. The bacteria that cause meningitis can also infect the blood. This disease strikes about 3,000 Americans each year, including 100-125 on college campuses, leading to 5-15 deaths among college students every year. There is a treatment, but those who survive may develop severe health problems or disabilities. Meningococcal (Bacterial Meningitis) Vaccine Requirement for All Houston Community College Students Entering in January 2012 and Thereafter Texas Senate Bill 1107, passed in May 2011, requires all students entering a public, private, or independent institution of higher education in Texas as of January 2012 and thereafter to provide documentation that they have had a meningococcal (bacterial meningitis) vaccine or “booster” dose - within five years of the first class day of the semester they will enter that institution and no later than 10 days before the first day of classes in that same semester. Unless exempted as noted below, entering students must comply with this requirement.

All first-time students of an institution of higher education or private or independent institution of higher education. This includes dual enrollment students regardless of where or how they are taking classes for credit from Houston Community College. All students who are transferring from any institution of higher education to Houston Community College. All students who previously attended an institution of higher education, including Houston Community College, and who are enrolling or re-enrolling in Houston Community College following a break in enrollment of at least one fall or spring semester. You are EXEMPT from this requirement if:

- You will be thirty years old on the first day of class (no documentation required). For classes that begin after January 1, 2014, the exemption age requirement has been lowered to 22 years old.
- You cannot take the vaccine for medical reasons. You must submit an HCC Meningitis Vaccination Verification Form and an affidavit or a certificate signed by a physician who is duly registered and licensed to practice medicine in the United States and in which it is stated that, in the physician’s opinion, the vaccination required would be injurious to the health and well-being of the student.
- You decline the vaccine due to reasons of conscience, including a religious belief. You must complete an Exemption from Meningococcal Vaccination Requirements for Reasons of Conscience Form available online at [corequestjc.dshs.texas.gov](http://corequestjc.dshs.texas.gov).
- You are a dual-credit student attending on a high school campus (no documentation required).

# Glossary of Terms

**Academic Courses:** Academic courses are those typically required of students who intend to transfer from Houston Community College and pursue a traditional baccalaureate degree at a four-year institution.

**Early College High Schools:** Combines high school and the first several years of college in an accelerated curriculum. Students take college-level classes, earning both college and high school credit. Tuition is at no cost to students and their families.

**Embed:** Taking classes on a Houston Community College campus.

**Embedded Instructors:** Houston Community College instructors who are also full-time teachers of the high school.

**External Instructors:** Houston Community College instructors who are not full-time teachers of the high school.

**In-District Residency:** Students who have met the basic Texas residency requirements and have a street address (post office boxes and dormitory addresses cannot be used) in the Houston Community College districts below:

- Alief
- Houston ISD
- North Forest ISD
- Stafford MSD
- Part of Missouri City

**Out-of-District Residency:** Students who have met the basic Texas residency requirements and live outside the Houston Community College districts below:

- Alief
- Houston ISD
- North Forest ISD
- Stafford MSD
- Part of Missouri City

**Out-of-State Residency:** A student who has not resided in Texas for 12 months immediately preceding registration. A non-resident student classification is presumed to be correct as long as the residence in the state is primarily used for the purpose of attending school. To be reclassified as a resident (after one or more years of residency), the student must show proof of intent to establish Texas as his/her permanent legal residence.

**Special Admissions:** Students who have not completed their sophomore year in high school may petition for admission. Students must present evidence of their ability to benefit from college classes. Requirements include an application, a letter of interest from the student, a letter of approval from the high school principal, high school transcripts, three letters of recommendation, test scores from an approved assessment, and an interview. Interested students should contact the appropriate instructional dean at the college one month prior to start of classes. Special admissions students are not dual credit students and are ineligible for a waiver.

**Student Success Courses:** Courses that allow students who are undecided about their future to explore a variety of career options while honing their college study skills.

**Transfer Credit:** Credit granted toward a degree for work completed at another recognized institution.

**Workforce Courses:** Courses intended primarily to prepare students with entry-level job skills.



# TEXAS SUCCESS INITIATIVES (TSI) Requirements

14

## For Dual Credit

Type of Assessment	Minimum Scores for Reading/Writing-Based Academic Classes (ex., English/History/Government)	Minimum Scores for Reading/Writing and Math-Based Classes (ex., Economics)	Minimum Scores for Math-Based Classes (College Algebra)
ACT	English 19, Composite 23	English 19, Math 19, Composite 23	Math 19, Composite 23
PLAN	English 19, Composite 23	English 19, Math 19, Composite 23	Math 19, Composite 23
SAT	Critical Reading 500 Required Total Score (Critical Reading+ Math) 1070	Critical Reading 500 Math 500 Required Total Score (Critical Reading+ Math) 1070	Math 500 Required Total Score (Critical Reading + Math) 1070
PSAT	Critical Reading 50 Required Total (Critical Reading + Math) 107	Critical Reading 50 Math 50 Required Total (Critical Reading+ Math) 107	Math 500 Required Total Score (Critical Reading + Math) 107
STAAR EOCs	<b>PRIOR TO SPRING 2014:</b> Required Total Score- English II Reading+ English II Writing 4000  <b>SPRING 2014:</b> English II - 4000	<b>PRIOR TO SPRING 2014*:</b> Required Total English II Reading+ English II Writing - 4000 STAAR Algebra I - 4000  <b>SPRING 2014*:</b> English II - 4000 STAAR Algebra I - 4000	STAAR Algebra I
TSI ASSESSMENT	WRITE PLACER (Essay) 5-8 + READING 351-390 (need BOTH)  OR WRITING 363-390 + WRITE PLACER 4 + READING 351- 390 (Need ALL THREE)	WRITE PLACER 5-8 (Essay) + READING 351-390 + MATH 336-342 (Need ALL THREE)  OR WRITING 363-390 + WRITE PLACER 4 + READING 351- 390 (Need ALL FOUR)	MATH 350-390



