



# Texas Strong Texas Pathways Institutes #1-3

## Action Plan Updates

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- Pathways Coaching Support
- Advance Work
- General & Concurrent Sessions
- Team Time Sessions
- Problem of Practice
- Action Plan Development



# Talent Strong Texas Pathways

## Four Pillars of Essential Practices

1

**Map pathways to student end goals**

Employer-informed maps from multiple entry & reentry points to completion, transfer, & valuable careers

2

**Help students choose and enter a pathway**

Career- focused onboarding with academic & social integration to promote college-level success in the 1st year

3

**Keep students on their pathway**

Proactive supports to improve completion & transfer, enhance belongingness, & address students' basic needs

4

**Ensure students are learning**

Active & work-based learning with culturally responsive teaching aligned with careers & further education

# Institute #1

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*Leading Talent Strong Texas Pathways*

**April 2023**



# Texas Strong Texas Pathways Institutes Action Plan Update

## ***Institute #1: Leading Talent Strong Texas Pathways***

### **Goal 1:**

Develop strategies to increase African American student retention and completion rates (completion of hours, fall-to- spring retention, and enrollment in second fall term)

# Texas Strong Texas Pathways Institutes #1 Action Plan Update

## **Institute #1: *Leading Talent Strong Texas Pathways***

### **Goal 2:**

Develop a one-door entry pathway for AEL, CE, SCH, and onboarding experience to improve access and alignment





# Task Force: Alignment of Credit and Non-Credit Programs

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Developing a one-door entry pathway for AEL, CE, SCH, and onboarding experience to improve access and alignment.

# Introduction to the Task Force

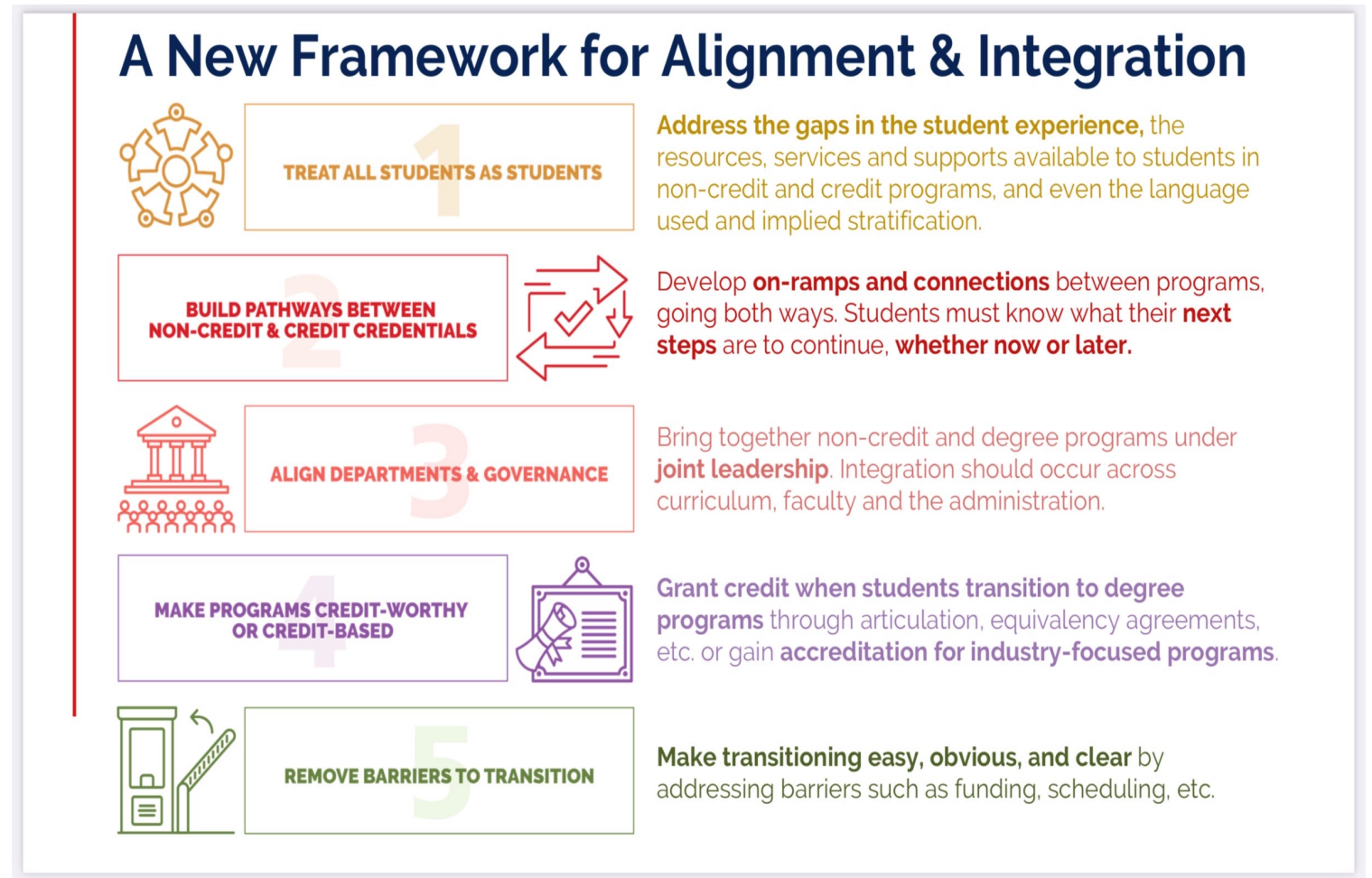
- **Task Force Overview:** The Credit and Non-Credit Program Alignment Task Force is dedicated to creating a unified community college experience by aligning institutional processes and outcomes.
- **Objective:** Enhance student experience by developing a one-door entry pathway for seamless access and alignment between credit and non-credit programs.
- **Unified Educational Approach:** Facilitate a more coherent and comprehensive educational journey for students, leveraging the Task Force's structured strategic initiatives, like the Student Success Framework, HCC as One College, and Educational Strategy Group's Framework.



Photo Image by Microsoft PowerPoint

# ESG and Student Success Framework Utilization

- Implementation of the ESG Framework and the Student Success Framework: Utilized to guide the Task Force's efforts, providing a structured approach to identify gaps and align programs effectively.
- **Achieved Outcomes:** Successful ongoing strategic planning sessions leading to actionable insights and recommendations for improving program alignment and access.





# Key Accomplishments

- **Interdisciplinary and Cross-Functional Task Force:** This task force is an interdisciplinary and cross-functional group that embodies the diverse spectrum of our community college. It includes representatives from across divisions, campuses, and programs including faculty and staff, spanning both credit and non-credit.
- **Role of Sub-Teams:** There are five sub-teams, each focused on a specific tenant of the ESG Framework, meeting regularly aiming to identify gaps and formulate research- and data-driven recommendations for program alignment.
- **Strategic Meetings and Sessions:** Notable sessions include a general overview with Annie Phillips from ESG, best practices coaching by Shelly Rinehart from San Jacinto College, and learning from peers, like Dallas College.



Photo Image by Microsoft PowerPoint

# An Example of Learning from Our Peers, Partners

## Dallas College

### TRUE Pathways In Practice- Logistics Technician



# Future Directions and Next Steps

- **Focus on Public Safety COE and Architecture Design & Construction COE:** Chosen as primary areas for robust and comprehensive program review to improve alignment and efficacy.
- **Upcoming Workshops:** Focused sessions in May and June to deepen understanding of CTE programming, featuring topics like “Emotional Intelligence and Future of Work Adaptability” and “Being Over Doing,” a session on quality questioning (presented by IMAGO).
- **New Training Opportunities:** Designing and facilitating workshops on topics like “Why Continuing Education: Pathways to Potential,” for Student Services, faculty (SCH), and others.
- **Strategic Visioning:** Continuous efforts to integrate and enhance credit and non-credit programs, guided by ESG consultancy and framework.



Photo by Martin Powell on Unsplash

# Conclusion and Call to Action

- **Commitment to Student Success:** The Task Force remains dedicated to enhancing the community college experience by integrating credit and non-credit programs effectively.
- **Importance of Collaboration:** Continued engagement with educational leaders, industry experts, and stakeholders is crucial for sustained progress and innovation.
- **Call to Action:** We invite all members and partners to remain proactive and supportive in our journey towards educational excellence toward “treating all students as students.”



# Texas Strong Texas Pathways Institutes Action Plan Update

## **Institute #1: *Leading Talent Strong Texas Pathways***

### **Goal 3:**

Revamp the data action and evaluation planning process



# Revamp Data Action and Evaluation Planning Process

- Normalizing assessment processes
  - With software upgrade, simplify Institutional Effectiveness process to emphasize goal/target setting, assessment, and continuous improvement.
  - IE/Assessment professional development and community.
- Institutional Effectiveness Council Working groups formed
  - Evaluation of assessment and data processes
  - Data Conference
    - Citizen data and assessment champions featured

# Institute #2:

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*Mapping Pathways to Student End Goals*

**November 2023**



# Texas Strong Texas Pathways Institutes Action Plan Updates

## ***Institute #2: Mapping Pathways to Student End Goals***

### **Goal 1:**

Develop new credential maps





# HCC Credential Maps

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*May 16, 2024*

# Credential Map Framework

HCC Credential Maps illustrate the career options within a field and the credentials needed for entry to each rung of the professional ladder. At each stage of advancement, information is posted regarding regional job openings, income data, time to completion, marketable skills, and potential costs.

# Key Points

1. Draft credential maps derive from livable wage analysis conducted in fall 2023 institute
2. Maps highlight questions about focus and intent of pathway strategy
3. Maps emphasize the need for pathways to be interactive

# HEALTH SCIENCES

## Credential Map

### Phlebotomy Technician Institutional Certificate

**Starting Salary:** \$15 hourly, \$31K annual  
**Median Salary:** \$19 hourly, \$38K annual  
**2024 Average Annual Openings:** 515  
**Entry-level Award:** Certificate  
**Time to Award:** less than 6 months  
**Cost:**  
*National certification preferred by employers*

**Marketable Skills:** Service Orientation, Social Perceptiveness, Active Listening, Speaking, Critical Thinking

### Medical Assistant Certificates and AAS

**Starting Salary:** \$14 hourly, \$29K annual  
**Median Salary:** \$19 hourly, \$38K annual  
**2024 Average Annual Openings:** 2,858  
**Entry-level Award:** Certificates and AAS  
**Time to Award:** 2 years  
**Cost:**  
*National certification preferred by employers*

**Marketable Skills:** Social Perceptiveness, Active Listening, Speaking, Reading Comprehension, Critical Thinking

### Medical Lab Technician AAS

**Starting Salary:** \$17 hourly, \$35K annual  
**Median Salary:** \$27 hourly, \$51K annual  
**2024 Average Annual Openings:** 577  
**Entry-level Award:** AAS  
**Time to Award:** 2 years  
**Cost:**  
*National certification preferred by employers*

**Marketable Skills:** Active Listening, Critical Thinking, Reading Comprehension, Science, Operations Monitoring

### Healthcare Management BAS

**Starting Salary:** \$34 hourly, \$72K annual  
**Median Salary:** \$61 hourly, \$106K annual  
**2024 Average Annual Openings:** 1,311  
**Entry-level Award:** Bachelor's  
**Time to Award:** 2 years (after earning associate's degree)  
**Cost:**

**Marketable Skills:** Critical Thinking, Speaking, Active Listening, Complex Problem Solving, Judgement and Decision Making

# HEALTH SCIENCES

## *Credential Map*

Certified Nursing Aide

Comprehensive Coding

EKG Technician

Medical Business  
Office Professional

Patient Care Technician

Phlebotomy

Patient Care Technician

Telemetry Technician

Health Information  
Technology C1

Health Information  
Technology C2

Medical Assistant C2

Medical Scribe C1

Health  
Information Technology AA

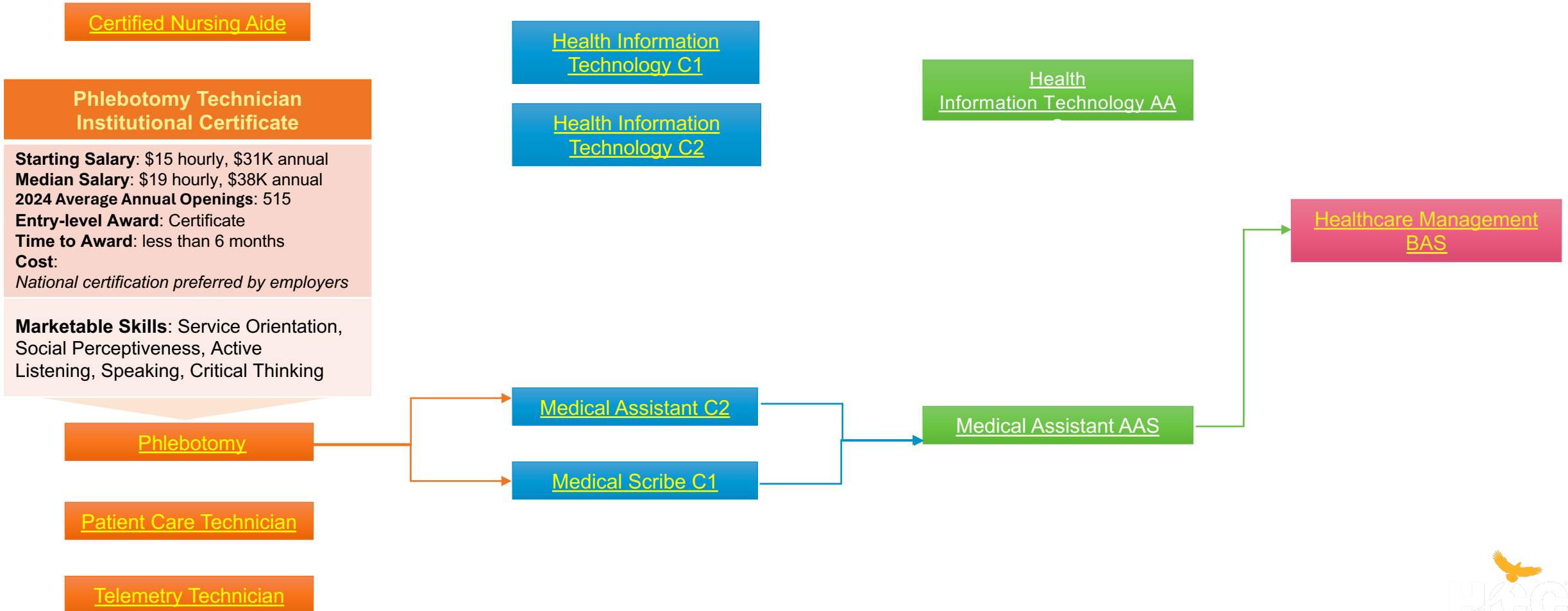
Medical Assistant AAS

Healthcare Management  
BAS



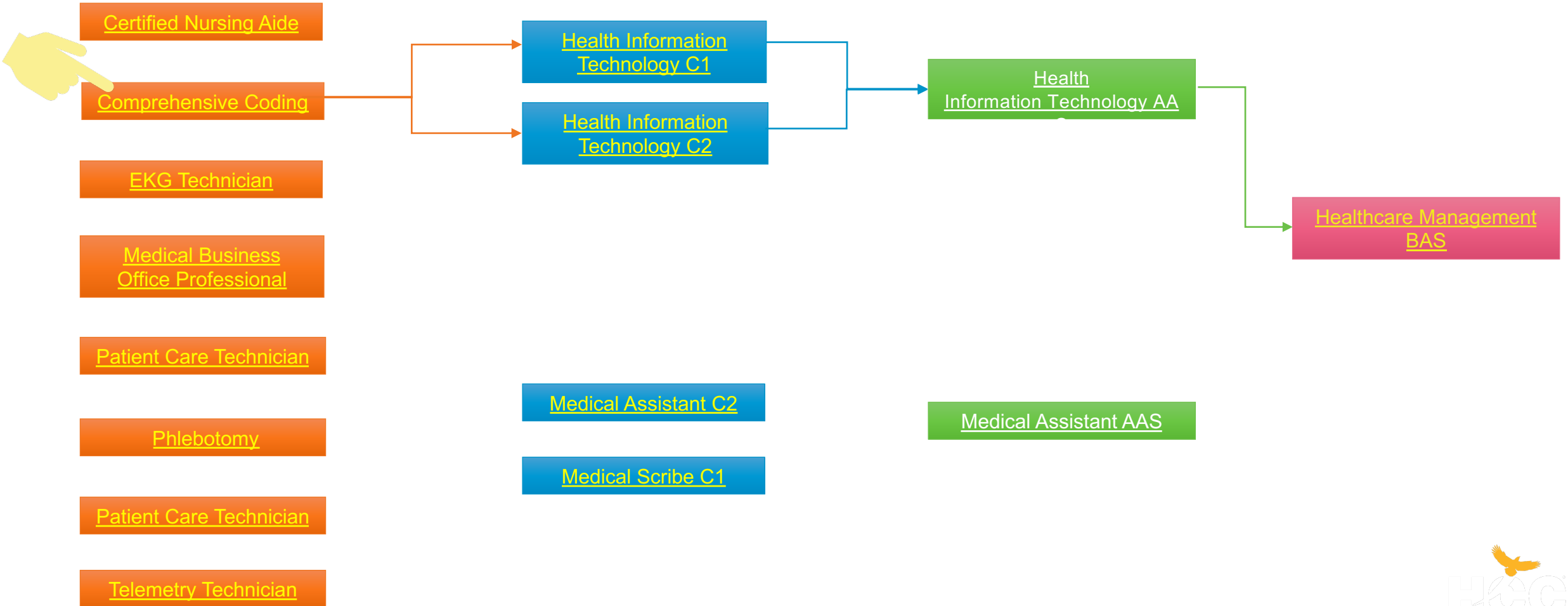
# HEALTH SCIENCES

## Credential Map



# HEALTH SCIENCES

## Credential Map



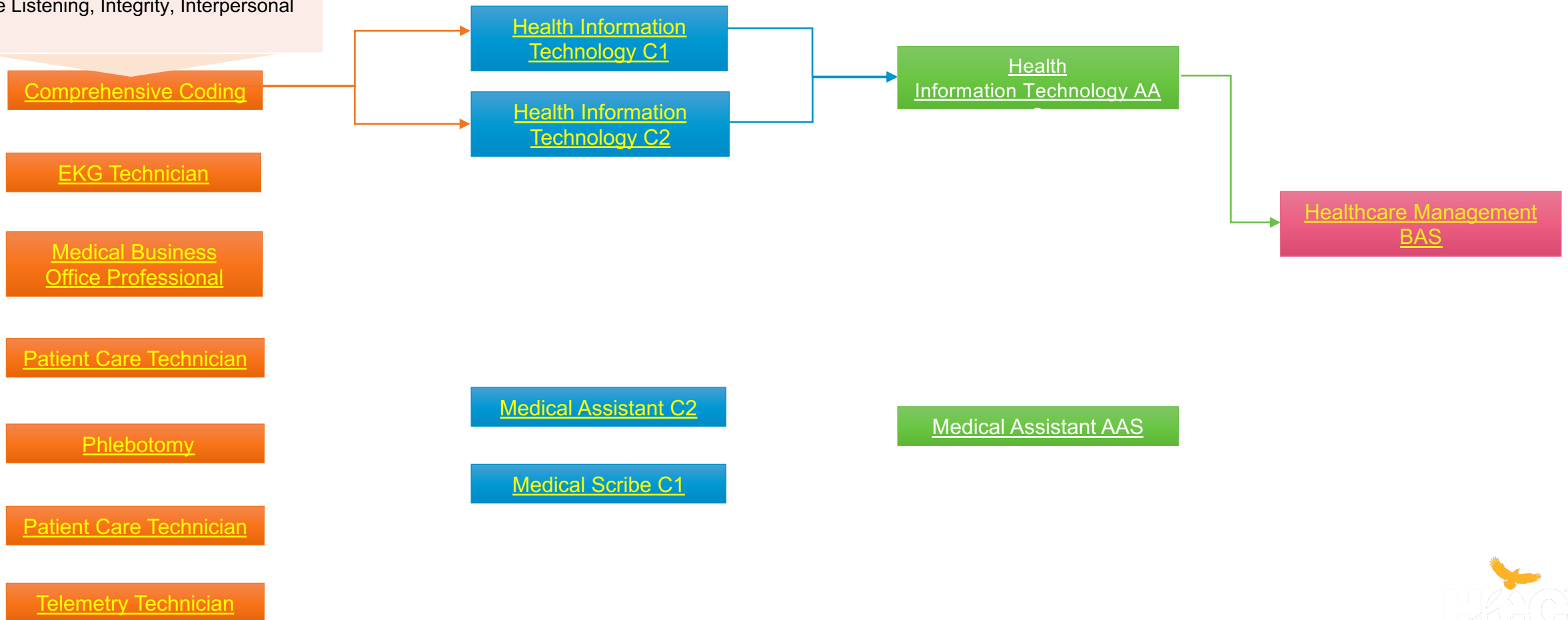
## Comprehensive Coding Institutional Certificate

**Starting Salary:** \$14 hourly, \$31K annual  
**Median Salary:** \$20 hourly, \$41K annual  
**2024 Average Annual Openings:** 415  
**Entry-level Award:** Nondegree award  
**Time to Award:** 6 months  
**Cost:** \$1,233  
*National certification preferred by employers*

**Marketable Skills:** Communication,  
Active Listening, Integrity, Interpersonal  
Skills

# HEALTH SCIENCES

## Credential Map







## Commercial Truck Driver O.S.A.

**Starting Salary:** \$14 hourly, \$29K annual  
**Median Salary:** \$23 hourly, \$48K annual  
**2024 Average Annual Openings:** 7,747  
**Entry-level Award:** Certificate/License  
**Time to Award:** 6 to 12 weeks  
**Cost:** \$4,350

**Marketable Skills:** Operation and Control, Operations Monitoring, Critical Thinking, Reading Comprehension

What is the next step?



**Starting Salary:**  
**Median Salary:**  
**2024 Average Annual Openings:**  
**Entry-level Award:**  
**Time to Award:**  
**Cost:**

**Marketable Skills:**

# Biology

## Credential Map



### Biology AS

**Starting Salary:** \$15 hourly, \$32K annual  
**Median Salary:** \$24 hourly, \$50K annual  
**2024 Average Annual Openings:** 273  
**Entry-level Award:** Associate Degree  
**Time to Award:** 2 years  
**Cost (in-district):** \$5,080

**Job Titles:** Biological Science Lab Technician, Biological Science Technician, Biological Technician, Laboratory Technician, Marine Fisheries Technician, Research Assistant

**Marketable Skills:** Reading Comprehension, Critical Thinking, Active Listening, Science, Active Learning

### Biology BS

**Starting Salary:** \$24 hourly, \$50K annual  
**Median Salary:** \$38 hourly, \$80K annual  
**2024 Average Annual Openings:** 55  
**Entry-level Award:** Bachelor's  
**Time to Award:** 4 years  
**Cost:**

**Job Titles:** Aquatic Biologist, Aquatic Scientist, Biological Scientist, Biologist, Botanist, Horticulturist, Marine Biologist, Research Biologist, Research Scientist, Scientist.

**Marketable Skills:** Science, Active Listening, Critical Thinking, Monitoring, Reading Comprehension, Speaking

### Biology MS, PhD

**Starting Salary:** \$31 hourly, \$65K annual  
**Median Salary:** \$51 hourly, \$108K annual  
**2024 Average Annual Openings:** 201  
**Entry-level Award:** Master's  
**Time to Award:** 2-4 years  
**Cost:**

**Job Titles:** Analytical Services Manager, Environmental Program Manager, Lab Manager (Laboratory Manager), Natural Sciences Manager, Research Administrator, Research and Development Director (R and D Director), Research Manager

**Marketable Skills:** Science, Active Listening, Critical Thinking, Monitoring, Reading Comprehension

For information about transferring to a university, visit: <https://www.hccs.edu/support-services/transfers/>

# Biology

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**Marketable Skills:** Science, Active Listening, Critical Thinking, Monitoring, Reading Comprehension

# Discussion Questions

1. What is most effective approach for highlighting pathway options for students?
2. Are there data points that should be added/removed?
3. What is feasible from a technical standpoint to create interactive maps?

**Thank you!**

# Institute #3:

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*Transitioning Learners with a Focus on  
Early Success*

**April 2024**

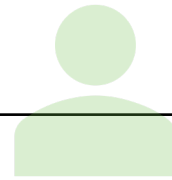


# Texas Strong Texas Pathways Institutes Action Plan Update

## **Institute #3: *Transitioning Learners with a Focus on Early Success***

### **Goal 1:**

Develop new credential maps



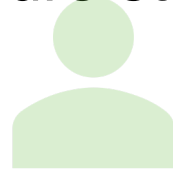


# Texas Strong Texas Pathways Institutes Action Plan Update

## ***Institute #3: Transitioning Learners with a Focus on Early Success***

### **Goal 2:**

Develop and implement a plan to ensure students' Sense of Belonging & Wellness/Caring Campus







# Basic Needs/Wellness

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HCC Counseling & Ability Services

May, 2024

Mahnaz Kolaini, PsyD., LPC-S

# Positive Experiences

Did you feel well-rested yesterday?

Were you treated with respect all day yesterday?

Did you smile or laugh a lot yesterday?

Did you learn or do something interesting yesterday?

How about enjoyment?



# Objectives

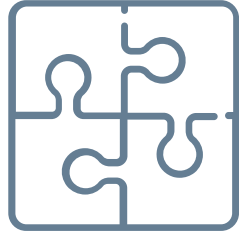
Develop and implement a plan to ensure students' Sense of Belonging & Wellness/Caring Campus

◆ Belonging & Social Connection

Impact on overall wellness

Strategies to improve Belonging





## Belonging

A fundamental human need—the feeling of deep connection with social groups, physical places, and individual and collective experiences.



## Social Connection

A continuum of the size and diversity of one's social network and roles, the functions these relationships serve, and their positive or negative qualities.



# A Fundamental Need

We crave interactions in the same region of the brain where we crave food

We experience social exclusion the same region of our brain where we experience physical pain



# Partnering with the JED Foundation

[JED](#) provides the JED Campus Fundamentals program ("JED Program"), with a systematic approach that will help Houston Community College assess and strengthen their policies, programs, and systems to support the emotional well-being and suicide prevention for the students

# JED's Comprehensive Approach

JED's programs are grounded in our ***Comprehensive Approach to Mental Health Promotion and Suicide Prevention for Colleges and Universities***, developed in collaboration with the Suicide Prevention Resource Center (SPRC). This evidence-based public health model can be used to assess efforts currently being made on campus, identifying existing strengths and areas for improvement.



Source: JED / SPRC Comprehensive Approach to Mental Health Promotion and Suicide Prevention

# Healthy Minds Study



## What is the Healthy Minds Study?

Started in 2007, the Healthy Minds Study (HMS) is a web-based student mental health survey based at the Healthy Minds Network at the University of Michigan. As a JED Campus, this study will help inform your campus strategic plan and measure program outcomes. Healthy Minds has their own processes and procedures separate from JED, and their timeline is managed by University of Michigan-based study coordinators and team members.

- Largest mental health survey of US students, offered in partnership with JED Campus
- 550,000+ respondents, 400+ campuses to date
- Expansion to community colleges since 2014
- Provides customized population-level data reports summarizing student needs and demonstrating impact of systems change on student outcomes
- Administered at the beginning (needs assessment) and end (student outcomes) of JED Campus



# Healthy Minds Study



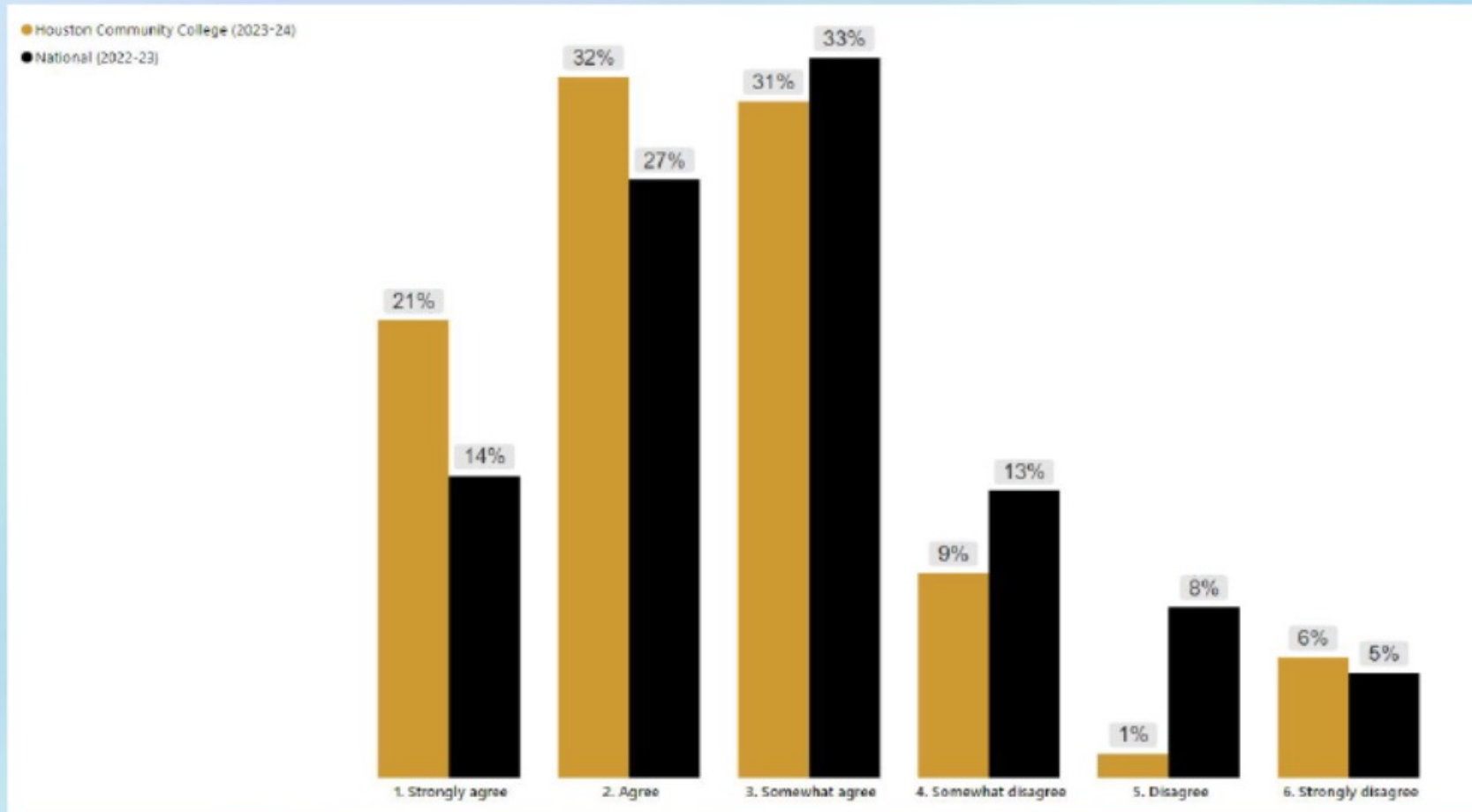
## HMS Demographics

- 361 Total Respondents (close to 4%)
- 38 (13.57%) international students
- Where students live:
  - 52.65% with parents or relatives
- Enrollment Status
  - 63.16% Full-time student
  - 34.59% Part-time student
  - 40.53% 1st year
  - 38.26% 2nd year
  - 19.32% 3rd year or 4th year
  - 1.9% 5th+ year

# HMS: Strategic Planning



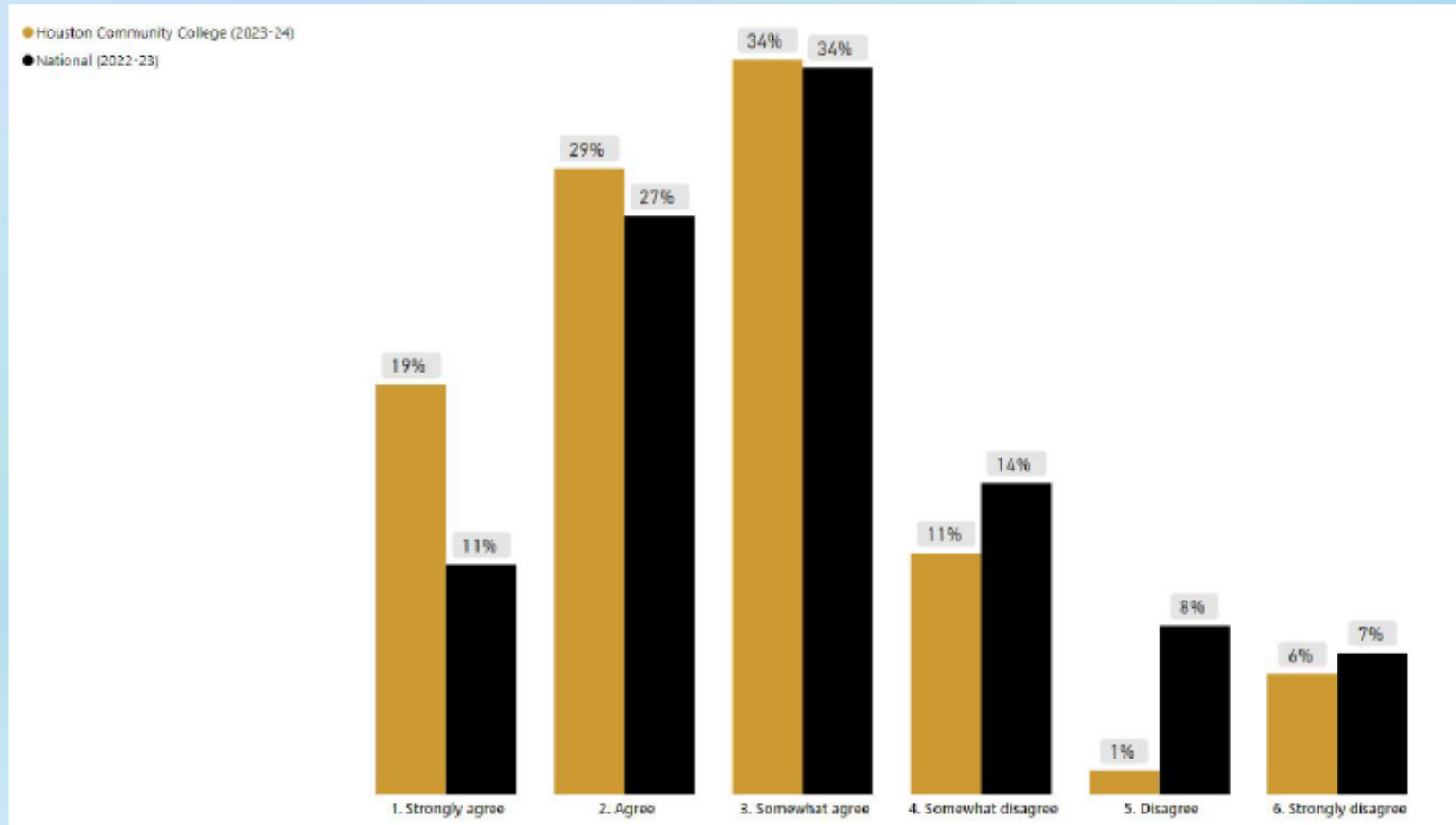
At my school, students' mental and emotional well-being is a priority.



# HMS: Strategic Planning



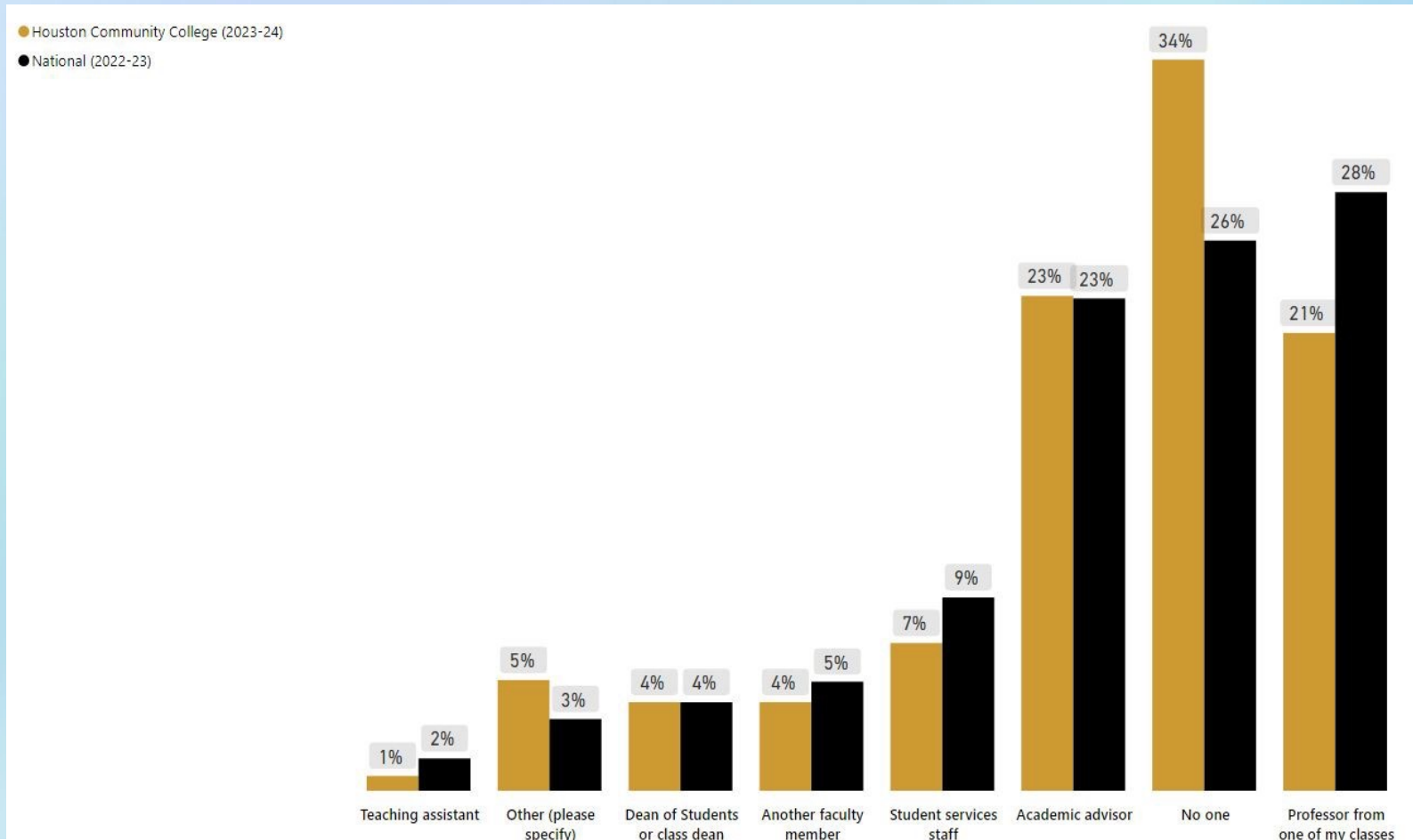
**At my school, the administration is listening to the concerns of students when it comes to health and wellness.**



# HMS: Identifying Students at Risk

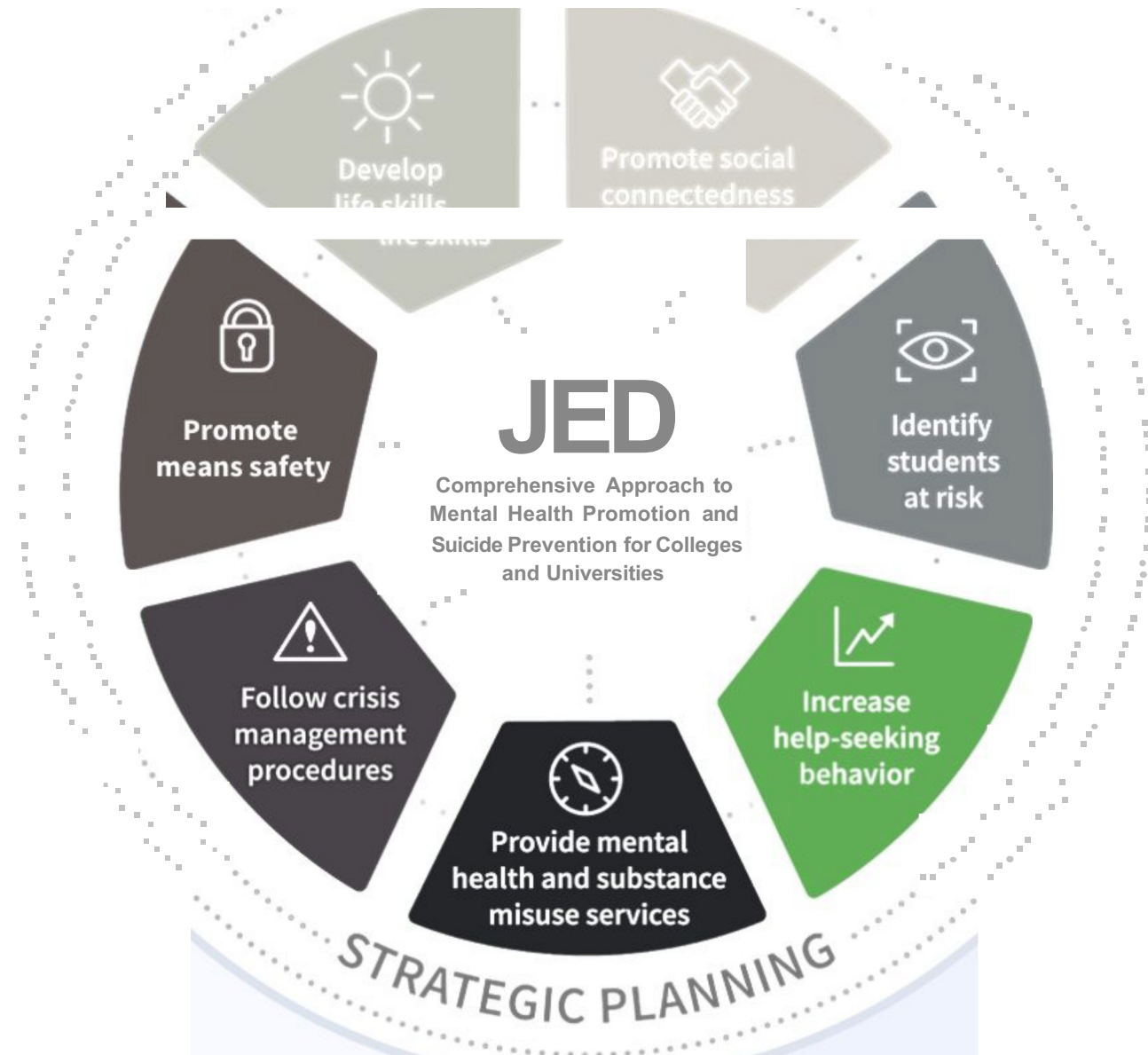


If you had a mental health problem that you believed was affecting your academic performance, which people at school would you talk to?



# Increase Help-Seeking

- Many students who need help may be reluctant or unsure of how to seek it out
- We want to increase the likelihood that a student in need will seek help
- There should be no wrong door on campus to get mental health support



## Counseling Comprehensive Approach

- ▶ Implement campus wide educational campaigns that promote shared responsibility for student emotional well-being
  - ▶ Counseling Classroom visits to raise awareness about services
  - ▶ Collaboration across the district through engaging all relevant stakeholders\*
  - ▶ Educational sessions/workshops on Suicide prevention, Dep & Anxiety, Domestic Violence, Substance Use, Human Trafficking and more
  - ▶ Suicide Protocol 2024

**Develop,  
expand,  
strengthen  
mental health  
training  
programs in  
identifying,  
reaching out to,  
and referring  
students who  
may be  
struggling**

- Connect with Community Organizations for referrals
- Mental Health First Aid Certification Training for the faculty/staff made possible through our MOU with the Harris Center (x2 each long semester, 1x summer)
- Critical Incident Stress Management (CISM) made possible through our partnership with Gulf Coast Center

# Share/utilize data to inform current and future initiatives

- Increased students' help-seeking attitudes and

2021	=	47,639
2022	=	49,242
2023	=	50,070

- Proactive steps to help identify students in need of supportive measures\*

Maxient reports:

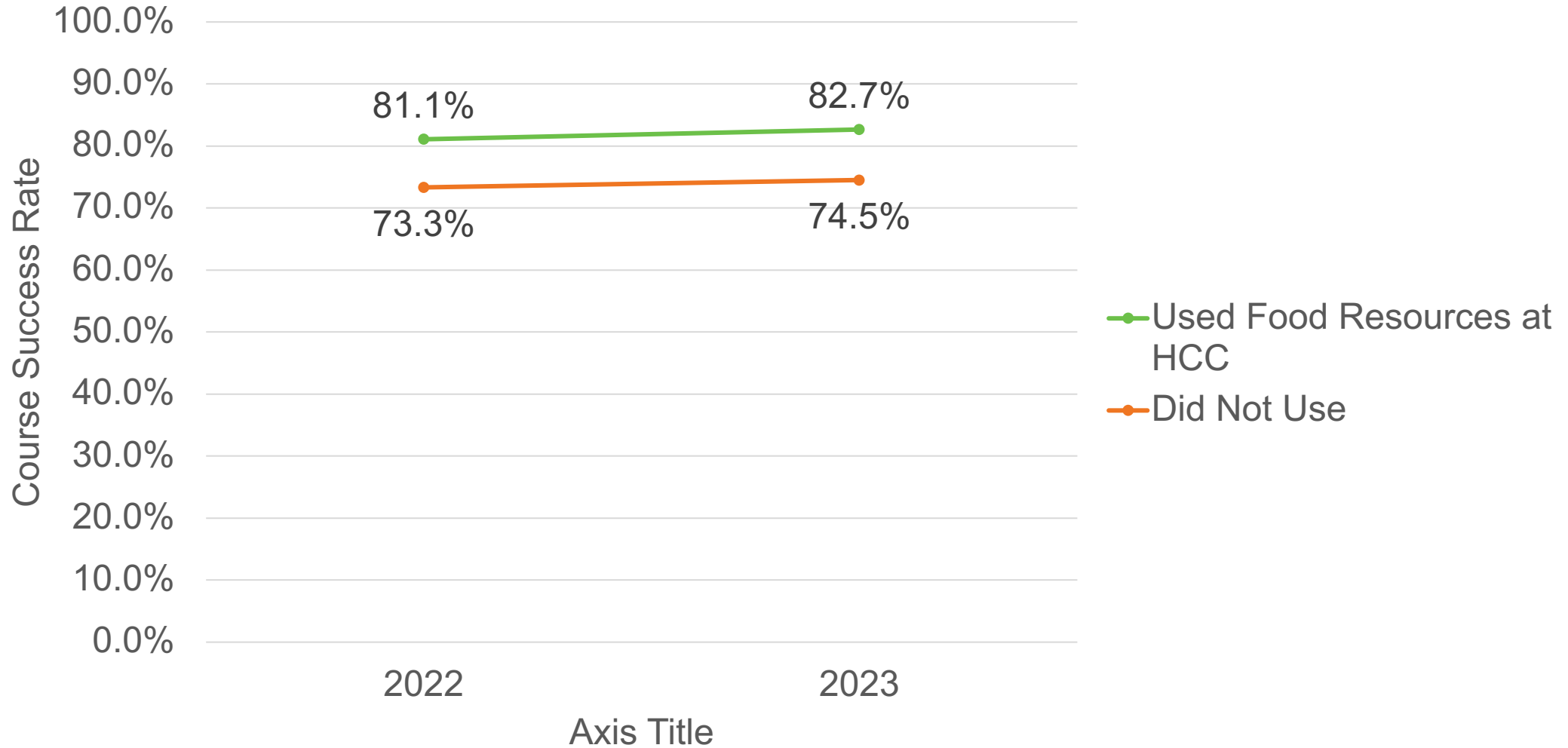
2021-	2022	=	443
2022-	2023	=	507
2023-	4-1-2024	=	471



In the 2022-23 Academic Year:

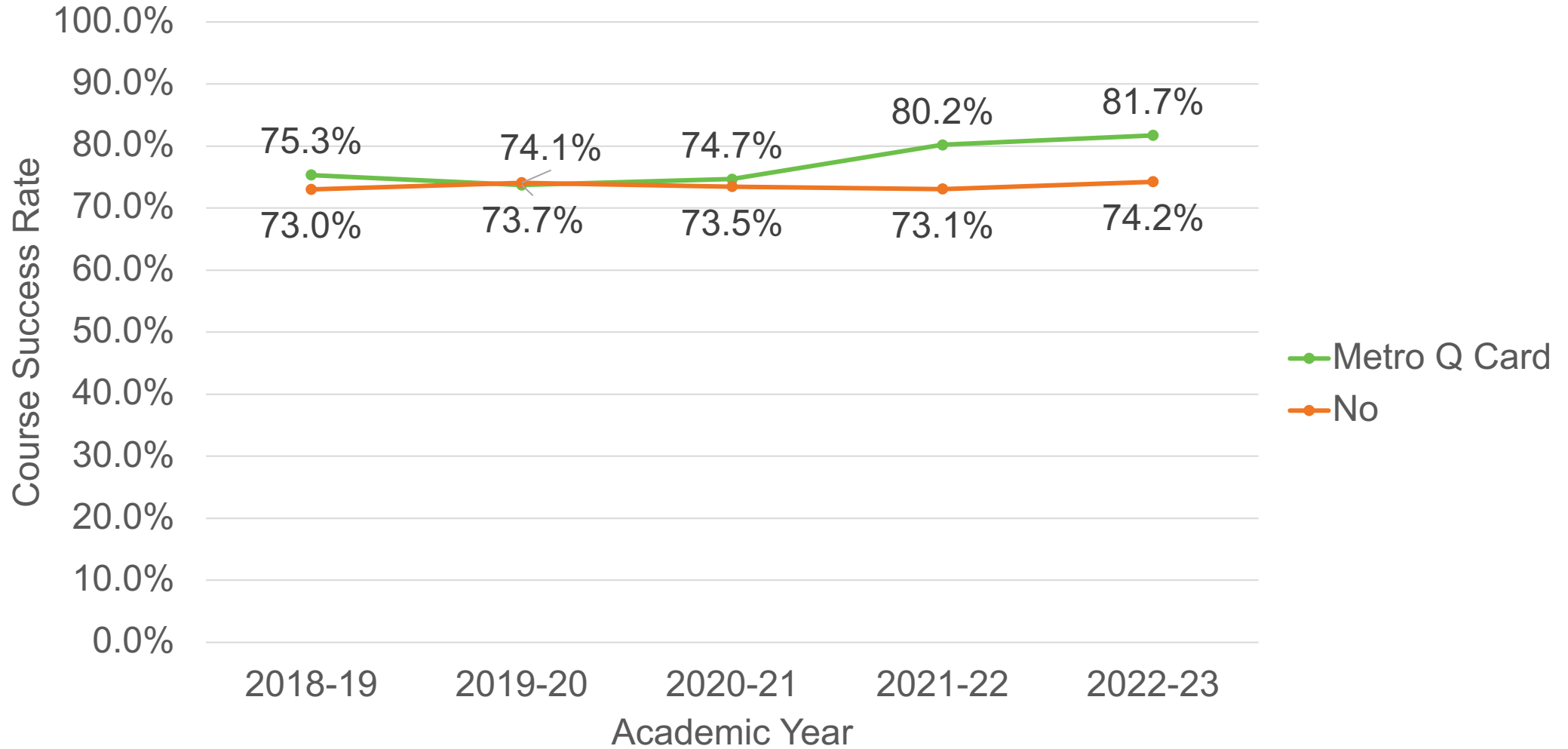
- 1,575 unique students accessed Houston Food Bank resources at HCC
- 916 additional people (e.g., community members, faculty, or staff) accessed Houston Food Bank resources at HCC
- 5,583 unique students had a Metro Q Card and were enrolled at HCC

# Course Success Rates by Accessing Houston Food Bank at HCC



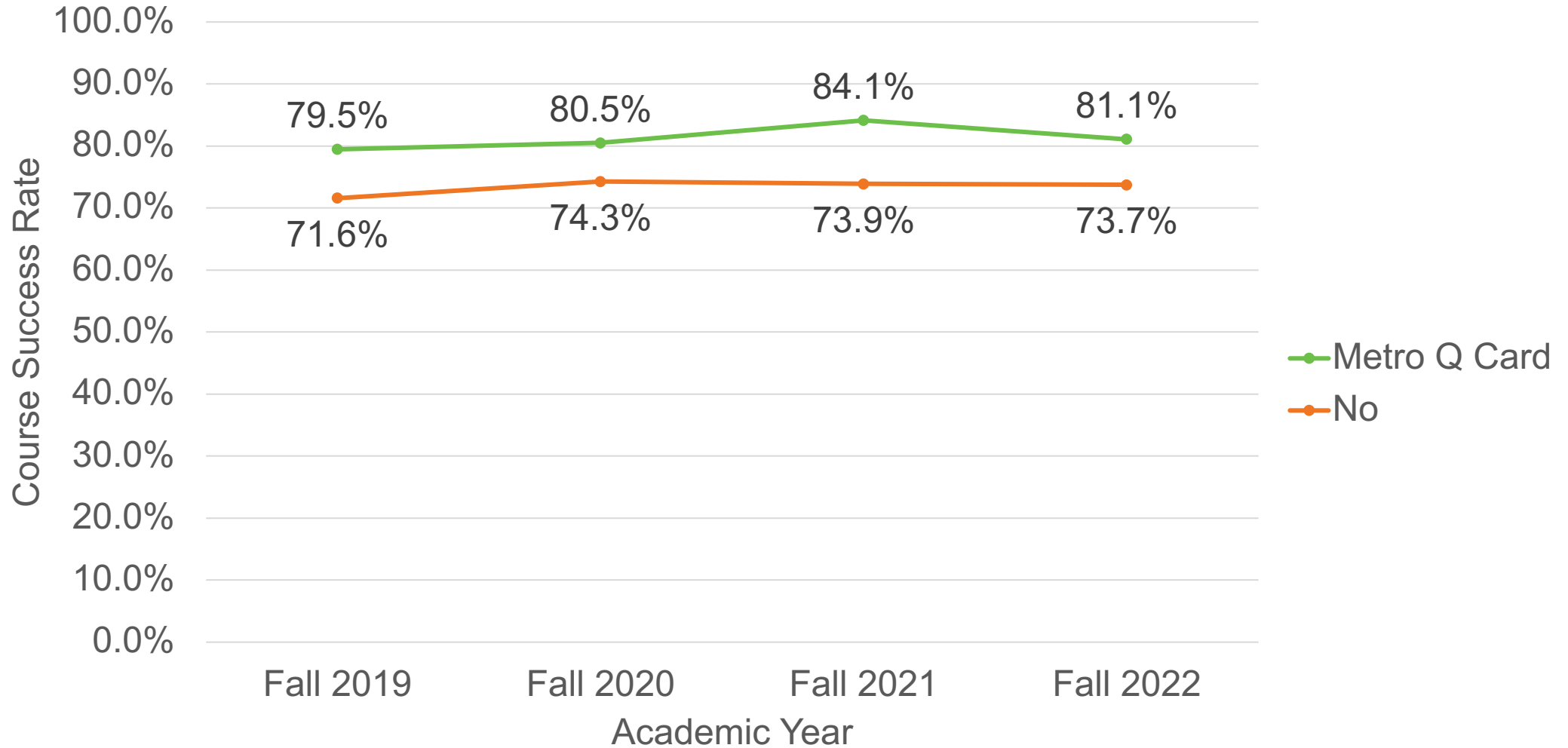
Data from PS\_DASH\_ENROLLMENT\_CURR and Counseling and Abilities Services. Only includes SCH career courses. The term in which the student accessed food services determined based on the date of the service (if available). Service that took place between terms is counted in the most recent prior term. Course success includes grades of A, B, C, COM, P, and incompletes that resolved to those grades. Grades of D, F, FX, IP, NCR, W, incompletes that resolved to those grades, and unresolved incompletes are considered not successful. Other grades are excluded.

# Course Success Rates by Metro Q Card



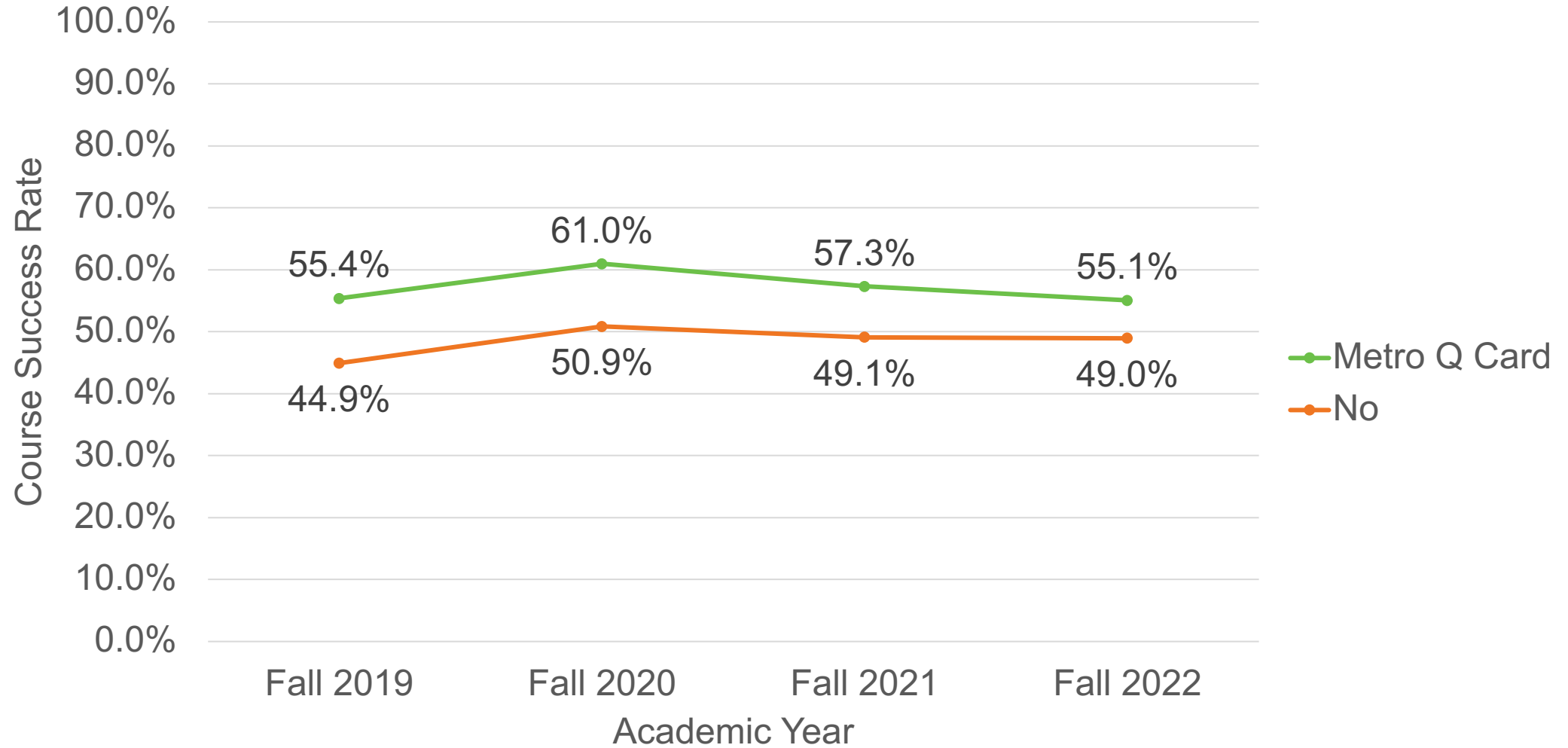
Data from PS\_DASH\_ENROLLMENT\_CURR and Metro Q cards file. Only includes SCH courses. The term in which the student had an active Metro card determine based on the expiration dates. Cases with with no expiration date set were treated as active for 18 months. Course success includes grades of A, B, C, COM, P, and incompletes that resolved to those grades. Grades of D, F, FX, IP, NCR, W, incompletes that resolved to those grades, and unresolved incompletes are considered not successful. Other grades are excluded.

# Fall to Spring Persistence Rates by Metro Q Card



Data from PS\_DASH\_ENROLLMENT\_CURR and Metro Q cards file. Persistence based on Achieving the Dream (AtD) cohort. The term in which the student had an active Metro card determine based on the expiration dates. Cases with with no expiration date set were treated as active for 18 months. The Metro Q Card group includes students who had an active card in their Fall cohort term.

# Fall to Fall Persistence Rates by Metro Q Card



Data from PS\_DASH\_ENROLLMENT\_CURR and Metro Q cards file. Persistence based on Achieving the Dream (AtD) cohort. The term in which the student had an active Metro card determine based on the expiration dates. Cases with with no expiration date set were treated as active for 18 months. The Metro Q Card group includes students who had an active card in their Fall cohort term or first Spring term.

# Sense of Belonging Item

Evaluation for Greater Learning Student Survey Sys I felt accepted in this class.

- I felt respected in this class.
- I felt supported in this class.
- I did not feel included in this class.
- I felt I was able to be my most authentic self in this class

## Key Takeaways

**Strength:** Most students reported a high sense of belonging in their courses. The average sense of belonging, from 1 (low) to 5 (high), was 3.9. Half of responses had an average sense of belonging of 4 or above.

**Strength:** The model generally performed well and was internally reliable.

Students who received a higher grade in a course rated a higher sense of belonging in that course

A student rating of their instructor was somewhat closely related to their sense of belonging in the course than was their overall rating of that course. A “better” instructor (as rated by students on EGLS3) made more difference to a student’s sense of belonging .



**\*WELLNESS INFO. & TIPS\*SNACKS & TREATS\*GIVEAWAYS\***

**MAY 1, 2024**

**WW HARMON BLDG, ROOM 101**

**12:00 PM-1:30 PM**

**GUEST: NAMI GREATER HOUSTON**

**CONTACT: NICOLE.LOVING@HCCS.EDU**

**HOST: HCC-CENTRAL COUNSELING DEPT.**



**HCC** Real World Education

Counseling and Ability Services Offices with collaboration with **NAMI (National Alliance on Mental Illness)** presents:

# **MENTAL HEALTH 101**

**Thursday, March 28**

**12 noon**

This virtual session is open to all HCC faculty, staff, and students

Register: [www.hccs.edu/mentalhealth101](http://www.hccs.edu/mentalhealth101)

SCAN ME!



For more information contact: [mahnaz.kolaini@hccs.edu](mailto:mahnaz.kolaini@hccs.edu)



**Greater Houston**

**HOUSTON**  
COMMUNITY COLLEGE

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BUILDING A SENSE OF BELONGING  
**SUMMIT**  
WHAT IT FEELS LIKE  
**TO BE ME**  
**2024**

A gathering of faculty, staff, and community partners centered on the sense of belonging and connectedness at HCC. We provide opportunities for real conversations and develop action-oriented approaches to create communities of care and promote a culture of wellness and belonging around our students, faculty, and staff!

This program also includes a Subject Matter Expert Panel and a student Panel Discussion.

**Friday, April 19**  
**8:30 a.m. – 3:30 p.m.**

West Houston Institute  
2811 Hayes Road  
Houston, TX 77082



Scan the QR code to register.

**Speakers**



**Maurice Stevens, Ph.D.** (they/them)  
Department of Comparative Studies at the Ohio State University



**Kim Williams, MBA** (she/her)  
HCA Healthcare Gulf Coast Division

For additional information, contact  
**mahnaz.kolaini@hccs.edu**

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**HOUSTON**  
COMMUNITY COLLEGE

RITM0074407

- 204 faculty and staff attended.
- 99% reported they will use what they learned in their daily work.
- 59% rated the summit as Excellent and
- 90% reported they will be attending next year's summit.

# Resources for the faculty & Staff

Counseling Page

[www.hccs.edu/counseling](http://www.hccs.edu/counseling)

ADA Page

[www.hccs.edu/accommodations](http://www.hccs.edu/accommodations)

Suicide Prevention Protocol

<https://myhcc.hccs.edu/Division-of-Instructional-Services/Pages/default.aspx>

HCC Cares Page/Basic  
Needs/Questionnaire

[www.hccs.edu/cares](http://www.hccs.edu/cares)

[www.hccs.edu/basneeds](http://www.hccs.edu/basneeds)

