Howard College will convene as posted to consider and take formal action, if necessary, on the following agenda items:

I. CALL TO ORDER

II. EXECUTIVE SESSION (Litigation/551.071)
   A. Howard College v. The Travelers Indemnity Company/Consultation with Attorney
   B. Student Information System Confidential Agreement/Consultation with Attorney

III. RECONVENE
   A. Invocation
   B. Recognition of Guests

IV. COMMUNICATION TO THE BOARD

V. APPROVAL OF ROUTINE MATTERS
   A. Minutes of Regular Meeting held on June 8, 2020
   B. Financials for May and June 2020
   C. Monthly Reports of Auxiliary Services
   D. Personnel Matters
   E. Internal Audit Report

VI. UNFINISHED BUSINESS

VII. NEW BUSINESS
   A. Visioning/Future Directions
      1. District
         a. Confidential Settlement Agreement between Howard College and Travelers Indemnity Company
         b. Student Information System Confidential Agreement
         c. COVID-19 Response Status #4
            1. Open Howard College Strategic Plan
      2. Big Spring Area
      3. Lamesa
      4. San Angelo
      5. SWCD

   B. Performance Measures/Outcomes
      1. Accountability Measures
         a. Operational Indicators
            1. Board of Trustees Mid-Year Update
         b. Financial Indicators
            1. Quarterly Investment Report
         c. Student Success Indicators
            1. Awards/Recognitions

   C. Monitoring
      1. Bids
         a. Aerus Beyond Air Purifier-District/Reaffirmation
         b. Simulation Lab Enterprise Audio Visual Capture and Management System-San Angelo (Grant-Funded)
      2. Handbook and Catalog Changes
      3. Emergency Medical Services (EMS) Associate in Applied Science Program
      4. Low-Producing Degree Programs-American Sign Language (ASL)
      5. Deans and Directors/Exempt Staff Recommendations
      6. Tax Assessor Collection Fee Budget
EXECUTIVE SESSION: There may be an executive session to discuss litigation, property, gifts, personnel, security or economic development negotiations pursuant to Government Code Section 551.071, 551.072, 551.073, 551.074, 551.076, 551.087.

The Board of Trustees, administration and guests gather for lunch at 11:45 a.m. on the day of the Board meeting in the Tumbleweed Room in the Student Union Building on the Howard College campus. This is a social function unrelated to public business with no deliberation of items listed on the agenda.

The meeting will be called to order at 10:45 a.m. but will immediately transition to an Executive Session. The meeting will reconvene at 12:30 p.m. To listen to the call to order or regular meeting, call the following number:

Join the conference call for audio
USA Toll-Free: 1-888-204-5987
Access Code: 3148424#

Please join my meeting from your computer, tablet or smartphone for visual presentations
https://www.gotomeet.me/HowardCollege/hcbrdmtgaug31230

Prior to five minutes before the 10:45 a.m. call to order and then again for the 12:30 p.m. meeting, your phone will be automatically muted when you join the meeting and music will be playing. A short overview of procedures will be given 2 minutes prior to the start. Phones will then be muted for the meeting to begin. Opportunity will be given at the beginning of the meeting for public comment. Recording will be available on the website after the meeting.
Howard College

BIG SPRING, LAMESA, SAN ANGELO, SWCD

COVID-19 RESPONSE STATUS #4

AUGUST 3, 2020
COVID-19 RESPONSE STATUS

01

STAGE 1
- No confirmed cases in the college service area.

02

STAGE 2
- Moved to Stage 2 March 24th.
- First report of confirmed case in service area.
- Now five cases
  - Last one confirmed as community spread
- As of April 30th
  - Tom Green County - 44 cases
  - Dawson County - 21 cases
  - Howard County - 4 cases
  - Martin County - 2 cases
  - Concho County - 1 case
COVID-19 RESPONSE STATUS

STAGE 2 Continued

- As of June 3rd: (TXDSHS Map, Texas Case Counts / COVID-19)
  - Tom Green County - 70
  - Dawson County - 43
  - Howard County - 9
  - Martin County - 3
  - Concho County - 1
  - Coke County - 1
  - Kimble County - 1
  - Menard County - 0
  - Schleicher County - 0
  - Glasscock County - 1
  - Irion County - 1
  - Sutton County - 0
  - Sterling County - 0
COVID-19 RESPONSE STATUS

STAGE 2 Continued

As of July 29th: (TXDSHS Map, Texas Case Counts / COVID-19)

- Tom Green County - 1,505
- Dawson County - 128
- Howard County - 132
- Martin County - 44
- Concho County - 23
- Coke County - 35
- Kimble County - 13
- Menard County - 16
- Schleicher County - 34
- Glasscock County - 6
- Irion County - 7
- Sutton County - 58
- Sterling County - 0
COVID-19 RESPONSE STATUS #3

ONGOING INFORMATION INFLOWS, PARTICIPATION & PLANNING

- Beginning in January, the Communicable Diseases Co-chairs officed on the Big Spring and San Angelo campuses began monitoring the growing COVID-19 concern, sharing information with district employees about recommended guidelines.
- The Emergency Management leaders officed on the Big Spring and San Angelo campuses, as well as Cabinet, were monitoring the situation at the local, state, national and global levels and participating in local meetings as convened.
- Beginning Monday, March 9th, of Spring Break, the Communicable Diseases Co-chairs and Emergency Management leaders interchangeably participated in daily calls with the Texas Department of Health Services, providing summaries of the calls.
- As the week wore on, efforts to remain vigilant on the growing situation and actions being taken across the country and state were taken. It became apparent by Thursday, March 12th, additional action needed to be taken as confirmed cases were growing across the country and state.
- For emergency operations planning, a COVID-19 Response Team was activated which included the Communicable Diseases Co-chairs, the Emergency Management leaders, Cabinet, Big Spring Instructional Deans, Student Services leaders for Big Spring and SWCD due to residence halls and food service, Athletic Director, Lamesa Campus Director, Human Resources, Chief Information officer, Distance Learning leader plus president's office staff. On the evening of March 12th, the group had its first meeting.
- Staying in close contact, by the end of the weekend, it became apparent another meeting was needed. Sunday night, March 15th, a telephonic call was held to prepare for the week and assess changes that had occurred since the Thursday, March 12th call.
COVID-19 RESPONSE STATUS #3

ONGOING INFORMATION INFLOWS, PARTICIPATION & PLANNING

- Daily state-wide calls with Texas Department of State Health Services, as available, continued through the week of March 16th.
- Frequent contact with area city and county authorities and weekly meetings were attended.
- Hosting the Howard County Emergency Management meeting, first in person and following ones telephonic. Representative Darby participating by phone.
- Daily, now twice-weekly, state-wide call with Texas Association of Community Colleges (TACC) that have included representatives from the Governor's office, Lieutenant Governor's office, Legislators and staff, Texas Higher Education Coordinating Board (THECB) representatives and other state leaders started on Tuesday, March 17th.
- Contacts were made as needed with peers, ISD contacts, TACC, Legislative Budget Board (LBB), and others.
- Meetings weeks of March 15-20 and March 23-27/ continuing:
  - Meetings of COVID-19 Response team once or twice per day on implementation and as needed
    - Subgroup meetings focused on Open Howard College
  - Cabinet meetings held as needed
  - Using Microsoft Teams for meetings
  - Multiple webinars at federal and state level concerning various initiatives
  - Multiple teleconference/virtual meetings with our colleagues across the state
  - Viewing of White House Briefings and Governor Abbott's Press Conferences
  - Telephone Board of Trustee meetings / March 27, April 6, May 4, and June 8
  - District-wide telephonic meeting April 30 - 432 participating / May 21 - 230 participating / June 9 - 180 participating / August ? - ? participating
On Monday, March 16th, faculty began the transition of all courses to the online, digital format, in order to go live by March 20th.

Health Professions programs immediately moved forward so that clinicals could be done according to the guidelines. Hospitals began to restrict entrance...except for Scenic Mountain Medical Center and the VA in Big Spring and Shannon Medical Center and San Angelo Community Medical Center in San Angelo. Nursing homes restricted access. Other health entities did the same. Health Professions faculty designed clinical rotations around the clock to get as many clinical hours for students as possible, not knowing what the future would hold. The weekend of March 20th, the Governor issued directions to relax some guidelines so that health professions students could be prepared to enter the workforce quickly. NCLEX testing sites for nurses will be expanded across the nation to provide increased opportunities for students to test upon graduation.

Dental Hygiene continued with online, using Zoom for classroom. Clinicals will not be held until April 21st following signed mandates from the Governor. It could possibly be summer before clinical hours can be completed for this program. Dental Hygiene Clinical Boards have been postponed.

Faculty participated in professional development provided by the eTrainers and collaborated on ways to enhance the online format. The biggest challenge was how to approach those courses with hands-on training such as welding, etc. The plan was to begin delivering those opportunities in small groups by March 30th. As time has advanced, extensions of some courses for a few weeks may be the better solution.
On March 20th, the plan for each course was posted and an alert was sent to each student to check the online format for their schedule beginning on March 23rd.

- Links to resources were added to Blackboard.
- Working with Correctional Facilities relative to instructional delivery.
- Creation of faculty resources page for faculty transitioning to online instruction.
- Libraries sharing national research guide with COVID-19 resources and also developing interactive databases for faculty to use with various courses.
COVID-19 RESPONSE STATUS #4

INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT
MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

• General Instruction:
  ◦ Arts and Sciences: Continuing to implement the changes from the Status #1 report.
  ◦ Arts and Sciences: Moved all summer courses to an online format.
  ◦ Spring 2020 probation/suspension status for students will not change.
  ◦ Spring 2020 No Credit grade policy implemented.
  ◦ Fall 2020 - all syllabi will include a section that includes an instructional plan for altered operations.
  ◦ Fall 2020 - all courses will have a Blackboard shell with minimum required content as determined by eTrainers and instructional deans.
  ◦ **Consideration of multiple mini semesters within academic calendar as well as fall end date.**

• San Angelo:
  ◦ Cosmetology: Every course will change the end date to August 21st to complete their 500 contact hours. Students are currently still completing assignments to continue in the class.
  ◦ Construction Trades: CONST 1342 and CONST 1350 students have been given an Incomplete and we will bring the students back for lab as soon as we are able. We can determine the time and structure as we near that time.
  ◦ EMS: EMSO 1166 changed its end date to 6/5/20 so that seven of the seventeen students can finish their practicum. The other ten students have completed their practicum requirements.
  ◦ HVAC: HART1441 students have been given an Incomplete and we will bring the students back for lab as soon as we are able. We can determine the time and structure as we near that time.
  ◦ **Certain CTE/CE and Health Profession classes continue to complete the spring terms through online and some onsite clinicals.**
COVID-19 RESPONSE STATUS #4

INSTRUCTIONAL PLANNING, PREPARATION, AND DEPLOYMENT
MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

• Big Spring:
  ◦ Nursing: Continuing the same process from Status #1 report.
  ◦ Dental Hygiene: Continuing online lecture and are planning began clinicals on July 6th.
  ◦ CNA: Continuing to implement the changes from the Status #1 report. Continuing online teaching and awaiting clinicals until able to return to clinicals in a nursing home environment.
  ◦ Summer I classes started June 1st in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.
  ◦ Summer II classes started July 1 in an online format except for health professions programs and select courses from the Spring semester that are continuing to meet face-to-face.
  ◦ Decision made to begin Fall20 face-to-face courses in virtual mode. Exceptions include health professions courses, CTE courses with hands on skill development, and LEADS Orientation and LEADS courses.
• Dual Credit: Hosting dual credit nights for interested high schools via webinar to answer questions for students and parents.
  ◦ Dual credit enrollment paperwork is being submitted and processed. The program continues to offer informational sessions online.
  ◦ Conferring with ISDs on potential changes in academic calendar affecting dual credit delivery.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 16-20; MARCH 23-27, MAY 1-31, JUNE 1-JULY 27

- Facebook Live sessions multiple times each week to provide assistance, encouragement, support, etc. for students.
- Added communications@howardcollege.edu email address to field questions, needs, etc.
- Created COVID-19 webpage with resources for students and employees.
- Assessing student technology needs through online form; providing laptops and other equipment; helping with internet service.
- Monitoring student engagement in courses: faculty and advisors are calling them to encourage the need to begin working.
- HC Alerts are being utilized to inform students and employees of important information.
- Implementing chatbot texting system to communicate with students in real time.
- Dorms: Takeout meals being provided to those still on campus.
- Mailing items to students at their homes.
- Assisting students with travel arrangements and needs.
- Food and toiletry pantries remain available to students by appointment.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 16-20; MARCH 23-27, MAY 1-31, JUNE 1-JULY 27

• Drive-thru graduation celebrations were held on the Big Spring (included Big Spring, Lamesa and SWCD graduates) and San Angelo campuses on May 7th and 8th. Both celebrations were live-streamed and available on radio broadcast. Recordings of the celebrations were posted on the college YouTube channel and shared across social media as well as the website.
  ◦ Total graduates 682 / 235 participated in person, 70 participated virtually (305) / 45% participation for district
  ◦ Big Spring: 256 graduates / 69 participated in person, 49 participated virtually (118) / 46% participation
  ◦ Lamesa: 14 graduates / 5 participated in person, 1 participated virtually (6) / 43% participation
  ◦ San Angelo: 383 graduates / 156 participated in person, 17 participated virtually (173) / 45% participation
  ◦ SWCD: 29 graduates / 5 participated in person, 3 participated virtually (8) / 28% participation
• Health profession programs held various pinning activities across the district. Videos and photos were placed on the website and shared across social media.
• Held Dental Hygiene pinning ceremony in the East Room on July 29th with limited attendance; broadcast on Facebook Live for those who could not attend.
Reaching out to dual credit schools to ensure connection with students and counselors, plus instructional formats as needed.

Reached out to student leaders to assist with communicating with the student body to address questions, concerns and needs.

Offering virtual tutoring using Upswing, Zoom, Skype and video phones.

Forwarding phone lines in order to respond to student calls.

Planning underway for updates/encouragement for students from the president in different formats.

Accommodation needs for students changing to online format being analyzed and addressed.

Using jump-drives between faculty and students to share information.

Providing options for students to access food and personal hygiene pantries through appointment.

Remote WiFi access points in areas such as Ackerly, Garden City, Coahoma and Sand Springs being offered by WesTex.

Online mental health counseling being provided to students.

Determination of residence hall rules in relation to social distancing and visitors.

Libraries sharing tips for students in social media formats.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

- eLearning:
  - Continuing Ana virtual assistant efforts with great response from students.
  - Increased district's GoToMeeting subscription to include GoToWebinar.
  - Purchased Respondus Lockdown Browser for increased online security of online assessments.
  - eTrainers developing training program for faculty focused on Blackboard Collaborate, Zoom, virtual group engagement, and Respondus Lockdown.
  - Purchased license for Verbit Transcription & Caption Services - integrates with Collaborate.
  - Purchased Zoom institutional license.

- Registrar and Admissions:
  - Application and SPEEDE transcripts are processed daily from home.
  - Acceptance letters are processed twice a week from home and sent to recruiting to be added to applications packets mailed to students.
  - Some staff are going to the office sparingly to process things that have to be done on campus, which includes gathering mail, working transcripts that are mailed, as well as test scores, etc.
  - Working through all (Summer and Fall 20) registration processes from home.
  - We have been working through Spring graduation processes from home, as well. Some process, such as printing of degree audits, is done more efficiently from the office so there is limited time spent in the office for these processes.
  - Many audits are being done to keep us on track with registration and graduation.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

- Registrar and Admissions continued:
  - Phone calls are being answered when staff is in the office. Phone lines are transferred to cell phones when we are not in the office.
  - Deadline to submit grades has been moved to Wednesday, May 13.
  - Registrar and admissions personnel are working on site at all campuses. San Angelo staff have adopted a rotating work schedule on site to follow social distancing guidelines.
  - Appointments are being made for in-person meetings with students as needed. Primary assistance remains by phone and email.

- Financial Aid:
  - Excluding from financial aid satisfactory academic progress any attempted credits that were not completed by such students without requiring an appeal by such student. Financial aid does not have to collect a suspension appeal for Federal aid, state exemptions, waivers, and state grants.
  - Currently waiting on additional guidance for Return of Title IV Funds (R2T4) and Reporting Requirements. The Department of Education is currently reviewing the implications of the Act and will provide appropriate guidance as soon as possible.
  - Verification requirements - the Department of Education suspended the in-person submission and notary requirements for V4 and V5 verification. The institution may allow an applicant or student to submit copies of the required verification documents electronically to the institution. This may occur by uploading a photo of the documents (including from a smartphone), PDF, or other similar electronic document through a secure school portal, by email, etc.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

- Financial Aid continued:
  - We also recognize that forms of identification (such as a driver's license) may expire with no real and reasonable opportunity for renewal due to social distancing requirements. Institutions may accept a copy of an expired document if it expired after March 1, 2020.
  - Further, the Department waives the requirements under 668.57(b) and (c) that a dependent student submit a statement signed by one of the student's parents when no responsible parent can provide the required signature.
  - Work Study - we have been sent guidance from the federal and state government that we can continue to pay work study students if they were currently hired when the COVID-19 outbreak started, regardless if they are working. Under the guidelines, colleges can still pay students through the Federal or state work study program as long as the college is paying other faculty and staff.
  - Will be transferring all unexpended Federal work study funds to SEOG (Supplemental Education Opportunity Grant). The department of education has released there are no percentage limits for what can be transferred.
  - Created online live FAFSA presentations with FAFSA demo, general financial aid information, and question and answer sessions.
  - Continue to monitor exceptions to regulations and update processes/forms to make financial aid easier for students and staff.
COVID-19 RESPONSE STATUS #4

COLLEGE SERVICE DEPARTMENT PLANNING, PREPARATION AND DEPLOYMENT: MARCH 30 - APRIL 30, MAY 1-31, JUNE 1-JULY 27

- Financial aid continued:
  - CARES Higher Education Emergency Relief fund for students: policy and procedure developed, committee assigned, student grant application developed. Opened application process on April 29th.
    - As of April 30th, 587 students have applied. Awards of $1000 can be given to 727 students.
    - As of June 2nd, 927 applications have been submitted. Awards of $1000 have been given to 647 students.
    - CARES grant report posted on website on May 29th.
    - As of July 29th, 1,029 applications have been submitted. Awards of $1000 have been given to 701 students with 68 applications pending.
  - CARES grant report was updated for the student grants on July 1, 2020 and for the institutional grant on July 20, 2020.
  - Staff working in office on campus and rotating schedules where needed to accommodate social distancing guidelines.

- Recruitment/Outreach/Marketing:
  - Weekly President video messages shared in social media and on website; ongoing communications and messaging through social media and website.
  - Employee photo challenge engaging staff and faculty to share work from home experiences.
  - Introduction of #hawksovercome and #rattlersovercome slogan.
  - Developed virtual modified New Student Orientation for new students attending summer school online.
  - Developed virtual walking tours of the Big Spring campus; posted online and shared in social media.
  - Continued Facebook live sessions.
  - San Angelo campus continued KLST and KSAN live spots two times per week - held virtually.
Recruitment/Outreach/Marketing continued:
- Worked with financial aid to get honor scholarship awards out to the school districts that turned in their honors form.
- Continue to develop campaign for summer and fall registration. Had new videos made to promote "It's Time to Fly" and "We're Ready" concepts. Posted on social media as well as website and YouTube channel.
- Developed and shared 2019-2020 Student Awards video.
- New 75th Anniversary Logo launched on billboards on I-20 and in Lamesa. San Angelo billboards in process.
- New Student Orientation scheduled for August 4th and 6th; social distancing and masks required.
- Masks purchased to give to all students.

Business Office:
- Implemented a way for students to pay on-line for classes or charges including continuing education classes, outstanding student balances, and day care fees.
- Submitted second COVID-19 report to the LBB. Submitted third and fourth COVID-19 report to the LBB.
- Working on refunds and payment logistics of staggered dorm move-in schedule for Fall20.

Library:
- Libraries remain closed but select library personnel started working on site. Other personnel remain working from home for all campuses.
- Exploring options to create appointments for students, faculty and staff to use the facilities as needed.

Athletics:
- Adjusting seasons based on NJCAA guidelines.
Testing & Tutoring:
- Virtual tutoring continues for all campuses. TEAS testing continues onsite in San Angelo and the TSI is still being taken remotely.

Advising:
- Advisors are working on campus and rotating schedules as needed to accommodate social distancing guidelines. Making appointments for students to come to campus if issues cannot be handled virtually.

Residence Halls:
- Turner Hall all students and items are out; Partee Hall some student items remain, sending out the last few items soon.
- Summer dorm cleaning and sanitation has begun.
- Staggered dorm move-in schedule developed for Big Spring campus; online registration process created and posted on website; students will begin moving in August 14 - September 13. Online paperwork completed prior to move in, 2 students/per hour/per dorm, only 2 individuals allowed with each student, all individuals screened prior to entering the dorm.
- Move-in scheduled for August 14-16 for SWCD campus.
- Quarantine plan developed for all dorms.
- Arrangements made with Great Western Dining to manage health/safety guidelines in cafeteria.

Human Resources:
- COVID-19 work accommodation plans in process.
COVID-19 RESPONSE STATUS #4

IDENTIFICATION OF SPECIALIZED PURCHASES

- Laptops, cellular WiFi, other mobile computing devices, headsets, and other peripherals to support remote working and student access needs.
- Additional software licensing to support increased demand for remote working and online instruction or best proctoring of tests.
- Expanding conferencing capability by increasing number of call-in ports as well as contracting for toll-free number for public meetings.
- Zoom meetings.
- Expanded GoToMeetings capacity for participants.
- Online virtual simulation for some programs.
- Neck gaiters/masks
- Food pantry purchases
- Disinfectant supplies
- Printer cartridges for remote workers
- Office supplies and postage for increased mail-outs
- IT consulting support
- Portable wall partitions
• Infrared thermometers
• Additional masks
• PPE for Health Professions Programs
• Screening identification items
• Additional hand sanitation stations
• Thermal cameras to create screening stations
• COVID-19 sanitation/screening/social distance reminder signage for all campuses
• Air Purifier System
• Zoom institutional license for virtual classes
COVID-19 RESPONSE STATUS #4

DECLARATION OF EMERGENCY BY PRESIDENT AND GOVERNOR HAVE RESULTED IN:

- College's ability to use Emergency Meetings provisions for Board meetings, as needed.
- Temporary lifting of restrictive guidelines for virtual meetings and participation as required in the Open Meetings Act.
- State's waiver of normal state bidding/procurement rules.
- Other rules may be waived with permission from Office of the Governor.
- Possibility of some reimbursement of extra costs via state or federal resources.
- Relaxing of some requirements from various accreditation and oversight bodies.
- Governor's Executive Order on masks / July 2, 2020.
COVID-19 RESPONSE STATUS #4

STAGE 1 ACTIONS

- Prior to Spring Break, district maintenance staff began increased efforts to clean and disinfect spaces, leaving the buildings ready for return. Purchasing efforts were made by maintenance staff to increase disinfectant supplies, etc. for all locations.
- March 12th, decisions were made regarding extending Spring Break for the students until March 23rd due to out-of-state students returning and area students having traveled. An online survey for students and employees to report travel or exposure concerns was prepared and posted on the website. Faculty and staff were asked to return on the 16th as planned to begin preparation for transition to a totally online, digital format by March 23rd and to prepare the campuses for student return when appropriate. The decision was made at that time to keep the Harold Davis Fitness Center open as well as Howard Cottage for childcare services, both located on the Big Spring campus. Campuses would remain open to the public. Athletic seasons would continue as planned.
- March 16th, President Trump initiated the 15-day effort. Action was taken to close the campuses, moving into an altered operations status until March 30th. Prior to leaving, employees were told to take what they needed to work from home. the Harold Davis Fitness Center was closed beginning on Tuesday, March 17th. Howard Cottage was kept open until Wednesday, March 18th to give parents time to make other arrangements.
- Wednesday, March 18th, began to formulate a strategic plan of action based on information shared by Chancellor Brenda Hellyer, San Jacinto Community College District, that they were implementing in the Houston area. Also conferred with Johnette McKown, President, McLennan College, concerning actions they were taking relative to telephonic meetings for the Board of Trustees.
• On Thursday, March 19th, Governor Abbott took action to close schools, later clarified that included colleges, until April 3rd. He also moved Texas into a more restricted status. At that point extended the closure of campuses until April 3rd, transitioning to an altered operations status until that time.
• National Junior College Athletic Association (NJCAA) and National Intercollegiate Rodeo Association (NIRA) ended seasons for all sports. Worked with athletes as decisions were made relative to staying on campus or returning home. Monitoring national decisions relative to eligibility. Following face-to-face restrictions imposed by NJCAA until April 15th for all types of recruiting although virtual is allowed.
• Canceled activities going forward.
• Local, state and national meetings and conferences began to be canceled for the weeks ahead.
• Limited college travel to service area only.
• Have adjusted guidance to students regarding residence halls as the situation has evolved.
• Changed the drop date to April 24th.
• Expanded the four conference call lines to host 44 callers to be used for college and community meetings, classes, etc.
• Secured toll-free number to be used for public meetings with 500 caller capability.
• Cancelled March 23rd Regular Board of Trustees meeting and items will be considered by Board at later date.
• Expanded Go-To-Meeting capability to 250 participants.
COVID-19 RESPONSE STATUS #4

STAGE 1 ACTIONS CONTINUED

- FCI lock-down for 30 days resulting in no workforce training.
- GEO facilities making decisions relative to instructional operations.
- Due to self-report of employee exposed to a confirmed case of COVID-19, followed guidelines as if a confirmed case relative to impacted employees, closed San Angelo campus on March 26th for disinfecting processes on Monday, March 30th. Reported status to employees and media.
- On March 27th, seek Major Resolution Delegation for COVID-19 delegating additional authorities to President beyond existing authority to act in place of Board but to notify Board.
COVID-19 RESPONSE STATUS #4

Responding to national, state and local actions taken.
Transitional decisions needed as moving into Stage 2 - reported cases in service area.
Items to be included on the Legislative Budget Board request for related expenditures to COVID-19 and estimated lost revenue for FY2020. First report April 9; next in May.
Health Professions Pinnings and Commencement:
  ◦ Pinnings week of May 4th
  ◦ San Angelo Drive-Thru Graduation Celebration May 7
  ◦ Big Spring/Lamesa/SWCD Drive-Thru Graduation Celebration May 8
  ◦ Howard Cottage Graduation
All campus events postponed and to be determined for final cancellation.
Howard Cottage: consideration of re-opening for student parents and faculty serving in first responder roles /reopened.
Time-frame to resume normal operations - as information is available /Semester end based on Governor's order
Extension of registration for summer and fall. Fall registration opened April 28
Periodic needs to return to campus (for some employees).
Registration schedules.
Responses to students.
Contractors delivering services, construction.
Federal work-study students.
Finalizing compensation plans /Altered operations working plan implemented.
**Purchasing of resources to support students or operations during altered operations status.**
**Approach to 2021 budget and ongoing projects.**
Trustee election - May 2nd or move to general election on November 3rd, as allowed by Governor. **Cancellation due to candidate withdrawal.**
Instructional mode for Mini and Summer sessions.
Tuition and fees refund or credit requests.
Refund or credits request related to room and board.
Consideration of Incompletes and/or Pass/Fail options being discussed at the state level.
Responding to needs of students located in remote areas without robust internet.
Completion of CTE course requirements deemed difficult to accomplish virtually.
Completion of Health Professions program requirements in some fields if COVID-19 spreads in the service area.
Focusing on cybersecurity as advancement of virtual, remote altered operations continues.
Potential actions being taken at state level impacting budgets as economy being strained.
Increasing simulation as needed.
Working with donors interested in providing support for students/employees struggling.
Determination of essential services positions required to be on-campus in the event "stay-at-home" measures are mandated /Select groups have been working on campus.
Updating of Continuity Plan.
Inventory of potential items that could be used for medical community if needed.
Completion of state reports within extended deadlines following "stay-at-home" mandates.
Adjusting budget due to reduced revenue if necessary.
Athletic seasons adjusted as needed based on NJCAA guidelines.
Devising Open Howard College plan to align with Opening Up America Again and Open Texas efforts.

- Howard College/SWCD masks designed and given to employees
- Slow, methodical, structured phasing of employees returning to sites with sensitivity to vulnerable populations and childcare/home-schooling impact
- May 11 target date
- Monitoring impact of Open Texas in area as we Open Howard College
- Incorporating best practices, following state guidelines for higher education
- Health Profession Faculty providing guidance
- August 9th target date for Phase IV
Tough Times Don't Last... Tough Community Colleges Do!

#hawksflytogether
Board Planning Calendar
Mid-Year Update
August 3, 2020
January 27, 2020
✓ 1st Official Board self-evaluation completed/Board of Trustees Institute (BoTI)
March 23-25, 2020 attendance and local retreat with Texas Success Center for May requested.

February 24, 2020
✓ BoTI reservations made for Barr, Bennett, Sparks

March 2020
✓ COVID-19 Strategic Planning and Response begins
✓ BoTI cancelled for March 23-25, 2020

April 6 2020
✓ Emergency Status/Altered Operatives
✓ COVID-19 Response Status #1
✓ Consideration of local retreat/late August or early September
✓ Postpone May 2 election to November 3
✓ Faculty Pay Task Force effort/delayed until September 30
  ▪ Academic Calendar, 9-month length faculty contract established with policy changes
May 4, 2020
✓ Bond Rating Report
✓ Quick Facts
✓ COVID-19 Response Status #2

June 8, 2020
✓ COVID-19 Response Status #3
  ▪ Open Howard College Strategic Planning
✓ Budget Focus
✓ Financial Condition Report

August 3, 2020
✓ Planning Session
  ▪ The Vision
  ▪ Who Do We Serve?
  ▪ How are They Doing?
  ▪ Improvement Strategies
  ▪ Preliminary Board and Strategic Priorities/2 to 4 as part of three-year Strategic Plan
✓ COVID-19 Response Status #4
  ▪ Open Howard College Strategic Plan
August 17, 2020

- Budget Workshop
  - Open Howard College Strategic Planning
  - Local funding projections
  - Who Will Make It Happen?
  - Where Will It Happen?
  - Preliminary Budget
  - How Will It Happen?
- Begin final budget work
- Legislative Appropriation Request
- Open Howard College

August 31, 2020

- Finalization of 2019-2020 strategic goals
- What Do Students, Employees, and Communities Need? (student roundtables, President’s Council update, targeted occupations lists)
- COVID-19 Response Status #5

September 18, 2020

- Board members attend portion of Success Summit (virtual)
  - Commitment to the success agenda
  - Overview of ways to overcome barriers for student success efforts/four goals
  - 2019-2020 success highlights
  - Employees-new, long-serving
Fall 2020/Spring 2021

- Board Book Training
- Robert’s Rules of Order Training
- Virtual Association of Community College Trustees (ACCT) Congress-October 5-8, 2020
- Texas Success Center Professional Development Seminars
- Dual Credit Strategy in light of changing dynamics
- 300 x 300 Initiative
- Local BoTI Planning Retreat
- Vision and Mission Substantive Review
  - Student Input
  - Employee Input
  - Community Input
- Strategic Three-Year Plan
  - What are the Intended Results?
  - When Will We Make It Happen?
Link for 2019-2020 Student Award Video:

https://youtu.be/M-izCc_vkww
NJCAA Academic Honors

Here is the link to the NJCAA story regarding the 2019-20 Academic Teams of the Year: https://www.njcaa.org/general/2019-20/releases/20200708zig1lq
Hawks mentioned as follows: (screen shot of social media graphic attached)
Men’s Basketball – 3.33 GPA #5 out of 41
Baseball – 3.34 GPA #34 out of 134
Women’s Basketball – 3.3 #52 out of 106
Softball – 3.23 #122 out of 182

Here is the link to the NJCAA story regarding the 2019-2020 All-Academic Teams of the Year: https://www.njcaa.org/general/2019-20/releases/20200710epyyec
First Team: 4.0 GPA  Hawks had 11
Women’s Basketball: Anais Bonnemaison, Vinyet Garcia, Kaylyn Tompkins
Men’s Basketball: Malik Brikar, Zachary Cummings
Baseball: Noah Huerta, Steven Medrano, Seth Ochoa, Jacob Smith
Softball: Daphne Gregory, Marin Musicant
Second Team: 3.80 – 3.99 GPA  Hawks had 8
Women’s Basketball: Keona Loftis
Baseball: Elliott Hayward, Santiago Jimenez, Kevin Ortiz, Ryan Sandoval
Softball: Kirklynd Newsom, Barbara Saviola, Sarah Urrea
Third Team: 3.60 – 3.79  Hawks had 7
Women’s Basketball: Tatym Barnes
Men’s Basketball: Tsotne Tsartsidze
Baseball: Trey Garlett, Alexander Havlicek,
Softball: Megan Jinojos, Bailey Martinez, Alyssa Rundell

Cindy Smith
Director of Information & Marketing
LEADS Co-Director
Howard College
1001 Birdwell Lane
Big Spring, TX 79720
432.517.0073 C
432.264.5034 O
VISION STATEMENT
To be a leader in education…for learning, for earning, for life.

MISSION STATEMENT
Working as one, Howard College builds communities through quality, innovative, education for lifelong learning.

Howard College primarily serves the communities of its taxing district of Howard County and the twelve other counties in its service area (Coke, Kimble, Martin, Concho, Menard, Dawson, Schleicher, Glasscock, Sterling, Irion, Sutton, Tom Green) as well as the deaf and hard-of-hearing community in its state-legislated responsibility for the SouthWest College for the Deaf. Students who choose to attend the college district from places outside of the taxing district and service area are integrated into the college community. Howard College offers career technical/workforce and academic courses for certificates and associate degrees, continuing education, remedial and compensatory education consistent with open-admission policies. Appropriate student services are also provided. Howard College strives to enhance economic, community, cultural, and personal development across the service area through appropriate partnerships and services in meeting its public service mission. As a community college, research is not included in the mission of Howard College. However, exploration of innovative teaching and student development practices to enhance learning is supported and expected.
VALUES

• Focuses on who we serve;
• Provides quality, innovative instruction and services leading to successful outcomes;
• Utilizes effective and efficient processes, policies, and procedures;
• Demands a culture of personal and institutional integrity and accountability;
• Fosters an environment of high academic standards, exceptional performance and service by all; and
• Values the individual employee.
WHO DO WE SERVE?

Sofia: Hispanic Female representing the native and dual credit student for the college district and the Lamesa and San Angelo campuses.

Jose: Hispanic Male representing the native and dual credit student for the SWCD campus.

Alice: White Female representing the native and dual credit student for the Big Spring campus.

Our native student population does not include any dual credit enrollment and is viewed as the "regular" student served. As compared to Fall 2018 data, there were no changes in the student snapshot.
THE BIG PICTURE

DISTRICT SNAPSHOT
FALL 2019 DATA
General Studies & CTE Student Population
Including Dual Credit

22.03 Average Student Age

4379 District Enrollment:
General Studies and
Career Technical Education

Female 63% Male 37%

Mode of Instruction

Full Time Students 29%

Part Time Students 71%

Sofia
Hispanic Female
22 yrs old
Part-Time Student
Mostly face to face
classes
Sofia
Hispanic Female
24 yrs old
Full-Time Student
Mostly face to face classes
Sofia
Hispanic Female
16 yrs old
Part-Time Student
Mostly face to face classes
NATIVE – LAMESA

NATIVE STUDENT
FALL 2019 LAMESA

25.06 Average Student Age

57 Campus Enrollment: General Studies and Career Technical Education

Female 88% Male 12%

Ethnicity Breakdown
- Hispanic 71.9%
- White 21%
- Black 1.8%
- Unknown 0%
- 2 or More 3.5%
- All Other 1.8%

Full Time Students 47.3%
Part Time Students 52.7%

Mode of Instruction
- Face to Face 32.5%
- Fully Online 46.9%
- Hybrid/Blended 6.2%
- ITV 14.4%

Economically Disadvantaged 89.5%

Sofia
Hispanic Female
25 yrs old
Part-Time Student
Mostly online classes
DUAL CREDIT – LAMESA

DUAL CREDIT STUDENT
FALL 19 LAMESA

16.35 Average Student Age

91

Campus Enrollment: General Studies and Career Technical Education

Female 66% Male 34%

Mode of Instruction

- Face to Face: 18.8%
- Fully Online: 54.7%
- Hybrid/Blended: 0.0%
- ITV: 26.5%

Ethnicity Breakdown

- Hispanic: 54%
- White: 36%
- Black: 5.5%
- Unknown: 0%
- 2 or More: 0%
- All Other: 4.5%

Sofia
Hispanic Female
16 yrs old
Part-Time Student
Mostly online classes
NATIVE – SAN ANGELO

NATIVE STUDENT
FALL 2019 SAN ANGELO

25.23 Average Student Age
1330 Campus Enrollment: General Studies and Career Technical Education

Ethnicity Breakdown
- Hispanic: 53.1%
- White: 37.2%
- Black: 3.2%
- Unknown: 1.5%
- 2 or More: 3.2%
- All Other: 1.8%

Full Time Students
- 51%

Part Time Students
- 49%

Economically Disadvantaged
- 52%

Female 70% Male 30%

Mode of Instruction
- Face to Face: 59.3%
- Fully Online: 36.0%
- Hybrid/Blended: 4.1%
- ITV: 0.6%

Sofia
Hispanic Female
25 yrs old
Full-Time Student
Mostly face to face classes
DUAL CREDIT – SAN ANGELO

DUAL CREDIT STUDENT
FALL 19 SAN ANGELO

16.31 Average Student Age

1377 Campus Enrollment: General Studies and Career Technical Education

Female 54% Male 46%

Ethnicity Breakdown

56% Hispanic
38.4% White
2.2% Black
0.1% Unknown
1.4% 2 or More
1.9% All Other

Mode of Instruction

Face to Face 90.8%
Fully Online 9.1%
Hybrid/Blended 0.1%
ITV 0.1%

Percent of campus enrollment

Sofia
Hispanic Female
16 yrs old
Part-Time Student
Mostly face to face classes
Jose
Hispanic Male
22 yrs old
Full-Time Student
Mostly face to face classes
Alice
White Female
23 yrs old
Full-Time Student
Mostly face to face classes
Alice
White Female
16 yrs old
Part-Time Student
Mostly online classes
CONTINUING EDUCATION
FUNDED AND UNFUNDED

DISTRICT SNAPSHOT
FALL 2019 QUARTER 1 DATA
Continuing Education / Funded & Unfunded

39.4 Average Student Age

1414 Unduplicated Enrollment:
Big Spring, San Angelo
Big Spring Correctional, FCI

45 Total Unduplicated Courses

Ethnicity Breakdown
43% Hispanic
43% White
6% Black
5% Unknown
0.5% 2 or More
2% All Other

Top 8 Class Enrollments
1. Information Technology
2. Criminal Justice Technology
3. Professional Development Accounting
4. Business Technical
5. Electrical Trades
6. Management of Food Production & Service
7. HVAC Maintenance
8. CDL - Truck Driver
CONTINUING EDUCATION
FUNDED AND UNFUNDED

BIG SPRING
FALL 2019 QUARTER 1 DATA
Continuing Education / Funded & Unfunded

35.25 Average Student Age

Ethnicity Breakdown
- Hispanic: 31%
- White: 45.5%
- Black: 7%
- Unknown: 13.5%
- 2 or More: 2%
- All Other: 1%

11 Unduplicated Enrollment: Big Spring Campus Funded and Unfunded

221 Total Unduplicated Courses

Top 3 Course Enrollments
1. CRIMINAL JUSTICE TECHNOLOGY
2. BASIC LIFE SUPPORT
3. CDL - TRUCK DRIVER
CONTINUING EDUCATION
Funded and Unfunded

BIG SPRING CORRECTIONAL
FALL 2019 QUARTER 1 DATA
Continuing Education / Funded & Unfunded

43.28 Average Student Age

129 Unduplicated Enrollment
Big Spring Correctional Campus
Funded and Unfunded

3 Total Unduplicated Courses

Top 3 Course Enrollments

1. INFORMATION TECHNOLOGY
2. FARM & RANCH TRADES
3. EXEC HOUSEKEEPING III
CONTINUING EDUCATION
Funded and Unfunded

FEDERAL CORRECTIONAL INSTITUTION
FALL 2019 QUARTER 1 DATA
Continuing Education / Funded & Unfunded

42.8 Average Student Age

471 Unduplicated Enrollment: FCI Campus
Funded and Unfunded

14 Total Unduplicated Courses

Top 3 Course Enrollments

1. INFORMATION TECHNOLOGY
2. ELECTRICAL TRADES
3. MANAGEMENT OF FOOD PRODUCTION AND SERVICE

Ethnicity Breakdown

53% Hispanic
30% White
10% Black
1.5% Unknown
0% 2 or More
5.5% All Other
CONTINUING EDUCATION

FUNDED AND UNFUNDED

SAN ANGELO
FALL 2019 QUARTER 1 DATA
Continuing Education / Funded & Unfunded

38.49 Average Student Age

593 Unduplicated Enrollment: San Angelo Campus Funded and Unfunded

17 Total Unduplicated Courses

Top 3 Course Enrollments

1. PROFESSIONAL DEVELOPMENT ACCOUNTING

2. CRIMINAL JUSTICE TECHNOLOGY

3. BUSINESS TECHNICAL

Ethnicity Breakdown

33% Hispanic
57.5% White
3% Black
4% Unknown
0.5% 2 or More
1% All Other
The following **Key Performance Indicators (KPI)** were selected from the Texas Higher Education Coordinating Board Accountability System to evaluate how Sofia, Alice, and Jose are performing.

The **Peer Group** includes Howard College; Clarendon College; Frank Phillips College; Galveston College; Northeast Texas College; Panola College; Ranger College; Vernon College; and Western Texas College.

**Rating Structure**: 1 = Best / 9 = Worst

*All figures represent the latest data reported to the Texas Higher Education Coordinating Board Accountability System for each KPI.*
### Success in Developmental Courses

<table>
<thead>
<tr>
<th>Mathematics: The percent of underprepared students attempting developmental education who satisfied TSI obligation in 2 years.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.47%</td>
<td>44.80%</td>
<td>52.78%</td>
<td>51.84%</td>
<td>5 to 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading: The percent of underprepared students attempting developmental education who satisfied TSI obligation in 2 years.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.76%</td>
<td>48.28%</td>
<td>67.35%</td>
<td>67.66%</td>
<td>5 to 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing: The percent of underprepared students attempting developmental education who satisfied TSI obligation in 2 years.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.13%</td>
<td>47.76%</td>
<td>62.59%</td>
<td>64.81%</td>
<td>5 to 6</td>
<td></td>
</tr>
</tbody>
</table>

### Success in Gateway Courses

<table>
<thead>
<tr>
<th>Mathematics: The percent of prepared and underprepared students who successfully complete a college-level course in math.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.80%</td>
<td>47.16%</td>
<td>42.61%</td>
<td>43.49%</td>
<td>7 to 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading: The percent of prepared and underprepared students who successfully complete a college-level course in reading.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>65.23%</td>
<td>70.09%</td>
<td>74.69%</td>
<td>70.64%</td>
<td>2 to 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing: The percent of prepared and underprepared students who successfully complete a college-level course in writing.</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>50.99%</td>
<td>50.65%</td>
<td>56.51%</td>
<td>53.20%</td>
<td>7 to 9</td>
<td></td>
</tr>
</tbody>
</table>
### Persistence Rate

1-year persistence rate for first-time-in college, degree-seeking undergraduates enrolled in at least 12 semester credit hours in the fall. Percentage point change from first to last year displayed.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.64%</td>
<td>54.44%</td>
<td>51.84%</td>
<td>54.37%</td>
<td>9 to 8</td>
</tr>
</tbody>
</table>

### Gainful Employment

Students found working or enrolled in Texas within one year after earning a degree or certificate. Note that this measure was revised to match the 60x30TX state strategic plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90.72%</td>
<td>91.18%</td>
<td>86.78%</td>
<td>89.27%</td>
<td>9 to 5</td>
</tr>
</tbody>
</table>

### Transfer to a University

Students who entered college for the first time at a 2-year institution and were not concurrently enrolled at a 4-year institution, and then transferred for the first time to a 4-year institution.

<table>
<thead>
<tr>
<th>Year</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>146</td>
<td>129</td>
<td>124</td>
<td>125</td>
<td>2 to 4</td>
</tr>
</tbody>
</table>
### KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Certificates awarded to students.</td>
<td>587</td>
<td>640</td>
<td>688</td>
<td>721</td>
<td>5 to 5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Degrees and Certificates awarded to economically disadvantaged students.</td>
<td>315</td>
<td>332</td>
<td>386</td>
<td>431</td>
<td>2 to 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Three-year graduation rates for 2013, 2014, 2015, 2016 First-Time in College Cohorts.</td>
<td>26.88%</td>
<td>24.60%</td>
<td>29.56%</td>
<td>27.72%</td>
<td>7 to 7</td>
</tr>
</tbody>
</table>
## Key Performance Indicators

<table>
<thead>
<tr>
<th>Semester Credit Hours to Degree</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7 to 5T</td>
</tr>
<tr>
<td>The average number of credit hours to complete an associate degree.</td>
<td>83</td>
<td>81</td>
<td>79</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Success Points</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>Peer Group rank FY2018 to FY2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total success points calculated each fiscal year by THECB. An individual student can earn multiple points for a college. (Weighted)</td>
<td>5,900</td>
<td>6,140</td>
<td>6,358</td>
<td>6,229</td>
<td>1 to 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students receiving Pell funds.</td>
<td>21.91%</td>
<td>22.27%</td>
<td>24.52%</td>
<td>24.34%</td>
<td>7 to 6</td>
</tr>
</tbody>
</table>

25
Continue Work on Guided Pathways
- Improve student entry.
- Strive towards equitable outcomes for students.
- Focus on student resources and monitor student progress, provide feedback and support as needed.
- Ensure all new students have a "light the fire" learning experience their first semester.
- Improve time to completion
  - Revise programs to clearly align with course requirements and paths.
  - Ensure programs align with in-demand jobs and/or programs at four-year institutions.

LEADS
- Moved career assessment activities to front of first semester, beginning with orientation. In-depth activities include CDM hand-scored addition career assessment, smart goal development, “Find Your Why” worksheet, development of personal mission statement and dream board. All activities lead to completion of Academic & Career Path Plan.
- Financial literacy education expanded to add two weeks in curriculum to include financial concepts and tools as well as student loans and federal financial aid.
IMPROVEMENT STRATEGIES

- Develop Key Leading Indicators
  - Increase student success each semester in completing Math, Reading, & Writing developmental courses.
  - Increase student success each semester in completing college-level Math, Reading, and Writing.
  - Increase students completing gateway courses within first year of college.

- Workforce Training
  - Develop short-term courses/programs that are focused on successful employment in occupations that are in high demand.