AGENDA

ACADEMIC AFFAIRS/STUDENT SERVICES COMMITTEE
OF THE BOARD OF TRUSTEES

May 10, 2016
2:30 PM

HCC Administration Building
3100 Main, 2nd Floor Auditorium
Houston, Texas

NOTICE OF A MEETING OF THE
Academic Affairs/Student Services Committee
OF THE BOARD OF TRUSTEES

HOUSTON COMMUNITY COLLEGE

May 10, 2016

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 Tuesday, May 10, 2016 at 2:30 PM, 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 bylaw. 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 Graduation

B.   Report on Shared Service Projects

C.   Report on Survey of Entering Student Engagement (SENSE) Results

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

A.   **Legal Matters**

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

B.   **Personnel Matters**

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

C.   **Real Estate Matters**

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

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

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

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

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

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

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

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

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

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

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

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

V. **Reconvene in Open Meeting**

VI. **Adjournment**

CERTIFICATE OF POSTING OR GIVING NOTICE

On this **4th day of May 2016**, this Notice was posted at a place convenient to the public and readily accessible at all times to the general public at the following locations: (1) the HCC Administration Building of the Houston Community College, 3100 Main, First Floor, Houston, Texas 77002 and (2) the Houston Community College's website: www.hccs.edu.

Posted By:

_____

Sharon R. Wright
Director, Board Services

REPORT ITEM

Meeting Date: May 10, 2016

Academic Affairs/Student Services Committee

ITEM #	ITEM TITLE	PRESENTER
A.	Report on Graduation	Dr. Cesar Maldonado Dr. Kimberly Beatty

DISCUSSION

Update on graduation ceremony and new processes.

DESCRIPTION OR BACKGROUND

Each year, HCC hosts a graduation ceremony. There will be substantive changes this year shared with the Board.

FISCAL IMPACT

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

STRATEGIC ALIGNMENT

1. STUDENT SUCCESS

C. Increase student completion

ATTACHMENTS:

Description	Upload Date	Type
Presentation - Graduation Report	5/4/2016	Presentation

This item is applicable to the following: District

Graduation Report
May 10, 2016

Commencement Ceremony for College and Certificate Completers

- NRG Stadium

- Saturday, May 14, 2016 at 9:00 a.m. (One Ceremony)

- Commencement Speaker: Jamey Rootes, Chair, Greater Houston Partnership and President, Houston Texans

The Ceremony

- MarchingOrder
    - Pre-ceremony slideshow display
        - Student pictures
        - Personal messages from students
    - Graduate name, degree and honors display
    - Announcing of graduate names by professional reader (pre-recorded)
- Photography—off stage, right
- Participants
    - 1852 students as of April 27 (not including late registrations)
    - 478 faculty as of April 27 (not including late registrations)

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GED Ceremony

- Central College Auditorium

- Wednesday, May 11, 2016 at 6:30 p.m.

- Commencement Speaker: Dr. Melissa Gonzalez, Chief of Staff, HCC

- HCC Foundation will Award Three $1,000 HCC Scholarships (random drawing)

- Caps and Gowns Free to First 100 Registered Graduates

- 147 Registered GED Completers

Commencement Graduation Program Cover Student Competition
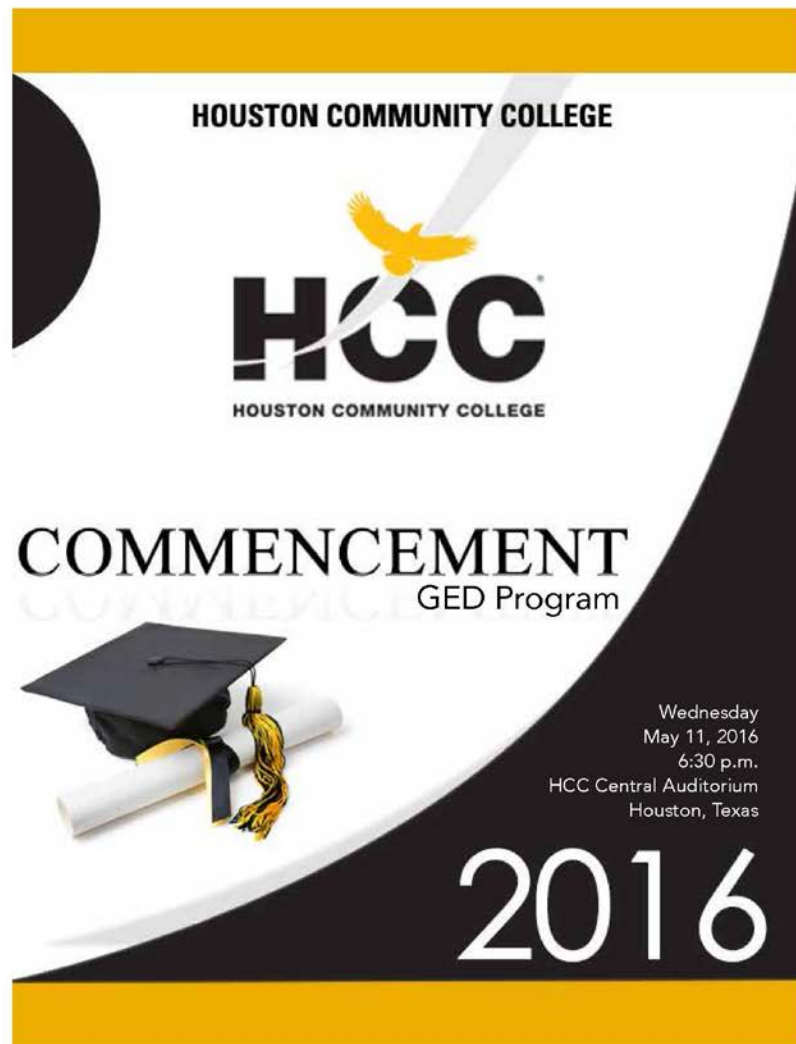
Our Vision

Houston Community College 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..

#HCCGrad2016

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HOUSTON COMMUNITY COLLEGE

2016
Commencement
Program

Saturday, May 14, 2016 | 8am to 12pm
NRG Stadium | Houston, Texas

The Winner!

Graduation Cover contest winner:
Scott Almaguer
Digital Communication major, Class of 2017

Commencement GED Graduation Program Cover Student Competition

OUR VISION

Houston Community College 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..

#HCCGrad2016

HOUSTON COMMUNITY COLLEGE

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HOUSTON COMMUNITY COLLEGE

COMMENCEMENT
GED Program

Wednesday
May 11, 2016
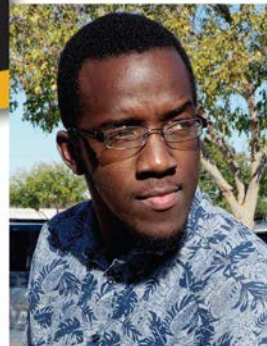6:30 p.m.
HCC Central Auditorium
Houston, Texas

2016

The Winner!

GED Cover contest winner:
Stenio Garcia
Computer Science major, Class of 2017

REPORT ITEM

Meeting Date: May 10, 2016

Academic Affairs/Student Services Committee

ITEM #	ITEM TITLE	PRESENTER
B.	**Report on Shared Service Projects**	**Dr. Cesar Maldonado** **Dr. Phillip Nicotera**

DISCUSSION

Update on the Shared Service Projects.

DESCRIPTION OR BACKGROUND

The Shared Service Projects are led by each college president. The projects are fundamental to the student experience. Each project has its own merit, but as they come together as one, the projects will transform how we work with our students.

FISCAL IMPACT

N/A

STRATEGIC ALIGNMENT

1. STUDENT SUCCESS

      B. Improve the student experience

ATTACHMENTS:

Description	Upload Date	Type
Shared Services Projects	5/4/2016	Presentation

This item is applicable to the following:

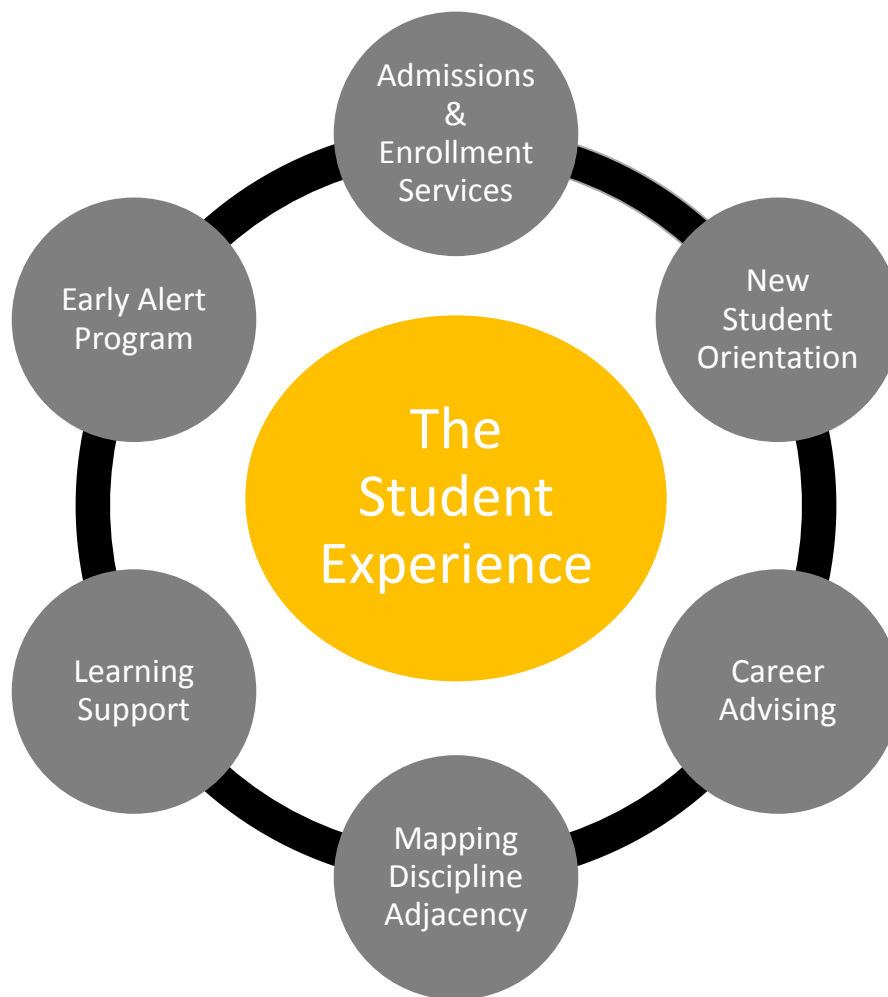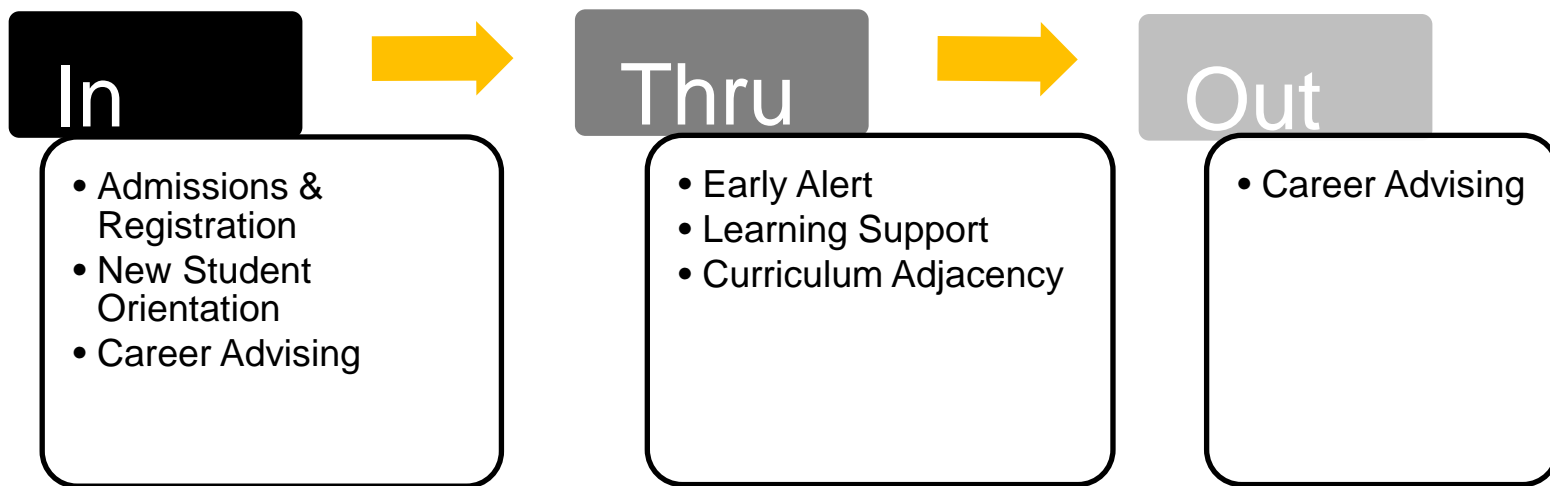Central, Coleman, Northeast, Northwest, Southeast, Southwest, District

Student Success Update
Shared Services Projects
2016

The Student Experience

Components of a Comprehensive Student Success Agenda

In
- Admissions & Registration
- New Student Orientation
- Career Advising

Thru
- Early Alert
- Learning Support
- Curriculum Adjacency

Out
- Career Advising

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Admissions & Enrollment Projects

- Oracle Analyst - hired and working

- Academic Standing - Moved to production in Feb; Fall 2016

- Priority Registration - Ready to implement April 25th with Fall 2016 registration

- Residency Workflow changes - Testing; Move to production April 25

- Portal Solution - Committee formed; Short term Rebranded and new version of PS Mobile; Researching PeopleSoft Interactive Hub or other solutions for long term solution

- Application deadline - Discussions Begin Fall 2016

- Test Score Uploads Direct from ISDs - Pilot at Central

Admissions & Enrollment Projects

- Collect and utilize data to measure improvements and identify additional improvements needed

- Yield Rates - number of applications vs. number of new students enrolled

- Call center data: calls received/dropped, emails received, chats presented/handled

- Identify best practices in measuring student satisfaction with on-boarding process

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New Student Orientation (NSO)

- NSO pilot sub-committee formed; scope/target audience of pilot identified. NSO pilot format vetted by entire NSO committee.

- Identify and recruit key stakeholders for NSO pilot (United Student Council, VCIS team, Deans/Directors team, etc.)

- Purchase of NSO software/identifying "business owner" of NSO

Career Advising

- Developed Operational Procedures, Staffing Model and Process Flow proposals

- Identifying selection of Career Assessment Software Tool in Progress

- Procedures for administration, use in advising in alignment with meta majors, degree planning, and COE's through advisor training

- Developed Staffing Model for Colleges

- Identify space at each college for new Career Services Centers

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Career Advising

- National Association of Colleges and Employers and National Career Development Association

    a. Certification Modules

    b. Integrate in Training Academy

- Training in use of Career Coach and Labor Market Research Data for Career Advising Staff

- Develop data strategies for use of People Soft COE student near completion for implementation of Career Readiness and Internship / Co-Op preparation

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Mapping Discipline Adjacency

- Review curriculum revision – HCC degree

- Residency requirement

- Non-curriculum revision

- Meet with MDA committee to identify cohort characteristics: GPA, Enrollment Status, TSI Ready, Type of Program

- Design a MDA process by adapting the ADDIE (analysis, design, development, implementation, and evaluation) instructional design model

Learning Support

- Provide Tutor Training
- Create a District-Wide Committee to develop Content for On-Line and Face-to-Face Tutor Training
- Purchase ACCUTRACK Software to Track Student Use/Results

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Early Alert Program

- Early Alert PeopleSoft Faculty Function Enhancements

- Creation of Analytics for Early Alert

- Develop Early Alert Training Program

Congruence Workshop

Improving the Student Experience
April 15, 2016
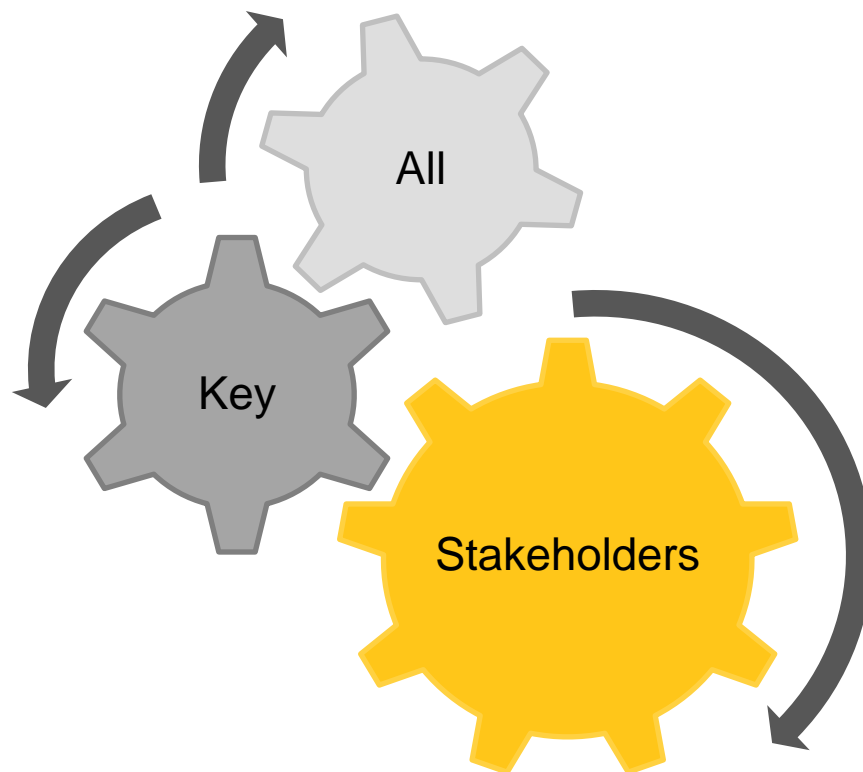
Purpose

- Inform all key stakeholders for a smooth implementation

- Align efforts for optimal efficacy

- Insure congruency of transformational activity with operational integrity

Expected Outcomes

- Gain understanding of a comprehensive student success agenda

- Progressing towards the implementation and operationalization of student success projects

- Progressing towards an evaluation process for all student success projects

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Feedback – President's Presentation & Roundtable

April 22, 2016

- More dedicated training for advisors and counselors

- Timely communication during the admission process

- Expand virtual career resources

- Incorporate career information in syllabus

- Use more technology

- More tutoring and career resources

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REPORT ITEM

Academic Affairs/Student Services Committee

ITEM #	ITEM TITLE	PRESENTER
C.	Report on Survey of Entering Student Engagement (SENSE) Results	Dr. Cesar Maldonado Dr. Kimberly Beatty

DISCUSSION
Update on student success based upon the 2015 key findings of the Survey of Entering Student Engagement (SENSE).

DESCRIPTION OR BACKGROUND
The SENSE Survey benchmarks are groups of conceptually related items that address key areas of entering student engagement. The benchmarks include:

- Early Connections
- High Expectations and Aspirations
- Clear Academic Pathway
- Effective Track to College Readiness
- Engaged Learning
- Academic Support

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

STRATEGIC ALIGNMENT

1. STUDENT SUCCESS

    A. Improve student preparedness, readiness and alignment

ATTACHMENTS:

Description	Upload Date	Type
SENSE Presentation	4/25/2016	Presentation

This item is applicable to the following: District
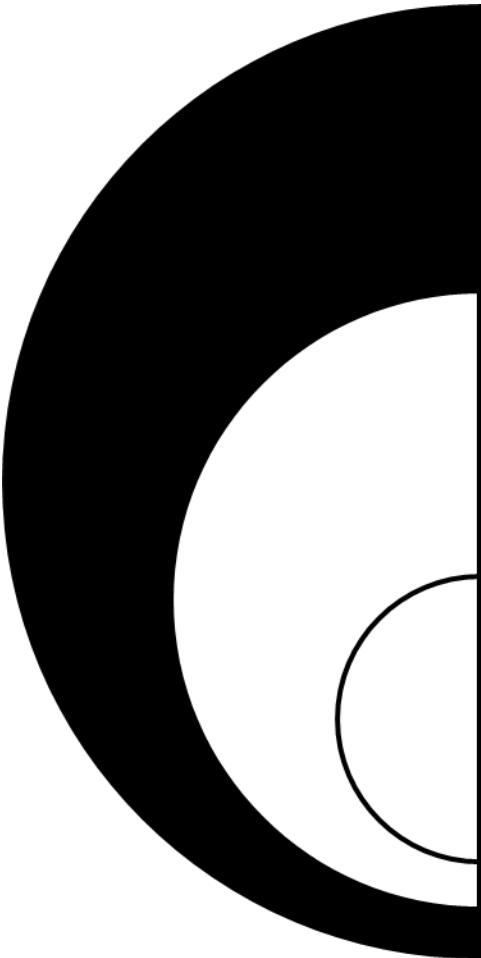
Survey of Entering Student Engagement (SENSE)

Houston Community College

2015 Key Findings

Placing the Date In Context

SENSE uses a 3-year cohort of participating colleges in all of its data analyses

In accordance with Texas State law and The University of Texas policies, the Center cannot provide student-identifier data

The Survey benchmarks are groups of conceptually related items that address key areas of entering student engagement

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The Benchmarks

Early Connections

High Expectations and Aspirations

Clear Academic Pathway

Effective Track to College Readiness

Engaged Learning

Academic Support

HCC

Benchmarks of Effective Educational Practices With Entering Students

Figure 1a
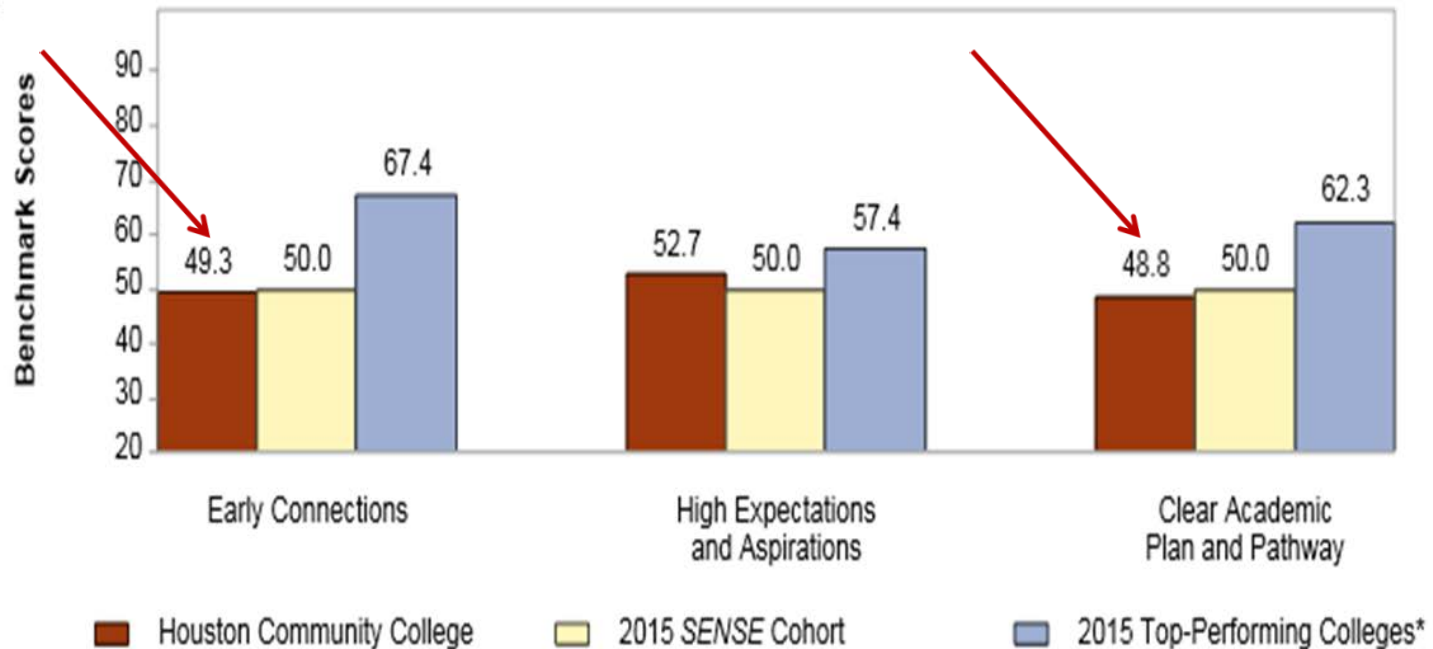
*Top-Performing Colleges are those that scored in the top 10 percent of the cohort by benchmark.

Notes: Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents. For further information about how benchmarks are computed, please visit www.cccse.org.

Benchmarks of Effective Education Practices With Entering Students

Figure 1b

Aspects of Highest Student Engagement

Figure 2
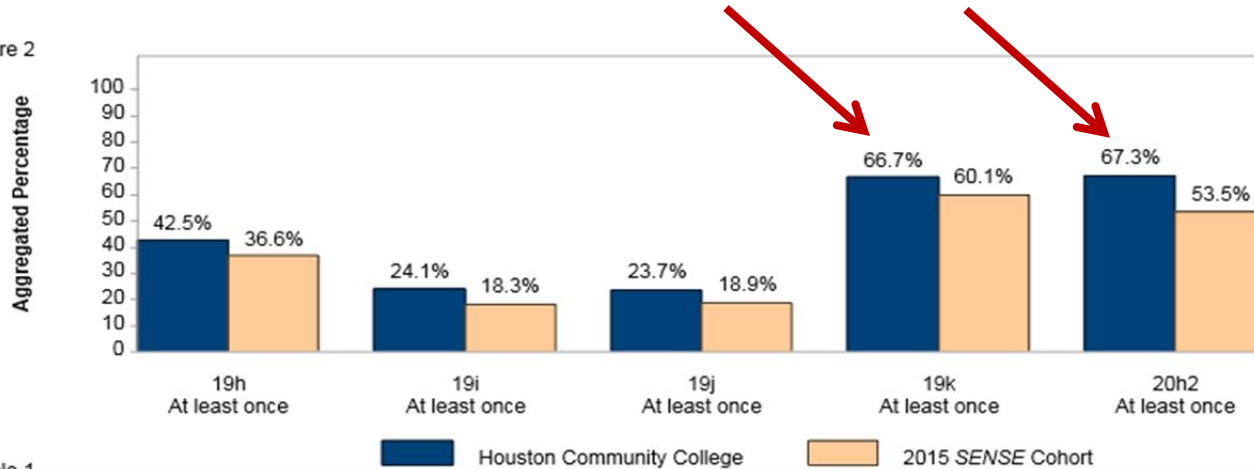
Table 1

Benchmark	Item Number	Item
Engaged Learning	19h	Frequency: Worked with classmates outside of class on class projects or assignments
Engaged Learning	19i	Frequency: Participated in a required study group outside of class
Engaged Learning	19j	Frequency: Participated in a student-initiated study group outside of class
Engaged Learning	19k	Frequency: Used an electronic tool to communicate with another student about coursework
Engaged Learning	20h2	Frequency: Used computer lab

Notes:

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once*, *two or three times*, and *four or more times* responses are combined.

For Item(s) 20, *once*, *two or three times*, and *four or more times* responses are combined.

Aspects of Lowest Student Engagement

Figure 3
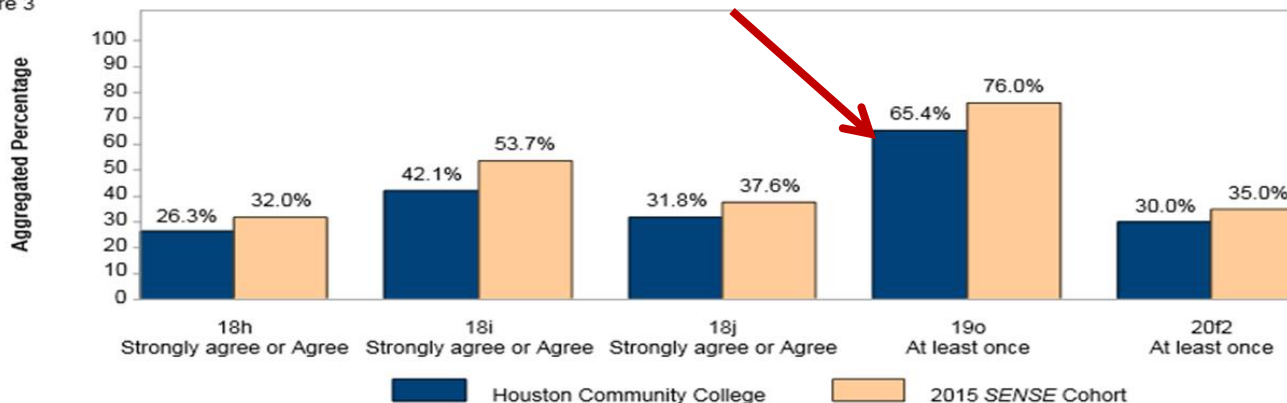
Table 2

Benchmark	Item Number	Item
Clear Academic Plan and Pathway	18h	A college staff member talked with me about my commitments outside of school to help me figure out how many courses to take
Early Connections	18i	The college provided me with adequate information about financial assistance
Early Connections	18j	A college staff member helped me determine whether I qualified for financial assistance
Engaged Learning	19o	Frequency: Received prompt written or oral feedback from instructors on your performance
Engaged Learning	20f2	Frequency: Used writing, math, or other skill lab

Notes:

For Item(s) 18, *strongly agree* and *agree* responses are combined.

For Item(s) 19, except 19c, 19d, 19f, and 19s, *once, two or three times,* and *four or more times* responses are combined.

For Item(s) 20, *once, two or three times,* and *four or more times* responses are combined.

Academic and Student Support Services

Figure 4: All instructors clearly explained academic and student support services available at this college.
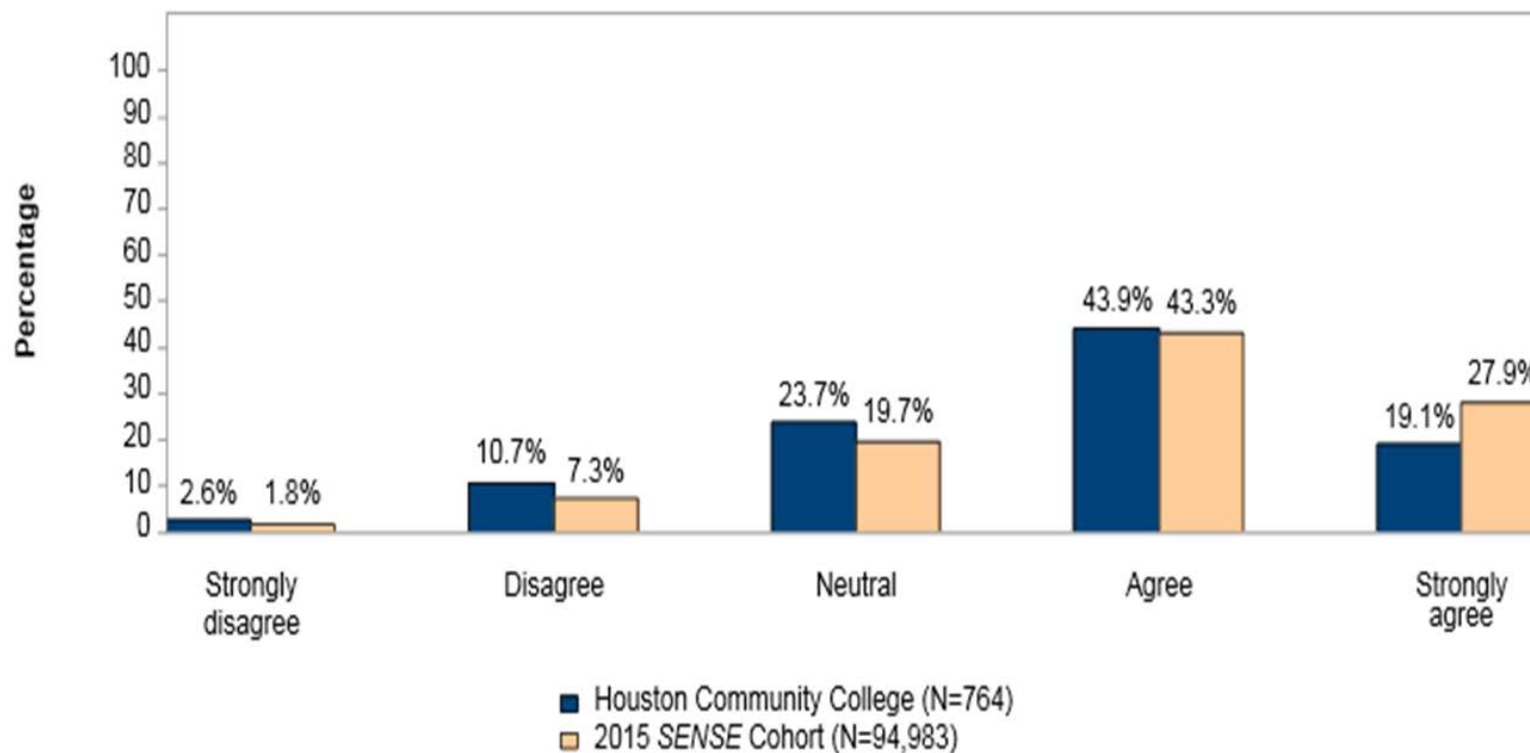
Academic and Student Support Services

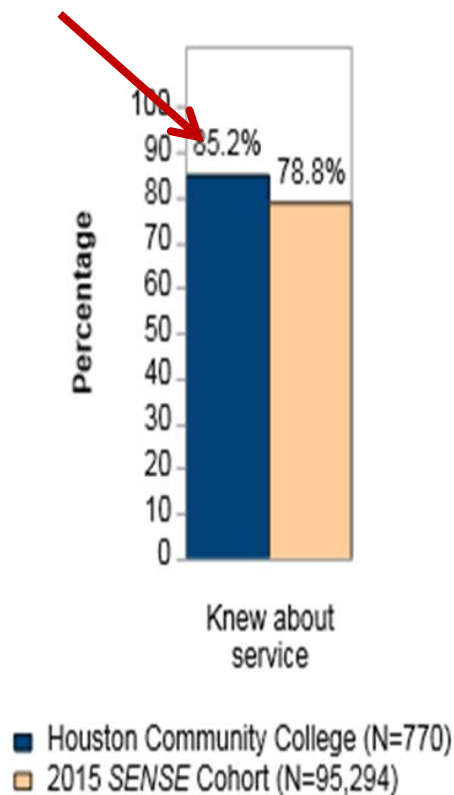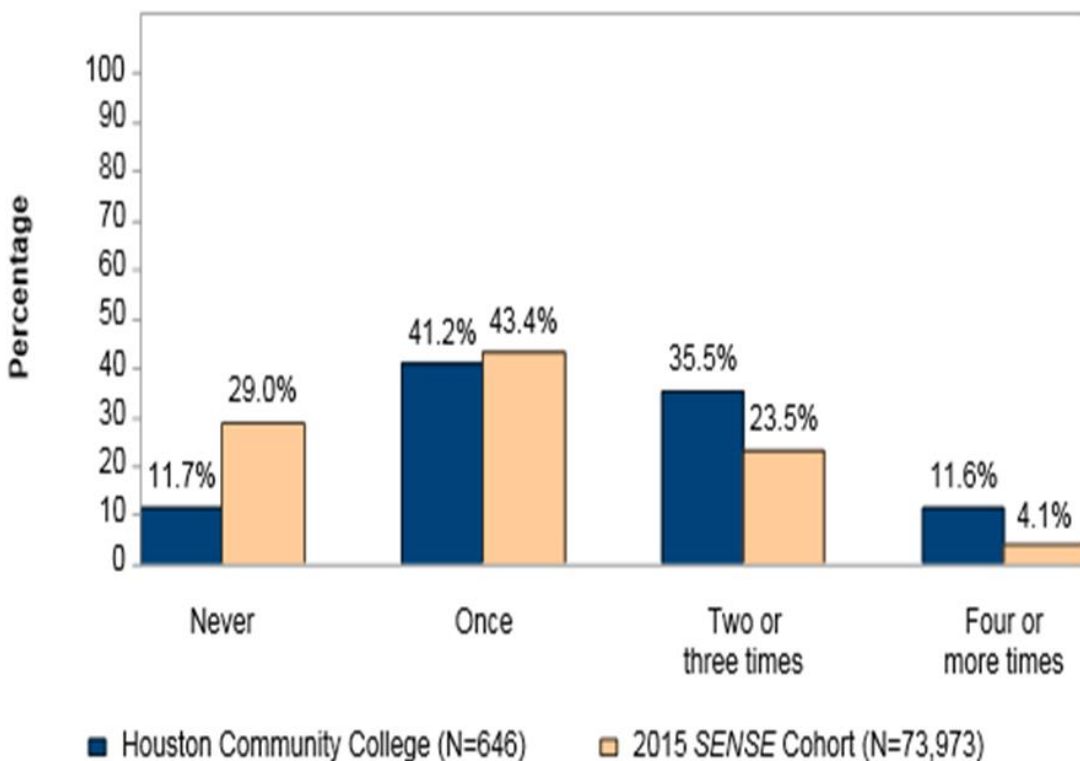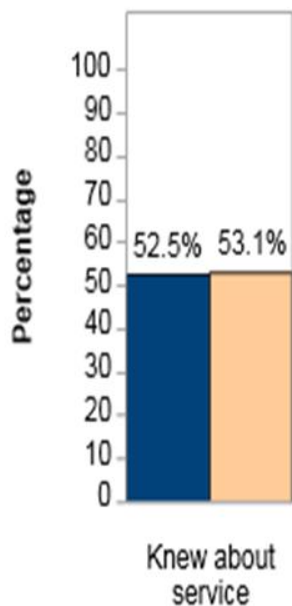Figure 5: Did you know about academic advising/planning services?

Figure 6: If so, how often did you use academic advising/planning services?
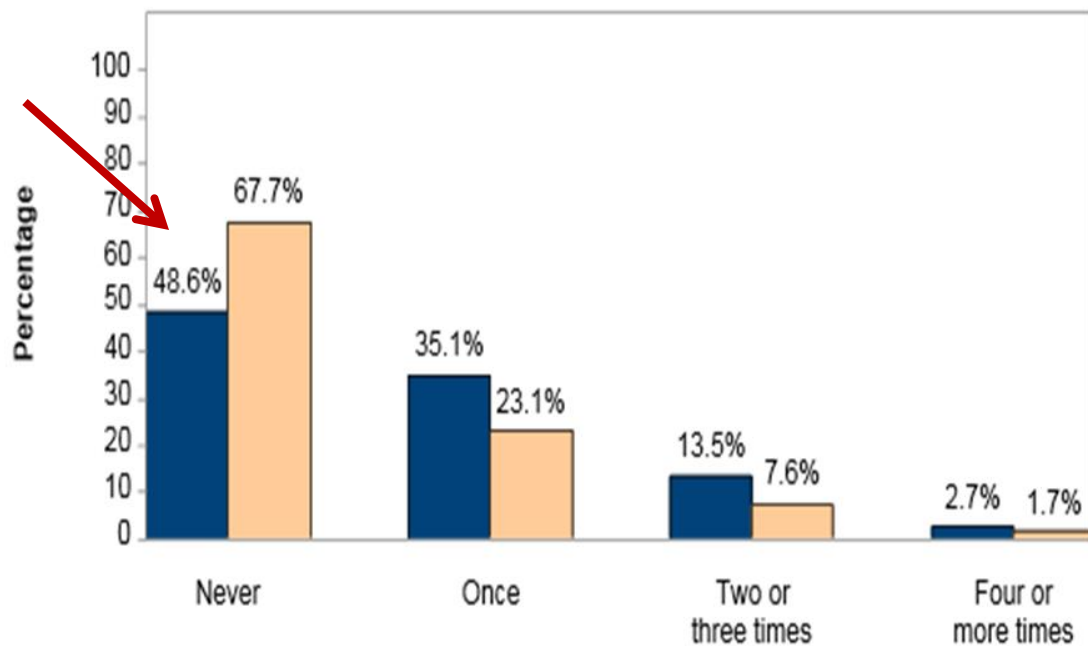
Academic and Student Support Services

Figure 7: Did you know about career counseling services?

Figure 8: If so, how often did you use career counseling services?

Academic and Student Support Services

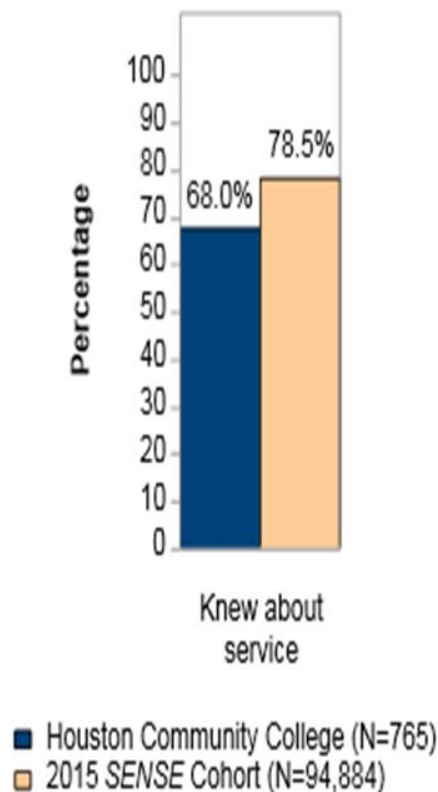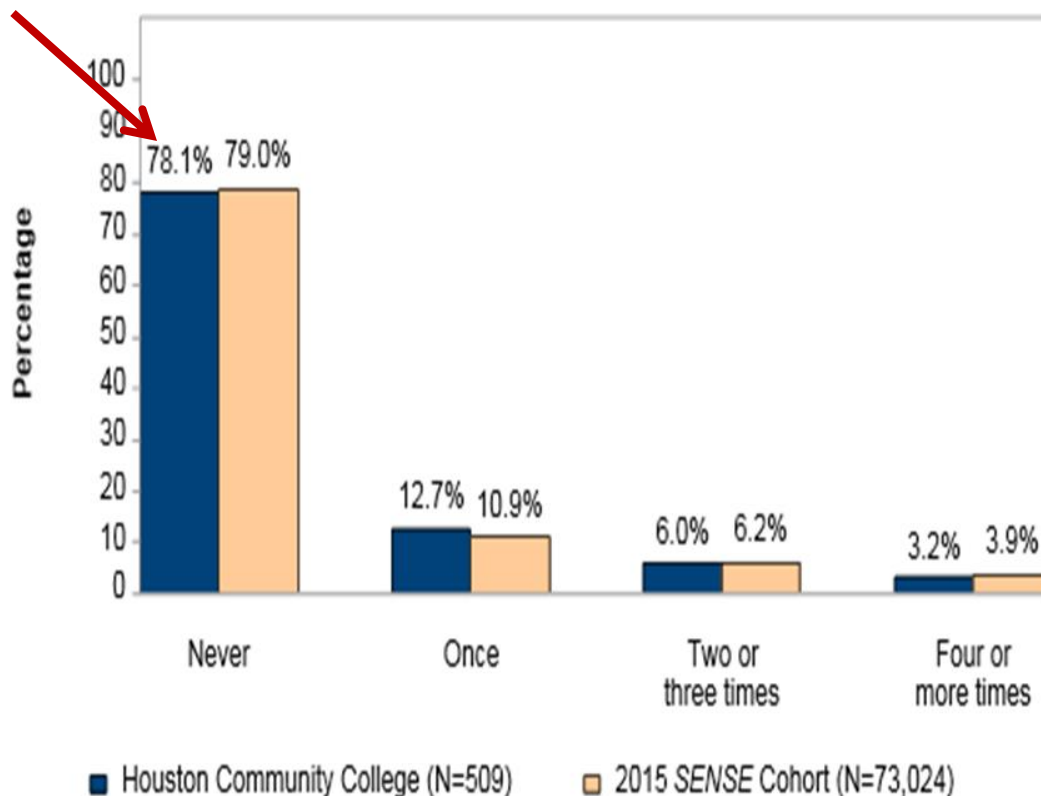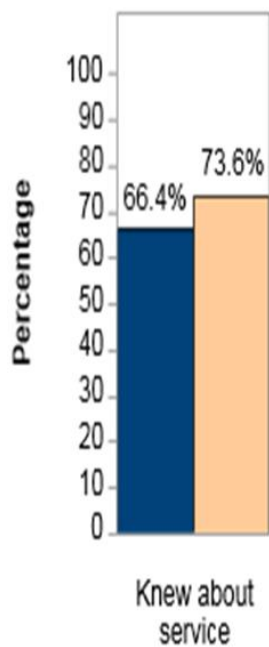Figure 9: Did you know about face-to-face tutoring services?

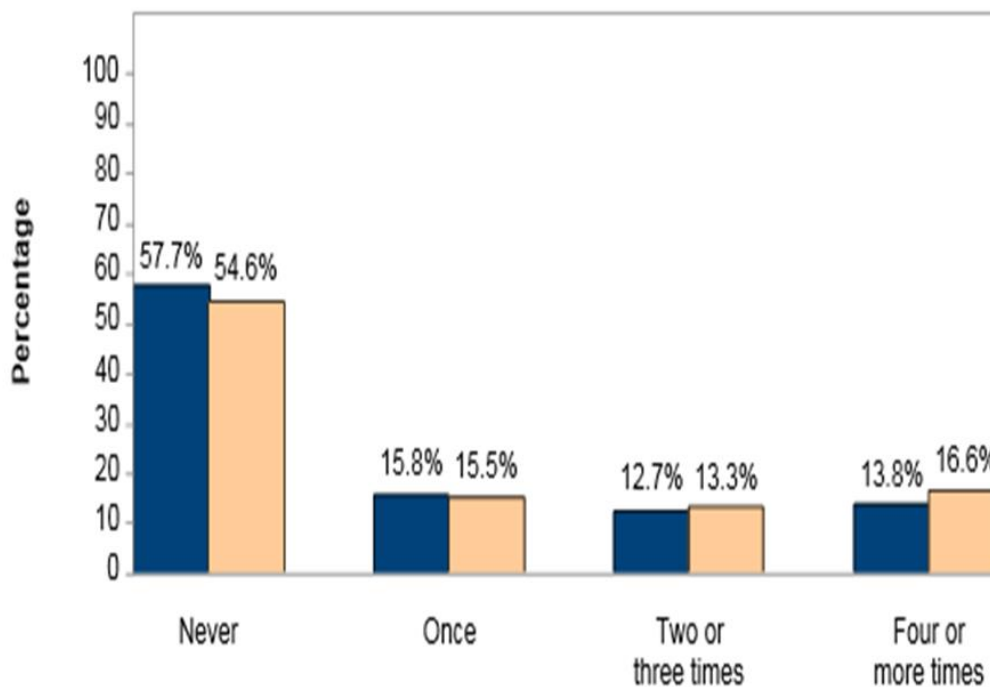Figure 10: If so, how often did you use face-to-face tutoring services?

Academic and Student Support Services

Figure 11: Did you know about writing, math, or other skill lab services?

Figure 12: If so, how often did you use writing, math, or other skill lab services?

Academic Goal Setting and Planning

Figure 13
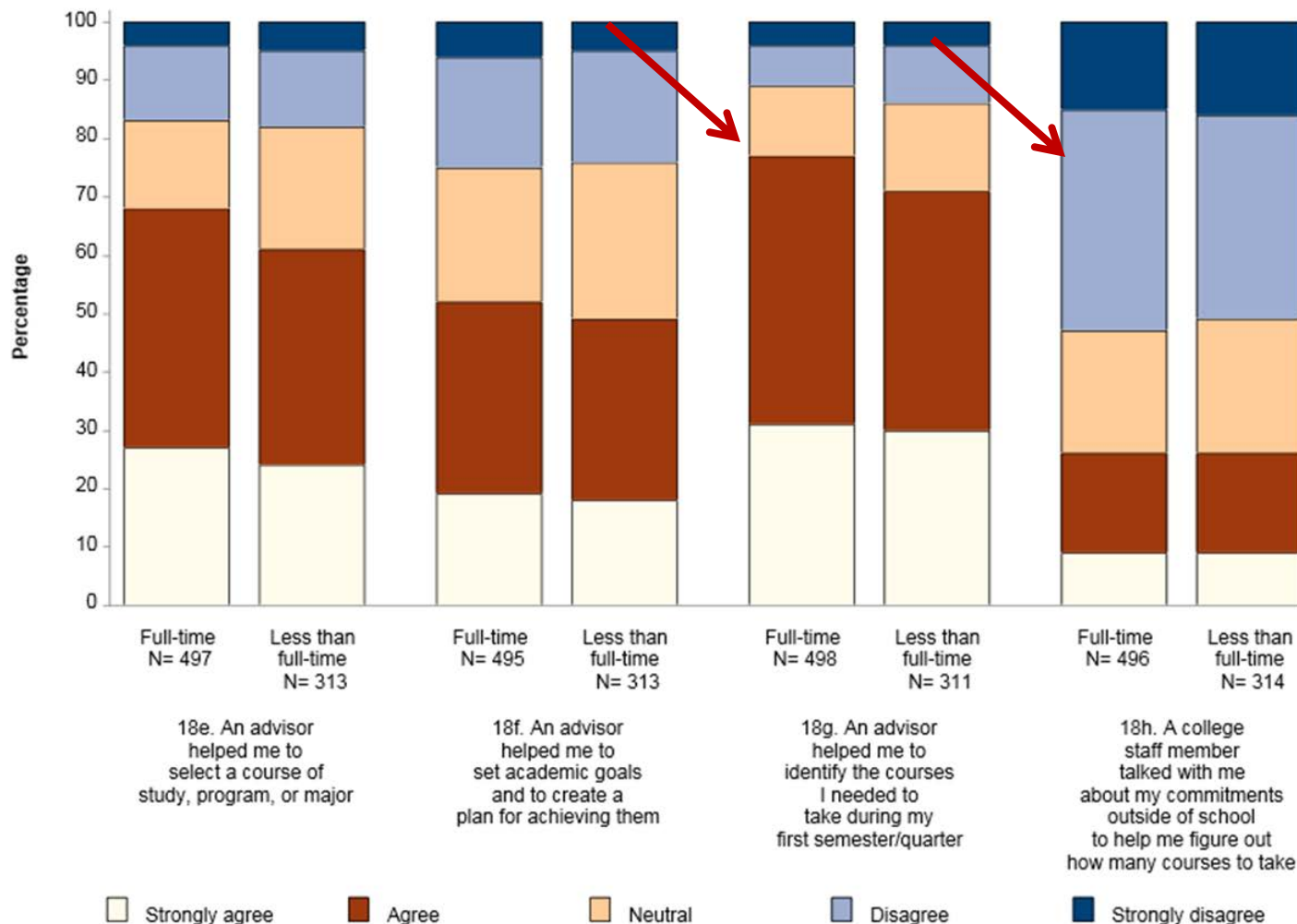
Academic Goal Setting and Planning

Table 3

Response	18e		18f		18g		18h	
	Full-time	Less than full-time	Full-time	Less than full-time	Full-time	Less than full-time	Full-time	Less than full-time
Strongly agree	27.2%	24.0%	19.4%	18.2%	30.9%	30.2%	9.5%	8.9%
Agree	40.8%	37.1%	32.7%	30.7%	46.2%	41.2%	17.1%	17.2%
Neutral	15.1%	21.1%	23.2%	26.8%	11.8%	15.4%	20.8%	22.9%
Disagree	13.1%	12.8%	18.6%	19.2%	7.2%	9.6%	37.9%	34.7%
Strongly disagree	3.8%	5.1%	6.1%	5.1%	3.8%	3.5%	14.7%	16.2%

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