



President's Report

May 2026



Data-Driven Decision Making

This month's report highlights key updates shaping WCJC's strategy and student success efforts, including changes to the state's community college funding model, progress on our partnership with Hanover Research, and continued work through the APP2CAP Commission on Pathways Planning. Together, these efforts strengthen alignment between funding, programs, and student outcomes, ensuring we remain focused on completion, value, and long-term impact.



Community College Funding Model Updates and Proposed Changes



Hanover Research



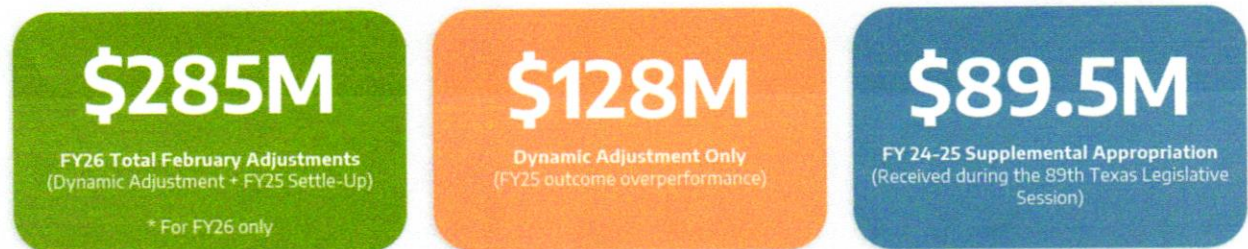
APP2CAP: Commission on Pathways Planning



Community College Finance Funding Model

Updates and Proposed Rule Changes

The Scale of the Challenge

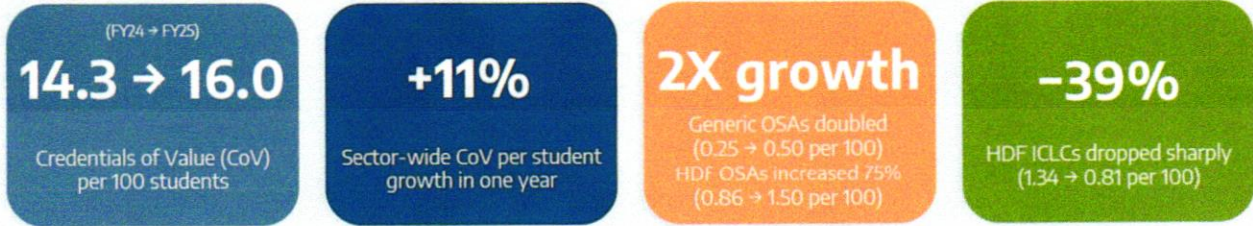


What this means for the sector:

- **The \$285M figure is more than 3x the supplemental we received in 2025.** The \$285M figure is FY26 only, FY27 has not yet been calculated. If rules and trends remain unchanged, FY27 will see a comparable or larger shortfall.
- **This cannot be resolved through a 2027 supplemental alone.** Even if the Texas Legislature provides a reasonable supplemental for the Community College Funding Formula in the next session, the short-term rulemaking adjustments are necessary to prevent an even larger shortfall in FY27.

The Sector-Wide Picture

Before examining individual colleges, the system-level trend is itself significant



What this means for the sector:

- **The formula is working and outcomes are genuinely rising across the sector.** An 11% increase in credentials per student in one year reflects real student success and institutional effort.
- **Two trends are emerging.** OSAs are growing rapidly – particularly HDF OSAs – while ICLCs are declining.
- **The growth rate story and the dollar story point in different directions.** Although, OSAs are the fastest-growing credential type, the largest absolute drivers of the funding shortfall are dual credit (+\$42.6M), associate degrees (+\$27.7M), and HDF Certificates (+\$26.2M).

Forecasting Model Reforms

THECB has suggested two potential changes to its forecasting methodology:



PROPOSAL 1

Reduction of All Weights Proportionally

CURRENT	CURRENT	CURRENT
0.50 Adult Learner Weight	0.25 Economically Disadvantaged	0.25 Academically Disadvantaged
PROPOSED	PROPOSED	PROPOSED
0.40 Adult Learner Weight	0.20 Economically Disadvantaged	0.20 Academically Disadvantaged

PROPOSAL 2

Cap on Fundable Credentials Per Student

1 Bachelor's Degree	1 Associate Degree	1 Level II Certificate
2 Level I Certificate	1 OSA or ICLC	1 Advanced Technical Certificate (ATC)

Maximum 7 credentials per student | 5-year rolling window



Estimated Funding Impact

TACC has recommended each institution to prepare for a 3 – 5% decrease in funding for FY 2027 compared to the amount initially projected by THECB at the start of the biennium.

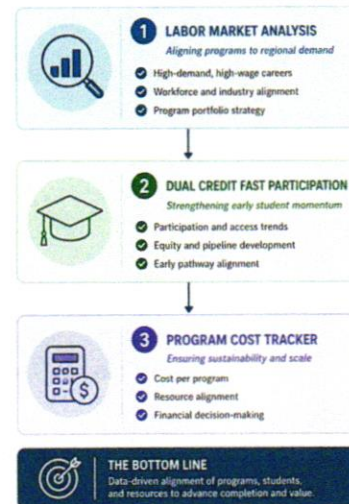
Draft analysis presented by TACC re: change in demographic weights resulted in a 3.4% reduction in funding for WCJC.



Hanover Research

As part of our work on the Houston Endowment Grant, WCJC was provided funds to enhance our data infrastructure and engage in intensive research projects. These efforts will expand our capacity to make data-driven decisions as we develop our new strategic plan and optimize resources for future initiatives.

To this end, WCJC has partnered with Hanover Research to provide expert support and deliver actionable insights in the following areas:





APP2CAP Update

This Spring, WCJC has laid the groundwork for a new Student Success Framework: **APP2CAP**

APP2CAP represents WCJC's commitment to guiding students from application to graduation...and beyond.

APP2CAP provides a shared institutional framework for aligning the entire college community around a single goal: student completion with purpose and value.



APP2CAP in Action

To move from vision to action, WCJC launched a series of **cross-functional working groups** that bring faculty, staff, and administrators together to improve key points in the student journey. These teams are examining areas such as:

- Early student momentum and first-term success
- Advising and pathway clarity
- Institutional data and decision-making
- Student engagement and persistence

The work from these groups will also serve as a key, grassroots method through which to identify student success strategies that will ultimately fuel our next institutional Strategic Plan.





CPP

Pathways Mapping
**Commission on
Pathways Planning**

Design structured programs and "career clusters" that connect students from entry to a credential (including bachelor's) and employment.

Chair:

Dr. David Byrd

Vice President of Access, Completion, and Transfer

Members:

Carol Derkowski

Sara Pena-Fira

Stephanie Kolacny

Wendy Tamayo

David Kucera

Emily Voulgaris

Patrick Ralls

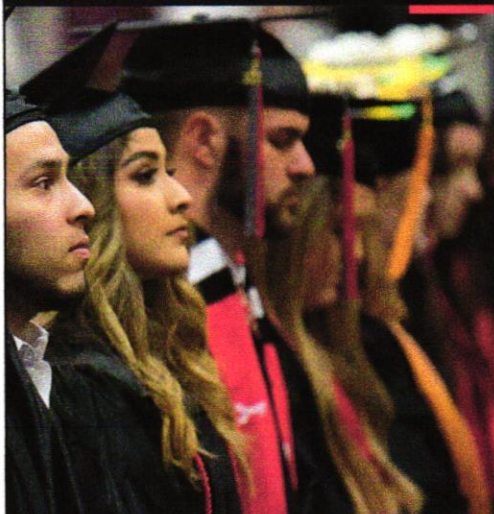


**Commission on
Pathways Planning**

ANSWERING THE CALL

THE CHARGE

Design structured programs and “career clusters” that connect students from entry to a credential (including bachelor’s) and employment.



The Work

01.

Academic Pathways and Program Mapping

Template to transform our existing program maps into advising guides that include sequencing notes, labor market and salary expectations, and university transfer alignment.

02.

Dual Credit and Early College Pathways

Expand dual credit MOUs and course cross walks so the courses taken at partner high schools are intentionally linked to the student's future interests and labor market needs.

End Product Example - Dual Credit Plans

System 100, Technology - Level 1 Certification (Tech Assistant and Level 2 Certificate Administrative Assistant)
Includes 15 equivalent MOs, Acute Business CPAs, Technology and Science Communications

Program of Study	MO	MO Number	MO Title	MO Description	MO Credits	MO Prerequisites	MO Corequisites	MO Status
System 100, Technology - Level 1 Certification (Tech Assistant and Level 2 Certificate Administrative Assistant)	MO 100001	100001	MO 100001	MO 100001	1			Active
	MO 100002	100002	MO 100002	MO 100002	1			Active
	MO 100003	100003	MO 100003	MO 100003	1			Active
	MO 100004	100004	MO 100004	MO 100004	1			Active
	MO 100005	100005	MO 100005	MO 100005	1			Active
	MO 100006	100006	MO 100006	MO 100006	1			Active
	MO 100007	100007	MO 100007	MO 100007	1			Active
	MO 100008	100008	MO 100008	MO 100008	1			Active
	MO 100009	100009	MO 100009	MO 100009	1			Active
	MO 100010	100010	MO 100010	MO 100010	1			Active
	MO 100011	100011	MO 100011	MO 100011	1			Active
	MO 100012	100012	MO 100012	MO 100012	1			Active
	MO 100013	100013	MO 100013	MO 100013	1			Active
	MO 100014	100014	MO 100014	MO 100014	1			Active
	MO 100015	100015	MO 100015	MO 100015	1			Active

COMMISSION ON PATHWAYS PLANNING



2026

Getting students what they need, when they need it...

FIRST YEAR EXPERIENCE:

- New Student Orientation
- Strategic, Integrated Advising
- Career/Transfer Exploration Early
- Faculty Mentorship

COMMISSION ON PATHWAYS PLANNING

2026

(915) 831-2478 | epamez@epcc.edu | epcc.edu/Academics/AccountingBusinessandEconomic

Program Description

The Associate of Arts in Accounting, Business, and Economics is designed to provide students with a solid foundation in the principles and practices of business, accounting, and economic theory. This program equips students with essential skills in financial management, critical thinking, and data analysis, preparing them for entry-level positions in a variety of industries or for further academic study. This program is ideal for students seeking a broad-based education that combines accounting, business acumen, and economic insight, positioning them for success in an increasingly complex and globalized economy.

Career Opportunities

Potential Careers: Accounting Assistants • Bookkeepers • Assistant Managers • Administrative Assistants
 Potential Salary: \$29,400 to \$76,200/year, depending on career, education, location, and experience.
 For more information on possible careers, education requirements, and salaries, please visit the Bureau of Labor Statistics: www.bls.gov

Accounting, Business, & Economics

Associate of Arts	First Semester	Credit Hours
BUSI 1301 Business Principles (P)	3	
EDUC 1300 Learning Framework (E)	3	
ENGL 1301 Composition I (C)	3	
HIST 1301 United States I (C)	3	
MATH 1324 Mathematics for Business & Social Sciences (CR)	3	

Things To Know

- Students who complete the official Fall of Study (FOS) or Summer Admission letter receive an ability to transfer 600 hours for 120 credits to any Texas public university/college.
- Students planning to transfer to a Texas public university are encouraged to enroll in BUSI 1301 to complete the FOS in Business Administration.
- If a transferring or UTSP student are encouraged to enroll in MATH 1324 to meet UTSP's College of Business Administration program requirements.
- Please check your course/transfer in the credit search system for the most current transfer courses.



Pathways Partnerships

New or Expanded University Partnerships

Texas Southern, PVAMU, UH, TAMU-Victoria, TAMU-Galveston, Faulkner, Texas State, UHD, UHCL, UTPB, Texas Women's, SHSU

Dual Credit Expansion

Vocational programs at Lamar CISD, Louise HS Expansion, Visiting ISD partners to discuss 15-hour pathways for all dual credit students

Thank you!



Thank you to our faculty and staff who are serving to advance this work...

Carol Derkowski
Stephanie Kolacny
David Kucera
Lindsey McPherson
Patrick Ralls
Sara Peña-Fira
Wendy Tamayo
Emily Voulgaris

For Additional Information:

David Byrd, Chair
dbyrd6@wcjc.edu
979.532.6315