



**STRATEGIC PLAN
2009-2013**

Office of Institutional Effectiveness

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Halifax Community College (HCC)

Halifax Community College encompasses the open-door policy of education for citizens who have the need and desire to learn. The trustees, administration, faculty, and staff are dedicated to advancement through education and are committed to existing programs. However, the institution is constantly searching for new programs which will fulfill the needs of individuals in a changing society.

HISTORY

In 1967, visionaries in Halifax County recognized the need for a reputable institution to offer educational opportunities and job training for high school graduate and others. The visions and dreams became reality when Halifax County Technical Institute was chartered on September 7, 1967 by the North Carolina General Assembly. Under the terms and provisions of Article 115A of the General Statutes, the educational facility became a public institution of the North Carolina Community College System.

The institution began functioning in February 1968 when its first president, Dr. Phillip W. Taylor, was appointed. Halifax Technical Institute used office space at the Civil Defense Building in Halifax until the property, formerly known as the Colonial Manor Motel on Highway 301, was acquired on July 15, 1968.

In its first year, Halifax County Technical Institute offered classes in practical nursing and masonry programs inherited from Pitt Technical Institute. The institute assumed responsibility for these programs in March 1968. Full time students in business administration, secretarial science, radio and television service, and automotive mechanics enrolled for the first time in September 1968.

Action by the General Assembly removed Halifax County Technical Institute from the unit status and established it as a chartered institution, governed by a twelve-member board. Four trustees were appointed by local school boards, four by the Halifax County Board of Commissioners, and four by the Governor of North Carolina.

The Board of Trustees is a corporate body with all powers usually conferred upon such bodies to exercise powers necessary for the management and administration of the institute. Since the inception of the institution, programs and facilities have evolved to meet the needs of an expanded and diverse enrollment population. In May 1972, the trustees approved the purchase of a 109-acre tract of land ideally located in the population center of Halifax County. Construction began in 1975, and the institute moved to the new campus in April 1977, where formal dedication ceremonies were held on May 22, 1977. The cost of the facility, including land and buildings, was approximately \$2,356,000 and contained 72,000 gross square feet.

As seen as early as 1973, the trustees, staff, and faculty of Halifax County Technical Institute began to discuss the possibilities and to make plans for adding a two-year college transfer program. The institute had offered a general education program on contract with East Carolina University since 1971. The leadership of the institution recognized the many rewards that would result from establishing a two-year

transfer program operated solely by the local institution; thus, the community witnessed the emergence of HCC as a comprehensive community college.

A feasibility study was conducted in 1974. The local trustees, the County Board of Commissioners, local secondary school units, the State Board of Community Colleges, and the State Advisory Budget Commission approved the move for the establishment of the institute as Halifax Community College.

Local representatives introduced the bill to the 1975 North Carolina legislature, and action was approved in June of that year to become effective on July 1, 1976.

The institution moved to its present location in 1977 when Halifax Community College established a new campus in Weldon, on Highway 158. In 1979, 4,000 square feet of vocational classroom space were added to the growing institution.

Another major campus addition as the Technology Development Center (now the Continuing Education Center) completed in 1986. The center housed a large, multi-purpose auditorium, spacious bays for industrial training, classrooms, and offices for Continuing Education staff and the Small Business Center, established in 1985. In 1987, a new Student Activity Center opened which housed the campus bookstore and a student lounge.

Following the retirement of the founding president, the search committee of the Board of Trustees appointed Dr. Elton L. Newbern, Jr., as president, effective July 1, 1988. Under his leadership, new facilities and programs were initiated to meet the needs of a burgeoning enrollment.

The institution's curriculum enrollment numbered 14 at its inception but grew rapidly, and the College experienced a 41% increase in enrollment in the 1990s. The College celebrated its twenty-fifth anniversary in 1993.

The 1990s reflected the enrollment increase through growth in both program areas and facilities. New curriculum programs were initiated and included Accounting, Microcomputer Systems Technology, Basic Law Enforcement Technology, Phlebotomy, and Pulp and Paper Technology. A state-wide reengineering process converted all 59 community colleges within the North Carolina Community College System to a combined course library, based upon a semester system. The Child Care Center was established on the campus with first preference for accommodation given to student and faculty parents.

Halifax Community College experienced growth in facilities as well. A Student/Nursing Education Center was constructed in 1990, the Literacy/Science Education Center was completed in 1994, and the Child Care Center/Classroom Building was constructed in 1996. Today's campus features major additions, including the new student activity complex that combines all of the Student Services functions into one location. The Student Admissions is headquarters for the admissions office, the campus bookstore, and a student lounge, all under one roof.

In July 2002, the construction began on the Allied Health/Multi-Purpose building. The new 80,886-square-foot, state-of-the-art, two-story building houses the allied health programs, which include nursing, nursing assistant, licensed practical nursing and dental hygiene.

In August 2003, the construction began on the new Wellness Center. The Wellness Center, a 6,500-square-foot, free-standing addition, houses exercise equipment for the Basic Law Enforcement program, floor space for continuing education classes, and exercise classes.

Through advancement in distance learning activities, online instruction and live interactive classes via the North Carolina Information Highway, Halifax Community College is a recognized leader for progress in the Roanoke Valley. The College continues its traditions of quality and service to the citizens of the area and is committed to remaining a pacesetter institution offering service with a personal touch. For our students, HCC is where *Learning Comes to Life in Pursuit of Excellence*.

Dr. Ervin V. Griffin, Sr., began his tenure as the fourth president of Halifax Community College (HCC) on Dec. 1, 2006. President Griffin made history at that time when he became the first African-American President of Halifax Community College in 40 years.

In February 2007, Griffin began a high visibility campaign at Halifax Community College to highlight the campus and the academic & student services programs on campus. He brought a stamp dedication ceremony commemorating legendary jazz vocalist Ella Fitzgerald in 2007, Charles W. Chestnut in 2008, and Civil Rights Pioneers in 2009 to HCC as part of Black History Month festivities. This was the first time that HCC had partnered with the U.S. Postal Service to bring a stamp dedication to campus.

President Griffin has implemented aggressive enrollment management and resource development programs at HCC. The enrollment management program has resulted in substantial increases in headcount and full-time equivalent enrollments. Fall Semester 2009 enrollment increased by **24%** to 1703, and Spring Semester 2010 enrollment increased by **20%** to 1,730. The spring semester 2010 enrollment is the largest in the history of the College. In addition, the continuing education and workforce development division served approximately 3,316 clients per semester. HCC served 7,475 unduplicated students during the 2008-09 academic year.

President Griffin has also enhanced the student and community activities programming at HCC. In addition to the unique programming, students now have access to wireless internet installed during the Fall Semester 2008. The College now has an annual Founders Day program, Constitution Day Program, Women's Day, American Indian Heritage Program, African American History Month, Breast Cancer Awareness Day, and Prostate Awareness Program. The College partners with First Baptist Church of Weldon to annually sponsor the "Balm in Gilead" program to promote AIDS awareness and prevention.

Griffin also partnered with the local newspaper [*Roanoke Rapids Daily Herald*] to publish a column each month called the *President's Perspective*. The purpose of his column is to provide a fresh perspective on a variety of educational topics. He also commissioned the College's **first academic mace** and established the **Presidential Initiatives Fund with a \$5,000 donation** to the HCC Foundation to provide funding for special projects dealing with faculty, staff, student, and equipment needs.

The challenge of working with African American males continues to be a struggle in higher education. President Griffin has secured a **\$1,200,000** grant from the US Department of Education to help African American males enroll and graduate from HCC. The male mentoring project call **P.R.I.D.E.** (**P**reparing men for **I**ntellectual, **a**ca**D**emic and **E**ducational was named one of the top programs in the nation for cultivating connections with male students by the annual CCSSE Survey of Student Engagement findings in 2009. The overall goal of the project focuses on the educational outcomes of African American males to increase satisfaction, retention, and graduation rates.

Griffin also secured funding for an allied health project in April 2009. Congressman G.K. Butterfield provided a federal appropriation of \$190,000 for the project and the Golden Leaf Foundation an additional \$100,000. The project will provide a state-of-the-art, on-site Human Patient Simulator for the training of allied health students in a “virtual class setting.” The lab will offer skill training and provide hands-on training and skill development for emergency medical, allied health, and nursing personnel for other health organizations in the region.

President Griffin also has led the HCC community in developing its new Long Range Plan (2007-2013) to anticipate what future college program and facilities are needed to best serve community needs. In addition, to the Long Range Plan, HCC now has an updated Facilities Master Plan, Strategic Energy Plan, and approval from the State of North Carolina for Advanced Planning of the proposed Academic and Student Services Center. In addition, the Board of Trustees has approved an updated Mission and Values statement and the College Goals and Strategic Objectives (2009-2013).

The Center

The Centre at Halifax Community College opened in November 2003 to serve as Northeastern North Carolina’s premier multi-purpose venue. The 1500-seat theatre with 1000 retractable seats makes it the area’s most versatile facility, affording extensive flexibility for a wide variety of functions. The Centre can host theatre productions, concerts, banquets, receptions, conferences, dances, and exhibits. Its features include a state-of-the-art stage; intricate rigging, sound, and lighting systems; scene shop; costume shop; and dressing suites with all of the amenities. The adjoining gallery is available for smaller meetings, receptions, luncheons, and functions for as many as 100 people.

The mission of The Centre is to continue to enhance the history and legacy of Halifax Community College and to contribute to the welfare of the people of the Roanoke Valley through educational, cultural, and community programming.

Halifax Community College Vision, Mission and Values



**“LEARNING COMES TO LIFE
IN PURSUIT OF EXCELLENCE”**

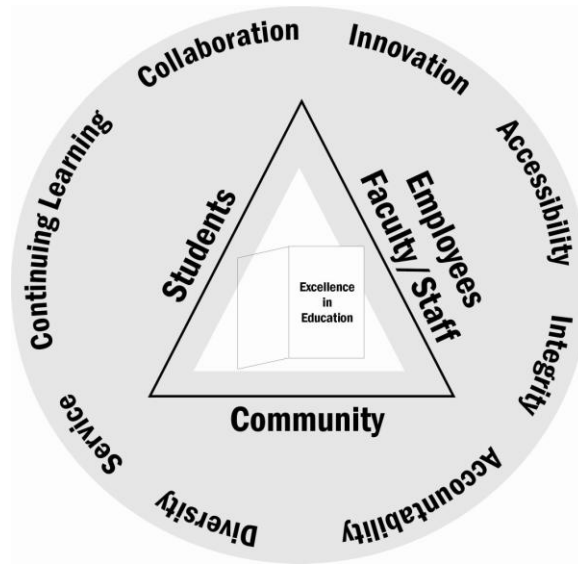
VISION

HCC will continue to be a catalyst for educational, cultural, and economic progress in the Roanoke Valley by anticipating and responding to the needs of an evolving global community.

MISSION

HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.

VALUES



Integrity: We live by a code of ethics which includes truth, humility, respect, and fair-mindedness to all people.

Service: We actively support the growth and development of a culture of service in our community by word, example and collaboration.

Continuing Learning: We value and promote the process of reaching our individual and community-related potential through a life-long pursuit of education, both formal and informal.

Collaboration: We promote the combined efforts of all stakeholders in accomplishing common goals of government, education, industry, and the public.

Accessibility: We provide opportunity and support to all who seek personal enrichment or a higher quality of life.

Innovation: We embrace new and creative approaches to continually improve the quality of our education and services.

Diversity: We believe an appreciation of differences adds to the richness of the learning environment and the personal development of all.

Accountability: We take responsibility for continuous quality improvement, serving the needs of our community, utilizing our fiscal and educational resources wisely, and providing quality education and services with strategic outcomes.

Approved by the Board of Trustees October 28, 2008

COLLEGE GOALS AND STRATEGIC OBJECTIVES (2009-2013)

Institutional Goal I

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.

Strategic Objectives

- A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
- B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today's high skilled, global workforce.
- C. Provide appropriate support services for students.
- D. Meet North Carolina Community College System annual critical success factors performance measures.

Institutional Goal II

- II. To ensure that graduates of the associate degree programs (AA/AS/AAS) are competent in the following areas:

Strategic Objectives

- A. Communicate effectively in reading, writing, and oral communication.
- B. Demonstrate fundamental mathematics skills.
- C. Demonstrate positive life skills applicable in the workplace.
- D. Demonstrate competency and information literacy through use of computers.
- E. AAS graduates will perform specialized technical skills related to their program major.

Institutional Goal III

III. To support economic development in the Roanoke Valley.

Strategic Objectives

- A. Provide continuing education programs to support the on-going training and retraining needs of the workforce.
- B. Offer programs and services to support business and industry.
- C. Offer enrichment courses and cultural events that contribute to the quality of life.
- D. Participate in regional economic development activities.

Institutional Goal IV

IV. To enhance the Enrollment Management Program

Strategic Objectives

- A. Develop a comprehensive admissions and recruitment program to attract diverse student populations to the college.
- B. Increase enrollment by ten percent over the next four years.
- C. Increase faculty and staff training in enrollment management, recruitment, retention, financial aid, and academic advising in order to communicate effectively with prospective and current students.
- D. Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.

Institutional Goal V

- V. To upgrade the foundation of basic skills of the adult population to meet individual and workforce needs.

Strategic Objectives

- A. Offer ABE (Adult Basic Education) and GED (General Education Development) programs at accessible times and locations.
- B. Progress of Basic Skills Students will be at least seventy-five percent.
- C. Provide compensatory education for adults with special needs.
- D. Offer developmental education courses to enable students to attain the basic skills necessary to enter and succeed in curriculum programs.

Institutional Goal VI

- VI. To assure effectiveness in instructional programs, support services, and administrative processes.

Strategic Objectives

- A. Develop a comprehensive institutional effectiveness program implementing appropriate planning and assessment.
- B. Implement appropriate management practices.
- C. Implement effective and efficient use of technology.

Institutional Goal VII

- VII. Increase Public Awareness of the College

Strategic Objectives

- A. Continually develop and implement a strong community outreach program designed to enhance the programs of the college and the community it serves.
- B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all.
- C. Establish a strong alumni association.
- D. Increase public awareness of the College through electronic and print advertisement.
- E. Create promotional materials that bridge generational technology gaps and cultural differences.

Approved by Board of Trustees on April 28, 2009

STRATEGIC PLANNING AND ASSESSMENT PROCESS

At HCC, the strategic planning process is executed through a team effort and coordination through the major areas of the institution. The planning process is driven with a focus of the mission, vision and values of the College.

The Strategic Planning process enables the College to focus on its institutional intentions for the future. Foundational statements such as the institutional mission, vision, values and goals are the result of strategic planning as are the individual statements of purpose and goals of the units, departments, and curriculum programs. These are reviewed on a five-year cycle.

The four-year strategic plan (2009 -2013) is the result of such effort. The strategic plan is interrelated with the Institutional Effectiveness wide planning and assessment process. The strategic plan is further divided into yearly priorities for effective monitoring and assessment purposes. Yearly priorities would be monitored and assessed at the end of the yearly cycle in order to determine the accomplishment of the outlined priorities. In this way, the strategic plan serves as a compass in enabling the College to reach and accomplish its full potential of services to the students and community.

PLANNING AND ASSESSMENT MODEL

The Planning and Assessment model at HCC is interrelated to strategic planning. It is common knowledge that strategic planning is the “navigator” of activities and future activities of any organization. Planning plays a key role in helping the College to identify the necessary resources to accomplish effective and meaningful outcomes on a timely basis. The process also includes the review and examination of the mission, vision, values, goals, budgets, and other activities that impact the College on an annual basis (Diagram I, p 15). The main goal of the assessment program is to gain a better understanding of student achievement so as to facilitate continuous improvement of programs, student outcomes, and student experiences at HCC. (Diagram II, p 16).

Therefore, the assessment planning involves setting specific outcomes for programs that include student learning outcomes and services while at the same time formulating expectations for students, faculty, staff, and the general community at large.

As part of its continuing planning process, HCC initiated its Long Range Plan process in September 2007. The process provided HCC the opportunity to gauge and analyze the existing programs as well as the needs for new programs relative to the needs of the community. This was an effort for HCC to anticipate and determine future College programs and facilities that are needed in order to serve the needs of the community. The needs for new programs and facilities can be determined through forecast, analysis, prediction, and comparing program enrollment and community trends.

In the Long Range Plan, attention was paid to the Regional Scan and Program Demand Report by NCCCS. The College has completed a Long Range Plan (2007-2013) which anticipates the growth and direction of the College through 2013.

The major content areas of the Long Range Plan include, but are not limited to, the following: Service Area Data Projections, Enrollment Projections, Internal Feedback, External Feedback, and Community Survey. The Long Range Plan also included the development of a Facility Master Plan (2008), an expansion of the existing campus.

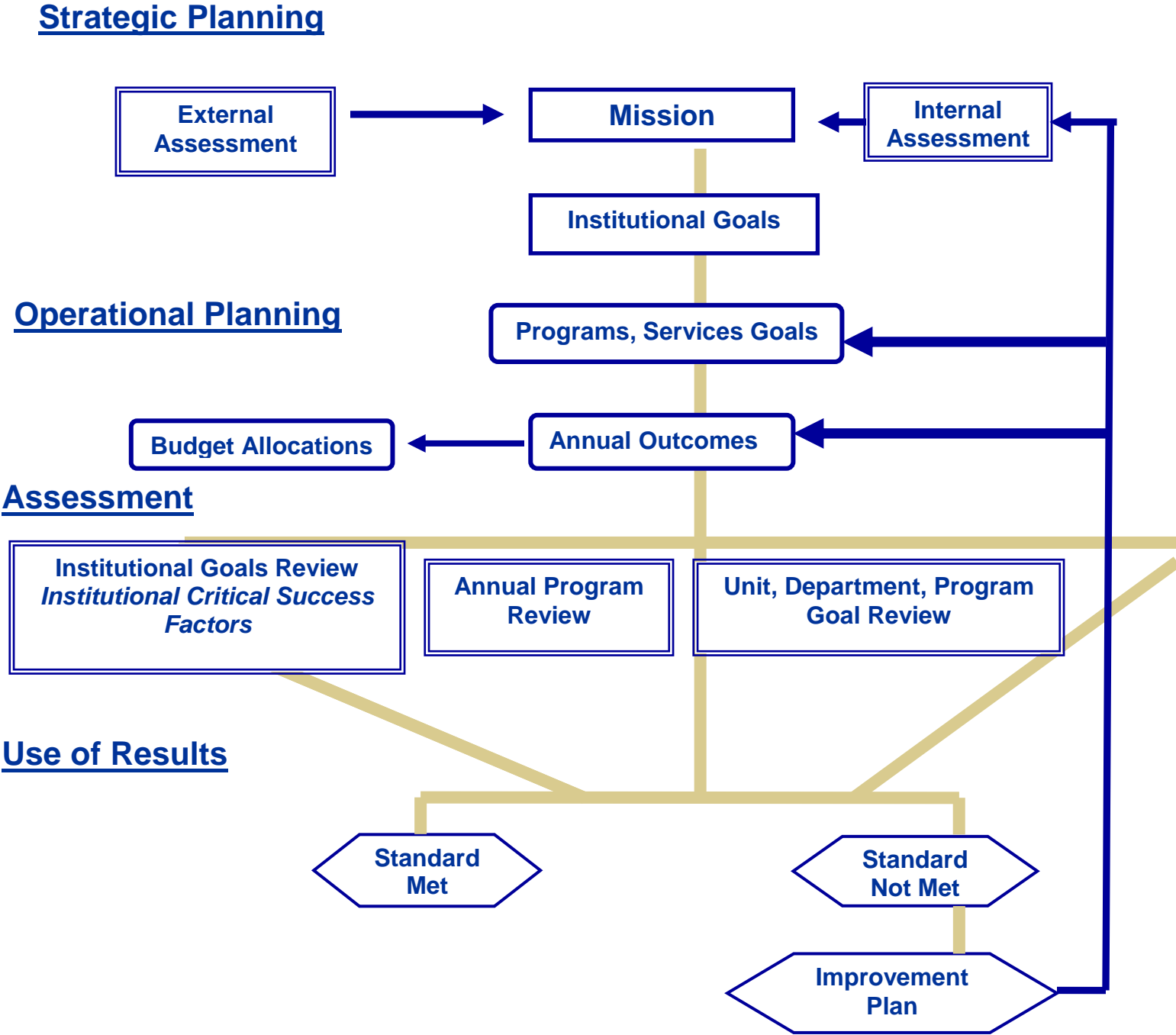
Dr. Ervin Griffin, President of HCC, led a community outreach in October 2007. A community survey was implemented, including the participation of local civic organizations, the Chamber of Commerce, and Job Fair participants. Dr. Griffin also met with local economic development groups including Halifax Horizons, a private economic and development group. In his continuous effort to reach out and seek community participation, Dr. Griffin invited the

stakeholders, service area civic and business leaders, to attend a breakfast meeting at the College to discuss the Long Range Plan. The participants provided their insights into future community needs and workforce development opportunities.

The resulting Long Range Plan was the cumulative efforts of the president, faculty, staff, students, and the community. The process involved the gathering of internal and external information that are important in improving the planning cycle, mission, vision, values, and goals of HCC. This methodology was vital in the implementation of the Long-Range Plan in order for HCC to meet the future needs of society. These plans will be revised every five years. Since change is constant especially with the rapid changes in technology, the College will continue to review the mission, goals, and objectives at least every two to three years. As changes occur in our ever changing economic environment, the planning model will be assessed and examined simultaneously in order for the College to remain up-to-date in services and delivery to meet the needs of the business environment and the community at large.

HCC's Strategic Plan defines expected educational results in broad terms. It includes the institutional vision and mission statement, core values and goals, units, department, and curriculum program statements of purpose and goals. Components of the strategic plan are reviewed constantly. The primary responsibility for developing a planning system is assigned to Institutional Effectiveness and Planning Committee. The Office of Institutional Effectiveness manages the system/process. Currently, the College has established a process of conducting environmental scanning to review current assumptions and establish future trends in order to meet the needs of the community.

HCC PLANNING & ASSESSMENT (DIAGRAM I)



Core Indicators of Institutional Effectiveness at HCC (DIAGRAM II)

External Stakeholders

Prospective Students

Government Agencies

Elected Officials

Special Interest Groups

Advisory Committees

Accrediting Agencies

4-Year Institutions

K-12 Schools

Employers



Faculty and Staff

Board of Trustees

Administrators

Enrolled Students

Internal Stakeholders

Elements of Regional Report (2007-2013)

Summary results & Planning Assumptions

Regional Demographics

From 2007 to 2013, the region can expect the total population to change by 1,419 persons, or 1.84%. The age groups with the highest growth are:

<u>Age Group</u>	<u>Change in Persons</u>
65 to 69 years	877
60 to 64 years	857
5 to 9 years	562
20 to 24 years	497
50 to 54 years	430

Similarly, the racial/ethnic groups with the highest expected population growth are:

<u>Group</u>	<u>Change in Persons</u>
Black/African Am.	1,103
White, Non-Hispanic	79
Native Americans	69

Educational Attainment

Total regional attainment of a college degree (any level) is below average compared to the state and below average compared to the nation. From 2007 to 2013, the total number of high school graduates in the region is expected to decline by 89.

High-Growth Industries

The following industries show the total job growth from 2007 to 2013:

- Home health care service
- Local government
- Home centers
- State government
- Warehouse clubs and supercenters
- Limited-service eating places
- Other building material dealers
- Elementary and Secondary schools
- Residential mental retardation facilities
- Electric power transmission and distribution

Critical Occupational in High-Growth Industries

The following occupations show the most growth within the top high- growth industries:

- Home health aides
- Retail salespersons
- Personal and home care aides
- Registered nurses
- Combined food preparation and serving workers, including fast food
- First-line supervisors/managers of retail sales workers
- Cashiers, except gaming
- Elementary school teachers, except special education
- Correctional officers and jailers
- Middle school teachers, except special and vocational education

High-Growth Occupations

These occupations show the most total growth across all industries.

- Registered nurses
- First-line supervisors/managers of retail sales workers
- Nursing aides, orderlies, and attendants
- Elementary school teachers, except special education
- Correctional officers and jailers
- Licensed practical licensed vocational nurses
- Maintenance and repair workers, general
- Middle school teachers, except special education
- Social and human service assistant

Environmental Scan Sources
CCbenefits, Inc.
NCCCS Environmental Scanning
HCC Regional report

Environmental Strengths, Weaknesses, Opportunities, and Threats

(SWOT) Analysis Summary

Advisory Board Comments

STRENGTHS

- Location of campus
- Strong local curriculum, reasonable cost and few barriers to admission
- High-quality associate degree program
- HCC provides effective preparation for students
- HCC provides good foundation for students who plan to pursue a baccalaureate degree in child development and early childhood education.
- HCC is located in a Tier I county.
- HCC gives opportunities to individuals who never considered college an option.
- HCC is "just the right size," meaning that it is large enough to offer options that can help students with career choices, including transferring to 4-year institutions. However, it is small enough that students do not "get lost" in the crowd.
- Instructors and advisors are able to connect with students and stay in touch, of which they do an exemplary job!
- Strong early childhood education program
- HCC currently provides quality graduates from their programs with diverse knowledge and backgrounds.
- The college seeks out opportunities for their students to be involved in learning.
- Students are placed at job sites which relate to what they will be doing in the future.
- Some of the sites have state of the art technology the student is exposed to.
- Job opportunities have been plentiful in the area of medical office systems.
- The economic downturn has forced many people to return to school increasing the pool of potential students.
- The training is local.
- Programs more cost effective/ in savings
- Good Community relations

More individualized training programs class sizes, as oppose to on site academy programs

STRENGTHS

- HCC offers a tutoring program and along with this you can rent movies, books, and also get a laptop loan.
- Multiple resources on campus (Library, Early Childhood Programs/ Instructors, Interns, and Work Study)
- Student Convenience
- Good Security on Campus
- Highest voluntary child staff ratio
- 5 star center with degreed lead teachers
- Fair fees; Good clean and modern facility; College affiliations and access to In-field interns; Award winning staff
- The teachers desire to be “at the top of their game”
- Web Cams are a complete advantage because it allows those who want to check on their children a chance to do so. And also the meetings w/parents and teachers.
- Quality of programs and depth of knowledge of speakers
- Free classes - most places in larger cities would charge

WEAKNESSES

- Funding for replacement or state of the art equipment for serving medical office needs might be a problem.
- Curriculums could be more in line with job market.
- Need to continually update and revise certification and degree programs.
- Lack of funding
- Not enough jobs available in the area.
- Public knowledge of (free) classes

OPPORTUNITIES

- Healthcare reform will be one of the trends with a significant impact on medical office systems.
- Future generations seeking health care will have a greater demand for more services and will communicate with their health care provider through electronic means
- Fill vacancies here locally within our agencies.
- Increases the opportunity for the Community College to generate students locally.

OPPORTUNITIES

- Programs that teaches general instructors and in turn can carry training back to their perspective agencies and teach staff.
- With the reduction of teaching assistants in classrooms, the early childhood program at HCC is doing an excellent job in expanding courses so that students will have experiences with children of various ages, allowing graduates to seek employment opportunities in child care centers.
- This program also serves as a conduit through which students may come to realize their desire to pursue a 4-year degree and enter the teaching profession.
- Many of the courses they take are excellent foundations for this transition.
- Add additional education courses that will transfer to a 4-year institution.
- Need continues to increase for technical health related skills.
- Improved partnering with graduating students and local employers to secure local employment.
- High Unemployment rate should open the doors for HCC.
- Marketing to those unemployed.
- Offering new learning tools.
- Need to focus on skills needed in this area
- Parents jobs requiring them to need earlier childcare.
- Use of community resources to bring things into the school; good support of the college; keep the 5 Star Rating and Exceed It!
- Starting a business within current economic climate
- Resume writing and coaching within class (role playing maybe) to polish interviewing skills and follow up
- Outstanding customer service is always needed.

THREATS

- The current employment rate for targeted students.
- The economy and funding for programs.
- With healthcare reform and changes, there will be a tremendous need for people in this profession.
- Repeating the need to update programs, for instance, medical office technologies was continuing to have a detailed module on medical transcription.
- Most clinics/hospital now use electronic medical records making transcription skills virtually obsolete.
- Need to market to unemployed but some how HCC needs to market to ambitious students who would otherwise go to a university or larger college.
- Need to improve the reputation at HCC.
- Offering more exciting, rigorous, competitive courses
- Constant, continued PR/marketing into the community at large

RECOMMENDATIONS to:

1. Mitigate against WEAKNESSES

- Adequate funding to ensure student success with newer technologies and computer software applications for medical office systems
- Offer varied class hours making programs available to the working public day and night if possible.
- Change some courses to meet requirements of four year colleges and universities.
- Look into making classes longer for the more intense classes.
- Write for more grants and allow fundraising
- Continued support and acknowledgement from Chamber, newspaper, radio spots, etc.

2. Exploit OPPORTUNITIES

- Marketing to increase awareness of the job opportunities in medical office systems.
- Increase enrollment in the medical office systems program.
- Develops better working relations with the different agencies and the college.
- Availability of instructors for former students locally.
- Make prospective students aware that the Early Childhood Associate Program offers a good foundation in early childhood education.
- Educational opportunities available upon completion of the program.

Exploit OPPORTUNITIES

- The school could get together with the employment security commission and see if there is a way that can make more jobs possible.
- Offer direct withdrawal/ credits card payments
- Highlight the exception staff, 5 Star Rating, and bargain cost for exceptional care
- Newspaper or radio spot of someone who has drastically improved their status through classes.

3. Defend against THREATS

- Increase enrollment in this program.
- Research job opportunities and where the opportunities will be.
- Give agencies the encouragement to be actively involved.
- Continue to align courses to meet requirements of four year institutions so that courses offered will transfer.
- Pell Grant should not be so harsh as to where it makes a person feel ineligible and that they are in the spotlight for wanting to make the future better.
- Write for more grants, allow fundraisers and follow up on reports of insufficient cleaning by cleaning services.
- Look for opportunities to expand, especially with other facilities closing.

4. Future trends of our Programs

- As the health care industry becomes wider spread with information and technology, there will be increased need for competent graduates able to function efficiently in these roles.
- There are more rules related to the medical record from state and federal laws as well as for the insurance industry.
- The role for medical office systems becomes more critical in the future with increased job opportunities for those in this field with a good knowledge of medical billing and coding as well as storing and maintaining electronic medical records and maintaining the confidentiality of these records as information is shared electronically.
- Health care is on the beginning edges of electronic records and there will be many opportunities available for graduates of medical office programs in the future.
- Much of the future communications will be electronic.
- There will be an increased need for new and improved programs.
- Programs with better designed training to assist agencies in performing their duties better.
- Well trained staff will be in high demand.
- Partnerships in Dental and Medical fields

Internal Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Summary

Please see complete Volume

STRENGTHS

- Qualified instructors/instruction
- Effective programs
- Graduates well prepared
- Good Advisory Committee
- Individualized instruction
- Campus in good location/accessible
- Use of technology

WEAKNESSES

- Budget/funding
- Purchasing
- Outdated equipment
- Lack of cross training -Personnel
- Insufficient number of evening and summer courses offered

OPPORTUNITIES

- Professional Development
- Increase retention rates
- Increase graduation rates
- Increase enrolment
- Communication
- Computer-aided instruction
- Tutoring/Advising

THREATS

- Budget Cutbacks
- Economy
- Ever changing technology
- Qualified Adjunct Faculty
- Lack of job opportunities in the area
- Loss of resources

1. Mitigate against WEAKNESSES

Update equipment
Provide financial resources
Offer more evening and summer courses

2. Defend against THREATS

Keep pace with ever changing technology
Need computer assessment prior to taking DL course

HCC ANNUAL PRIORITIES

2009-2010

Maintain and Improve Program and Support Service Quality:

- Complete SACS Report, QEP and prepare for on-site visit for SACS reaffirmation.
- Meet North Carolina Community College System annual critical success factors performance measures (reference goal I-D).
- Enhance online support services.
- Increase retention ((goal IV-C).
- Increase enrollment by ten percent over the next four years (goal IV-B).
- Develop a comprehensive institutional effectiveness program implementing appropriate planning and assessment (goal VII-A)
- Conduct Internal SWOT Analysis
- Progress of Basic Skills Students will be at least seventy-five percent (goal V-B)

Student Services

- Have Student Support Services visit ACA classrooms.
- Visit local high school counselors at their school to hear from them how HCC may improve its services for the high school students.
- Incorporate faculty participation in Student Support Services Tutorial Program.

Information System Management

- Replace 50 faculty and staff computers at a cost of \$50,000.
- Upgrade the wireless routers and extend the student wireless network to the Library and Allied health Building \$9,000.
- Replace 1 administrative and 1 student server - \$10,000.

Increase donors and grant writing to offset budget cuts.

Expand the work of the HCC Foundation within the service area.

Continuous program and services development to meet the needs of the community.

HCC ANNUAL PRIORITIES

2010-2011

Maintain and Improve Program and Support Service Quality

- Develop a comprehensive admissions and recruitment program to attract diverse student populations to the College.
- Review the results of SACS reaffirmation.
- Implement the Quality Enhancement Plan (QEP).
- Meet North Carolina Community College System annual Critical Success Factors Performance Measures (reference goal I-D).
- Progress of Basic Skills Students will be at least seventy-five percent (goal V-B)
- Enhance online support services.
- Increase retention ((goal IV-C).
- Increase enrollment by ten percent over the next four years (goal IV-B).

Student Services

- Visit local high school counselors at their schools to hear from them how HCC may improve its services for high school students.
- Have 20% of full-time faculty participating in off campus outreach twice a semester.
- Increase the retention rate by 2% in each section per course per instructor by use of Early Alert Forms. After the Drop/Add Period ends, before a student is dropped, an Early Alert form must be generated to the Counseling Department. This form must be submitted 3 days prior to the dropping the student.
- To have a first-year experience program for new students.

Information System Management

- Upgrade the wireless routers and extend the student wireless network to the entire campus - \$24,000.
- Replace 50 faculty and staff computers - \$50,000.
- Replace 1 administrative and 1 student server - \$10,000.

Increase donors and grant writing to offset budget cuts.

Expand the work of the HCC Foundation within the service area.

Continuous program and services development to meet the needs of the community.

HCC ANNUAL PRIORITIES
2011-2012

Maintain and Improve Program and Support Service Quality

- Meet North Carolina Community College System annual Critical Success Factors Performance Measures (reference goal I-D).
- Enhance online support services.
- Implement the Quality Enhancement Plan (QEP).
- Increase retention ((goal IV-C).
- Increase enrollment by ten percent over the next four years (goal IV-B).
- Progress of Basic Skills Students will be at least seventy-five percent (goal V-B)

Student Services

- Visit local high school counselors at their school to hear from them how HCC may improve its services for the high school students.
- Adopt a classroom for the year at the elementary school that is in our service area.
- Increase 25% of the faculty participating in off campus outreach twice a semester.
- Research to identify two or more strategies that would be effective retention tools for HCC student body.

Information System Management

- Replace 50 faculty and staff computers - \$50,000.
- Replace the PIX firewall with an ASA - \$18,000.
- Replace 1 administrative and 1 student server - \$10,000.

Increase donors and grant writing to offset budget cuts.

Expand the work of the HCC Foundation within the service area.

Continuous program and services development to meet the needs of the community.

HCC ANNUAL PRIORITIES

2012-2013

Maintain and Improve Program and Support Service Quality:

- Meet North Carolina Community College System annual Critical Success Factors Performance Measures (reference goal I-D).
- Enhance online support services.
- Implement the Quality Enhancement Plan (QEP).
- Increase retention ((goal IV-C).
- Increase enrollment by ten percent over the next four years (goal IV-B).
- Progress of Basic Skills Students will be at least seventy-five percent (goal V-B)

Student Services

- To implement a Student Services model (logistically) of a One Stop Shop.
- Visit local high school counselors at their school to hear from them how HCC may improve its services for the high school students.
- Pilot the retention tools identified for the HCC student body.
- Attend a professional conference on Academic Advising.
- Adopt a classroom for the year at the elementary school that is in our service area.
- Identify a specific day once a semester to be used for intrusive academic advising before registration day.
- To have a digital message board in each building that displays important dates, as well as the number of students currently enrolled and dropped on a daily basis.

Information System Management

- Network infrastructure upgrade encompassing the core switch, wireless access points and all edge switches - \$62,000

Increase donors and grant writing to offset budget cuts.

Expand the work of the HCC Foundation within the service area.

Continuous program and services development to meet the needs of the community.