Reading the Tea Leaves:
A Forecast of significant challenges that may confront HCC in the next ten years.

October 15, 2009

Cabinet officers were polled to predict major challenges to face HCC in its ten year future through 2020. The poll also asked respondents to identify significant strengths and weaknesses of the institution as well as likely external opportunities and threats. This report displays verbatim the responses to the poll. Responses were organized into thematic categories.
THE CHALLENGES

1. Doing More With Less

A. Stabilization of state funding
B. Successfully navigating continued financial perils.
C. Securing the fiscal resources required to strategically pursue and achieve the vision, such that all traditional, as well as nontraditional and collateral funding sources and streams are considered/created.
D. State funding or its lack
E. Funding of new programs
F. Because continued budget problems, HCC may need to look at new possibilities for faculty positions – something in between the true adjunct and the tenure-line faculty member. This will be even more challenging within the current Union environment.
G. The college must constantly innovate in delivery systems, technology and facilities (virtual and physical) in an extended period of reduced or static funding.
H. Preserving academic quality with limited resources
I. Reducing district overhead expenses (Davis islands) to fund direct instruction growth.
J. Limited funding to repair, replace, and remodel structures AND to hire additional employees.
K. The inability to hire and retain qualified faculty, staff, and administrators because the pay structure does not allow for competition with the corporate world.

2. Institutional Effectiveness?

A. Unwillingness to be disciplined in decision making-i.e. willingness to relocate or eliminate programs
B. Maintaining focus on our core missions, values, goals
C. Exercising the institutional resolve (courage) to strategically pursue and achieve the vision, such that decision making and commitment are streamlined toward action.
D. Investing the necessary foresight and discipline to construct a 5 and 10 year “vision” for the future of the College, whose strategic goals and objectives address, “emerging issues, trends, or events”, and that position and empower the College, “to seize opportunities and minimize threats”.
E. The development; assessment; and use of assessment results in the improvement of student learning in the workforce programs. This will be among our greatest vulnerabilities in SACS reviews through 2020.
F. A major challenge is to simplify all our processes for both our external and internal customers – this would involve good process review, process mapping and process restructuring, always with an eye towards the ease of use for the potential customer
G. Continuing to identify appropriate ways in which all campuses need to operate alike, while preserving campus flexibility to respond to local geographic opportunities ***centralization***
H. Development of cohesive programs to address the growing proportion of Hispanic students -- Programs that have collateral benefits in the improvement of developmental education, structured advising systems, DE degree offerings, etc.
I. Maintaining focus and effectively communicating that focus to lead change (new instructional delivery, new technological approaches to complete our work, new ways of working). A major set of challenges are all related to the state’s overall structure of higher education and predicting how that might change and predicting the consequences of any potential changes. Part of the difficulty is that
there is no long range strategic plan for higher education in the state which would govern the activities of the various parties – the legislature, the governor’s office, the BOG, the Articulation Coordinating Committee, the Division of Colleges and the Department of Education. If the BOG proposes new rules altering the basic 2+2 articulation agreement, who has the authority to challenge them? If the Florida State Colleges are included in the 2 + 2, will the State Universities be able to cut back on the number of AA transfers, indicating that the students are only guaranteed a place to continue their education, and that could just as easily be a State College instead of a University. How restrictive will entry requirements to selected, but popular, programs such as Business at a University become?

In addition, if the DOE or the legislature approves the concept of Adult Vocational Schools and Centers becoming Technical Colleges, what will their relationship be to Colleges like us? If they are required to get SACS accreditation, then will they be on equal standing? Would we have HCC and one or two technical colleges, such as Erwin Technical College, competing for the same students in Hillsborough County? Would we end up with a new three tiered system of Universities, State 4 – year Colleges, and Technical and Community Colleges? If so, where does HCC fit into that scheme? Would we at that point need to pursue the 4-year degree to maintain our place in the higher education system? What are the service areas for 4-year colleges? Should we not be investigating what we would have to do to become a 4-year and have some of the background work done in case we have to move in that direction.

All these, and other related issues, such as the continued existence of the Articulation Coordinating Committee, are related to this overall state issue involving the lack of a state strategic plan and the lack of a true state governance system or coordinating system for higher education. The Challenge is keeping up with potential changes, predicting the consequences, and planning HCCs best future in such a climate.

3. Aggressive Competition in Distance Education: “Generation Next” Learning

A. Establishing significant technology endowments to remain competitive and fuel the expansion of distance education.
B. To remain competitive, HCC should immediately reinvent our distance learning program. This will require:
   a. Removing cluster control of DL Course approval.
   b. Hiring experts to work with faculty in developing master courses for all general education classes.
   c. Creating collegewide text approval for DL courses.
   d. Developing technical standards to be reviewed before a course is approved for delivery.
   e. Create a DL Schedule that offers all general education courses every semester, with sufficient sections to meet enrollment demand.
   f. Creating a highly visible DL Presence on the College Website.
   g. Develop courses of varying lengths and start-dates
C. Statewide distance learning opportunities for students will lower our enrollments.
D. The college must entirely rethink the manner in which it delivers learning to meet the expectation a generation that is not constrained by time and space.
E. The college must constantly innovate in delivery systems, technology and facilities (virtual and physical) in an extended period of reduced or static funding.
4. An Information System in Need of Overhaul

A. The college must reassess its information management system. If the current system cannot more easily adapt to institutional needs we should convert to an appropriate system, such as the Florida Consortium System.

B. Solving problems and weakness in the departments where they lie (lack of trust in data in centralized computer system) instead of asking other departments and areas of the college to set up separate, parallel MIS structures to check the accuracy of our computerized data.

C. Completion of a restructuring of official college state & federal reporting systems to provide accurate information in the assessment of college performance and academic achievement. This has long-term implications to institutional and academic effectiveness; continued development of a culture of evidence/evaluation; funding; state & national rankings; public perception; and the ability to successfully engage in major grant programs and engage with external partners.

5. Is a Baccalaureate Degree in our Future?

1. The college must reevaluate its academic mission in the light of the four-year college movement. Whether or not, HCC eventually has four year programs, this statewide change will impact us.

2. 4-year college model could devalue what we do if we don’t join bandwagon.

And other challenges …

1. Not establishing strong partnerships with the SDHC, USF, others
2. Building a county-wide, one-college image while preserving sufficient campus flexibility to respond to local geographic needs.
3. To remain competitive, we must develop a marketing program that is competitive with that of proprietary institutions—at considerable cost.
4. Changes in the local transit system could be a challenge for HCC, providing both opportunity and potential threat. The current proposed light rail systems do not seem to include any sort of stop in the vicinity of the Dale Mabry Campus, even though almost all plans have been sure to include stops at USF. The reality is that more commuter students attend Dale Mabry than USF. The challenge will be to convince transit system planners to include a spur of some sort from the proposed West Shore or Air Port lines to the Dale Mabry Campus. Having the two stadiums there to benefit from the line should make it an easier argument. In addition, any plans for a future sight in the Northern or Northwestern part of the county should be made with a strong consideration of where the proposed light rail lines will be placed.
5. Again, pointing to potential changes in Florida’s economic structure, it is increasingly challenging to predict what the new jobs of the future will be, and what they will require educationally
6. Maintaining a competent, committed workforce at the College.
7. Lack of progress in dealing with students who are not prepared for college level work
8. Improving economy will lower enrollments.
9. Enrollment stabilization
OPPORTUNITIES

1. An Engine of Economic Growth
   A. Completed expansion of the Panama Canal in 2014 will impact the Port of Tampa and area business & industry.
   B. The healthcare sector will grow and change, and the College is immediately positioned to prepare its entry-level workforce.
   C. Opportunities for the growth and promotion of “green” work force technology programs.
   D. Increasing interest in environmental and sustainability areas – possible new programs and green college credit certificates for existing programs – CEUs for those with degrees and the possibility of developing post-baccalaureate, credit certificates in green and sustainability areas – this could possibly be an area for the College to consider in its I-4 Corridor partnerships
   E. Developing new workforce programs in response to legitimate, employer-driven movement to green jobs (not taking federal grants, training students, and dealing with a surplus of trained students and too few jobs—we will be blamed if that situation occurs).
   F. The renewable energy sector will grow, and the College can position itself to prepare the entry-level workforce.
   G. With sufficient new state funding, developing four-year workforce development programs in very selected disciplines.
   H. HCC could become a primary engine of economic growth in the region.
   I. HCC team with the public schools to create a seamless and expedited path from high school to degree or skilled employment.
   J. National-state-local-positive exposure of community colleges due to economic climate
   K. New president willing to raise college identity within region particularly in the corporate community
   L. Competition for corporate/continuing training diminished due to economic factors
   M. Economic recovery will require workforce training, and the College is uniquely equipped to provide it.
   N. New program development – in part due to President Obama’s plan for CC’s
   O. Job creation programs/economic development
   P. Public-private partnerships for land development.
2. Expansion of Distance Education
   A. HCC could provide high quality Distance Learning Courses, making inroads in every area of the state and beyond.
   B. HCC could become a college without walls, providing a seamless menu of virtual and classroom learning opportunities and assessments that are not constrained by or location or length of term.
   C. Increased access to higher education through online learning
   D. Opportunities to significantly expand distance learning course delivery.
   E. Advances in mass communications technology, including the internet, offer unlimited opportunities to expand distance learning both nationally and internationally.
   F. Using technology to create more educational choices, for instance the Increased capacity for hand held devices such as smarter phones for which we could be developing strategies to utilize for distance learning classes, hybrids, and even enhancement of traditional classes
   G. Distance Education
   H. Using technology to create more educational choices, for instance the Increased capacity for hand held devices such as smarter phones for which we could be developing strategies to utilize for distance learning classes, hybrids, and even enhancement of traditional classes

3. Enhancement of Diversity
   A. Continued growth in the proportion of the Hispanic population.
   B. The Hispanic population is growing rapidly and will require greater access to entry-level postsecondary education.
   C. HCC could become a truly diverse institution, with a faculty and curriculum that reflects our diverse community.
   D. There is an opportunity to greatly expand our international student demographic. We are well-positioned and an attractive option for overseas students.
   E. International exposure through international education efforts

4. Alternative Funding Sources
   A. External funding – NSF, DoL, private foundations
   B. The Dale Mabry Front Yard still seems like a major opportunity that the College will need to capitalize on in the future, both for the educational possibilities and the potential revenue opportunities
   C. More federal/state grants available
   D. 4-year college model may bring additional funds to HCC, if we join the bandwagon.
   E. Increased opportunities to work with the local school system (which may be receiving its own $100 million grant) on strategies to increase the college readiness of the system’s graduates, which in turn could lead to the possibility of more dual enrollment classes and to the possibility of joint grants to work on college readiness – this ties in to the overall increased grant opportunities because of the possible federal programs for Community Colleges from the federal government
   F. Building a much stronger, much larger Foundation, starting with a county-wide funding campaign coinciding with our emergence from the recession.
5. Institutional Opportunities
   B. New improvements in Datatel and other student information/course management systems could make the college run more efficiently.
   C. Increasing number of Boomer retirees – potential for additional, experienced adjuncts and part-time student services staff – a potential market for continuing education or travel abroad programs
   D. The current administration has expressed confidence in the community college system.
   E. Institutional planning and research
   F. Advanced technology and human interface(s)

6. Mass Transit
   A. There is increasing recognition that local government(s) must come together over issues such as light rail and safety. In my opinion, we must move to a county-city model, where there is one County “mayor” as in Orlando. Local citizens are increasingly concerned over the use of their tax dollars, and this model would provide needed efficiencies. Hillsborough Community College would be uniquely positioned, along with the K-12 school district, to play a role in responding to this new model, as we are the only higher education institution that specifically serves Hillsborough County.
   B. Development of a mass transit corridor from Tampa to Orlando.

Other
   A. Emergence of USF as a football power and it implications for enrollment management at HCC (see UF – Santa Fe).
**THREATS**

1. **Inadequate Funding**
   
   A. Continued inadequacy of state funding, independent of economic cycles, due to a lack of political will to increase revenue.
   
   B. Funding – very poor state outlook/forecast
   
   C. The failure of economic recovery and/or double-digit unemployment for 2 or more years.
   
   D. The State is and will be unable to sufficiently fund the growth and/or transformation of the College.
   
   E. Inflation. Many economists predict that an inflationary period will follow the current recession. WE will be pressured to raise wages as a result, and our source of variable revenue will continue to be tuition. How much can our students be asked to contribute to their education?
   
   F. The economic recession and other competing national priorities may obstruct the commitment and flow of federal funds.
   
   G. Reduced state funding, coupled with enrollment growth.
   
   H. Continued budget declines
   
   I. Alterations in State oversight that compromise the few prerogatives that community colleges currently enjoy, and/or, that exaggerate the discrepancy of funding among providers of secondary, public and private postsecondary and proprietary education.
   
   J. Increasing federal debt levels could jeopardize future grant funding and financial aid funding
   
   K. Continued declines in state funding
   
   L. Electronic books as it relates to bookstore sales. We have grown to rely on bookstore revenues as a non-restricted source of funds to the College. Presently, the bookstore generates between $500,000 to $800,000 annually. I predict that within 10 years, publishers will be selling eBooks to students directly, and there will not be a need for “middleman” of College bookstores.
   
   M. Expanding campuses/centers faster than our operating revenue increases.
   
   N. Deteriorating facility infrastructure. State funding for renovation and new buildings is dwindling, and most of our buildings were built 30 to 40 years ago.
   
   O. Limited funding to repair, replace, and remodel structures AND to hire additional employees.
   
   P. The inability to hire and retain qualified faculty, staff, and administrators because the pay structure does not allow for competition with the corporate world.
   
   Q. Continued budget problems from the state that lower the amount of state funding which threaten our staffing patterns, causing us to rely ever more heavily upon adjunct instruction and temporary full-time positions, instead of creating necessary permanent faculty lines. State budget issues are also causing an increasing burden for the students because tuition keeps increasing. At what point do tuition costs begin impacting upon our enrollment?
2. **Increasing Competition: Distance Education & Proprietary Providers**
   A. Aggressive expansion of distance education offerings among area competitors.
   B. Intense competition for students from public colleges throughout the state, as DL becomes the primary delivery method for academic courses.
   C. A rapid shift from classroom based instructional paradigm to a virtual paradigm.
   D. Statewide distance learning opportunities for students will lower our enrollments.
   E. Increased competition from online/proprietary
   F. Increasing competition from online and proprietary institutions. Without the burden to State regulation and compliance issues, private institutions have more flexibility to change and respond to market trends quickly, and to package instructional delivery in new ways.
   G. Increasing competition from proprietary colleges and universities.
   H. Competition from other educational providers
   I. The demand for workforce training will prompt the growth of proprietary providers who will benefit from State and Federal funding, without the limitations, oversight or restrictions of public providers.

3. **The Baccalaureate Degree**
   A. Mounting pressure to offer the baccalaureate degree to address critical workforce shortages.
   B. The expansion of 4 year programs at former community colleges.
   C. Push to move into 4-year degrees
   D. In the Northeast, there is a movement to require the bachelor’s degree for RNs. The trend for increasing the educational requirements in Allied Health fields and other technical fields could mean other areas in which we have Associate degrees would also begin to look at the bachelor’s as a minimal requirement
   E. 4-year college model could devalue what we do if we don’t join bandwagon.
   F. Related to above-diminished importance of accreditation ***related to 4-year degrees***

4. **A Changing Labor Market**
   A. A threatening trend seems to be the potential for a major change in Florida’s economy, from a growth economy to one involving a stable or declining population. What does this mean in terms of changes in the job market? What jobs should we be preparing our students for?
   B. Few new industries moving into our region & stagnation of existing industries
   C. The failure of economic recovery and/or double-digit unemployment for 2 or more years (repeated, appears also under Inadequate Funding)
   D. Improving economy will lower enrollments.

5. **Threats from Within**
   A. Loss of focus on institutional goals/objectives
   B. Starting new workforce programs based on political trends, instead of on demonstrated need/established training needs from employers
   C. Change of leadership
   D. Inaccurate image of the college on part of businesses and public organizations—they still don’t know how good we are!
   E. Continued movement of functions and work from Davis islands to the campuses without moving resources with them.
   F. Security/Public Safety—we have been relatively lucky, but we need to identify resources to substantially upgrade security of people and property at the College. For example, should we consider sworn and armed campus police officers?
Other
A. Major hurricane/ environmental events
B. Board of Governor’s decisions and recommendations
STRENGTHS

1. Academics
   A. A challenging QEP
   B. Efforts toward accountability for student learning.
   C. Focus on our core mission: student learning—what are our students learning? How do we know?
   D. Commitment to increase retention and graduation rates
   E. Stable curriculum and planning processes
   F. Workforce Programs on all campuses.
   G. A proven commitment to workforce education, innovation and economic development.
   H. Wide variety of instructional program offerings that seem to meet many of the workforce and transfer needs of the community.
   I. Good array of programs

2. HCC Reputation
   A. Generally well respected in the community. The very successful SACS accreditation brought positive attention nationally. Dr. Stephenson is well-respected locally and nationally.
   B. Longstanding brand recognition in the community
   C. Support from local business and industry.
   D. A forty-year reputation as a fine postsecondary educational institution.
   E. Solid reputation with our external community
   F. Improved public image in the district

3. Faculty/Staff Resource
   A. Loyal and stable employee base
   B. A competent and dedicated workforce who care about the College and its mission.
   C. Solid faculty/staff in place
   D. A strongly qualified faculty
   E. Strong faculty, administration, and staff
   F. Mostly excellent faculty.

4. Leadership
   A. Stable leadership
   B. Organizational system with strong campus autonomy
   C. Experienced board of trustees
   D. Excellent leadership on some campuses.
   E. Strong leadership at the top Dr. Stephenson in the community.

5. Location, Location, Location
   A. Sunbelt location with major post-recession growth potential.
   B. Convenient campus locations near population centers and transportation arteries.
   C. Substantial physical and real estate assets that are distributed strategically throughout the County, with satisfactory fiscal assets and a low debt service.
   D. Campus locations throughout the county
6. **Sound Fiscal Management**
   A. Prudent fiscal management
   B. A foundation with growing assets
   C. Strong balance sheet, healthy fund balance at present, to help stave off near term financial hardships at the State and federal level.
   D. HCC’s budget is well managed (particularly during this economic downturn)

7. **Communication**
   A. Much improvement in effectiveness in campuses/district working together
   B. People willing to help each other out.
   C. Partnerships between Student Affairs and Academic Affairs
   D. The CAC and IAC are available to help rank-and-file employees be part of the solution.

8. **Planning & Research**
   A. Decent planning model
   B. Stable curriculum and planning processes (repeated entry, also appears under Academics)
   C. Office of Institutional Research/ Strategic planning

9. **Diversity**
   A. Appreciation of diversity
   B. Diversity

10. **Facilities**
    A. Good facilities featuring numerous 20th century classrooms
WEAKNESSES

1. Organizational Structure
   A. It is still difficult, whether because of time or organizational structure, to solicit and support innovations which would allow us to be proactive instead of reactive
   B. The sometimes schizophrenic centralization/decentralization conundrum. Procedures are not consistent across the College, and students, faculty and staff express their frustration with this each day.
   C. Inconsistency in policies across campuses
   D. Inconsistencies across campuses in the execution of procedure and practice (e.g. textbook selection, expansion of distance ed., etc.)
   E. Cluster structure hampers progress, innovation, creativity, and experimentation of faculty.
   F. An organizational structure that impedes accountability for academic performance. Specifically, no academic department chairs; no academic deans with district-wide responsibility for academic programs with the exception of a dean of allied health (i.e. dean of public service, dean of engineering, dean of developmental education, dean of con. Ed. & corporate training, etc.).
   G. Employee accountability –Lack of accountability/consequences for under and poor performing employees who only do the minimum. No expectation for excellence. This goes for all employees from Senior staff down to part-time workers.
   H. Allowing 30-year pilot studies to continue to operate at one or two campuses (GED, Operation College, TRIO, and EAP). All campuses need these very good programs.
   I. Lack of communication among campuses.

2. Faculty/Staff Investment
   A. There has been relatively little emphasis on professional development, especially on technology skills training among the rank and file. Manual processes have persisted, and we have too many low-skilled individuals when we could leverage technology and have fewer, higher skilled individuals in overhead functions.
   B. We are not putting enough resources into building adjunct faculty and their development
   C. A culture that is very resistant to change. We have long-term employees who have not worked in other environments, and have difficulty envisioning how problems could be approached in different ways.
   D. Concerns that some of the IR department staff do not possess the training, experience, or knowledge needed for the amount and types of research and data collection/evaluation that is required of this institution.
   E. Poor Customer Service Attitude in some areas
   F. Not enough full time faculty and staff to support core offerings
   G. Restrictive faculty contract and related issues, hindering innovation.
   H. Faculty diversity of throughout the college
3. Funding/Salaries
   A. Long-term structural deficits if the $3.9 million in stimulus dollars from the State end after 2010-11, as they are forecast to do.
   B. Insufficient soft funds to overcome weak public funding, raised through a more active Foundation staffed with more development professionals.
   C. Funding continues to be a problem – few dollars for new program development
   D. Because of budget, being understaffed in important areas such as student services and support services with an emphasis on problems related to Financial aid
   E. Inadequate State funding.
   F. We are still inconsistent in the way funding goes to planning objectives
   G. The salary structure for all full and part-time positions must be reviewed and adjusted as necessary if we are to continue to attract the best and the brightest.
   H. Salaries for entry level Student Services positions (front line individuals and advisors)

4. IT
   A. Inadequate technology and systems to support the needs of students.
   B. IT systems, especially in registration performance, difficulties with data for state reports and difficulties in getting requested tasks accomplished – including expenses of having to constantly utilize consultants to bring on features and accomplish requested projects such as creating on-line forms, on-line applications, on-line registration for continuing education and so forth
   C. Leverage of Technology to streamline administrative processes
   D. Slow to implement pieces of Datatel that the college paid for or should pay for in order to improve student experience.
   E. Keeping up with technology. Datatel doesn’t support an institution our size. Online@HCC crashes too often. Excuses are given too often about why things aren’t working or upgrades/patches/programming requests can’t be completed in reasonable amounts of time.

5. Academics
   A. No structured program for developmental education.
   B. Not a serious focus on Preparatory Programs
   C. Low degree completion rates.
   D. Is our FTIC student cohort learning? Can we document that learning?

6. Advising/Student Services
   A. No cohesive advising system.
   B. Effectiveness of student advising
   C. We are still not putting enough thinking or resources into our student support/success efforts
   D. Student retention; particularly African Americans and Latino males

7. Distance Learning
   A. Failure to produce and comprehensive and competitive Distance Learning program.
   B. Insufficient distance learning opportunities and options.
   C. Expansion of distance learning (involves academic affairs course and program offerings and student affairs ability to effectively assist exclusively online learners)
8. **Assessment/Reporting**
   A. Accuracy of data in college computer files- a separate weakness from #2 below.
   B. Problematic Data Management System.
   C. A state reporting system that does not accurately portray college and academic performance - an essential building block to a culture of evidence & evaluation.

9. **Vision/Planning**
   A. The lack of a coherent, achievable “vision” for 5 and 10 years in the future.
   B. Finding enough time to bring people together for serious evaluation and planning

**Other**
   A. Certain collegewide errors keep making excuses for not producing or take too long to act (ie. OIT with e-advising, 15-30-45, auto graduation, 1st Day Attendance, Financial Aid, etc.).
   B. Aging physical plant at the older campuses.
   C. Acute vulnerable to pressure from local special interest groups, who, aided and abetted by a compliant local media, with unfettered access to public records, can obstruct growth and/or change.
   D. Still silo areas of concern that could threaten long-term sustainability, for instance with the systems agents.
   E. Indecisiveness of some administrators.
THE SURVEY QUESTIONS

Reading the Tea Leaves:
A Forecast of significant challenges that may confront HCC in the next ten years.

Assessing Internal Strength and Weakness

From your perspective as a Cabinet Officer, please identify the most significant strengths and weaknesses of Hillsborough Community College.

To stimulate your thinking consider our college goals, your division and campus plans, institutional performance as reported in the Critical Success Factors, program review results, survey results, etc.

The most important strengths of HCC (list up to 5)

1. 
2. 
3. 
4. 
5. 

The most serious weaknesses of HCC (list up to 5)

1. 
2. 
3. 
4. 
5.
Forecasting external opportunities and threats

From your perspective, predict the most significant opportunities and threats that are likely to impact HCC in the next 5 to 10 years. You may also view opportunities/threats as emerging issues, trends, or events.

Note: your predictions must meet two conditions 1) they are highly likely to occur and 2) will have a significant impact on the college. For instance, it’s possible for an event to occur that would have a marginal impact on HCC.

To stimulate your thought consider a taxonomy of likely opportunities & threats in categories such as 1) economic, 2) political/legal, 3) technological, 4) social/demographic, 5) educational/pedagogic. Also consider trends & events at different levels of scale that are likely to impact the college at international, national, regional, state, and local levels.

Predict likely opportunities in the next 5 to 10 years that HCC could capitalize on (list up to 5)

1.
2.
3.
4.
5.

Predict likely trends or events that could pose a threat to achievement of HCC’s mission & goals in the next 5 to 10 years (list up to 5).

1.
2.
3.
4.
5.

The Challenges

In consideration of your responses above, what do you believe will be the most significant challenges HCC will face in its ten year future through 2020. Consider your assessed strengths and weaknesses in context of our preparedness to seize opportunities and minimize threats.

Predict major challenges (list up to 5)

1.
2.
3.
4.
5.