HALIFAX
Community College

LEARNING COMES TO LIFE IN PURSUIT OF EXCELLENCE

Institutional Effectiveness Plan

Final Plan Year 2014-2015 Results

Office of Institutional Effectiveness, Planning and Assessment

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OFFICE OF THE PRESIDENT
Dr. Ervin V. Griffin, Sr., President

Purpose: The Office of the President has the responsibility for bringing together the resources of the institution – physical, financial, and personnel in order to allocate them effectively to achieve the goals of the institution.

Goal	Intended Student Learning Outcome ——————————— Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Results / Outcomes	Use of Results
Goal III (3.1, 3.2, 3.3) **Economic Development** Support economic development in the Roanoke Valley	Academic and Con Ed course offerings will support the needs of the business & industry workforce	Increase customized training offerings Increase number of third party credentials	WFDCE articulation agreements established Training schedule and funded Credentials awarded and increase in completion rate performance		An articulation agreement was developed with North Carolina A & T State University for transfer for a BA of Science in Electronics Technology and BA of Science in Information Technology (pending official signatures). HCC Small Business Center helped businesses create 26 jobs, retain 31 jobs, and start 14 new businesses in Halifax and Northampton Counties. 59 free Small Business Seminars were offered resulting in the 480 entrepreneurship attendees.	HCC will promote Associate degree and transfer opportunity to increase enrollment, graduation, and completion and transfer performance rates. Continue developing seminars of interest to assist current businesses and for entrepreneurship Use feedback from business about job creation opportunities and monitor success of new start-up business to determine needs and how HCC Small business center can

					Small Business Center created partnerships with the following: Roanoke Valley Chamber of Commerce, Main Street Roanoke Rapids, Lake Gaston Chamber of Commerce, Halifax County Economic Development Commission, Halifax County Dept. of Tourism, NC Upper Coastal Plain Counsel of Governments, Hollister Chamber of Commerce, Roanoke Rapids Daily Herald The following partnerships were established resulting in providing computer classes for local business: Hollister Chamber of Commerce PCB- Computer classes Klausner and Pierce Trailer- Keytrain class Bones Toyota- Career Readiness Certifications	continue to assist Work with partners to continue development of job and economic development opportunities to benefit the counties served and the college

| Goal II (2.3, 2.4, 2.5) Academic Programs Ensure effectiveness in Instructional Programs | Meet requirements for NCCCS performance indicators | Scores on NCCCS performance indicators will meet or exceed system goals | 2014-15 NCCCS performance measures | Curriculum and Basic Skills operating cost. | Performance measures results are listed below for each measure with the first percentage representing HCC's percentage pass rate and the NCCCS pass rate goal of excellence:

Basic Skills **47.4%** /51.2%

GED Pass Rate **48.1%** /82%

Dev. English **73.9%** /74.9%

Dev. Math **50%** /75.4%

Year-One Progress **61.4%** /74.6%

Curriculum Completion **48.4%** / 45.6%

Licensure Pass Rate **79.5%** /91.7%

Transfer Performance **88%** / 93.8% | Performance measure results are used to determine performance based budgeting for planning.

Results are shared with academic and administrative units to inform institutional effectiveness planning for the 2015-16 academic year.

Academic units and Student Services review data to inform instruction, curricula, and professional development as well as to determine strategies to promote student success. |
| Goal V (5.4) Public Awareness Increase Public Awareness | Annual Report Publication

Newspaper column | Annual Presidents Report

Newspaper column | Published Report | | Annual Presidents report for 2013-14 was published and distributed Fall 2014.

President's column was printed monthly in the local Daily | The report provides data and information for the strategic plan accomplishment

Feedback from the community and other constituents informs the |

					Herald Newspaper.	President on community relations and keeping the community informed.
Goal I, II, III, IV, V, VI **Strategic Plan:** Oversee strategic plan implementation to meet the HCC mission and goals	Meet college mission and college strategic plan initiatives	Results from Institutional Effectiveness planning	I.E. plans 2013-14 NCCCS Performance Measures		I.E. plans were developed by each unit for the academic year 2014-15; annual unit head meetings to discuss the plans were held with the President in November and December. End of year I.E. plan results were submitted in May/June. Strategic Plan accomplishments were shared campus-wide at the end of the year close-out meeting.	Unit meetings provide the opportunity to continue conversations about institutional effectiveness practices and how to collect, analyze and use data for improvement. Suggestions for program development, professional development, student success measures and instructional practices resulted from these meetings. Some program development suggestions were explored by the curriculum committee for fall 2015 implementation and spring 2016. For example, fall 2015 cohorts will be recruited to begin an evening associate in arts transfer program and applied science associate degree in Criminal

						Justice.
Goal II (2.3) Student Development Plan sustained programs for student enrollment, development, satisfaction and success	Meet 10-year enrollment projection by 2020	8-week Mini-Semester enrollment 2% increase in enrollment above prior year and a 2% increase in the retention rate. Increase the graduation rate by 2%	Enrollment data and academic program reports Internal enrollment/ retention data and NC Performance Indicator Report		Mini-semester enrollment increased by 32% in fall 2014 to 41 student, up from fall 2013 with 31 students Enrollment decreased by 3% from 1357 fall 2013 to 1310 in fall 2014 Retention rate for spring 2014 was 57.2% up from Spring 2013 at 52% Graduation rate increase by 7.6% from 351 in 2013-14 to 378 in 2014-15	The mini semester numbers help the institution determine budget projections based on FTE. School chairs are discussing strategies for implementation to increase mini-semester enrollment. Retention factors are currently under review with identifying strategies through the student services and retention committee. Stackable credentials are identified through programs to enhance completion rates/graduation.
Goal V Budget Prepare a data-driven institutional budget based on sound educational planning	The annual budget will be approved by the Board of Trustees Budget panning and expenditures will be aligned with NCCCS guidelines	An approved annual budget and distribution of budget allocations	Budget plan, reports and minutes of board meeting		An approved budget was allocated for the 2014-15 academic year. HCC experienced a budget shortfall resulting in a reduction of faculty and staff and right sizing.	The enrollment and retention committee planned recruitment strategies for summer, fall 2015 and mini semester (October 2015).

| Goal IV Institutional Effectiveness Implementation of campus wide institutional effectiveness plan, guide strategic planning and institutional growth and development | Monitor campus wide institutional effectiveness

Monitor Voluntary Framework of Accountability (VFA) metrics

Ensure HCC overall planning is aligned with NCCCS and SACSCOC requirements; and 2013-17 strategic plan | Unit implementation of IE plans

VFA metrics identified for each unit.

President's Annual Report, Final I. E. Plan Report, Strategic Plan

NCCCS Performance Measures | IE Plans

VFA Measures

Reports | | IE Plans were developed and implemented. Meetings were held to discuss plans and alignment with the strategic plan.

Unit meetings were held with student services and workforce and economic development to plan VFA data collection strategies.

Began self-study and preparation for the SACSCOC 5th year report due 2016.

HCC was above the baseline in 7 out of 8 performance measures; of the 7, exceeded the system goal for one measure. | Results of IE Plans for 2014-15 will inform planning for 2015-16.

VFA data collection for student services was identified; collection begins fall 2015; will be used to assess student progression.

NCCCS is working to compile VFA data for colleges system wide. Data will be used to strengthen services for adult basic education and high school equivalency completion rates.

Performance measure data discussions will be held campus wide for about developing strategies for improving. |

2014-2015

P. R. I. D. E. MALE LEADERSHIP PROGRAM
Daniel Lovett, Director

Purpose: To enhance enrollment management and increase public awareness of the college.

Goal	Intended	Criteria for	Assessment	Resourc	Assessment	Use of

	Outcome	Success	Tools	es /Cost	Results	Results
Goal II (2.6) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse population	Increase number of men who return in subsequent semesters from last year by 5% (78% returned for year 2) Increase number of graduates by	83% of men will return 2nd semester- from fall 2014 to spring 2015	Registration schedules, class rosters, Financial Aid awards Scholarships	$1,000	Participants returned at a rate of 84% 120 2015-16 AFAM grads (57% of total earned a credential compared to 81 in 2014-15, a 43% increase	Determine if baseline needs adjusting for subsequent years Track longitudinal retention Year 2 data available in September Monitor program impact on increases Determine which services most impact success Determine and strengthen less effective services
(2.3)	Increase number of participants that transfer to a 4-yr institution	Design strategies to increase 4-year transfer rates			4 transferred in 2014-15 to UNC Greensboro (1), NC A&T (2) & NC Wesleyan (1) 7 others are transferring in August to: Elizabeth City (1), East Carolina (1), Fayetteville State (1), & UNC-Greensboro (1), UNC Wilmington (1) NC Central (2) **Two** past grads received BS degrees from East Carolina and Elizabeth City State Transfers: Last year, 3 transferred to 4 year schools, this year, 4 transferred-a 25%.increase LCs and staff worked with early college students and RVEC	Monitor program impact on increases Determine which services most impact success Determine and strengthen less effective services Learning Coaches and staff designed graduation plans and used Datatel "Eval" to train students and track progress. Encourage students in majors with stackable credentials to graduate and continue enrollment rather than wait until the end, to graduate with credential.

					liaison to work with transfer students Required students to attend transfer student workshops and join college tours with SSS	

HCC TITLE III PROGRAM
Daniel Lovett, Director

Purpose: Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Goal V: To strengthen private and public financial support for the college and students	Coordinate preparation of PBIF financial eligibility reports Insure continued eligibility to receive yearly allocation Coordinate preparation and monitoring of fiscal and technical reports PMs reports will reflect timely implementation and proper use of funds PMs will submit documentation to populate quarterly reports for grantors	HCC will receive yearly allocations throughout 2016. PMs expenses will correlate to budgets Reports will arrive by timelines and include quantitative information	US DOE PBI award letter with approved allocation Submission of interim and final report on time; Use of data collection instruments, i.e., surveys & evaluations	$200	All expenditures were accurately accounted for—HCC submitted a "clean" balanced end of year budget closeout process 20% of projects managers did not submit reports according to timelines	Use same accounting process to ensure accurate reports that demonstrate HCC integrity and ability to accurately and efficiently manage large grants Work closer with PM to ensure compliance so that final reports can be submitted Increase reminders and follow-up with PM to get 100% compliance Schedule quarterly meetings to keep PMs on track

ADMINISTRATIVE AFFAIRS, FINANCIAL SERVICES, PHYSICAL PLANT
Human Resources, Information Systems, Physical Plant, Security, Bookstore, Child Care Center
Debra Smith, VP Administrative Affairs, AVP of Finance/Controller

Purpose: To support the teaching mission of the College with efficient, effective resource allocation, management techniques and technology

Goal	Intended Student-Learning Outcome / Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results / Outcomes	Use of Results
Goal V (5.6) Ensure the financial viability of the child care center.	The child care center will operate at a profit.	The child care center will partner with CADA to ensure full enrollment.	Child enrollment will be increased.	Grants, state funds, CADA and PBI assistance	The center has 44 students compared to a capacity of 45; however, it continues to operate at a loss. Lack of state funds has reduced the ability to offset Center funds with State funds for staff participation in Practicums.	The Center will be monitored as to the feasibility of its continuation.
Goal 1 (1.1, 1.4), Goal V (5.4) Provide access to the latest technology	Enhance the students learning abilities and provide faculty with more efficient teaching tools.	Faculty teaching and students learning abilities will be enhanced by providing updated technology and tools.	Student graduation rates will increase. Student/faculty survey to determine satisfaction with technology.	State and PBI Grant funds	All classrooms in the Philip Taylor complex have been outfitted with computers, screens and projectors.	A survey will be created targeting faculty and how the new technology has enhanced their teaching and the students learning.

Goal 1 (1.1), Goal V (5.6) Recruit highly qualified employees to provide excellent education support to students and staff.	Hire and retain highly qualified employees that will provide excellent education support to students and staff.	Highly qualified employees are hired and attrition is reduced.	Highly qualified employees are hired and attrition is reduced.	We have a contract to advertising job openings on a website dedicated to community colleges.	No applicants have applied via this website.	College will continue use of media that allows a more extensive reach of job opportunity advertising. The contract dedicated to advertising job openings with community colleges has not been renewed due to lack of results.
Goal II (2.1) Properly classify positions to ensure that the job postings align with the goals of the college.	Design and conduct job description workshops on a quarterly basis for supervisors and managers.	Organized records	Personnel records will be organized and complete meeting SACS COC, federal and college regulations	Letter box, preprinted box labels, box tape	85% complete	Once jobs are properly classified, they will be monitored to ensure no changes in job duties have occurred and if so, updates will the created.
Goal V (5.4), Goal VI (6.2) Renumber buildings for ease of identifying buildings for students, guest, and emergency workers.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier.	Student and visitor survey. Feedback from emergency workers.	$2,500 parking budget	A draft to renumber buildings has been received. The renumbering must be coordinated with future class scheduling.	Coordination with class scheduling will have to occur to finalize this effort. This has not been accomplished. March 2015 will be the target to complete renumbering so Fall classes can be set up with the new classroom numbers.

(6.2) Rewire external parking lot lighting to remove exposed wiring to allow lighting to be turned back on.	Faculty, staff and students will feel safe at night when entering and exiting buildings.	Faculty, staff and students will feel safe at night when entering and exiting buildings.	Completion of wiring and turning the lights back on.	$50,000 state capital budget	The project has been completed and the lights are operational.	No issues have been reports since project completion.
(6.2) Develop a deferred maintenance plan to ensure the continuous operation of all facility systems.	Faculty, staff and students will have a safe and comfortable environment to work in.	Establish plan and document completion.	New HVAC controls, boilers, chillers and repair roof leaks. Reduced maintenance calls, student satisfaction surveys.	County funds $2M, grants, potential bond issue by the State of NC.	Funds have been approved for repairing the roof on the Centre and repairing the chiller in the Phillip Taylor Complex. The roof has been repaired. The chiller has been repaired with the exception of a new coil being installed. This should be completed by March 2016.	We will continue to request funds each year and apply for grants to help us resolve maintenance issues.
(6.2) All exterior lights are operational and set to work on timers.	Faculty, staff and students will feel safe at night when entering and exiting buildings.	Exterior lights and operational, reliable and self-sufficient.	Upgrade of equipment and reliable lighting.	State capital budget $15,000	The project has been completed and the lights are operational.	No issues have been reported since project completion.
Goal IV (4.1, 4.3) Policy Management	Produce a revised policies and procedures manual to keep faculty and staff informed of proper procedures and protocol. This manual should coincide with the Personnel Manual and other informational material produced by the college.	An updated manual is produced.	Analyze college, and state policy, rewrite and submit to Executive Council/Board of Trustees for approval.	Administrative personnel	The only policy modified this year was the Inclement Weather and Emergency closing policy. It was approved by the Board of Trustees.	The manual continues to undergo review.

ACADEMIC AFFAIRS

Curriculum Programs, Student Services & Enrollment Management, Learning Resources Center, Institutional Effectiveness/QEP, Wellness Center, Workforce Development, Continuing Education and Community Services
Dr. Deryl Fulmer, Vice President Academic Affairs

Purpose: The Vice President of Academic Affairs oversees the coordination of curriculum programs, financial aid, student services, the library, institutional research, strategic planning, continuing education, and the wellness center.

Goal	Intended Student <u>Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Goal I & II (1.7, 1.9, 2.2) Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population	All programs of study will be reviewed and updated to address current workforce needs and criteria of the four-year colleges Refinement of programmatic directions and priorities and resource allocation based on current and future workforce needs	100% of the school's academic programs undergoing five year program review will be reviewed per their schedule 100% of programs will have evidence of effective assessment, including documented use of results	Annual Program Review report Program Assessments Program questionnaires developed in collaboration with the Dean of Institutional Effectiveness VP will generate a summary report for the President of the program evaluations VP will present completed program evaluations to the Board of Trustees	No added costs	All programs have been reviewed. Changes in the manner in which advisory committees are used and establishing roles of these committees became evident as a critical need for maintaining program integrity. Programs reviewed were: **BLET**-changes to be made to improve retention and licensure rates. Changed directors as a result; **Greenhouse and Grounds Maintenance**- study	To make changes in programs for more up-to-date curriculum, to make staffing changes for better performance and to make decisions regarding modifying or discontinuing programs

					for a year, but begin phase out due to expense vs number of students and loss of Easter Seal funding levels	
	Ensure existing programs meet current needs	100% of programs will have established advisory committees and meetings. 100% of programs will have an established advisory committees

100% of programs will be aligned with current community needs and job market. Develop new programs to meet the local workforce and economic development needs | Program reviews, occupational outlook, Surveys, Needs analysis and job placement results | $500 | 100% of all Divisions held advisory committee meetings

Advertising and Graphics continues to be misaligned with workforce needs

Out of 27 associate degree and diploma programs, 1 (4%) program (graphics and advertising) is not aligned

96% aligned. Steps taken to revamp that program are underway | Will use results to revamp and modify existing programs to meet current and future workforce needs, including incorporating new technologies and a soft skills focus

All programs will post Advisory minutes

All programs will follow review schedule

All programs will pay attention to soft skill requirements as |

						identified by employers in every sector programs under review each year report job outlook information Henceforth, every degree area will report job outlook and placement Visits to various plants and companies by staff and faculty result in greater understanding and relevance as courses and curriculum are modified and developed
		Develop new programs to meet the local workforce and economic development needs	Advisory committee suggestions and needs analysis from the HCC Division of Workforce and Economic Development	Start-up costs for new programs (varied)	Five new programs are in process following NCCCS guidelines and SACSCOC- Emergency Management, Hospitality, Dietetic Technology, Associate in Engineering, Pharmacy Technology Therapeutic and Diagnostic will begin soon to offer a diploma to pre-	Due to the program reviews it became obvious that we needed to propose new programs to stay abreast and ahead of workforce needs and future trends Process underway to start 5 new programs by Fall

					nursing students CNA will be offered via curriculum A coordinator has been named to provide oversight to both curriculum and continuing education Nursing Assistant programs	2016 NCCCS process and SACSCOC approval processes are followed
Goal II (2.3, 2.4, 2.6) To increase enrollment and retention of students across academic programs	Restructured advising model for intensive and intentional advising for all students All students receive advising prior to registration. Full-time students register for a minimum of 15 credits All students required to take ACA 111 or 122. Clear pathways established for all programs of study Certificates and 3rd party certifications earned for completing milestones while completing a diploma or degree Students complete within 2 years for associate degree and 1 year for diploma and 1	All students will be enrolled in the correct classes necessary for matriculation. All students will be properly informed of degree progression, financial aid, campus resources, etc. Students receive career advising through courses and student organization workshops on resume and interview skills, and job postings	Student advising feedback Student Satisfaction survey results Students attend mandatory orientations that are more divisionally focused engaging Students successfully complete (C or better) of at least 12 curriculum credits by end of first year 60% of students register for at least 15 credits each semester 80% of continuing students register prior to the end of each term for the following term. Increased use of Library, Student Support Services, DREC and Student Success Center Increase career		Fall 2013 1388 enrolled– 138 with 15+ credits 1388 Fall 2014 1356 1356 enrolled- 159 with 15+ credits Spring 2014- 1330 enrolled– 193 with 15+ credits Spring 2015- 1183 enrolled-184 with 15+ credits Only 10-16% of students taking 15+ credits, which is well-below the 60% goal Students required to attend orientation. Participation still between 10-15% of actual enrollment each semester 912 students registered prior to end of Fall 2014 semester, which is	Performance measures and other data have been used to point to the core of the Issues for advising. We began "Gear Up for Advising" based on Student and faculty feedback The orientation Program was changed to offer students a more engaging orientation Placed an emphasis on registering for 15/16 credits rather than 12 Emphasis on registering prior to end of

year or less for certificates. .		advising Program credits reduced to 60-64, where possible, so students can complete within program timeframes Increased number of students earn certificates and certifications		67%. 621 registered prior to end of Spring 2015 semester, which is 53% in both semesters, students completed; if account for 797 eligible to return for Fall 2015, then 621 represents 78% of those enrolled prior to the end of the semester 407 degrees, certificates and diplomas awarded in spring 2014. 229 were certificates 451 degrees, certificates and diplomas awarded in spring 2015. 244 were certificates Library patronage and usage increased from 63861 in July 2014 to 133,350 in July 2015—an increase of 69,489 NC Live was incorporated this year SSC numbers and FTEs increased from 2013-14 from 332 students (9.90 FTEs) to 2014-15 serving 360 students (11.14	each term Created more opportunity For students to earn 3rd party credentials Trained faculty to be able to Offer these certifications Used data as well as anecdotal information to Create the Center for Academic Excellence. Program credits reduced In at least 5 programs Any new programs that will be developed will keep credits between 60 and 64 All students Now required to take ACA 111 or ACA122

					FTEs) Career Advising increased from 25 students between July 2013 and May 2014 to 45 students (80%) from May 2014-July 2015 Early Childhood credits reduced from 72 to 65 Arts and Science credits reduced from 65 to 60 (Arts) and 61(Science) Human Services reduced from 67 to 64. Paralegal reduced from 72 to 65. And Criminal Justice reduced to 64	
Goal I & II Provide professional development opportunities for all employees, including opportunities for cross-training	All employees will complete at least twenty clock hours of professional development College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles Faculty earn certifications	At least 2 professional development days outlined in the college calendar 90% of the faculty and staff will participate in twenty clock hours of professional development annually Faculty earn certifications and offer to students	Employee surveys, including CCSSE Professional Development schedule Professional development committee developed activities Participation on college-wide committees Faculty provide documentation of earned certifications	$5,000	Nine (9) Gear Up for Advising workshops offered during spring semester from February 9 -26, 2015. While poorly attended (2-6 people) at each of the session, it was a great start and faculty driven Professional development sessions are offered at convocation.	Focusing professional Development on Information gleaned from Data results such as Classroom retention and Performance measures Will provide faculty and staff with schedule in advance so that

			Faculty submit certification and certificate program of studies to curriculum committee for approval		Four faculty have received certifications in their respective field that make it possible for students to meet the requirements to sit for these various certifications James Lynch scheduled to become certified in Fall 2015	folks can plan Information from The Big Meeting is well attended and serves as a recap from the school year's work and update on progress with strategic initiatives This meeting is well attended with 115-125 in attendance. Offering on-campus workshops and bringing in guest speakers has proven effective.
Goal II & III (2.7, 3.1, 3.2, 3.3) To increase the level of awareness of services provided by the Continuing Education and Workforce Development throughout the college and community.	Establish partnerships throughout the service area and strategies that mirror NC Back to Work to address skills gaps Develop adult career pathways that begin in Basic Skills and path through credits toward a certificate, diploma or degree More interaction with Small Business Center (SBC) with current students to begin	Develop a Workforce Development Strategic Plan Transition more students from GED and ABE to college level programs Articulation of non-credit courses to credit courses for life-long learning opportunities and career advancement	Implementation of strategies that mirror lessons learned from NC Back to Work Pathways developed for students to earn credits through non-credit articulation agreements 3rd party certifications developed and offered Shorter and stackable training opportunities developed through certificates that ladder	No added costs	Established the partnership with the Hollister Chamber. Offered HRD classes there and 42 people participated in the classes. A SBC class was offered in Hollister as well. 14 students attended	Strategies to work cross Divisionally with Curriculum and Continuing education. All law enforcement will Be coordinated by one Person as will both Curriculum and Continuing education CNA. Articulation Agreements still under-way. The

	entrepreneurship opportunities		to higher level training Number of sessions offered to current HCC students for entrepreneurship interest			development of more continuing education programs, i.e., leadership programs are being developed. SBC making offerings available to entire college. Participation has grown. More adult and youth pathways underway, i.e., advanced manufacturing, health science, etc.

CURRICULUM PROGRAMS
Betsy-Tom Brown (B.T.), Dean of Curriculum Programs

Purpose: Curriculum programs exist to support and promote the mission, vision, and values of the college in improving the quality of life and the educational/economic base of the service area and to prepare individuals for the workforce through diploma, certificate, and associate degree programs or to successfully transfer to a four year college or university.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Goal I (1.1) Develop and implement strategies to strengthen student learning outcomes and raise academic achievement.	Insure valid, relevant instructional feedback to the faculty in order to provide them with the quantity and quality of information necessary to maintain ongoing continuous course improvement. Insure graduates possess core skills and abilities identified as necessary to be	Review and revise Course Evaluation Surveys The numbers of students responding to the Course surveys will increase by 20% over fall 2013 Curriculum Committee will review current goals, suggest revisions as needed.	Evaluation results By May 2015 begin gathering data from identified assessments Publish data on		In IE for 2013-2014 under "use of data" I set a goal to increase response rate for 2014-2015 academic year to 40%. Fall response rate was 37.762% and spring was 46.22% for an average response rate of 41.991 %. We met our goal to increase the response rate for a second consecutive year.	Curriculum Committee is not the best place to begin the discussion for revising college wide general education outcomes. This should come from college wide discussion, possible All Campus committee, Faculty Senate and Individual Departmental meetings.

	successful in the workplace or at a four year university and beyond.	Department heads and other faculty will determine in which courses these skills will be measured and how each will be measured. Develop a matrix for reference purposes.	specified HCC web location		Individual program heads working with SACSCOC committee to update these and begin measuring and collecting data.	
Goal II (2.2) Seek and develop new curriculum programs.	To increase area high school students' opportunities to pursue career of choice and provide seamless transition to earning associate's degree Implement a new Industrial Systems certificate programs to include photovoltaic content to meet the needs of Geenex	In partnership with area high school, develop a CTE pathway for health sciences, by November 15 Increase C&CPP by two during 2014-2015 academic year Have program of study approved by System Office Implement new courses/coursework spring 2015	NCCCS approval of programs In partnership with area high school, develop a CTE pathway for health sciences, by November 15. Increase C&CPP by two during 2014-2015 academic year. Have program of study approved by NCCCS Implement new courses/coursewor k spring 2015	$0	Received state approval for C&CP pathway for health sciences that leads into Therapeutic and Diagnostic Services diploma. Implementation for Fall 2015. Received approval for a C&Cp in Business Administration implemented in fall 2104 for first time, and Early Childhood Education Early Care certificate to be implemented in Fall 2015. Received approval for an updated Program of study in IST and implemented the following certificates: 1.Industrial Systems Technology/Advan ced Manufacturing 2. Industrial	In the 2015-2016 academic year we will implement certificates in Business Administration, Office Administration, Medical Office Administration, Computer Information Technology, Human Services Technology, Criminal Justice Technology. Additionally we will apply for the following new programs to be implemented in the fall 2105: Associate in Engineering To be implemented in the spring 2016: Hospitality Management and Emergency Management To be

					Systems Technology/Photo voltaic System Design 3. Industrial Systems Technology/Advanced Photovoltaic System Design 4. Industrial Systems Technology/PLC's I 5. Industrial Systems Technology/PLC's II 6. Industrial Systems Technology/Maintenance Level I	implemented in the fall 2016: Pharmacy Technology And Dietetic Technician
GOAL III (3.2) To increase the employability of our graduates by reviewing technical curriculums and courses to incorporate expressed employer needed soft skills	Students will demonstrate positive non-technical skills applicable in the workplace	90% of technical programs will incorporate the use of the NC-NET *Employability Tools Resource Toolkit* in one or more of their courses	Program Student Learning Outcomes	$0	To be carried over to 2015-2016.	We need to "beef up" our advisory committees and find ways to make them more participatory. Use these members to inform knowledge, skills to be included in course work.

SCHOOL OF ARTS AND SCIENCES
English, Health and Physical Education, Humanities and Social Sciences, Mathematics, & Science
Calvin Stansbury, School Chair

Purpose: The purpose of the General Education program is to provide students in Associate Degree and Diploma Programs the general-education skills necessary to be successful in the workplace or in the transfer to a four-year university.

Goal	Intended Student <u>Learning Outcome</u> <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal II (2.3, 2.6) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population	Increase the number of college transfer students who graduate from the Associate in Arts (AA), and Associate in Science (AS) programs	Graduates (May, 2013) in : Associate in Arts: 35 Associate in Science: 2 In May 2015, increase the existing number of graduates by 5 in Associate in Arts; 3 graduates in Associate in Science	Critical Success Factors Report, Graduation Report, Advising Report	N/A	MAY 2015: Associate in Arts: 39 (NOT MET); Associate in Science: 8 (MET)	Market the AA and AS programs to both RVEC and high school students as an avenue to the baccalaureate degree; intrusive advising practices in conjunction with the completion by design (CBD) initiative; update program completion guides in college transfer programs to eliminate ambiguities in course selection; after approval from SACS, implement an online AA program; create a Facebook page to promote the division; submit program achievements to Defender paper; spotlight successful graduates
Goal I (1.2) To promote academic excellence in teaching and learning; **Goal II (2.3, 2.6)** To ensure a	Increase the number of college transfer students who are advised by their assigned advisor that leads to increased graduation rates; develop a comprehensive	90% of college transfer advisors will advise their advisee and refer other advisees to the appropriate advisor within the division	Advisee sign-in/appointment sheets	N/A	NOT MET: Many students are not correctly assigned to the advisors in Colleague system; during absence of advisors,	Enforce the use of a sign-up sheet for advisors to use upon registering/advising a student in accordance with their respective alphabet (collect at the end of each semester); continue to provide professional

qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population	advising model that incorporates a model for summer session				students are advised by an advisor to whom they are not assigned; documentation from advisors are consistently maintained. Of the appointment sheets collected from advisors, a total of 46 students were advised and/or registered. Of the 46 students advised and registered, 18 students (39%) were advised by a faculty member who was not their assigned advisor. Sixty-one percent (61%) of those listed on the appointment sheets were advised by their correct advisor. Not all faculty tracked their respective registration/advising activity	development to faculty on proactive advising
Goal II (2.3) To ensure a qualified workforce by providing high quality, accessible,	Increase the number of college transfer students enrolled in the School of Arts & Sciences	Partner closely with admissions to promote the college transfer program to high school students through campus visits and	Program review enrollment report; follow up contact	N/A	NOT MET: Facebook account was not created; did not identify the specific number	Indicate a specific number of outreach activities for the School of Arts and Sciences in the 2015-16 academic year; participate in monthly sporting events

and flexible educational programs to a diverse student population		outreach initiatives	information summary		of outreach activities; during the 2014-15 academic year, only 2 outreach activities within SAS (JLAC/Wellness Fitness Trail Outreach)	for recruitment initiatives.
Goal I (1.4) To promote academic excellence in teaching and learning	Students will demonstrate mastery of the computer skills needed to succeed in a non-information-systems college program Provide training to students on plagiarism	85% of *all* Associate and Diploma graduates will score "proficient" in general education technical assessments Incorporate training sessions throughout the semester on plagiarism and inadvertent plagiarism (partner with ACA classes and Student Support Services)	Research papers, essays, and accompanying rubrics Surveys completed after training (follow-up)	Turn it in was not purchased in the 2014-15 budget; Use SafeAssign as part of the Bb feature	NOT MET: 63% based on 2014-2015 assessment	Continue to incorporate the technical assessment outcomes within the School of Arts and Sciences in the fall 2015 semester to ensure that faculty are apprised of the specific criteria that will be used in conjunction with the technical assessment. The rubric used to assess technical outcomes will be shared with faculty during division and departmental meetings to ensure that faculty are aware of the specific technical outcomes. Faculty awareness of technical outcomes would ensure that the specific skills are part of the course outcomes from classes that assessed for technical components. Improve awareness and provide on-going education on plagiarism and the ramifications by providing written guidelines that will be shared with students to prevent plagiarism.

						Establish a campus-centered effort at improving students' technical skills in technical document writing by encouraging faculty to use the SafeAssign portal that is built into the Bb platform. Classes that use SafeAssign as an anti-plagiarism initiative would help to institutionalize the process.
Goal I (1.8) To promote academic excellence in teaching and learning	Students will demonstrate preparedness for university studies	75% of students enrolled in BIO 111 and CHM 151 will receive satisfactory score on critical thinking essay	Artifacts/Rubric	**N/A**	In-Progress	Develop an assessment rubric for BIO 111 and CHM 151

SCHOOL OF BUSINESS
Business Administration, Medical Office Administration, Advertising and Graphic Design, Computer Information Technology, Office Administration
Lateef Balogun, Chair

Purpose: The School of Business and its various departments will prepare students with the necessary skills to be gainfully employed in their field of studies by providing quality instructions and experiences that are adaptable to a changing social, economic, demographical, dynamic and educational environment.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal III (3.2) Provide graduates with the Technical and Interpersonal Skills necessary to meet the needs of the workforce.	Students in the School of Business will articulate the mastery of their programs and secure gainful employment in the area of their studies. 1. Faculty members will offer additional office hours to accommodate student needs 2. More referrals to the Student Support Services for tutoring.	At the end of their program completion, 80% or more of students that commenced the program shall be adjudged successful by comparing the entry and exit numbers of students enrolled in the program over a period of 2 years or as the program entails. This assessment shall be based on the completion guide time lines. **2013-2014 school year** School of Business	Students successfully complete their "Completion Guide" within their area of specialty. 1.In class test 2.Discussion Forum 3.Portfolios based on the COOP outcomes, such as the measurable Learning Outcomes, Supervisors recommendations and the Instructor's evaluation of the students 4. Projects		**2014-2015 academic school year.** **A total of 30 Associate degrees was issued. (1 more than the previous school year)** **28 Diplomas was issued (+ 12 degrees)** **37 certificates was issued (-3 certificates) The criteria was met**	The school of Business across the different programs have initiated more and focused certificates, Diplomas and Associate's degrees that will increase the completion rate and also that will create job related concentrations. The proposal is currently under review for approval by the curriculum committee.

		had a total of 29 Associate degree graduates. Diploma Degree = 16 Certificates = 40				
Goal I (1.5) Students will learn about computer concepts and fundamental functions of a computer including security issues as well as learn the use of software applications.- CIS 110	All Students in the School of Business will be able to demonstrate an understanding of the role and functions of computers and use the computer to solve problems in the real world	Graduates will have the skills to use the computer system for daily usage and professional use. Competency in the use of computer software and terminologies	Individual live projects on the use of software applications Office 2013 Integration of Word, Excel and PowerPoint Capstone Projects A Rubric will be developed to measure students computer skills across the various programs Additional Tutoring will be made available by individual program heads/Instructor. Data for the tutoring center about how many students attended tutoring, and the overall outcome of the student performance at the end of the semester will be compared to those that NEVER had a tutoring session. Microsoft Certification passing rate based on the level of attempts and the number of students in CIS110. SPRING 2013 TOTAL ENROLLED 77		Passing rate of students in the CIS-110- Introduction to Computer have been or greater than 80%, which exceeds the benchmark set for students in the course.	Completers in the CIS-110 program will further be encouraged to seat for the certification in the Microsoft Suite offered via the Computer Institute Academy

			TOTAL PASSED	66			
			PASS RATE %	**85.71**			
			FALL 2013				
			TOTAL ENROLLED	97			
			TOTAL PASSED	78			
			PASS RATE	**80.41**			
			SPRING 2014				
			TOTAL ENROLLED	111			
			TOTAL PASSED	90			
			PASS RATE	**81.08**			
			FALL 2014				
			TOTAL ENROLLED	139			
			TOTAL PASSED	91			
			PASS RATE	**65.46**			
			SPRING 2015				
			TOTAL ENROLLED	47			
			TOTAL PASSED	42			
			PASS RATE	**89.36**			
GOAL III (3.4) Prepare students for employment in a global and digital environment so that they	Students in the School of Business, after the completion of their specific program completion guide, will be able to secure gainful employment in their	80% or more of new students entering their specific programs will complete ALL courses within the program completion guide within the	Successfully completes the individual program completion guide with an overall grade of a "C" based on a 10 point scale. Graduate Follow-up survey			Increasing and Retaining students in their respective programs by offering more advising and counseling	Additional recruiting effort needs to be implemented along with offerings of third party certifications for

will be gainfully employed in their area of specialty.	field of study or transfer to a 4 year institution to continue their studies.	allotted time frame (Associate, Diploma or Certificate)	**GRADUATES** **2013-2014** <u>Associates</u> A25120- 9 graduates A25260 -9 graduates A25310- 8 graduates A30100- 3 graduates <u>Certificates</u> C25120- 3 graduates C25130- 21graduates C25370-4 graduates C30100 -7 graduates C30100- 5 graduates <u>Diploma</u> D25120 -3 graduates D25260- 3 graduates D25310 -7 graduates D30100-3 graduates **2014-2015** <u>Associates</u> A25120-8 graduates Accounting -2 graduates A25260 -3 graduates A25310- 13 graduates A25370- 3 graduates A30100-1 graduates <u>Certificates</u> C25120- 9 graduates C25310-23 graduates C25370-5 graduates <u>Diploma</u> D25120- 7 graduates D25260 - 1 graduates D25310- 16 graduates D25370 -2 graduates D30100- 2 graduates		sessions for students. A need to offer more variations of the current programs such as many more job specific certificates, Diploma and Associate degrees.	graduates in the School of Business, such as the Computer Academy that furnishes certifications in Microsoft suite. A need to offer more specialized programs of study in the school of business that are job specific. This proposal is currently pending with the curriculum committee for approval.

SCHOOL OF LEGAL AND PUBLIC SERVICE TECHNOLOGY
Early Childhood Education, Paralegal Technology, Criminal Justice Technology & Training, Human Services, Cosmetology,
Greenhouse and Grounds Maintenance
Michael Earl, Chair

Purpose: Empowering the community through a variety of services.

Goal	Intended Student	Criteria for	Assessment Tools	Resources	Assessment	Use of

	Learning Outcome Intended Outcome	Success		/ Cost	Result / Outcomes	Results
Goal I & II (2.2) Prepare for Peer Review Site Visits in March 2015	To acquire **Early Childhood Associate** Degree Accreditation from NAEYC	Data will be collected from key assessments for EDU courses taught in Fall 2014 and made available to Peer review team. Peer review team will make the visit in March 2015.	Data from key assessments and assessments of peer review team. New rubrics and assessments are being developed for Fall 2014-Spring 2015. Effectiveness will be evaluated after implementation.	Paid by ECADA Grant and budget	Key Assessment 1 Peer Review Team Report: general theme for the overall areas for consideration related to the NAEYC Standards and Supportive Skills is the rubric content and identifying student competency.	Faculty working on revamping Rubrics for Key Assessments to collect more meaningful data. Assignment instructions and clarity regarding what students should know and do to meet program expectations and alignment with the key elements of the standards are also being addressed. Faculty will engage in professional development related to designing and development of rubrics.
Goal II (2.5) Increase number of NC Early Childhood	All EDU 119 students will complete	75% of students in EDU119 will meet requirements for the	NCECC application forms from the Division of Child Development and official	Cost of official transcript	3 out of 4 students or 75% of students	

Credential Certificate completers	application for NC Early Childhood Credential Certificate	NC Early Childhood Credential Certificate Students have to pass the course with a "C" or better	copy of student's transcripts	for students	completed with a "C" or better and applied for NC Early Childhood Credential Certificates	
Goal III (3.2) Graduates will be prepared to enter the workforce as competent legal assistants and office managers.	To attract quality students and train future **paralegals.**	A.A.S. and Certificate program total enrollment increase by 20% by end of 2014-2015 school year	FTE reports, class enrollment statistics (per semester)	$0	Not met. 4 Students completed, and the influx of new students will not be measurable until August, 2015.	Continued and additional recruiting efforts to be implemented across the board (as with all programs).
		A.A.S. and Certificate program retention rate of 80% or higher for 2013-15 school year, annually (not factoring graduating students)	FTE reports, class enrollment statistics (per semester)		Met. Only 1 regular student has exited the program prior to a completion.	Evaluation of retention and student encouragement to identify specific possible improvements and additions.
	Prepare students to conduct crucial, basic legal research.	100% of graduating students pass Legal Research & Writing with a "B" or higher.	LEX 120 Course final grades.		Met. This critical skill sets HCC paralegals apart from many other program graduates.	Students are encouraged to stress these skills on their resumes and interviews for paralegal or law-related employment. Possible use as a program marketing tool.
	Improve passage rates on certification exams (NC Certified	Passage rate for NC Certified Paralegal Exam of 80% or higher.	Certification board test result reports Evaluate methods of		100% passage. (1 previous graduate has taken and	Evaluate methods of teaching CLA Review

	Paralegal, NALA Certified Legal Assistant).	Passage rate for NALA CLA/CP Exam of 80% or higher.	teaching CLA Review Course and build of the program to increase focus on key elements as necessary without sacrificing overall effectiveness.		passed the NC exam.) Recent graduates should report in August or October.	Course and build of the program to increase focus on key elements as necessary without sacrificing overall effectiveness.
	Increase number of students who will meet or exceed expectations in overall program and individual classes	100% of students will earn a "B" or greater in *at least one* enrolled LEX class annually. 80% of students will pass *all* LEX courses	Course final grades Evaluate and critique methods of instruction and examination. (Increase student achievement, not decrease standards for program.)		Both goals met. Enrolled students are making excellent progress.	Evaluate and critique methods of instruction and examination. (Increase student achievement, not decrease standards for program.)
Goal II & III (2.5, 3.2) Provide a strong technical training program which enables the successful student to achieve state certification and relative employment as a law enforcement officer	The **cadet** will demonstrate knowledge of all thirty-five instructional topics within the program as demonstrated on individual topic tests and the comprehensive state exam qualifying the student for state certification. (Knowledge)	80% of **Basic Law Enforcement Training (BLET)** graduates will achieve an overall passing score on the state BLET exam.	Weekly assessment exams will be administered which covers all 35 topical instructions for the previous period of instruction. Individual grading, and record retention of each block grade for each cadet thereby meeting state mandate that each student must score a minimum of 70% on each of the 35 block tests		Not met-pass rates for BLET graduates are less than state baseline of 71%.	Restructuring the BLET program to include a new director and Qualified assistant director. The director is assessing test data and making changes to course content, syllabi test items.
30% of **BLET Cadets** who pass State Exam will in the **Criminal Justice** AAS Degree Program	To Increase the enrollment of the Criminal AAS Degree Program	BLET Cadets enrollment in the Criminal Justice AAS Program	At least 6 Cadets enrolled in the Criminal Justice AAS Degree Program			

Goal II (2.6) To provide a high quality, accessible, flexible educational program resulting in the A.A.S. degree in **Criminal Justice**	The student will demonstrate legal knowledge of criminal law, constitutional law, and court procedure and evidence. (Knowledge) The student will utilize knowledge gained to design, outline, define, and evaluate an effective organizational structure chart for a public safety agency of 100+ employees. (Skill)	85% of graduates will achieve a mean score average of "C" or better on the **Criminal Justice** Associate Degree Graduation Checklist	Exit Interview Graduate Record Capstone courses (CJC 111, 141, 212, 121) Grade distribution analysis	$1,300.00	4 out of 4 students graduated from the criminal justice program in May 2015. All have plans to continue to four year college /university 85% of graduates achieved a mean score of "C" or better on the Criminal Justice Associate Degree Graduation Checklist	The program is in the process of a total revamp to increase recruitment and retention. Faculty will continue to explore and develop curriculum criteria that will continue to increase public interest in the program.
Goal II & III (2.3, 3.2) Graduates will obtain employment or transfer to a four year institution in order to continue their education in the **human services** field.	Graduates will develop an understanding of the **human service** profession and different avenues of training and education.	75% of known graduates will be employed, or continuing their education within 6 months of graduation	Graduate Follow-Up Survey		7 students graduated in May 2014. 2 are enrolled at HCC in General Ed anticipating on enrolling in the 4 year 3 are attending a 4 year institution. 1 working in the field, not in school; 1 not working in the field nor in school. 5 out of 7 or 72% are continuing their post-secondary education	Work on Articulation Agreements; 2 Plus 2 Program. Set up Program Competition Guide to include Transferable Track

Goal II (2.6) To increase student pass rate when taking state board exams to obtain **cosmetology** licensure.	Students will acquire the knowledge and skill to pass both the theory and practical exams as they progress through a continually evolving, highly structured cosmetology program	80% of graduates will pass North Carolina state board exams on their first attempt	Students will be prepared to pass the exams by receiving quality education with a focus on state board requirements. Students will be continually observed and evaluated on mock state board exam practices and procedures. Graduating students will also take exit exams and maintain an average of 80% in both the theory and practical disciplines before being recommended for state exams.	2012 Textbooks, demonstrations of proper practices and procedures. Exam textbook review and computer generated exit exams as well as a practical exam.	11 out of 12 or 92% passed both Practical & Theory, 12 out 12 or 100% passed the theory portion	Continue Criteria for Success
Goal I (1.8) To prepare students for entry level positions in the field of **horticulture**	Student will gain non-technical skills appropriate for the workplace	84% of graduates will score average or above on all items on the behavioral component of the Graduate Performance Checklist (attendance, positive attitude, close attention, time management and teamwork)	Graduate Performance Checklist Roll Sheets Time logs	$0	6 out 6 or 100% scored average or above average on the behavioral component of the Graduate Performance Checklist	Revamp Checklist to reflect the realistic value of skill component
Goal III (3.2) To find newest trends in **horticulture technology**	Apply newest trends in horticulture technology to students' learning	Attend Horticulture Trade Show. Attend Horticulture Instructors Association meeting	Complete attendance of trade show and HIA meeting	$15.00	Attended Trade Show in January 2015	Use new trends in the classroom or in the field

SCHOOL OF VOCATIONAL AND INDUSTRIAL TECHNOLOGY
Automotive Systems Technology, Electrical/Electronics Technology, Food Services Technology, Industrial Systems Technology, Masonry, Plumbing, Welding Technology
Hunter Taylor, Chair

Purpose: The School of Vocational and Industrial Technology shall provide quality instructional programs that will prepare students to fully participate in educational, occupational, economic, and social opportunities. These include: certificates, diplomas, and/or degree programs. Up-to-date curricula Employ and retain faculty who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies. Meet the educational, occupational, and developmental needs of a diverse student population.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Goal II (2.6) Prepare graduates for entry level employment in their area of study	Increase enrollment in Vocational and Industrial Technology programs	CCP enrollment will increase by 5% in the upcoming year

Overall school enrollment will increase by 5% | Enrollment information | $250 in brochures/posters/information | CCP Enrollment: 2013Fa= 11 2014Fa=36 Increase of 227%

School Enrollment: 2013Fa: 194 2014Fa: 207 Increase of 6.7% | Continue growing enrollment by visiting area schools, strategic placement of promotional posters and information |
| **Goal II (2.6)** Increase retention in all programs within the school | School will host events throughout the year to foster community building among students. Advanced Manufacturing Open House and the HCC Car show will be the two largest events | We will retain at least 70% of our students | Retention information | $500 | Fall to fall retention data will not be available until August 2015. | |

Prepare graduates for entry level employment in their area of study	Increase graduation rate in the school of Vocational and Industrial Technology	At least 70% of students enrolling each semester will receive a credential (certificate, diploma, or AAS degree)	Graduation Information	Varies	Some students will graduate after summer session, so this number cannot be calculated until after summer 15	
Goal I & III (1.8, 3.2) To prepare students for entry level employment in the field of industrial maintenance	The student will demonstrate knowledge of the fundamentals of industrial systems technology and maintaining a safe work environment. The student will apply knowledge to diagnose, disassemble, and repair various electrical and mechanical systems. To improve on last year's 84% performance, we are removing hybrid courses from our offerings in favor of more face-to-face learning. We are also restructuring our offerings to provide daily engagement.	**Performance Check sheets.** 85% of students will average a score of 5 or better on the basic skills and basic knowledge check sheet for any given course.	Performance check sheets		88% of the students met the Basic Knowledge and Skills criteria for their respective course with a score of 5	Will maintain criteria for another year. Performance sheets will be evaluated to ensure they give accurate results. For next year adding third party certificates/certifications/credentialling - (100% of degree graduates will obtain at least 3 credentials from a third party.)
Goal II & III (2.1, 3.2) To prepare students for entry level employment as a welder or metal working employee.	The student be able will apply knowledge to prep, assemble, and weld a variety of welding applications and to perform repairs. Promote time management skills which will increase student productivity	80% of students who complete WLD 116 will demonstrate their welding skills by obtaining an AWS D1.1 Welder Qualification in the 3G position with SMAW exams	Certification Exam		The certification portion of the course was moved to summer 2015 in the certification practices course. Information will be available after summer.	

	and practice time for the final attempt for certification to improve upon the previous year's 73% certification rate.				

SCHOOL OF NURSING AND ALLIED HEALTH
Nursing, Dental Hygiene, Phlebotomy, MLT
Stephanie Terry, Chair

Purpose: The Halifax Community College Health Science programs provides accessible, affordable, and high-quality health education to meet the diverse and changing health-care needs of the service area, and promote the development of qualified students prepared for the professional role of health care at the entry level. Graduates of the Health Science programs meet the education requirements to take State National Board Examinations.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Goal II (2.4) Faculty will conduct marketing surveys when doing outreach activities for recruitment.	Students will be able to enroll in desired Health Science program area to help meet the needs of the community.	Faculty will participate in recruitment activities at least once per semester.	Faculty will have sign-up sheets identifying location and demographics for perspective health science students at each recruitment session.	N/A	DH, MLT and Nursing Faculty participated in the following recruitment activities: 1) 2/24/2015 Career Day at Southampton High School; 56 high school students were given information about the three HCC Health Sciences programs. 2) 3/13/2015 JLAC (Juniors Learning About Careers) 3) 3/16/2015 MLT spoke at Rotary	The names of the Southampton High School students were given to HCC Admissions Office for follow-up recruitment There have not been any marketing surveys completed Information gleaned will be used to help strategize where marketing and recruiting activities are most valuable.

					Meeting
					4) 4/14/2015 Nursing and MLT participated in Advanced Manufacturing & STEM Career Awareness open house/tour
					5) 4/24/2015 MLT attended Gaston Middle School Career Day, Gaston, NC
					6) 4/25/2015 Family Fun/Fest Day hosted by HCC All Health Science Departments participated
					7) 4/30/2015 College & Career Day at Southeast and Northwest Halifax High Schools---MLT participated
					8) April DH and Nursing Faculty were interviewed in the *Profile Magazine*
					9) April MLT and Melanie Temple sent a press release to celebrate The National Laboratory Week and the HCC MLT Program

					9) 5/1/2015 Career Day at Gaston Elementary School, Gaston, NC 10) 5/7/2015 Health Sciences Pinning Ceremony, and MLT participated for the first time 11) 6/18/2015 HCC College Exploration Day will be attended by MLT and DH	
Goal I (1.8) & Goal II (2.5) Student assessments will be conducted by faculty to help track students' success rates.	Students enrolled in the Health Science programs will complete their program on time and pass State/Regional/National board exams and registries on the first try.	Each Health Science Department will develop an assessment tool for students for the 2014-2015 academic school years. Faculty will set assessment benchmarks for student pass rates. 80-90% of Nursing and Dental Hygiene students will pass licensure boards.	All pre-nursing students will take a Learning Style, Critical Thinking & Personality Profile prior to entering into the nursing programs. Nursing students will participate in content assessment practice test through HESI each semester. Dental Hygiene & MLT programs will develop an assessment tool to aid in identifying student needs.	N/A	DH---Students are still in the process of completing board exams. The regional board exam (CITA) was June 5 and 6, 2015---Twelve DH students completed the exam with 75% passing rate. As of 6/15/15 thirteen DH students have completed the national board exam with a 78% passing rate. Two students have not received results as of 6/15/2015. Nursing---Students are still in the process of completing the board exams. MLT---graduates are not required to	MLT---graduates are not required to complete the Registry according to NC state guidelines for employment. Employment for MLT graduates is not necessarily determined by completion of the Registry, but completion of the Registry can influence employability. Improvements necessary. Faculty have pinpointed where students are having trouble and have plans to implement additional lessons on those areas

					complete the Registry according to NC state guidelines for employment. Employment for MLT graduates is not necessarily determined by completion of the Registry, but completion of the Registry can influence employability.	with additional quizzes to ensure students know the material. This will help to improve test scores. Will implement a strategy to discontinue accepting transition students from the PN program without them starting at the beginning of nursing courses. Also, PN program will move from concrete to concept based in fall 2015, which will help students when they do enter the RN program.
(2.1) Each Health Science faculty will attend a conference and/or workshop once a year related to their content area.	Students will be taught by qualified Health Science faculty knowledgeable in content area.	Faculty will participate in continuing education and professional development each semester.	Health Science faculty will be approved and have the opportunity to attend a conference or workshop of their choosing to help remain current in specialty content area.	Per course content requirements	Program Chair attended the AND (Associate Degree Nursing Directors Conference) on June 11, 2015

Program Chair will be attending the North Carolina Board of Nursing Program Directors Education Workshop meeting on July 22, 2015.

MLT Chair is requesting approval | According to NC Board of Nursing, all faculty without MSN degrees as Nursing Educators, must participate in training. The BON is requiring that HCC provide the time and resources for necessary professional development to remain in compliance. |

Goal						
					to attend NAACLS (National Association of Accrediting Clinical Laboratory Science) Conference in Chicago, Il which is scheduled for November 2015.	To remain compliant, all health science areas will assess training needs and make requests as needed.
Goal I (1.1) Nursing faculty will restructure the transition program for the 2016 academic school year.	The nursing transition program will be restructured for students' success by January 2016 or the program will dissolve.	Nursing faculty will work in collaboration with administration to decide the best course of action concerning retention and NCLEX pass rates for students entering into the transition program.	The nursing transition program will be on hold until Spring 2016. The transition program will be restructured and will begin Spring semester, January 2016.	N/A	At least four nursing faculty resigned or retired. Three new nurses have been hired. PN program restructured in summer 2015 to concept based delivery, which matches the RN program. All work was submitted July 2015 to the state and the nursing board as requested.	Nursing program faculty will use the data to focus on raising board scores. Will use the data to help make better admission decisions.

2014-2015

LIBRARY
Marc L. Finney, Director of Learning Resource Center

Purpose: The purpose of the Learning Resources Center (LRC), as a collective unit that includes the library and two computer labs—the Electronic Resources Center (ERC) and the Learning Assistance Center (LAC)--is two-fold. First, it is an academic library that supports the college curriculum by providing print and non-print materials for students and staff. Second, the LRC is a public library

that encourages life-long learning for its patrons by providing materials of interest as well as the skills necessary for locating, evaluating, and applying information in their daily lives.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
Goal VI (6.1) Conduct a facilities use and feasibility study to meet facility needs for instruction and develop a plan to meet identified needs	The library provides facilities that support the faculty, students, and the needs of the curriculum.	The library will conduct a needs assessment for faculty and staff. The library will conduct a needs assessment for students.	Faculty and staff survey Focus groups Student survey Focus group	$0	The Director of the LRC met with the Instructional Leadership Team, Library staff, Dir. of Distance Learning, SSS staff, and SSE staff. We held two workshops to introduce to the new resources in the library and to get their opinion of the library. All express the need for change in the atmosphere of the library. They were pleased with the resources of the library. The Director of the LRC held two focus groups with students. All expressed that the library resources were adequate. They also expressed the need to make the library friendlier.	After listen to HCC faculty, staff, and students, the LRC has formulated a plan to reconfigure the LRC to meet our patron's needs. The LRC has started the process to purchase new tables, chairs, collaborative furniture, lounge seating, and multimedia equipment. We are revamping our webpage and creating libguides to help students navigate our resources more effectively.

Goal I (1.6) Develop and implement mentorship and/or exchange	Students will plan and participate in learning activities that promote life- long learning.	The Library Club will sponsor at least 5 learning activities	Students will plan and attend at least 5 learning activities		The Library Information Literacy Club held 4 learning activities. We sponsored and participated in 2 Poetry Jams, in the Fall and Spring. We partnered with the HCC Child Development Center in which we held reading activities for the children. Our first activity was held in November centering on Fall. The second activity was held in the Spring as part of the "Week of the Young Child". All persons attending the events said the activities are excellent. The members of the Library Information Literacy Club planned a trip to the library at North Carolina State University. Due to logistical reasons we were unable to take the trip.	Because of the success of the Library Information Literacy Club we will hold at least 2 Poetry Jams during the Fall and Spring semesters, provide reading activities for the children of the HCC Child Development Center for Native American History Month, African American History Month, National Library Week, and the Week of the Young Child. A link to the LRC webpage will be constructed to publicize our events as well as a recruitment tool.

2014-2015

STUDENT SERVICES and ENROLLMENT MANAGEMENT
Admissions, Counseling, Financial Aid, Registrar, Student Success Center, Student Support Services
Dr. Barbara Hasty, Dean of Student Services and Enrollment Management

Purpose: The mission of Student Services is to provide essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
Goal I (I.I) To promote academic excellence in teaching and	**Fin. Aid** To maintain student access to a higher education, there must be a	The formation of a Default Prevention Task Force, inclusive of all areas of	Through a campus-wide effort, the Default Prevention Task Force and a Third	$17,000	HCC formed a Default Prevention Taskforce (DPT) from various areas of the college. The taskforce	A data challenge appeal has been submitted to the US Department of Education in an

learning Development strategies to strengthen student learning outcomes and raise academic achievement	continued eligibility and participation in federal Title IV and state aid programs. To ensure such, future Cohort Default Rates, specifically 2012 and 2013, must be lowered to below 30%.	the College, will ensure a default management plan is adopted, implemented, and evaluated. Such plan will analyze default risk factors and layout an aggressive outreach program. Through assistance provided by a Third Party Servicer, there will be an aggressive outreach campaign to past Federal Direct Loan recipients. Financial literacy will be promoted campus-wide to current students.	Party Servicer there will be a reduction in the 2012 and 2013 Official Cohort Default Rates, published in September of 2015 and 2016. Draft rates will be released in February 2015 and 2016.		developed a Default Management Plan that was approved by the US Department of Education. With the assistance of a Third Party Servicer, the college implemented an aggressive outreach campaign to all delinquent and defaulted past Federal Direct Loan recipients. Financial literacy was promoted in all ACA classes. The 2012 Cohort default rate is 34%. The 2011 cohort default rate is 39.5. 2014. There was a 5.5% reduction from the 2011 CDR released in September of 2014.	attempt to lower the 2012 CDR below 30%. The 2013 CDR is currently at 28%. The worst case scenario is expected to be below 30%, releasing HCC of possible sanctions.
	Counseling: Freshmen will complete 31 hours in 2 semesters and continue to matriculate hours towards degree completion.	Freshmen will matriculate with at least 31 credit hours in 2 semesters towards degree completion.	Datatel, Counseling Center Log in sheet; EC students; Science referrals; CCP referrals; disability services; Registrar's report on freshmen; FA warning/suspension reports; Persistence Alerts	$150 for post cards and postage	6% of the freshmen completed 32 hours or more within 2 semesters; 16 of 281 first time freshmen became sophomores by the end of Spring 2015. 39 who enrolled completed 0 hours, 72 students reached between 1 to 10 hours, 92 students	During 2014-2015 Academic Year, 93.4 % (365) of our students tested in DMA and 70% (309) tested in DRE. This data indicates that the number of students reaching the 32 hours will be far less than 50%. With this information, the goal is to increase

			from instructors; Registrar report of academic warning and suspension. Student reports.		reached between 11 to 20, 50 students reached 21 to 29 credits, 19 reached 30 credits, 7 reached 31, 5 reached 32 and 10 reached 33+.	the 6% to 20%.
	Sophomores will matriculate towards degree completion and graduation within 2 years.	100% of sophomores will complete academic programs and graduate at the end of 2 years	Datatel, Counseling Center Log in sheet; EC students; Science referrals; CCP referrals; disability services; Registrar's report on freshmen; FA warning/suspension reports; Persistence Alerts from instructors; Registrar report of academic warning and suspension.	$150 for post cards and postage	378 students graduated during the 2015 commencement ceremony, 240 were sophomores = 63%	Continue to develop strategies to increase the number of sophomore graduates
	Career and College Promise: CCP students currently enrolled will complete courses with a "C" or above in order to continue in the program	100% of enrolled high school students will complete courses with a "C" or higher until completion of the certificate or graduation	Transcripts	$0	92.68% or 114 out of 123 completed CCP courses with a "C" or higher during the 2014-2015 academic period	Convenient tutorial opportunities will be made accessible to CCP students in efforts to increase passing rates.

	Student Success Center: SSC Students passing rate will increase through one-on-one, small groups, and study group sessions with related course work, as referred by instructor or student request.	At least 60% of SSC Students passing rate will increase through one-on-one, small groups, and study group sessions with related course work, as referred by instructor or student request.	SSC weekly, monthly, and yearly Reports, Midterm grades and end-of-Semester grades (Fall 2014 – Summer 2015)	One (1) nine months 30 hour a week with benefits position = **($17,000),** 13-18 tutors and salary = **$40,000.00),** Textbooks for tutors usage = ($1,200.00). Software used in classroom Adobe CS 5 Licenses = ($1,000.00). Additional tutoring space. Funds for two (2) SSC staff to attend a tutoring NCTLA conference = **($1,000.00)** includes conference registration, meals, travel, and lodging. Professional Development activities: Attend the National Tutoring Association (NTA) Conference = ($1,800.00) includes conference registration, meals, travel, and lodging.	Received data from Registrar's office to complete data from Fall 2014 through Summer 2015. The pass rates exceeded 60% fall and spring semester. Pass rate for fall 2014 was 76.67%. The overall CGPA was 3.21. Spring semester 2015 and summer 2015 are inconclusive because we are currently working on the spring report. Summer's report will be completed after the end of the semester. See the below for the overall results.	The SSC will continue to collaborate and interact with faculty (meetings), counseling department, and SSS (referral process), to increase passing rates, send tutor reports and progress to faculty to keep them abreast of student/tutor usage, encourage better student/tutor/faculty interaction and communication to increase SSC tutoring usage, student academic enhancement, and learning outcomes. SSC will collaborate and interact/meet with HCC clubs and organizations to encourage more volunteer time and/or work as peer/professional tutors to help reduce tutor salary expenditures, but to increase and improve student retention, pass rates and graduation rates.

			This will assist in staff and tutors professional development and implementation of services.		
Usage of the SSC will increase	Hours tutored in the SSC will increase by 5%; Total Tutor Hours for fall 2013 & spring 2014 combined is 4855. A 5% increase would be 243 more hours tutored.	Student Referral Cards signed by instructors.	Student Referral Cards – FTE and Student FTE Attendance Record Cards = (**$500.00**) from HCC Print Shop services.	In comparison to fiscal years 2013-2014 to 2014-2015 usage of the SSC increased by 12.20%. Total tutor hours for Fall 2013 & Spring 2014 were 4855. Fall 2014 & Spring 2015 was 5448. This is an increase of 593 hours. The student usage outcome was affected largely in part to the DMA's classes (many students were not given the opportunity to re-enroll in another DMA class within the same semester if they had to repeat it a second or third time) and student retention and HCC enrollment decreased. Students received tutoring for the 4 weeks they were in the DMA. Students who fail and cannot re-enroll again, cannot continue tutoring since they are no longer in a DMA class.	The DREC Sign in Sheets were collected and documented in the FTE Database. The staff will incorporate more classroom visits, better faculty and student communication and referral processes. Additional advertising and marketing strategies will include updating the SSC's Website, HCC Catalog information, Student Handbook, and brochures/ flyers. In addition, the SSC will make the Referral Cards and process accessible to faculty, staff, and students by posting information on the HCC SSC Website, Intranet, File Exchange, Mini-semester, Orientations and outreach activities.

					Some students are utilizing the DREC Lab for their English and Reading tutoring and Math also.	
	The SSC will provide quality peer and professional tutoring services to HCC curriculum students by recruiting, hiring and training peer and professional tutors.	100% of SSC peer and professional Tutors will participate in professional development	List of topics used professional development and signed rosters identifying tutors who were in attendance	$300 for documents, and supplies.	Fall 2014, 88% of the peer and professional tutors attended professional development/ training; Spring 2015, 100% of the peer and professional tutors attended professional development/training.	SSC will partner with the SSS and Counseling Center to conduct a Tutor Orientation and Training Meeting in an effort to retain hired tutors to decrease tutor turnover.
	Student Support Services: In 2015, 20% of the 250 students enrolled in Student Support Services will complete the Free Application for Federal Student Aid (FAFSA) by March 1st.	Students will submit the FAFSA electronically to determine federal aid eligibility. The SSS staff will offer a minimum of three FAFSA completion workshops prior to March 1st in an effort to assist students in the process.	The U.S. Department of Education's FAFSA website will be utilized to verify student completion.		Of the 250 students enrolled in SSS for 2014-15, 47% (118) successfully completed the FAFSA by 3/1/15 which exceeds the goal of 20%. Of the 104 new SSS	The SSS Staff will put strategies in place to increase the number of SSS student completing the FAFSA to 55%. Of the 132 who did not complete a FAFSA: 20- withdrew from college 20- were on suspension 43-graduated

	In 2015 - 20% of the 2011-2012 SSS cohort will graduate from HCC	20% of students in the 2011-12 SSS cohort will complete a degree completion plan by the beginning of Spring 2015	SSS Academic Advancement Plan/Mid semester report HCC transcript		students for 2011-12 (32%) 33 graduated by May 2015, which exceeds the goal of 20%.	49 were undecided about returning to college due to personal concerns, i.e. transportation or family matters. SSS advisers will provide continuous FAFSA completion sessions throughout the spring and summer semesters to assist students.
	Testing: Students will complete a minimum of 15 hours in the Literacy Education Lab. Students and graduates will have the opportunity to search and apply for jobs via HCC's job placement website.	Students who score a 1 in DMA 010 and/or students with a composite score between 100 and 103 on the NC-DAP English/Reading Test will report to the Literacy Education Learning Lab and complete the self-improvement class. Students and graduates will receive job postings via e-mail or HCC's job placement website.	The list of students who have completed the self-improvement class in the Literacy Education Learning Lab. Students and graduates will participate in an online survey to "report a submitted application, an interview, or hire"	$2.78 per ream of paper to print the test results and Referral Forms. $0	62 students were referred to the Learning Lab for remediation in math from May 13, 2014 to May 19, 2015. 24% completed all learning lab requirements. 21% started, but did not finish. 55% never reported to the lab to begin the self-improvement coursework. Worked with 43 individuals directly from May 13, 2014 to May 19, 2015 via workshops, Résumé Boot Camps, and individual appointments. Only 9 people participated in the	Follow up with students who did not complete all of the learning lab requirements via phone call. Continue to utilize the shared Google spreadsheet to collaborate with Collaborate with Learning Lab Staff concerning students who are referred to the lab. When students are referred to the Learning Lab, get updated contact information to follow up concerning completing the lab requirements. The Job Placement Office will network

			via our job placement website.		survey. Of the 9 survey participants, all submitted an application for a job, 5 are currently employed and 8 forwarded their résumés to employers; 3 have been hired for a job.	with employers to acquire jobs and internship opportunities for our students. I will continue to post jobs on our job placement website and expand the website to include tips for searching for a job, résumé writing, cover letters, interviewing, etc. We will continue to facilitate the Résumé Boot Camps and work with counselors to solicit participation from area high school seniors. I will modify how I implement the survey to increase participation and gain more meaningful results. In addition to e-mailing the survey, students will be asked to sign written agreements and/or contracts to indicate their willingness to participate in surveys from the Job Placement Office.

Goal 1 (1.4) Strengthen and expand the role of technology in the curriculum and online courses.	The College will be able to send and receive transcripts electronically through the National Student Clearinghouse. This will expedite the Admissions/registration process for transfer students applying for admission to HCC and assist former students with the transfer process (to other institutions).	The electronic transcript exchange through the National Student Clearinghouse will be activated and available for use by the College by the end of May 2015.	National Student Clearinghouse database and College computer system will indicate how many transcripts received and delivered electronically.	The service is free to North Carolina Community Colleges using the National Student Clearinghouse.	Three (3) Transcripts were received successfully from National Student Clearinghouse. Nine (9) Transcripts were received successfully from Scrip-Safe.	The Registrar's Office and Admissions needs to find ways to make students aware that the College accepts electronic transcripts through EScrip-Safe and the National Student Clearinghouse. It expedites the Admissions process and helps students get enrolled faster.
						The Registrar's Office will work collaboratively with Admissions to make applicants aware that the College receives transcripts electronically through E-Scrip Safe and the National Student Clearinghouse. This information can be posted to the Admissions website and added to acceptance letters if possible.
	25% of Non-Chapter 33 VA files will be scanned using desktop scanner	By end of Spring 2015, at least 15 VA files will be paperless	Amount of files scanned	$250.00 HP Scanjet	The service is free to North Carolina Community Colleges using the National Student Clearinghouse. No	During the Auditor's visit in February 2015, it was stated that paper copies were preferred. Therefore, there

					scanner purchased.	isn't a need for a scanner.
	Decrease amount of time it takes to review Fall rosters for Institutional Class Report (ICR/FTE) due to use of Web Attendance rosters.	Fall 2014 ICR/FTE report will be completed 1 week earlier (by January 15).	ICR report		Web attendance was implemented Fall 2014. The use of Web attendance rosters has reduced the amount of time needed to work on ICR/FTE report by eliminating the need to collect rosters from instructors and secure signatures. Fall report was due January 22 but completed on January 19.	The Registrar will use the Web Attendance rosters to monitor faculty throughout the semester to determine who is entering data in a timely manner. It can also be monitored to catch faculty errors prior to the end of the term. Registrar will continue to send email reminders regarding Web-Attendance deadlines and continue to provide the "Important Dates" calendar to faculty via Google Docs.
	Increase number of students who apply for graduation when they register for spring classes. This will allow Registrar to run Degree Audit and notify students in a timely manner if they need to register for	100 on-campus students will have applied for graduation before December 17, 2014	Informer report		Over 128 on-campus graduates had applied for graduation prior to the end of the Fall 2014 semester.	Continue to advertise the use of the online graduation application and educate faculty and staff about the importance of students applying for graduation when they register for final courses. This is also

	additional classes.					discussed in ACA classes each fall and spring during Registrar's workshop
Goal III: To Enhance the quality of life and support economic development Roanoke Valley.	**Admissions:** Students are able to enroll in school at Halifax Community College.	Increase the number of students enrolled by 2.5 % each academic year	Census taken at beginning of each semester	Marketing Materials $25,030.00 Annually	Fall 2014 enrollment was 1,356 in comparison to Fall 2013 enrollment of 1,388. There was a 2.3% decrease in enrollment from Fall 2013 to Fall 2014. However, new student enrollment increased by 75% for Fall 2014 (401) in comparison to Fall 2013 (229). Spring 2014 enrollment was 1,360 in comparison to the Spring 2015 enrollment of 1,183. This was a 13% decrease in Spring 2015 compared to Spring 2014. Spring 2015 new student enrollment was 129 in comparison to Spring 2014's 207.	Determine target audience that yielded the greatest results and exercise similar methods to yield better results in the other target areas. Consider different approaches to increase enrollment rate for this group in an attempt to increase enrollment by 2.5% each academic year. More contact with the high schools that included classroom visits, parents' night, school event and monthly communication, i.e. letters and post cards to parents.

| (3.4) Build a collaborative plan with admissions and continuing education to increase articulation to degree attainment. | Increase the number of GED graduates enrolling in Curriculum programs | Increase the number GED graduates enrolling in Curriculum programs by 10% | List from Continuing Education

Verification from Registrar | $0 | Admission staff actively participates in the monthly GED orientation. Admissions Office coordinated with School Chairs, Financial Aid, and SSS Director to share the curriculum programs information, FAFSA process, and SSS resources with Adult Education staff. ~~to enlighten them more of HCC's resources.~~ GED sends ~~list~~ list of GED Graduates to admissions on a monthly basis~~of GED graduates~~. Post cards and periodic follow-up calls are made to them. Fall 2014, HCC enrolled 12% of the GED graduates in curriculum ~~Programs~~programs. | The Admissions team will partner with Adult Basic Education Staff to identify students (list) eligible to take the test leading to their GED. The list will be used to do early outreach to those specific students in an effort to increase the percent of GED graduates enrolling in curriculum programs |

WORKFORCE and ECONOMIC DEVELOPMENT
Adult Basic Education, General Education Development, Learning Lab, Compensatory Education, Business & Industry Services
Dr. Warren Haynes, Dean of Workforce & Economic Development

Purpose: The purpose of the Workforce & Economic Development (WED): To successfully develop and deliver programs that create pathways to North Carolina's 21st Century Workforce. This includes collaborating with curriculum programs, College facilities, administrative support units and external groups to provide transformational experiences in the rapidly changing environment and globally competitive economy.

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Goal II (2.7) <u>EMS</u> Creating pathways of success by increasing third party credentialing for our students.	To increase the number of certifications that could be used to benefit the local workforce in the area of Emergency Services and Industrial safety	Work on accreditation/certification issues to be able to offer at least two new certifications based off of area needs	The development of courses	Internal cost for time of meeting certification and instructor requirements of courses as well as any certification fees	Adjusted to several rule changes to maintain the ability to continue to offer several third party accredited classes such as Geriatric emergencies which moved to National Association of EMS Educators (NAMSE), Rule changes by NC Office of State Fire Marshall (NCOSFM) to continue to offer firefighter, chiefs	Seven new certification courses were added as well as three courses realigned for continued certification based on needs of the community (including training for the Ebola breakout). Working with local

					101, and fire instructor certifications. (NOTE: not all firefighter certification classes are able to be taught at this time due to the need for appropriate training aides to meet new simulation requirements. These classes are Forcible entry, Ventilation, and Fire Control classes). Offered new National Fire Association (NFA) leadership classes: Preparation for Initial Company Officer (PICO) Managing Incident Company Operations (MICTO) Strategic Tactical Company Operations (STICO) Incident Safety Officer (ISO) Offered the Child Passenger safety seat class accredited by the Kids Safe Worldwide organization Offered new NAEMSE bleeding control class multiple times Developed and piloted new transition plan approved by NC Office of EMS (NCOEMS) for all levels of EMS. This course has been conducted in the classroom and is being prepared to offer in an online format. HVAC class reworked from	responders for potential Ebola responses.

					a 48hr course with no certification to a 124hr program that will allow the student to achieve pre-apprentice status as well as refrigerant certification.	
Goal II (2.7) CRC	Offer Career Readiness Certificate (CRC) certification To communicate and provide the Keytrain training for CRC assessment preparation.	CRC Certification Score level	CRC assessments Work Keys	Resources of college = None. Cost to student = $30.00 Resources of college = None Cost to student = None	CRC Certificates earned Level - Certificates　% Gold　　47　　30 Silver　　88　　57 Bronze　　20　　13 Training in the areas of: Applied mathematics Reading Locating Information 119 people 361 hours	Employee skill levels were measured to allow employers to compare to their job requirements. Student(s) skills training provided preparation for a CRC assessment.
Goal III (3.4) EMS To support economic development in the Roanoke Valley by offering programs and services to support business and industry.	To increase the number of classes (i.e. topics) that could be used to benefit the local workforce in the area of Emergency Services and Industrial safety	Develop at least two new programs based off of area needs	The development of topical courses specific to area needs.	Internal cost of time for course development.	Began *drill meeting* groups to offer more tabletop and functional exercises in the area. Past year 3, area tabletops were conducted with more tabletops and full scale exercises planned on a two year schedule. Developed and offered Ebola safety class in response to Ebola breakout. Class was conducted in classroom and online format. Developed and offered heavy equipment operator safety class (i.e. train the trainer).	Five non-certified courses were developed based on needs of the community.

					Developed and offered hazard awareness class for industrial safety. Offered new training awareness course for tele-communicators	
(Goal III 3.4) <u>Customized Training</u> *Continued*: To offer training programs that are relevant to the needs of business and industry clients and that are in alignment with the North Carolina Community College System.	Given a recognized training need from a client, Halifax Community College (HCC) will be able to offer the customized training programs (listed below) to satisfy the training need of businesses and industry. Productivity Enhancement Job Growth Technology Enhancement	Training programs that have been approved by the North Carolina Community College System	Customized Training Criteria via the North Carolina Community College System.	Productivity Enhancement 7,500.00 Resource Job Growth or Technology Improvement	60 industrial students trained. 124 industrial students trained.	Provided customized training that enhanced employee skills in the area(s) of: safety, leadership, and process improvements for industrial clients.
(Goal III 3.4) <u>HRD</u> Continued: Provide continuing education programs to support the on-going training and retraining needs of the workforce.	Upon completion students should be able to: Establish self-esteem and confidence in seeking and keeping employment Practice effective problem solving skills relative to employment and set goals	Students must attend 80% of set class hours and actively participate in class activities in order to successfully complete the class and receive a certificate	Human Resources Development program criteria and core components for the North Carolina Community College System	Pay average of $20/hr. per instructor Purchase additional material… books, DVDs, videotapes, etc. $3,000.00 Purchase additional electronics… laptop, IPad,	915 students out of the 953 (96%) successfully completed Human Resources Development courses and received a certificate According to the Continuing Education surveys, over 86% of students selected "Yes" to either having goal(s) completely or partially met.	The results will be used to continue offering classes and adjusting them accordingly to satisfy the instructional needs and improve the quality of the education provided.

	Make the necessary connections in the community relative to jobs Understand the importance of continuous job skills development			computer/software $2,000.00 Recruitment materials (flyers, posters and brochures) $1,000.00		

Goal IV (4.1) Development, implement and evaluate a comprehensive institutional effectiveness plan, evaluation and assessment	To increase the data collection process of Workforce & Economic Development programs that will lead to student success.	Increase data processes used to collect information. The development of a systematic series of action plans to move forward with the mandated tracking requirements (e.g. Collection instrument based on VFA).	Data collection instruments used to collect data (i.e. Voluntary Framework of Accountability and the North Carolina Community Colleges performance measure results).
			
			Submittal of plan for VFA tracking for future semester-classes.
				Internal cost of time in the design of tracking procedures	Develop a list of courses greater than 90 contact hours for student pool
					    EMT
					    Advanced EMT
					    Paramedic
					    HVAC
					
					Develop questionnaire for tracking information such as contact information, aspirations (goals), income, employment status, employment satisfaction etc.
					
					Develop time frame and procedure for re-administering the questionnaire at intervals to obtain useful information.
					
					List of questions to ask students in classes longer than 90 hours for follow up data:
					
					Contact information
					
					Secondary contact information
					
					Employment status
						List of questions has been developed and a list of suggested courses to be tracked has been provided. Information is ready to be implemented for the upcoming semester upon appropriate approval.
						
						Newly enrolled students in the Basic Skills program have been clearly identified and their functional educational levels have been determined.
						
						Students who have successfully passed all components of the General Educational Development (GED) ® and obtained GED® credentials have been identified.

					Annual salary (pre-training) Goals from course (Job, hobby, volunteer etc.) Expectations of the course What is your anticipated work load from this class going to be (study time per week)? How are you paying for the course (fee waived, grant, scholarship, self-pay etc.)? Recognized certifications prior to course Recognized certifications received within 1 year of graduating Job obtained in field Annual Salary 1 year post-graduation Did they take curriculum classes after noncredit class? Average demographics for advertising reasons Classes that would have helped them in employment? Certifications that would have helped them in employment? Certifications and training	Results have been utilized for recruitment and retention and to determine the feasibility of developing specialized classes and/or to determine if new sites should be opened in select locales within our service area. Identified state/industry recognized credentials and GED® graduates that enrolled in additional Workforce & Economic Development programs. Data used to create/expand Literacy Education course offerings.

| | | | | | company sent the student to after hiring

The Basic skills program continues to increase their data collection processes. For several years, New Student Cohort data has been collected.

Basic Skills personnel are working closely with the North Carolina Community College System Office to obtain appropriate data for the Voluntary Framework of Accountability.

Basic Skills personnel compile data for both on/off-campus classes that include: # of students in class, name of instructor(s), membership hours, annual full-time equivalency, class location, etc. | |

2014-2015

OFFICE OF INSTITUTIONAL EFFECTIVENESS, PLANNING, & ASSESSMENT
Dr. Adriane Leche, Dean of Institutional Effectiveness, Planning and Assessment

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QEP Circle Program
Marcus Lewis, QEP Director/Research Associate

Purpose: The QEP Circle Program addresses barriers or weaknesses in student learning that impact their ability to self-regulate learning and solve problems. The Circle Program utilizes two sets of Learning Communities (LC's) to facilitate the development of skills necessary to self-regulate learning and solve problems. In compliance with HCC's Strategic Planning Goal IV (4.3), SACS requirements, and QEP goals, the following I.E. plan has been developed to assess the effectiveness of the current QEP model and utilize results to increase its effectiveness and number of students impacted going forward.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result/Outcomes	Use of Results
Goal IV: (4.1) Develop, implement and evaluate a comprehensive institutional effectiveness and assessment plan.	Assessment of institutional and student learning outcomes data will be documented. Institutional effectiveness process will promote and facilitate collaboration in and between units.	Data will be collected and analyzed for reporting Institutional Effectiveness plans	Annual institutional effectiveness report and use of results. Unit institutional effectiveness plan results. Discussion meetings on plans and results.		Each academic school faculty is working with a SACSCOC team to assess and document student learned outcomes at the school, program and course levels. Alignments are currently under development. 100% of the required I. E. plans were completed and compiled in a report for the 2014-15 academic year. Meetings were held with every Unit Head, dean of I. E. and college President to discuss the I. E. plans and interim results.	As a result of this process faculty are adjusting courses to align with measuring student learned outcomes- developing rubrics and check list, etc. for Fall 2015 Discussions generated ideas for future exploration of new programs; input will be shared convening suggestions to meet strategic plan goals, data collection and other activities. Some I. E. plans were revised as a result of these discussions and changes will be reflected in 2015-

						16 I. E. s.
	Data results will be available to various constituents	Data will be available on webpage, in and publications	Web page, and publications		QEP Facts of the week/month were sent out throughout the academic year via email; QEP and I. E. Newsletter were distributed in print form and email, and posted on the HCC QEP website. Data reports were posted on the planning and research HCC web page (IPEDS, NCCCS Performance Measures). Printed materials included President's Annual Report and HCC Facts Brochure, Presidents Monthly Board Report; Daily Herald and The Weekly Defender.	An I. E Newsletter was not produced and distributed spring. A timeline of report due dates and activities for I. E. will be developed for 2015-16, to ensure timeliness of producing a fall and spring newsletter.
(4.3) Implement QEP to meet the quality enhancement plan goals and SACS requirements.	Provide skills necessary for students to matriculate and complete their certificate, diploma, and/or degree Institutionalize foundational practices that positively impact student completion rates	LC vs. non LC student retention (benchmark = 80%), persistence (benchmark = 85%), and overall success rates in dev. math/Eng. and/or curriculum level math/Eng.	Overall Success Rates of LC courses Retention Rates Persistence Rates		**ACA 111** Retention: 81% (met) Persistence: 80% (not met) Overall Success: 64% **ACA 122** Retention: 76% (not met) Persistence: 77% (not met) Overall Success: 59% **Combined ACA 111/122 (292 students)**: Retention: 79% (80% benchmark not met) Persistence: 79% (85% benchmark not met) overall success: 62% Though the baseline for retention and persistence were not met, 2014-15 ACA 111/122 data compared to 2013-14 ACA 085 data retention had a 22pt increase and overall success	CIRCLE 1 results will be used to develop an ACA academy for all instructors teaching ACA 111 & ACA 122 to discuss and explore pedagogical and other practices that impact student retention, persistence and overall success in the classes. The ACA academy will maximize fidelity of implementation and add emphasis to SLO's that were not met. CIRCLE 2 results,

		80% of LC students will score higher on post MSES & GSES	Pre/Post MSES & GSES scores		increased by 5pts. **HUM 115 (4 students)** Retention: 75% (not met) Persistence: 100% (met) Overall Success: 75% Overall success rate increased by 25% from prior year. **ENG 111 (4 students)** Retention: 75% (not met) Persistence: 100% (met) Overall Success: 75% Overall success rate increased by 15pts. From prior year. **Pre/Post MSES** Pre-MSES mean: 5.48 SD: 1.52 Post-MSES mean: 5.80 SD: 1.61 % of students scored higher: 68% (not met)	although indirect outcomes rose from the prior year, show very low enrollment. Focused efforts to increase enrollment will be developed and implemented.
		Cohort graduation rates of students that have taken LC courses versus non-LC students				

		90% of LC instructors will receive professional development as it relates to the QEP	Graduation Rates (100%, 150%, & 200% time frames)		**Pre/Post GSES**
					Pre-GSES mean: 3.25 SD: 0.37
					Post-GSES mean: 3.29 SD: 0.40
					% of students scored higher: 49% (not met)
					
					Graduation Rates/Timeframes
					
					2010-11 Cohort:
					  12/71 = 17%
					  100%=3, 150%=5, 200%+=4
					
					2011-12 Cohort:
					  3/67 = 4.5%
					  100%=0, 150%=1, 200%+=2	

		Gather and disaggregate pre/post semester indirect assessment data	PD sign in sheets		2012-13 Cohort:
					  8/154 = 5.2%
					  100%=6, 150%=0, 200%=2
					3 PD's Offered:
					
					2 School Chapters PD's	

		Gather and	GSES & MSES			

| Provide professional development for effective QEP implementation | disaggregate direct assessment data to determine degree to which QEP SLO's have been met (benchmark = 90%) | | | 1 Enhanced ACA PD

9 of 10 LC instructors attended at least 1 QEP-related PD = 90% (met)

Pre/Post MSES
Pre-MSES mean: 5.48 SD: 1.52
Post-MSES mean: 5.80 SD: 1.61
% of students scored higher: 68% (not met)

Pre/Post GSES
Pre-GSES mean: 3.25 SD: 0.37
Post-GSES mean: 3.29 SD: 0.40
% of students scored higher: 49% (not met) | A Faculty and Staff ACA Academy has been developed for professional develop and will be hosted in July 2013.

QEP professional development sessions will continue to be offered during the academic year |
|---|---|---|---|---|---|
| Successfully complete and analyze QEP data for writing of the QEP Impact Report | | HCC Self-Regulated Learning & Capstone Essay Rubric | | QEP SLO's (90% benchmark)
1. Develop academic goal management/strategic learning plan = 93% (met)

2. Monitor effectiveness of an academic goal management/strategic learning plan = 93% (met)

3. Implement weekly schedules for goal-oriented tasks = 90% (met)

4. Manage environmental, behavioral, and cognitive stressors that impact academic success = 89% (not met)

5. Use critical thinking skills to analyze available information and devise solutions to problems = *Requested CT Rubric results , but did not receive*

6. Relate personal academic self-efficacy to goal achievement = | QEP director will continue to collect and disaggregate direct and indirect assessment data each semester to effectively write and tell the story of HCC's QEP in the 5th Yr. Impact Report. |
| | Draft narrative of QEP goals, changes made & why, and impact on student learning. | | | | |

					86% (not met)	
(4.4) Prepare, write and submit 5th year SACSCOC report			QEP 5th Year Report Timeline		QEP 5th Yr. Impact Report narratives have been drafted for: 1. initial goals and intended outcomes (met) 2. changes made & why (met) Based on the QEP 5th yr. report timeline this has been met. The following narratives are in progress: 3. impact on student learning and unanticipated outcomes (on-going) 4. reflection of the QEP experiences (on-going)	The 5th Yr. QEP Impact Report is on pace with the established timeline. The timeline will continue to be followed.
(4.1) Develop, implement and evaluate a comprehensive institutional effectiveness and assessment plan	Receive training on SAS tools to conduct research to meet the College's needs	Attend at least 4 hours of training on utilizing SAS tools	Professional development hours recorded		4.5 hour of SAS training was received during the 2014-15 year -line	Staff will continue to utilize the SAS training opportunities on-line and in conjunction with the opportunities provided by the system's office.

INSTITUTIONAL ADVANCEMENT
The Foundation, Public Relations & Marketing, Printing & Graphics, Resource Development, The Centre
Dr. Dianne Rhoades, Vice President of Institutional Advancement, Executive Director of the HCC Foundation

Purpose: Institutional Advancement is the process of encouraging all college stakeholders to play a role in promoting and supporting their college.

Purpose: The purpose of the <u>HCC Foundation</u> is to receive gifts of cash, securities, or property to provide scholarship assistance for students at HCC and to support programs and services of the College. (Institutional Goal V)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Goal V. **To strengthen private and public financial support for the college and students.**	A faculty/staff/board (College and Foundation) fund drive annually.	An annual Foundation fund drive. Raise at least $25,000 each year an increase of 40% or more.	To review total dollars raised for overall Campus Fund Drive 2013 and determined strategies needed to meet criteria outlined.	Cost to be determined after January 1, 2015	Total dollars raised in the campus campaign was $23,205.22. Our goal was not met for the 2014-2015 year.	In reviewing the goal for last year, we will leave it at $25,000. This year a gift was given to all donors that participated in the fund drive. Next year we will implement more incentives.
(5.1) Develop, implement and evaluate a comprehensive plan for external fund-raising to increase restricted and non-restricted funds.	A successful community fund drive will be held annually.	Raise at least $35,000 each year.	Review total dollars raised for overall community 2014 and determined strategies needed to meet criteria outlined. It was determined that an outreach campaign would be done each year. We have included a brick by brick campaign to our yearly fund raisers.	Cost to be determined after January 1, 2015.	A total of $48,000 was raised during the year from the community. The goal of $35,000 was met.	By evaluating the results of this year, the goal was met. For our goal next year we will look at increasing our goal and implement some ways to solicit new donors. We will continue to work on ways to increase the brick by brick campaign sales.
Develop, implement and evaluate a	A successful community fund drive will be held annually.	Raise at least $10,000 each year.	After reviewing the total dollars raised from alumni July 2013	Cost to be determined after January 1,	The goal to establish three chapter for the	We will continue to work on

comprehensive plan for external fund-raising to increase alumni restricted and non-restricted funds.			to June 2014 the it was decided that we will establish three chapters in within the next year aimed for the purpose of alumni fund raising.	2015.	fiscal year was not established. We have hired a Director of Resource who will work towards establishing alumni chapter.	establishing the chapters and building our fundraising goals for the next fiscal year.
(5.2) Set yearly benchmarks for increasing foundation funds to 2 million by 2017 Set yearly benchmarks for increasing grants.	Increase scholarships by 30%	Raise at least $30,000 in new scholarships funds.	Review of total dollars raised for overall Campus Fund Drive 2013 and determined strategies needed to meet criteria outlined. Strategies currently identified are: Work with potential donors to include churches, businesses, and alumni to educate on needs and ways to give.	No cost associated	The goal of increasing new scholarship by $30,000 was not met. New Scholarships were increased by $15,000.	The goal of $30,000 will be set for this fiscal year. We will look at ways to increase scholarship funds by reviewing our fundraising plans from last year and increasing our plans for this fiscal year.
	Double the amount of secured grant funds proposed for last fiscal year (From $300,00 to $600,000)	Raise at least $600,000 annually in grants.	To review total of proposed grant funds secured in 2013-2014 compared to total of proposed funds raised in 2014-2015.	No cost associated	For fiscal 2014-15 we have secured a total of **$307,958** thus far, **$318,00** more is pending for June 2015- If successful we	The results will be used to set goals for 2015-16. We propose to meet or exceed the 2014-15 grant amount

| (5.3) Develop and implement a plan to increase alumni engagement and community support. | To develop a stronger Alumni Association that functions as a group supporting HCC's mission and goals. | To establish three chapters in the Roanoke Valley | Utilize minutes of Alumni meeting that include alumni attendees.

Establish HCC Alumni Bylaws, policies and procedures. | A cost of $500.00 to handle refreshment for chapter initial meeting. | will raise a total of **$625,958** **(exceeding or goal)**

Have met with Alumni Volunteer and begun planning to establish at least 1 (one) Alumni chapter | secured.

Organize first active chapter by 12-15-15. Publish a feature story on Alumni. Use Alumni data base for organizing. Plan Alumni function for Spring 2016 |
| (5.4) Develop, implement and evaluate a comprehensive public relations plan to enhance community relations and college visibility. | General public and HCC faculty, staff and students will read about HCC events and happenings online, in the area media and through social media sites. | Number of updates posted on social media sites | Tabulate number of postings on Facebook and Twitter, monitor engagement for Facebook and Twitter sites, compiling results and reporting to vice president at the end of the year. | Cost to be determined after January 1, 2015. | Number of postings on Facebook increased from 125 to 132 to date and postings on Twitter increased from 207 to 256 to date. Engagement on Facebook (likes, shares, comments, etc.) increased from 947 to 1,360 to date and engagement | Use results to generate more interest in Facebook and Twitter pages and increase engagement |

					(followers) on Twitter increased from 91 to 186.	
(5.5) Develop, implement and evaluate a campus-wide outreach activity plan for service units and academic schools.	To present HCC and its students, president and staff accurately and effectively to all stakeholders and to provide HCC staff the resources critical to the success of the college.	To provide needed assistance with request for design copying and printing to administration faculty and staff.	Annual survey to determine customer satisfaction and needs assessment.	No cost associated.	Survey resulted in 58 percent of respondents rated print shop/ graphic design services as "very good", 32 percent as "good" and 10 percent as "moderate"	Use results to improve the effectiveness of the print/ graphic design services.
(5.6) To see to it that all events are properly staffed and carried out in an efficient and professional manner	To continue to build business relationships with the general public and organizations of the Roanoke Valley.	Continue to score at least 85% approval rating on customer satisfaction surveys.	Visitor and program surveys utilized by clients and patrons.	No cost associated.	Of the 127 events for the 2014-15 FY, 9 are new rental clients. Survey results are still being comprised utilizing Surveymonkey.com. Our visibility on Social Network continues to increase and we are currently at a 4.6 out of 5.0 star rating. With 9 reviews from visitors.	Determine which mode of surveying patrons is most effective. Continue to find new ways to receive feedback from our patrons
(5.7) To continue to	Increased awareness	Offering 3-4	"Surveys of events	Cost		

enhance the educational growth and cultural awareness of the students of the Roanoke Valley.	and appreciation of American and International Cultures through artistic presentations.	children's theatre performances that include educational components to be shared with the teachers prior to the performance.	and material shared with educators. "Study Buddy" educational components are provided by the performance company for plays.	approximately $6,000.00.	Over 2,400 students attended the Children's Series. Artist fees totaled $5,400.00	Continue to build the relationship between the college and the grade schools. Offer educational theatre on an annual basis.