



EMBRACING HOUSTON'S FUTURE

Our Commitment to Students Today and Tomorrow

A large crowd of people is gathered in front of a city skyline, likely representing a community event. The crowd is dense and diverse, with people of various ages and ethnicities. The city skyline in the background features several tall buildings, including a prominent one in the center. The overall scene is bright and positive, suggesting a community gathering or event.

COMMUNITY CONVERSATION EVENT

We will be gathering feedback
from YOU during today's program.

Please go to **www.menti.com**

and use the code **32 19 64**

THANK YOU TO OUR COMMUNITY PARTNERS



**WELCOME FROM
THE HCC BOARD CHAIR**

Dr. Carolyn Evans-Shabazz
District IV

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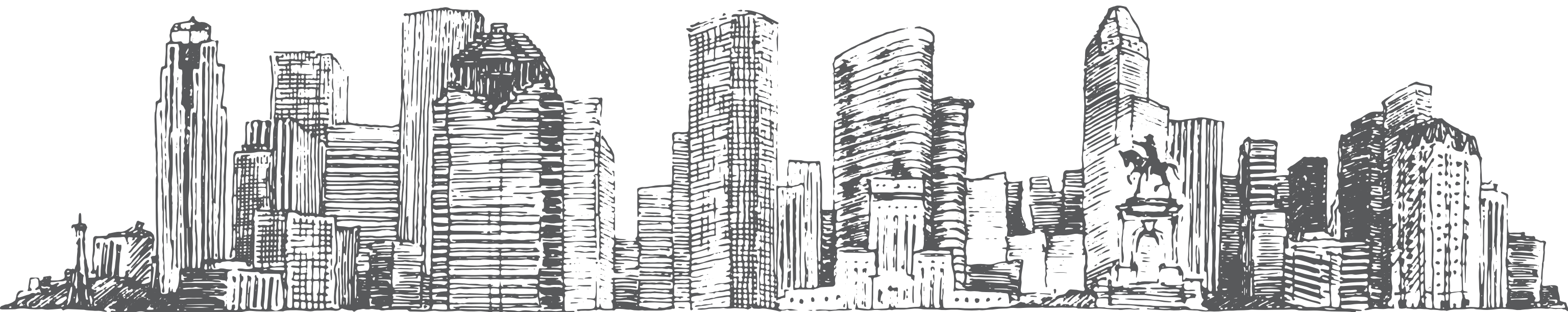
EMBRACING HOUSTON'S FUTURE

Dr. Cesar Maldonado
HCC Chancellor

HCC'S STRATEGIC PLANNING PROCESS: WHAT WE'VE LEARNED

Dr. Kurt Ewen
Vice Chancellor,
Planning & Institutional Effectiveness

**THE “CITY OF AMERICA’S FUTURE”
REQUIRES A
COMMUNITY COLLEGE
UP TO THE CHALLENGE.**



* Source: Dr. Stephen Klineberg

THE COMMUNITY HCC SERVES IS BROAD, DIVERSE AND UNIQUE.

Houston is international, and it is a community that has transformed radically over the last fifty years and is likely to transform radically yet again.

No strategic plan based on a traditional model can serve that city.

This plan will.

Our Strategic Plan for the future has been developed after extensive outreach and engagement across all of the communities that HCC serves.

Our educational engagement efforts to gather input and gain feedback included the following:

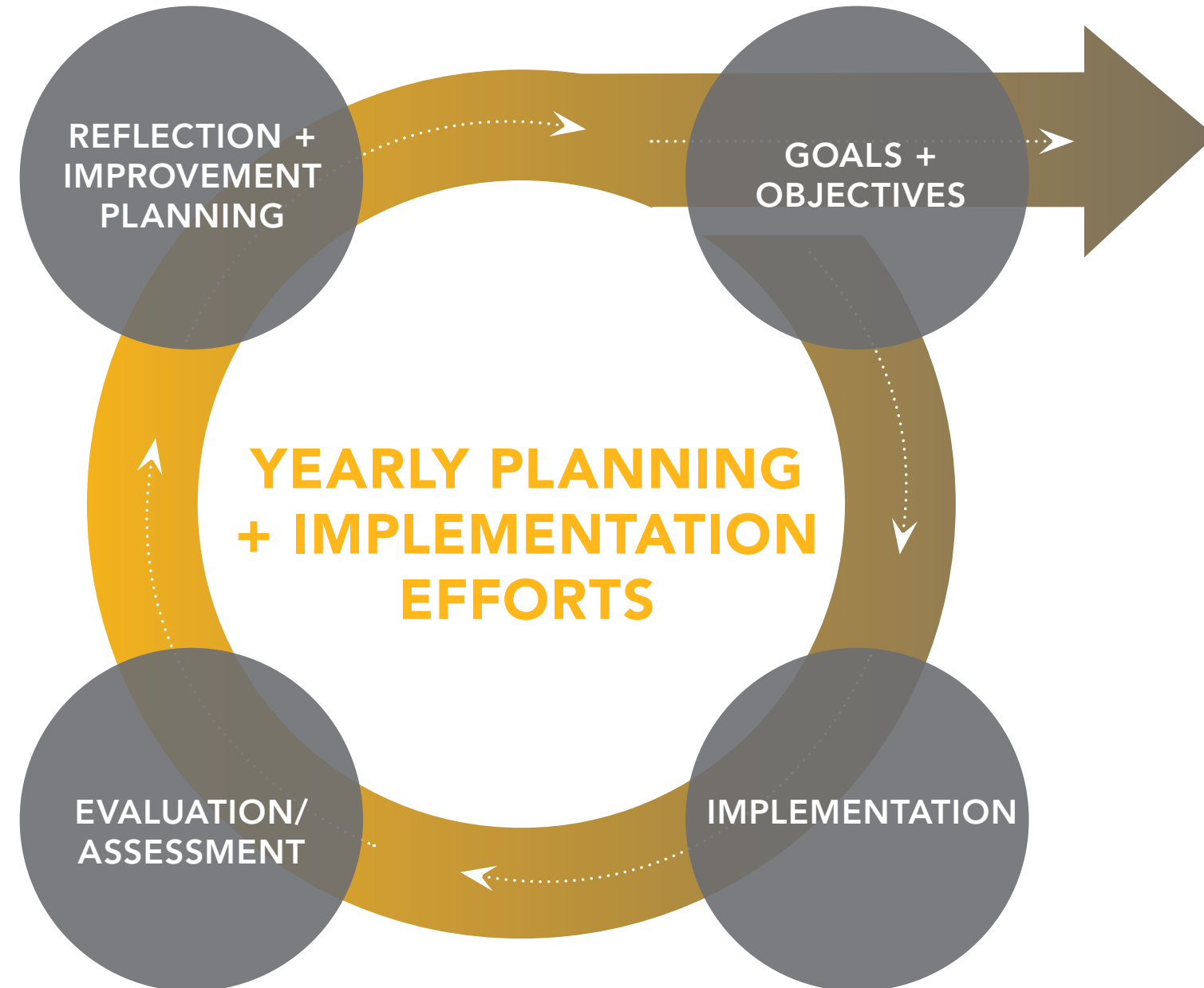
- Community outreach meetings
- Presentations to significant community organizations
- Regular presentations to and consultations with the Board of Trustees
- Interviews with College leadership (Chancellor, Presidents, administrators, COE Deans)
- Surveys of students, faculty and staff
- Faculty work sessions
- Review of existing HCC materials
- Research on Houston's current and possible workforce needs

This strategic plan is designed to be a dynamic document that is refreshed annually through integrated planning processes.

It is intended to transform HCC into an institution where strategic planning is not a single, discreet time-constrained event, but an integrated element of how the institution works every day.

The primary goal is to create an organization with the capacity needed to serve Houston, the "City of America's Future.*"

ANNUAL PLANNING PROCESS



ANNUAL PLANNING PROCESS



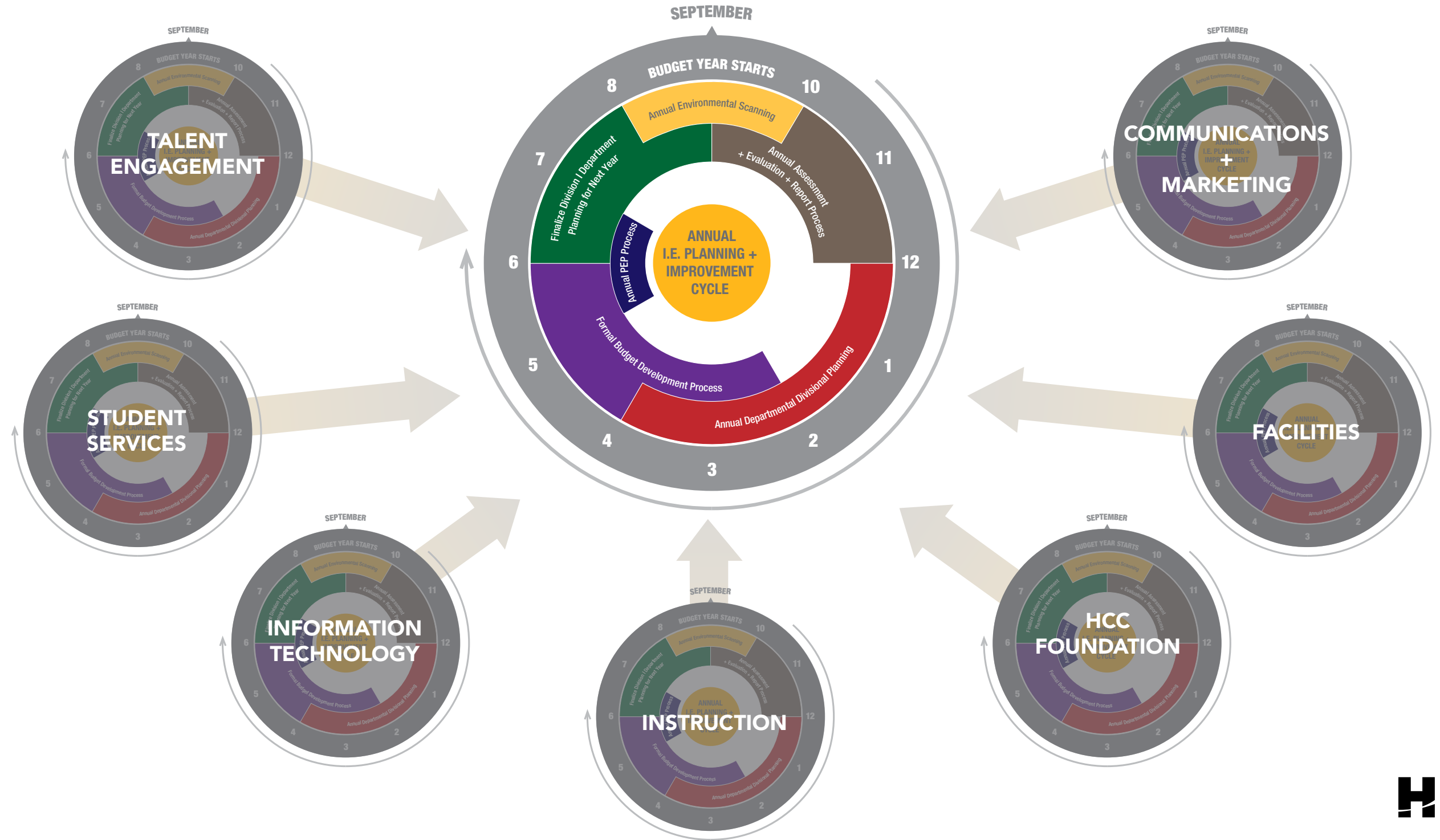
STRATEGIC PLANNING FOR 2019 AND BEYOND:

Conceptual Framework

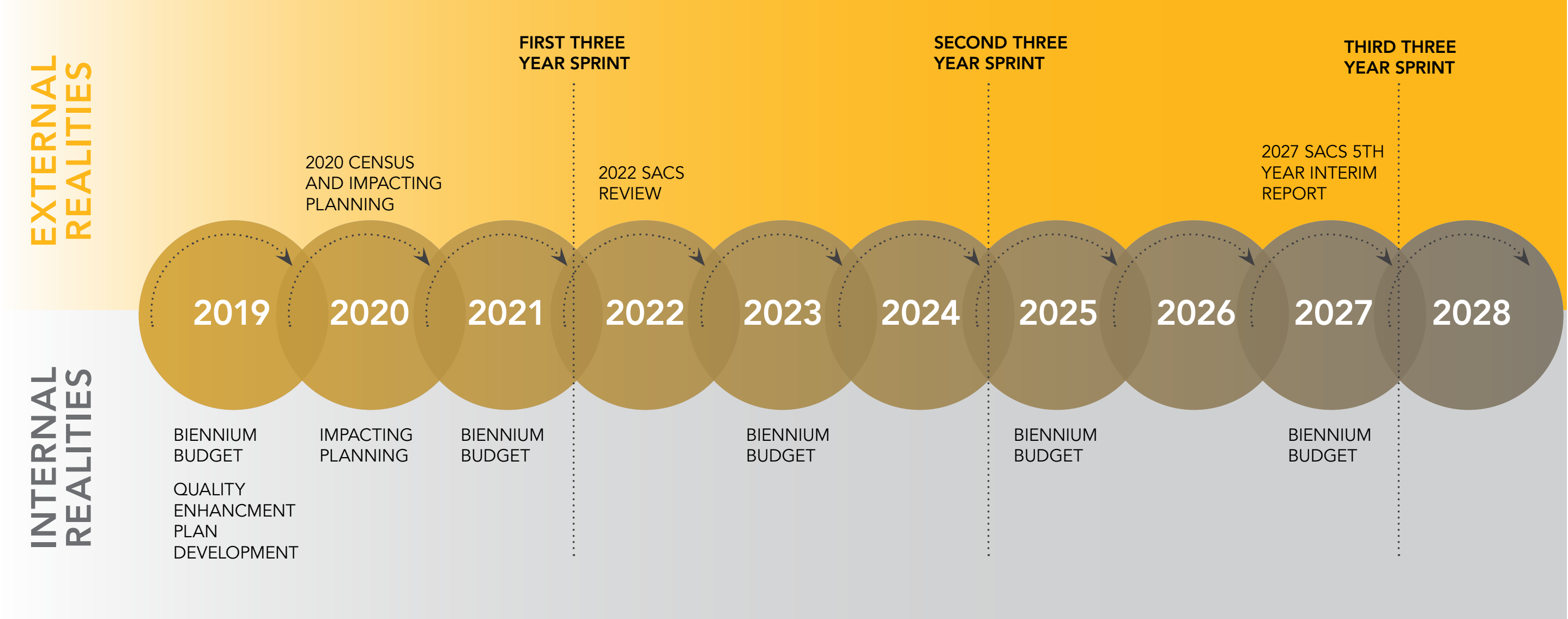
10-YEAR PLANNING CYCLE



ANNUAL INSTITUTIONAL STRATEGY + BUDGET DEVELOPMENT



LONG-TERM PLANNING TIMELINE DEVELOPMENT





CERTIFIED TO SUCCEED

David

Age: 36

Program: Construction Management Technology, Certificate Level 1

Background

David is an electrician with 12 years of experience under his belt. He and his wife are raising three daughters together, and they've been slowly putting money away for their college funds. It's becoming clear that the math just doesn't add up across their financial needs. To help close the gap, David enrolls in HCC's Construction Management Technology certificate program. His goal is to quickly move up to a foreman role on larger jobs, which would come with a significant pay bump and better benefits. His wife will take on more of the child care responsibilities while David balances work and school to finish quickly.

Goal

- Support his family financially

Success Looks Like

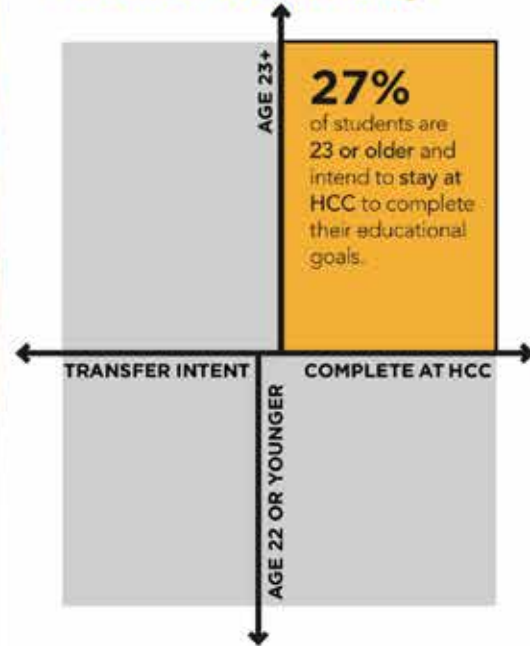
- Gaining more valuable skills
- Job placement at a higher leadership level

Pain points

- Completing quickly
- Program cost

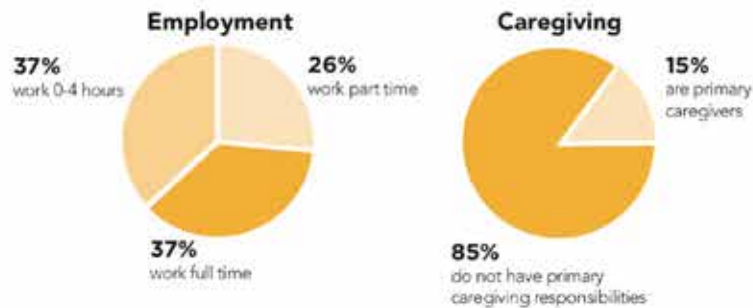
APPLICABLE DATA

Percent of Student Body



Reading this diagram: Grey area proportionally represents the entire HCC student body along two key variables (age and transfer intent). The yellow area represents this persona.

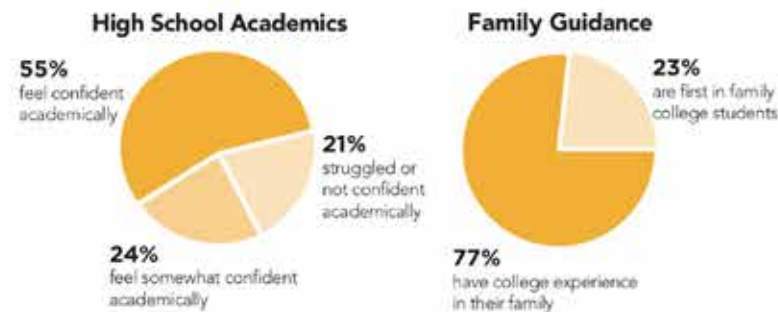
Time Commitments



Program Enrollment



Academic Preparedness



Sources: HCC Student Fact Book, HCC Student Survey (10/2018)



FAST-TRACK TO THE FIELD

Kendra

Age: 20
Program: Licensed Vocational Nursing, Certificate Level 1

Background

Kendra is a recent high school grad who has found her calling in nursing. After a health scare with her mom last year, she decided to pursue a career in healthcare to make a difference in people's lives when they need it the most. The LVN Certificate program at HCC appealed to her, since it seemed to be the fastest track to get out of the classroom and into the clinic. In her second semester, she already spends a few supervised hours a week with patients in various clinical settings at Memorial Herman. She knows nursing is a broad field and is hoping to find a long, secure career in an area she's passionate about.

Goal

- Jumpstart a career

Success Looks Like

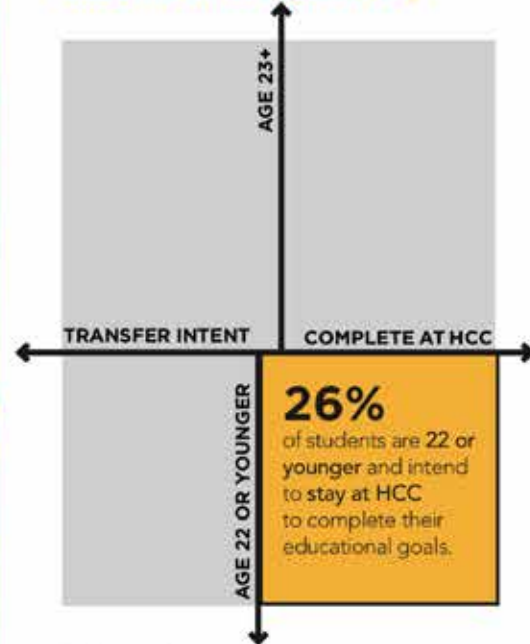
- Hands-on training
- Graduating with a job offer

Pain points

- Passing certification exam
- Getting her first job

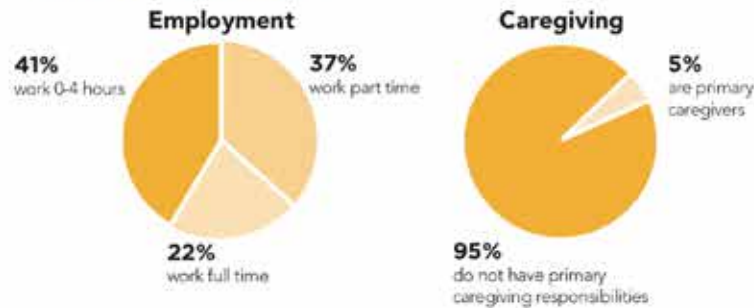
APPLICABLE DATA

Percent of Student Body

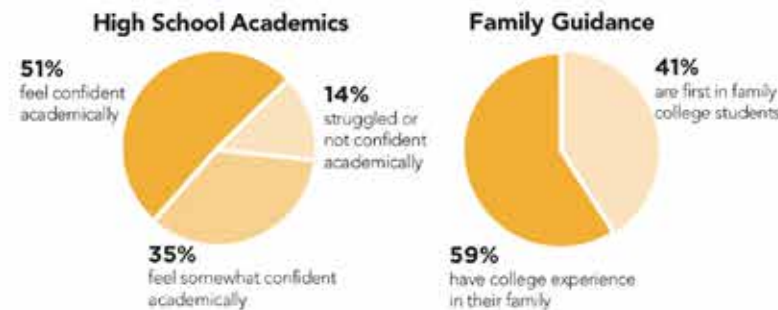


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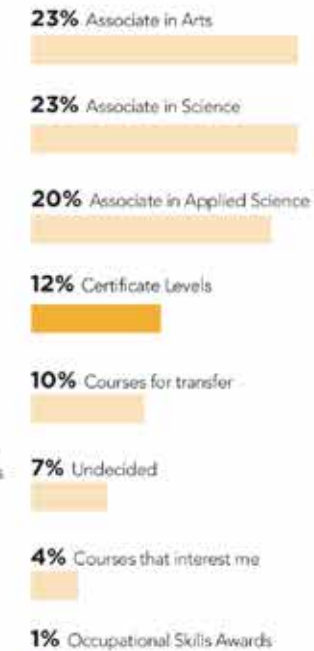
Time Commitments



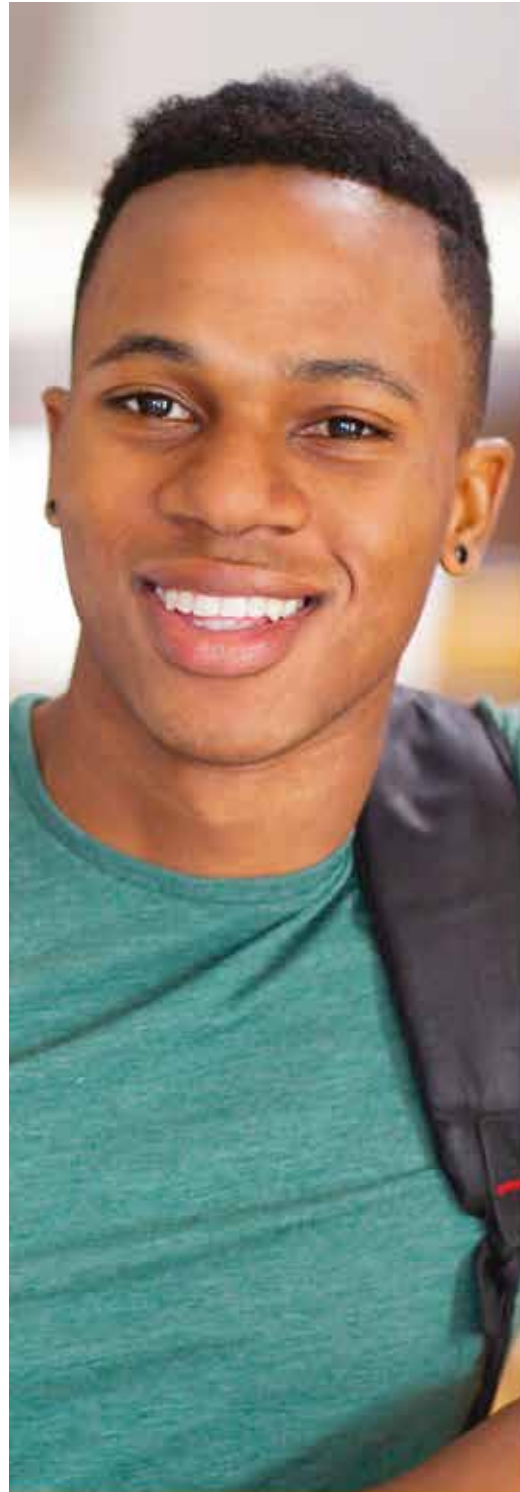
Academic Preparedness



Program Enrollment



Sources:
 HCC Student Fact Book, HCC Student Survey (10/2018)



FOUR-YEAR FOCUS

Jamie

Age: 18

Program: Associate In Science, Engineering

Background

Jamie just graduated from high school and can't wait to kickoff his college experience. He knows he'd like to get his bachelor's degree, likely in an engineering field. He chose HCC to explore an engineering foundation while working part time and living at home to save up for tuition. He's looking at UT for his next steps, but feels connected to HCC and is investing in social circles and athletic teams. He spends as much time as he can on campus. Over the summer, he hopes to get an internship to learn more about chemical engineering.

Goal

- Build to a 4-year degree

Success Looks Like

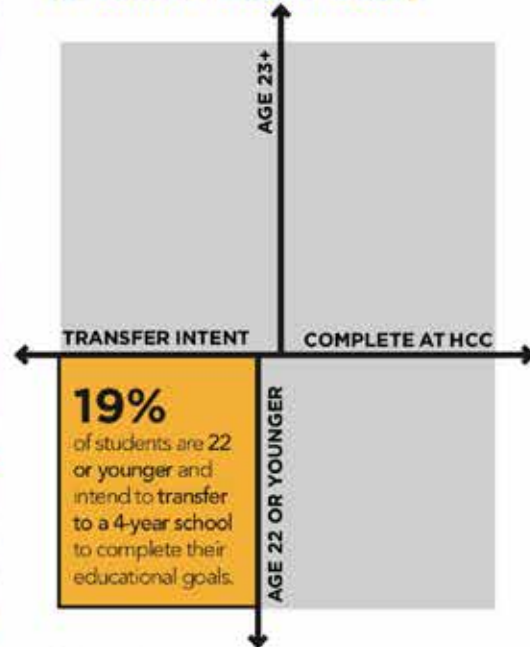
- Credits that will carry
- Navigating the transfer to UT
- Exploring his career passions

Pain points

- Program cost
- Tracking requirements

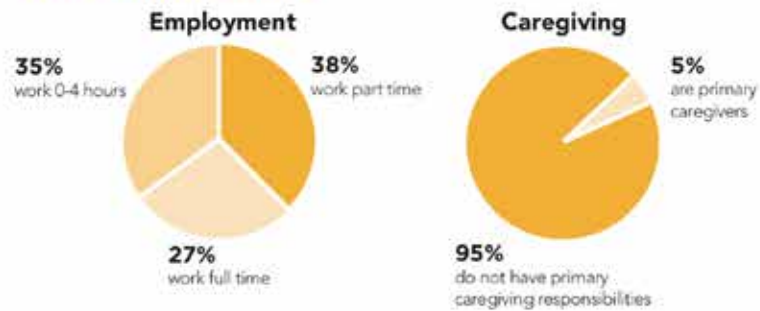
APPLICABLE DATA

Percent of Student Body

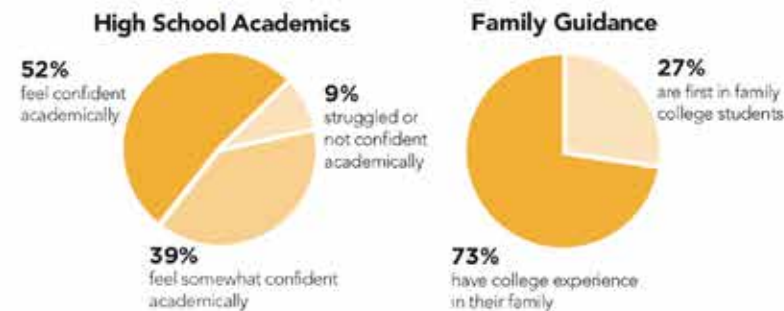


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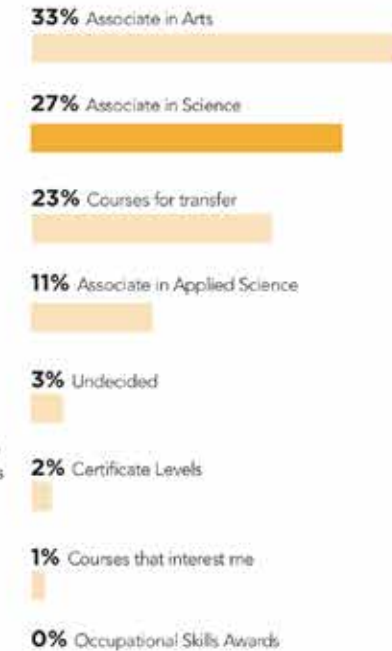
Time Commitments



Academic Preparedness



Program Enrollment



Sources: HCC Student Fact Book, HCC Student Survey (10/2018)



PROACTIVE PROFESSIONAL

Marissa

Age: 28

Program: Associate in Arts, Business

Background

Marissa is a sales specialist at a small IT company who enjoys her career but feels stalled. After ten years of working closely with customers, she feels like she could contribute more as a manager but is anxious about her credentials. She sees her boss promoting coworkers with 4-year college degrees, and decides to get proactive. She sees the first step as enrolling at HCC to test a full-time course load given her busy schedule, with the intention of getting her AA and continuing on to University of Houston.



Goal
Break a career ceiling with stronger credentials



Success Looks Like

- Building a strong transcript
- Getting accepted at UH
- Collecting credits she can carry



Pain points

- Keeping up her work schedule and responsibilities
- Tracking 2-year and 4-year carry

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey



GATEWAY SKILLS // Readiness to start the journey



RESOURCES // Access to help to be successful on journey



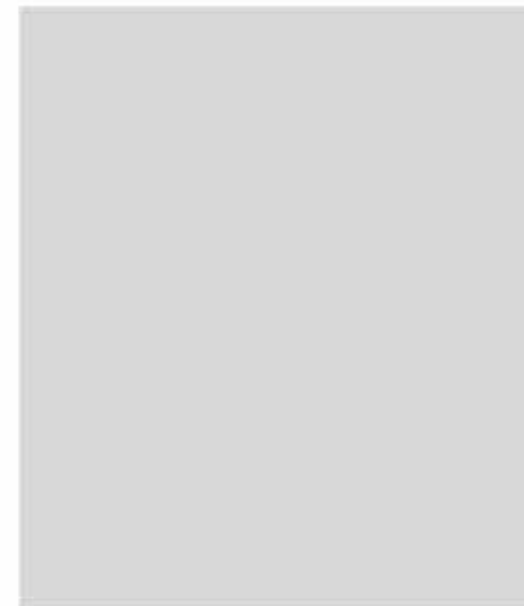
HEALTH // Basic needs are being met



Persona Shape



Institutional Data





STRIVING TO GET AHEAD

Maria

Age: 34
Program: Associate in Applied Science, Hospitality Management

Background

Maria works exceptionally hard and has already overcome many obstacles in her life. Despite holding down multiple jobs, she stresses about living paycheck-to-paycheck, fearful the next bill will undo her family's progress. Sick of feeling trapped by her circumstances, she enrolls at HCC determined to change them. Her family and employers are abstractly supportive but can't offer her any real help, from schedule flexibility to child care. Sometimes, her family doesn't understand why she is "wasting time and money" to go to school. She is nervous about her academic background, especially her limited math experience, but takes her courses very seriously—her school work has to lead to a good job, and quickly.

Goal
 Life-changing financial independence for her family and herself

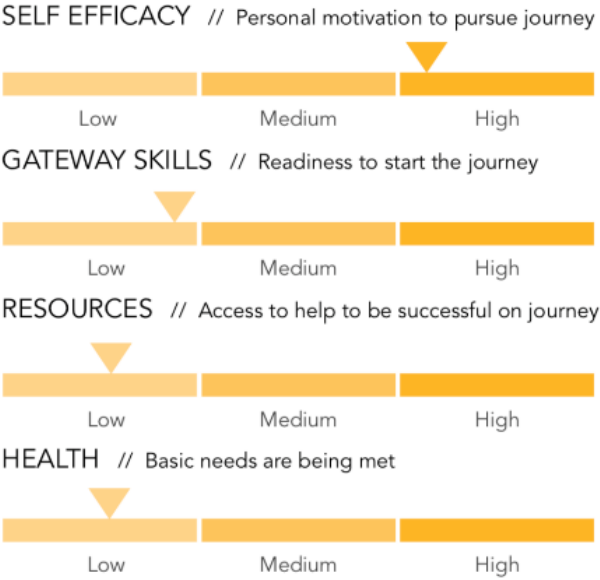
Success Looks Like

- Food and housing security
- A good job with benefits
- Bringing her family up with her

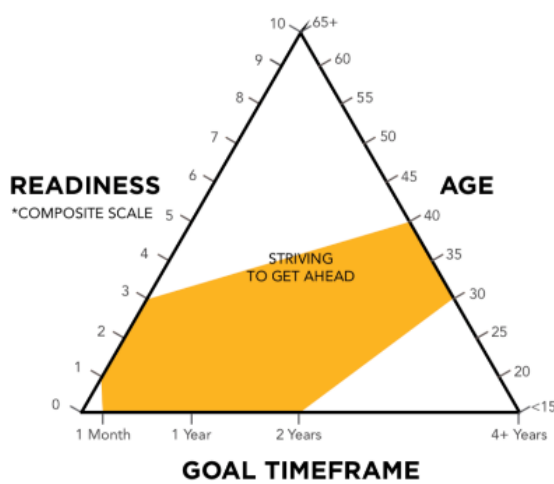
Pain points

- Fear of neglecting family obligations
- Pressure to earn vs invest in herself
- Mental and emotional stress
- Sub-par high school education

Readiness Composite Factors



Persona Shape



Institutional Data





BIG DREAM LACKS STEAM

Omar

Age: 19

Program: Associate in Science, Biology

Background

Omar loves to work with animals and dreams of becoming a veterinarian, beginning with a degree in biology. With this goal in mind, he worked reasonably diligently in high school and completed his assignments, but he didn't have access to college-bound curriculum or many science courses. He was surprised that he tested into remedial reading and math courses at HCC, and has become very self-conscious about his severe academic challenges. He worries he won't make it through the semester, but struggles with the idea of giving up. Sometimes, he considers giving up to "save face" as quitting may be better than failing. He's unsure what his life looks like without this vision.



Goal
Realize a longstanding passion, despite a skill mismatch



Success Looks Like

- Good quality of life
- Making family proud
- A career that makes a difference



Pain points

- Limited reading and math skills with potentially learning disability
- Frustration leading to low confidence
- Losing faith in initial passion

Readiness Composite Factors

SELF EFFICACY // Personal motivation to pursue journey



GATEWAY SKILLS // Readiness to start the journey



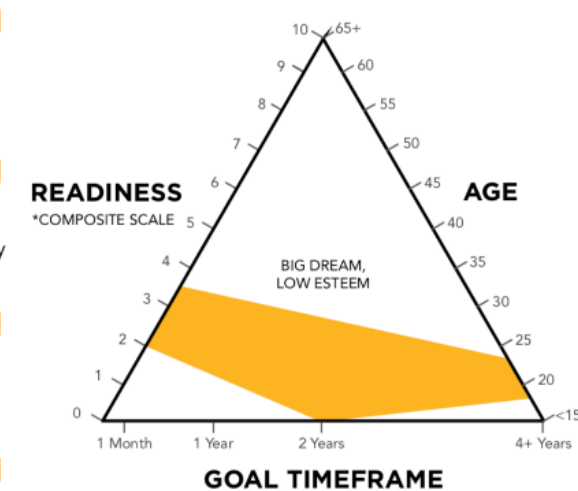
RESOURCES // Access to help to be successful on journey



HEALTH // Basic needs are being met



Persona Shape



Institutional Data



LANGUAGE LEARNER

Minh

Age: 25
Program: Intensive English Program

Background

Minh has always wanted to study in the United States. With sufficient money saved and a visa status finally approved, he was drawn to Houston because of his interest in the energy industry and some loose family connections in the community. He has taken some English classes back home, but his language skills are not expansive enough to pass standardized tests or truly understand academic material. He is a good student in his native language and has a deep respect for education but lacks conversation skills and is accustomed to passive styles of learning. He misses home, but he is motivated to make his family proud and support them one day.

Goal
 English fluency that will allow him to thrive at a 4-year college alongside native speakers

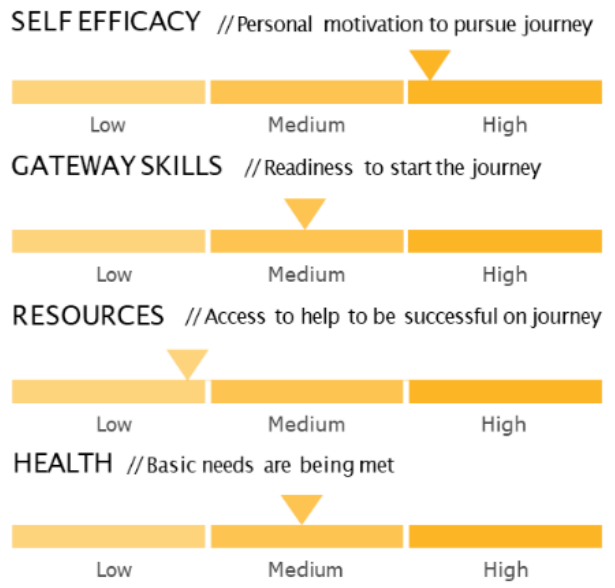
Success Looks Like

- Passing the TSI
- Associate's degree at HCC and admission to a local 4-year school
- The American Dream

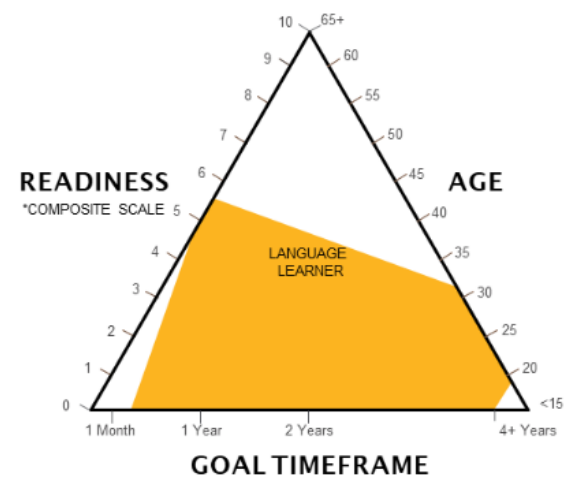
Pain points

- Social and cultural isolation
- Adapting to a new learning style
- Financial stress due to lack of authorization to work

Readiness Composite Factors



Persona Shape



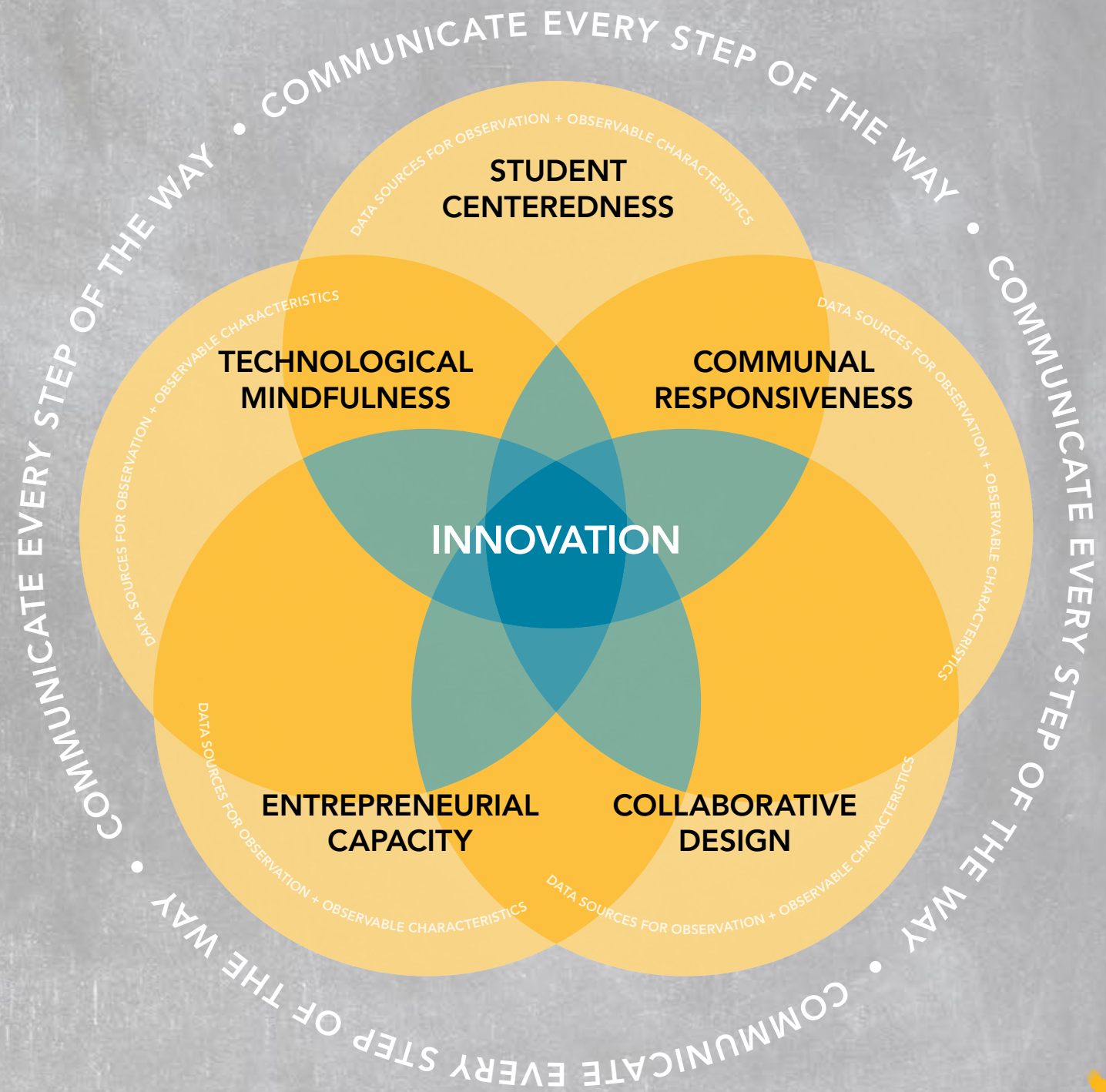
Institutional Data

The Community College
of America's Future is built
on **5 competencies.**

ORGANIZATIONAL COMPETENCIES

Defined expectations for organizational behavior at three levels

- **Institutional:** Translate in KPI for the Strategic Plan
- **Departmental:** Yearly Goals and Objectives
- **Individual:** Yearly Goals and Objectives

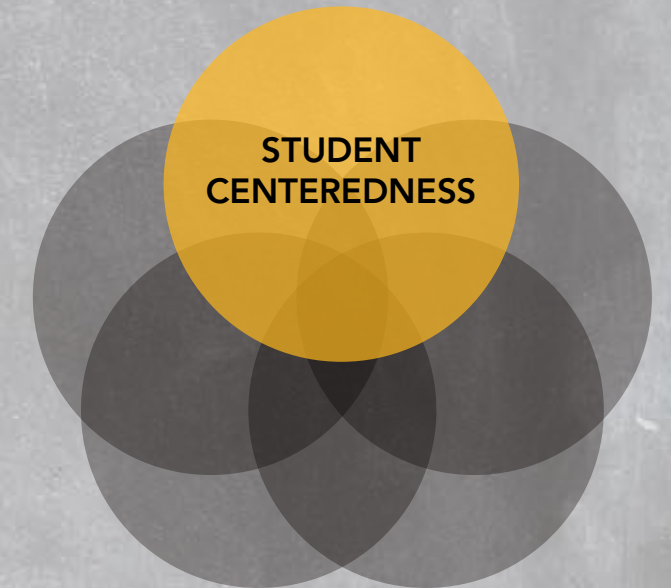


STUDENT CENTEREDNESS

Emerging Description: HCC team members ensure student success in a globally competitive market by focusing on student need, institutional affordability, curricular / co-curricular engagement, rigorous academic instruction, and preparation for baccalaureate transfer and/or the workplace.

Behavioral Indicators:

- Focus on students' diverse needs.
- Monitor progress along students' individual educational paths.
- Be available and accessible to students in order to provide appropriate support.



COMMUNAL RESPONSIVENESS

Emerging Description: HCC team members are intentional about understanding and responding in meaningful ways to current and emerging needs of the greater Houston area.

Behavioral Indicators:

- Conceptualize potential solutions—analyze, plan, implement, measure effectiveness, and adjust based on assessment.
- Willingly solicit input, practice empathetic / active listening, and seek to understand the perspectives of constituents.



COLLABORATIVE DESIGN

Emerging Description: HCC team members are committed to the belief that our best ideas are formed and embraced when we appreciate divergent ideas and are deliberate about advocating, encouraging, and supporting shared contributions to a common purpose or mission.

Behavioral Indicators:

- Decision-making follows a process that has been developed, vetted, and disseminated to stakeholders in advance.
- Decisions are made after stakeholders have been afforded opportunities for meaningful engagement in the decision-making process.

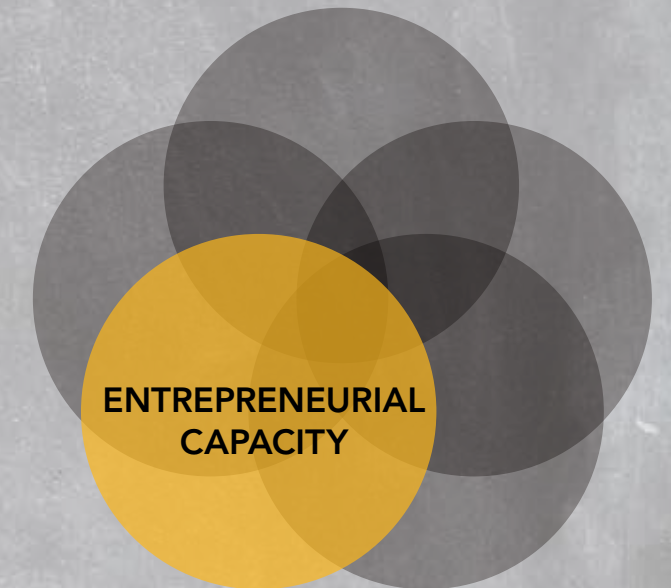


ENTREPRENEURIAL CAPACITY

Emerging Description: HCC team members recognize and respond to mission-oriented opportunities and needs in ways that are adaptive and creative while embracing measured risk and minimizing cost.

Behavioral Indicators:

- Cultivate the ability to recognize and exploit opportunities.
- Project teams are cross-functional and evidence-rich.

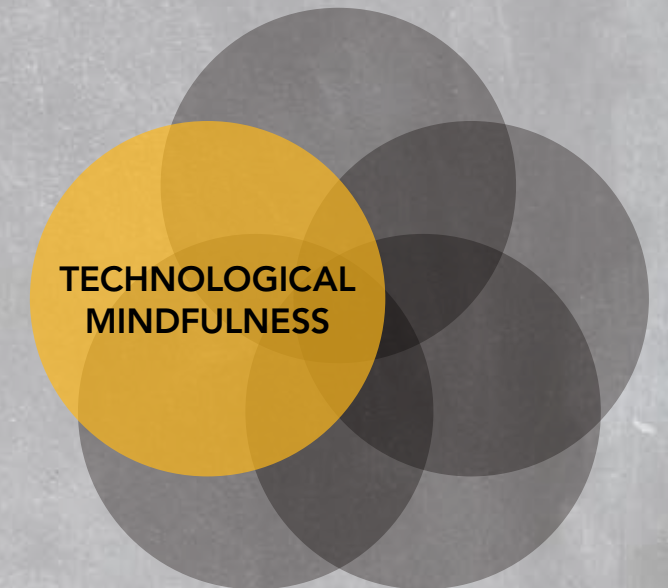


TECHNOLOGICAL MINDFULNESS

Emerging Description: HCC team members seek to discover ways of integrating and expanding technological capacities to support decision-making, improve processes, and enhance learning.

Behavioral Indicators:

- Acquire and deploy technological tools in alignment with strategic priorities.
- Added value of new technology is understood in terms of impact on user experience.
- Users have the resources needed to take advantage of technology.



CLOSING

Dr. Cesar Maldonado
HCC Chancellor

THANK YOU TO OUR COMMUNITY PARTNERS

