Halifax Community College

“Building Pathways to Success”

Strategic Plan
2017 - 2022

Using Data for Decision-Making and Continuous Improvement

Approved by the Board of Trustees
June 27, 2017.

Office of Institutional Effectiveness and Advancement - 2017
STRATEGIC PLAN 2017 – 2022

Table of Contents
History ........................................................................................................................................ 3
Institutional Effectiveness & Strategic Planning Committee .......................................................... 4
Strategic Planning ........................................................................................................................... 5
  Strategic Planning and Assessment Process .............................................................................. 5
“Building Pathways to Success” ................................................................................................... 6
Halifax Community College Mission, Vision, and Values .............................................................. 8
Strategic Planning Initiatives ......................................................................................................... 9
Institutional Effectiveness and Strategic Planning ...................................................................... 12
Environmental Scan .................................................................................................................. 13
Halifax and Northampton Counties Demographics .................................................................. 13
  Local Demographics .................................................................................................................. 14
  State and County Population Projections .................................................................................. 14
  Employment Demographics ....................................................................................................... 14
Occupational Areas of Significance ............................................................................................. 15
  Service Area Health Rankings ................................................................................................... 15
  North Carolina Top 15 Star Jobs ............................................................................................... 16
  Workforce Training Identified by Roanoke Valley Community .................................................... 16
The State of North Carolina Higher Education Plan .................................................................. 17
  North Carolina Student Success Center (NCSSC) .................................................................... 17
  North Carolina Community College System (NCCCS) - Performance Measures ....................... 18
  Funding Model .......................................................................................................................... 18
  2017 Performance Measures and Description ........................................................................ 19
Annual HCC Priorities - Year 1 (2017-2018) ............................................................................ 20
Annual HCC Priorities - Year 2 (2018-2019) ............................................................................ 23
Annual HCC Priorities - Year 3 (2019-2020) ............................................................................ 26
Annual HCC Priorities - Year 4 (2020-2021) ............................................................................ 28
Annual HCC Priorities - Year 5 (2021-2022) ............................................................................ 30
  Appendix A Board of Trustees Retreat - S.W.O.T. Analysis ...................................................... 32
  Appendix B Local Economy – Board of Trustees Retreat .......................................................... 33
  Appendix C External S.W.O.T. Analysis .................................................................................. 34
  Appendix D Student Forum and S.W.O.T. Analysis ................................................................. 36
  Appendix E Internal S.W.O.T. Analysis ................................................................................... 38
  Appendix F General Summary-All Common Denominators S.W.O.T. Analysis ....................... 43
References .................................................................................................................................... 48

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 that 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 graduates and others. The visions and dreams became reality when Halifax County Technical Institute was chartered in September 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 (NCCCS).

The institution began functioning in February 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.

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 pacesetting institution that offers service with a personal touch. For our students, HCC is where Learning Comes to Life in Pursuit of Excellence.
INSTITUTIONAL EFFECTIVENESS & STRATEGIC PLANNING COMMITTEE

Among the major functions of the Institutional Effectiveness and Strategic Planning Committee includes developing a planning procedure that will meet the needs of the College as well as complying with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) criteria. The Institutional Effectiveness and Strategic Planning committee is responsible for evaluating the outcomes of the yearly priorities and providing guidance for continuous improvement where deemed necessary. Committee members include the following:

Dr. Edwin Imasuen, Chair
Vice-President of Institutional Effectiveness and Advancement

Mr. Marcus Lewis, Co-Chair
Director, Institutional Research and QEP

Mr. James McCachren
English Instructor

Mr. Victor Marrow
WIOA Program Assistant

Dr. Barbara Hasty
Vice-President, Student Services and Enrollment

Mr. Charles Wilkinson
English Instructor

Dr. Deryl Davis-Fulmer
Vice-President, Academic Affairs and Curriculum Programs

Mr. Jerry Edmonds
Director, Small Business Center

Mr. Calvin Stansbury
Chair, College School of Transfer, Business and Education

Mrs. Brandee Vaughan
Adm. Assistant, Institutional Effectiveness and Advancement

Dr. Julie Galvin
Science Dept. Head

Mr. Lateef Balogun
Business Administration Dept. Head

Mrs. Verna High
Dental Hygiene Dept. Head

Mrs. Dawn Veliky
Registrar/Director of Veterans Affairs

Mr. Gary Redding
English Instructor/PTK Advisor

Dr. Rachel Stephens
Communication/English Instructor

Mrs. Amy Hobbs
Instructor, Nursing

Mr. Daniel Lovett
Director of P.R.I.D.E. and Title III

Ms. Tiffany Smith
Paralegal Dept. Head

Ms. Shreail Hinton
Admissions Officer/Accuplacer Testing Coordinator

Mr. Larrell Lewis
2016-17 SGA President

Dr. Michael A. Elam, President/CEO
Ex-Officio
STRATEGIC PLANNING

It is common knowledge that strategic planning is the “navigator” of current and future activities of any organization. Planning plays a key role in helping HCC 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. Therefore, planning involves setting specific expectations for students, faculty, staff, and the general community at large.

Strategic Planning and Assessment Process:

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.

As part of its continuing planning process, HCC officially initiated its 2017-2022 Strategic Plan process at the beginning of 2017. In the fall of 2016, the Vice President of Institutional Effectiveness and Advancement, Dr. Edwin Imasuen, initiated an internal S.W.O.T Analysis for all units across campus. An external S.W.O.T Analysis was also initiated for external stakeholders. On March 30, 2017, Dr. Imasuen led a campus-wide Strategic Plan meeting. The participants were divided into seven groups. During the session, the mission, vision, values, goals and institutional objectives were reviewed, analyzed and voted on. In addition, a S.W.O.T. Analysis was conducted as part of the session. Determining future trends of the region was also part of the exercises during the campus-wide meeting. The meeting was very successful.

On April 10, 2017, Dr. Imasuen and Mr. Marcus Lewis conducted a Strategic Plan meeting with the student body. It was an opportunity to get the students’ input on the mission, vision, values, goals and institutional objectives. These items were reviewed, analyzed and voted on. In addition, a S.W.O.T. Analysis was conducted as part of the session. Determining future trends of the region was also part of the exercises during the meeting.

Dr. Michael Elam, President of HCC, initiated a Board of Trustees retreat on Strategic Planning. He invited an outside consultant, Dr. Charles Carroll, to lead the members of the Board of Trustees and other invited business and community leaders in the effort. In his continuous effort to reach out and seek community participation, Dr. Elam invited stakeholders—such as service-area civic organizations, county commissioners, Halifax Horizons and other business-and-economic development groups—to attend a Board of Trustees Strategic Planning meeting, which was held outside the college. The retreat was held on April 18, 2017 at the Hampton Inn in Roanoke Rapids. The participants provided their insights into future community needs and workforce development opportunities as well as financial challenges for the service area. A S.W.O.T Analysis was also conducted by Dr. Carroll.
The Office of Institutional Effectiveness and Advancement developed a set of specific community questions for the community outreach and input in the 2017-2022 HCC Strategic Plan. Dr. Elam implemented the questionnaire during his engagements with local civic organizations, the Roanoke Valley Chamber of Commerce, local businesses, and economic development groups in his continuous effort to reach out and seek community participation. Overall, the information gathered and captured was analyzed and utilized as resources for the plan. The process provided HCC with the opportunity to gauge and analyze the existing state of the College’s programs, as well as the need 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 need for new programs and facilities can be determined through forecasting, analyzing, predicting and comparing program enrollment and community trends.

Strategic planning is executed through team efforts and coordination through all areas of the institution (faculty, staff, students, administrators and members of the Boards of Trustees) and external stakeholders. The planning process is driven with a focus on 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 five-year 2017-2022 Strategic Plan, “Building Pathways to Success,” is the result of such effort.

“BUILDING PATHWAYS TO SUCCESS”

The strategic plan is inter-related with the Institutional Effectiveness campus-wide planning and assessment process. The strategic plan is further divided into yearly priorities for effective monitoring and assessment purposes. Yearly priorities are monitored and assessed at the end of the yearly cycle in order to determine the accomplishments of the outlined priorities. In this way, the strategic plan serves as a compass to enable the college to reach and accomplish its full potential of services to the students and community.

In the Strategic Plan, attention was paid to the State and Regional Scan and Program Demand Report by NCCCS. The major content areas of review (data forecast) include but are not limited to service area data projections, enrollment projections, internal feedback, external feedback and community feedback. The plan also included the construction of a facility for new programs which will add to an expansion of the existing campus.
The resulting Strategic Plan was the cumulative efforts of the president, faculty, staff, students, Board of Trustees and the community. The process involved the gathering of internal and external information that is important in improving the planning cycle, mission, vision, values and goals of HCC. This methodology was vital in the implementation of the plan in order for HCC to meet the future needs of society. The plan 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. 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, mission statement, core values, and curricular and departmental units’ program statements of purpose and goals. The new Strategic Plan demands a special focus on NCCCS Performance Measures to elevate the success indicators of HCC in all categories of Performance Measures and to take advantage of the financial rewards for high performances that can benefit HCC financially. Components of the strategic plan are reviewed constantly. The primary responsibility for developing a planning system is assigned to Institutional Effectiveness and Strategic Planning Committees. The Office of Institutional Effectiveness manages the systems and processes.

To better comprehend the issues that may impact HCC, data from reports developed by the North Carolina Labor and Economic Analysis Division and the Turning Point Workforce Development Board were utilized by the Strategic Planning Committee.

The 2017-2022 Strategic Plan, “Building Pathways to Success,” is designed to give direction to Halifax Community College (HCC) as higher education improves accountability and decision-making by utilizing assessment, outcome analysis and use of results for continuous improvement. The focus is on two-year degree completion, four-year transfer programs, increasing graduation rates and job-skills training, while meeting and excelling in NCCCS Performance Measures. Additionally, HCC is focused on student success and the ability to contribute to the economic development of the community. This plan will be effective in providing the outcomes that meet educational needs in an ever-changing global environment. We are optimistic that our plan will be effective in yielding the results that meet the educational needs of our students and community in an ever-changing global environment that is impacted with rapid changes in technology.
Halifax Community College Mission, Vision, and Values

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

**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.

**Values:**

*Integrity*  
We uphold the ethical standards of truth, humility, respect and fairness to all people.

*Service*  
We actively support serving our community through our participation and collaboration in meaningful activities.

*Continuous Learning*  
We value the process of teaching and life-long learning by maintaining a culture of excellence in a student-centered environment.

*Collaboration*  
We promote the combined efforts of all stakeholders in accomplishing our common goals by fostering open communication and strengthening our partnerships.

*Accessibility*  
We provide pathways and support to all who seek educational opportunities, personal enrichment and a higher quality of life.

*Innovation*  
We embrace new and creative approaches to improve the quality of education and services for our community.

*Diversity*  
We believe an appreciation of differences adds to the richness of our students, our learning environment and our community.

*Accountability*  
We take responsibility for continuous quality improvement, student success and focused outcomes, serving the expressed needs of our community.
STRATEGIC PLANNING INITIATIVES

The Institutional Goals, Objectives, and Yearly Priorities provide the roadmap for accomplishing the 2017-2022 HCC Strategic Plan. Each unit and department at the college will determine yearly “action(s)” to meet the strategic initiatives through the institutional effectiveness plan and Assessment (IEPA), which documents actions and includes assessment and outcome measures. Assessment and outcome measure results are utilized to facilitate continuous quality improvement in programs and services provided by HCC.

Goal I: To promote academic excellence in teaching and learning

1.1 Develop and implement strategies to strengthen student learning outcomes and raise academic achievement in credential attainment, transfer, and graduation

1.2 Implement an early alert process to facilitate intentional advising in order to increase persistence and graduation

1.3 Integrate global perspectives and experiences in the curriculum

1.4 Strengthen and expand the role of technology in the curriculum and online courses

1.5 Engage students in co-op and work-based learning opportunities to enhance employability and transferable skills

1.6 Develop and implement a mentorship program for students and faculty to strengthen teaching and promote learning

1.7 Implement instructional strategies to meet diverse student needs

1.8 Review courses to enrich pedagogy and to enhance soft skills, computer literacy, and critical-thinking skills in student learning outcomes

1.9 Implement professional development for continuous quality improvement in teaching and learning

1.10 Recognize and reward faculty, staff, and students for excellence in service and academic accomplishments

Goal II: To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse population

2.1 Explore and provide professional development opportunities to enhance faculty credentials to meet new workforce demands
2.2 Seek and develop new curriculum programs and delete programs that are no longer viable

2.3 Create pathways of success to increase program-specific certification

2.4 Ensure students communicate effectively in reading

2.5 Ensure students communicate effectively in writing

2.6 Ensure students communicate effectively in oral communication

2.7 Ensure students demonstrate fundamental mathematics skills

2.8 Ensure students demonstrate competency and information literacy through the use of computers

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**Goal III: To enhance quality of life and support economic development in Roanoke Valley**

3.1 Develop, implement and evaluate workforce and continuing education programs and services to meet the needs of the citizens of Roanoke Valley

3.2 Provide training to meet the needs of business and industry

3.3 Create and actively engage business and industry advisory boards to advise on workforce development needs

3.4 Build a collaborative plan with admissions and continuing education to facilitate an increase in enrollment for curriculum programs

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**Goal IV: To execute a comprehensive institutional effectiveness plan and process of evaluation and assessment toward successful retention of accreditation**

4.1 Develop, implement and evaluate a comprehensive institutional effectiveness and assessment plan

4.2 Develop, implement and evaluate academic programs using student learning outcomes, NCCCS performance measures, program-specific outcomes and accreditation standards

4.3 Develop and implement QEP to meet the quality enhancement plan goals and SACS requirements

4.4 Prepare, write, and submit 10-year reaffirmation SACS report
Goal V: To strengthen public and private financial support for the college and students

5.1 Develop and implement a comprehensive plan for internal and external fundraising to increase restricted and non-restricted funds

5.2 Set yearly benchmarks for increasing Foundation funds to $2 million by 2022

5.3 Develop and implement a plan to increase alumni engagement and community support

5.4 Develop, implement and evaluate a comprehensive marketing and public relations plan to enhance community relations and college visibility

5.5 Develop and implement strategies to increase enrollment and FTE

5.6 Seek public and private grant-funding opportunities for the college

5.7 Develop, implement, and evaluate advising techniques and practices that influence retention and persistence, thereby increasing student success and funding for the college

5.8 Provide viable and successful support services for student academic success, retention, persistence, and graduation

5.9 Develop innovative ways to sustain financial aid opportunities for students and the college

Goal VI: To enhance the campus environment

6.1 Conduct a facilities use and feasibility study to meet facility needs for instruction and develop a plan to meet identified needs

6.2 Develop and implement a facilities and grounds maintenance plan

6.3 Review and update the Disaster Recovery and Business Continuity Plan(s)

6.4 Review and update the Shooter/First Responders and Crisis Management Plan(s)

6.5 Gain bond plan approval by the Board of Trustees for new structure

Goal VII: To implement strategies to meet NCCCS Performance Measures annually

7.1 Develop strategies to increase the percentage of students who transfer to a four-year institution and earn a 2.25 GPA or better after two consecutive semesters to meet the NCCCS Performance Measure annually (87.6%)
7.2 Develop strategies to increase the percentage of students attempting and earning at least 12 credit hours within their first academic year to meet NCCCS first progression Performance Measures annually (75%)

7.3 Develop strategies to increase the percentage of students passing licensure and certification exams to meet NCCCS Performance Measures annually (90.9%)

7.4 Develop strategies to increase the percentage of credential-seeking students who graduate or transfer to meet NCCCS Performance Measures for curriculum completion annually (51.9%)

7.5 Develop strategies to increase the percentage of students who progress as defined by educational functioning level to meet NCCCS Basic Skills Student Progress Measures annually (68.3%)

7.6 Develop strategies to increase the percentage of first-time associate degree and transfer-pathway students within their first two academic years to meet the NCCCS Performance Measure for Credit English annually (55.9%)

7.7 Develop strategies to increase the percentage of first-time associate degree and transfer-pathway students within their first two academic years to meet the NCCCS Performance Measure for Credit Math annually (32.5%)

Institutional Effectiveness and Strategic Planning

The 2017-2022 Strategic Plan sets the course of action allowing the college to focus on an intentional future. Fundamental statements such as the college mission, vision, values and goals are the result of strategic planning, as are the individual purpose and goals of each unit, department and academic program. The strategic plan is a working document interrelated to the college–wide Institutional Effectiveness and Assessment Process.

Some key areas of focus:

Planning and Assessment (Institutional Effectiveness Plan and Assessment)

- Strategic Planning
- Institutional Goals
- Program and Service Goals
- Internal Assessment
- Annual Outcomes
- Use of results for continuous improvement
- Improvement Plan

Mission

- Operational Planning
- Assessment
- Use of results for continuous improvement
- Improvement Plan
Success Factors

- Institutional Goals Review
- Unit, Department and Program Goal Review
- Annual Program Review
- Persistence/Retention
- Completion/Graduation
- Default Rate
- External – NCCCS Performance Measures for student success
- External - Program Accreditation
- SACSCOC Accreditation
- Federal Compliances
- Budget Allocations
- Assessment
- Use of results for continuous improvement
- Improvement Plan

ENVIRONMENTAL SCAN

Due to the location of the college, an overview of the current socio-economic conditions in North Carolina’s Halifax and Northampton Counties was taken into consideration. A great deal of consideration was given to the current situation as well as the climate being created for future direction for higher education in the service area as well as the state and the nation. Included are current and future regional and state factors that impact Halifax Community College’s position as the only higher education institution in the Roanoke Valley region.

HALIFAX AND NORTHAMPTON COUNTIES DEMOGRAPHICS

Halifax County, North Carolina is located centrally between New York and Florida, 95 miles west of the Atlantic coast, 75 miles northeast of Raleigh, and 90 miles southwest of Norfolk, Virginia. According to the Halifax County Employment Security Commission (March, 2013), the county is the hub of the metropolitan area, which incorporates Halifax and Northampton counties. The county is considered the center of employment, health care and retail in the service area. Over 144,000 people can be found within 30 miles of Halifax County. The civilian labor force in Halifax County consists of 25,008 people, with 22,531 employed and 2,251 persons (9.1%) actively seeking employment. Northampton County is located adjacent to Halifax County on the I-95 corridor. It is also a majority/minority county and designated a Tier One (economically depressed) county. The population is smaller and more rural than Halifax and has no medical center or major business centers. Northampton County and Halifax County face similar challenges.
Local Demographics

<table>
<thead>
<tr>
<th>Population</th>
<th>Urban</th>
<th>Rural</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax 52,423</td>
<td>45.3%</td>
<td>54.7%</td>
<td>47.9%</td>
<td>52.1%</td>
</tr>
<tr>
<td>Northampton 21,073</td>
<td>10.6%</td>
<td>89.4%</td>
<td>48.3%</td>
<td>51.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Races</th>
<th>Black Non-Hisp.</th>
<th>White Non-Hisp.</th>
<th>American Indian</th>
<th>All Other Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>53.7%</td>
<td>39.9%</td>
<td>4.2%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Northampton</td>
<td>58.4%</td>
<td>39.6%</td>
<td>&lt;1%</td>
<td>1.3%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% in poverty</th>
<th>2015 Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Halifax</td>
<td>26.3%</td>
</tr>
<tr>
<td>Northampton</td>
<td>28.1%</td>
</tr>
</tbody>
</table>

Source: North Carolina Department of Commerce Labor & Economic Analysis Division
North Carolina Office of Budget Management.

State and County Population Projections 2010-2030

<table>
<thead>
<tr>
<th></th>
<th>July 2010</th>
<th>July 2020</th>
<th>10 Yr. % Change</th>
<th>July 2020</th>
<th>July 2030</th>
<th>10 Yr. % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Carolina</td>
<td>9,574,408</td>
<td>10,584,376</td>
<td>10.5%</td>
<td>10,584,376</td>
<td>11,643,181</td>
<td>10.0%</td>
</tr>
<tr>
<td>Halifax County</td>
<td>54,548</td>
<td>50,621</td>
<td>-7.2%</td>
<td>50,621</td>
<td>47,012</td>
<td>-7.1%</td>
</tr>
<tr>
<td>Northampton County</td>
<td>22,007</td>
<td>20,889</td>
<td>-5.1%</td>
<td>20,889</td>
<td>20,518</td>
<td>-1.8%</td>
</tr>
</tbody>
</table>

Source: NC Office of Budget and Management

Halifax and Northampton counties are considered Tier One or economically deprived counties in the state. The service area (including both counties) is divided by Interstate I-95. Local tourism and businesses are clustered along the interstate and the Hwy. 158 corridor. Halifax Regional Medical Center is a focal point in the county, being the largest employer in the service area with over 800 medical professionals, 206 beds, and state-of-the-art medical technologies. Other industry employers and occupations are listed below.

Employment Demographics

<table>
<thead>
<tr>
<th>Industries Providing Employment</th>
<th>Halifax</th>
<th>Northampton</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Forestry, Fishing &amp; Hunting</td>
<td>2.9%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Utilities</td>
<td>1.4%</td>
<td>N/A</td>
</tr>
<tr>
<td>Construction</td>
<td>3.5%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>15.0%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Wholesale Trade</td>
<td>2.3%</td>
<td>16.4%</td>
</tr>
<tr>
<td>Retail Trade</td>
<td>16.8%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Transportation and Warehousing</td>
<td>4.0%</td>
<td>26.8%</td>
</tr>
<tr>
<td>Industry</td>
<td>Halifax County</td>
<td>Northampton</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Overall Health Outcomes</td>
<td>96th</td>
<td>94th</td>
</tr>
<tr>
<td>Quality of Life</td>
<td>93rd</td>
<td>96th</td>
</tr>
<tr>
<td>Health Factors</td>
<td>94th</td>
<td>92nd</td>
</tr>
<tr>
<td>Health Behaviors</td>
<td>96th</td>
<td>91st</td>
</tr>
<tr>
<td>Social and Economic Factors</td>
<td>98th</td>
<td>92nd</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>92nd</td>
<td>73rd</td>
</tr>
</tbody>
</table>

Source: University of Wisconsin Population Health Institute

As an economic-development catalyst, Halifax Community College plays a significant role in educating and training students for gainful employment by assisting and supporting them in choosing pathways to success. Strategies to improve the quality of health-related programs and enrollment will also serve to help in this regard.
North Carolina Top 15 Star Jobs for Associate Degrees

<table>
<thead>
<tr>
<th>Top NC careers with high wages and employment growth requiring an associate degree</th>
<th>Median Hourly Wage</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical &amp; Clinical Laboratory Technicians</td>
<td>$18.70</td>
<td>$38,890</td>
</tr>
<tr>
<td>Respiratory Therapists</td>
<td>$25.67</td>
<td>$53,390</td>
</tr>
<tr>
<td>Dental Hygienists</td>
<td>$32.57</td>
<td>$67,750</td>
</tr>
<tr>
<td>Physical Therapist Assistants</td>
<td>$28.70</td>
<td>$59,700</td>
</tr>
<tr>
<td>Web Developers</td>
<td>$29.67</td>
<td>$61,700</td>
</tr>
<tr>
<td>Diagnostic Medical Sonographers</td>
<td>$30.95</td>
<td>$64,370</td>
</tr>
<tr>
<td>Occupational Therapy Assistants</td>
<td>$28.73</td>
<td>$59,760</td>
</tr>
<tr>
<td>Cardiovascular Technologists &amp; Technicians</td>
<td>$29.93</td>
<td>$62,260</td>
</tr>
<tr>
<td>Paralegals &amp; Legal Assistants</td>
<td>$19.39</td>
<td>$40,330</td>
</tr>
<tr>
<td>Radiologic Technologists</td>
<td>$26.20</td>
<td>$54,490</td>
</tr>
<tr>
<td>Computer Network Support Specialists</td>
<td>$27.88</td>
<td>$58,000</td>
</tr>
<tr>
<td>Veterinary Technologists &amp; Technicians</td>
<td>$14.62</td>
<td>$30,420</td>
</tr>
<tr>
<td>Electrical &amp; Electronics Engineering Technicians</td>
<td>$28.15</td>
<td>$58,560</td>
</tr>
<tr>
<td>Environmental Science &amp; Protection Technicians, Including Health</td>
<td>$19.14</td>
<td>$39,800</td>
</tr>
<tr>
<td>Medical Equipment Repairers</td>
<td>$20.89</td>
<td>$43,460</td>
</tr>
</tbody>
</table>

Source: North Carolina Department of Commerce Labor & Economic Analysis Division

Workforce Training Identified by the Roanoke Valley Community

Local stakeholders participating in the strategic planning process gave input about the future business growth in the area and workforce opportunities relative to the community college and community.

Stakeholders identified the following key training areas:

- Customer service
- Machining
- Welders
- Aerospace/Defense
- Food preparation/Safety
- Higher skill level for the automotive industry (computer skills)
- Technical occupations related to health
- Industrial maintenance
- Solar and renewable energy

Business areas of growth that may also require training include the following:

- Solar developer Geenex, LLC is constructing a solar and renewable energy education center. This center, the Center for Energy Education, will be a hub for research, education, and workforce development for the burgeoning renewable energy industry.
• **KapStone Paper and Packaging** is one of the largest employers in Roanoke Rapids, N.C., with around 400 employees.

• **Patch Rubber Company** – The Advanced Traffic Markings (ATM) division is currently investing in sales and distribution throughout the U.S. There are potential plans to expand the production operations here in Halifax County as early as 2017.

• **PCB Piezotronics** should see a strengthened role in the Roanoke Valley. Under the acquisition, MTS’s $100 million sensor business will be given to PCB to operate and manage.

• **Atlantic Coast Pipeline** is expected to create new jobs in Halifax and Northampton counties. Groundbreaking should begin in 2019 and finish in 2022.

• **Botanisol Holdings** (Phoenix based) has ambitions of pioneering the development of medicinal products from agriculture. Its sights are set on the small town of Hobgood for a production facility. **Criticality**, the Hobgood division, has the potential to expand its production and business to Halifax County.

• **Meherrin River Forest Products Corporation** opened a new site three years ago in Halifax County on the grounds of what used to be Coastal Lumber. The corporation has the potential to make the Halifax site a much larger operation per President Don Bright.

• **CSX Carolina Connector Intermodal Rail Terminal** will be coming to Rocky Mount in Edgecombe County, some 15 miles from Halifax County. Halifax County will gain advantages from it. The project has the potential to bring $125 million to the state’s economy as well as create 250-300 short-term construction jobs, 300 long-term positions for terminal operations and eventually more than 1,500 long-term jobs in North Carolina.

**THE STATE OF NORTH CAROLINA HIGHER EDUCATION PLAN**

The North Carolina Community College System (NCCCS) is focusing on building, strengthening, and sustaining partnerships among its community colleges with business and industry, workforce development boards, and public schools and economic development through the Align4NCWorks initiative.

**North Carolina Student Success Center (NCSSC)**

In concert with the Kresge Foundation, the Bill and Melinda Gates Foundation, the John M. Belk Endowment, and Jobs for the Future, the new NC Student Success Center (NCSSC) was established in 2017 to solely serve the 58 colleges in North Carolina. The Center is funded entirely by grants and is a 13-state network of student success centers. Its goal is to serve as a hub for “shared learning, technical assistance, idea generation, and policy advocacy for all 58 community colleges to advance, scale, and sustain state-wide student success and completion efforts.”
The NCSSC is informed by America Association of Community Colleges’ (AACC) Guided Pathways framework of four essential practices:
1. Clarify paths to student end goals
2. Help students choose and enter a pathway
3. Help students stay on path
4. Ensure that students are learning.

The NCSSC works with colleges and state-level partners to align policies and practices with the system’s mission and values to ensure access, equity, significant learning, and completion of credentials.

**North Carolina Community College System (NCCCS) - Performance Measures**

One of the main emphases of the North Carolina Performance Measures is to reward student success through performance-based funding measures. This performance-based formula has two components. The first component is designed to reward quality, which is based on the percentage of students succeeding on each performance measure. The other component is designed to reward impact, which is based on the raw number of students succeeding on each performance measure.

According to the North Carolina System Office, “The Performance Measures for Student Success Report is the North Carolina Community College System’s major accountability document. This annual performance report is based on data compiled during the previous year and serves to inform colleges and the public on the performance of our 58 community colleges.”

The System Office formed a Performance Measures Committee in 2010 to develop new performance-based student success measures. The work of the committee resulted in new performance-based student success measures which were implemented in 2013. A three-year review process was established in order to keep the measures and methods of evaluation current. In March of 2015, the committee presented seven measures to the State Board:

- Basic Skills Student Progress
- Student Success Rate in College-Level English Courses
- Student Success Rate in College-Level Math Courses
- First Year Progression
- Curriculum Student Completion
- Licensure and Certification Passing Rate
- College Transfer Performance

The System Office stated that “these measures were approved by the State Board and adopted by the General Assembly in 2016 through Section 10.1 of S.L.2016-94.”

**Funding Model**

A performance-funding committee was formed in 2012 and charged with developing a performance-funding model. Consequently, system-wide “base and excellence levels” were developed as a means to equitably evaluate colleges’ performance and determine funding allotments. The performance-based funding model is incorporated into colleges’ regular formula budget allocations annually.
<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
<th>Baseline and Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Student Progress</td>
<td>Percentage of students who progress as defined by an educational functioning level.</td>
<td>Excellence Level: 68.3% &lt;br&gt; Mean: 56.1%</td>
</tr>
<tr>
<td>Student Success Rate in College-Level English Courses</td>
<td>Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within their first two academic years.</td>
<td>Excellence Level: 55.9% &lt;br&gt; Mean: 46.9%</td>
</tr>
<tr>
<td>Student Success Rate in College-Level Math Courses</td>
<td>Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within their first two academic years.</td>
<td>Excellence Level: 32.5% &lt;br&gt; Mean: 26.9%</td>
</tr>
<tr>
<td>First Year Progress</td>
<td>Percentage of first-time fall credential-seeking students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours.</td>
<td>Excellence Level: 75.0% &lt;br&gt; Mean: 68.4%</td>
</tr>
<tr>
<td>Curriculum Completion Rate</td>
<td>Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 non-developmental hours after six years.</td>
<td>Excellence Level: 51.9% &lt;br&gt; Mean: 44.1%</td>
</tr>
<tr>
<td>Licensure and Certification Passing Rate</td>
<td>Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.</td>
<td>Excellence Level: 90.9% &lt;br&gt; Mean: 82.3%</td>
</tr>
<tr>
<td>College Transfer Performance</td>
<td>Among community college associate degree completers and those who have completed 30 or more credit hours who transfer to a four-year university or college, the percentage who earn a GPA of 2.25 or better after two consecutive semesters within the academic year at the transfer institution.</td>
<td>Excellence Level: 87.6% &lt;br&gt; Mean: 82.7%</td>
</tr>
</tbody>
</table>

Source: NCCCS Analytics and Reporting

“Based on three years of data (if available) for each measure, baseline levels are set two standard deviations below the system mean, and excellence levels are set one standard deviation above the system mean. These levels remain static for three years and are reset every three years.”
ANNUAL HCC PRIORITES - Year 1 (2017-2018)

Common Concerns based on the results of the S.W.O.T. Analyses

1) Advising/Retention
   - Program Pathway for Students
     (a) Programs are clearly mapped out for students.
     (b) Students know which courses they should take and in what sequence.
     (c) Courses critical for success in each program and other key progress milestones are clearly identified.
     (d) Every new student is helped to explore career and college options, to choose a program of study, and to develop a full-program plan as soon as possible.
     (e) Intensive support is provided to help very poorly prepared students succeed in college-level courses as soon as possible.
     (f) Special supports to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.
     (g) Assistance is provided to students who are unlikely to be accepted into limited-access programs to redirect them to another more viable path to credentials and a career.

   - Low response from faculty regarding referrals and early alert reports
   - Students need developmental academic advising
   - Low pass rates in developmental math and curriculum math and science courses
   - Low participation in tutoring programs
   - Students typically want to be registered, not advised
   - Overlapping initiatives (first year experience)
   - Streamlined process for student self-registration and advising model
   - Lack of strong referral base for services from curriculum
   - Training faculty/students on importance EVAL/PSPR process and Degree Audit
   - Decrease in Retention Rates
   - Decrease in Graduation Rates
   - Advertising/Marketing

2) Enrollment
   - Low Enrollment
   - Low response from faculty regarding referrals and early alert reports
   - Low pass rates in developmental math and curriculum math and science courses
   - Low participation in tutoring programs
• The college works with high schools and other feeder institutions to motivate and prepare students to enroll at HCC.

3) Personnel Procedures
• Streamline New Hiring Process - HR screens applications and submits to manager, manager and staff interview candidates, manager makes recommendation to President for approval, and HR completes process.
• Personnel policies are reviewed and updated according to the NCCCS and Office of State Human Resources.
• Provide more extensive training to all faculty and staff regarding FERPA and privacy of student records. A Blackboard class is “in progress” and will be made available to all faculty and staff with access to student records. The Registrar’s office would like to make this class mandatory for all current and new employees (similar to the “safety” class and the IT department’s training).

4) Recruitment and Retention
• Limited number of students in service area
• Lack of course/program offerings
• Limited online course offerings
• Lack of student promotion in media
• Falling Retention Numbers
• Lack of Students in SSS Activities
• Lack of outreach or advertisement to the local community about many programs
• Student retention/pass rates
• Job opportunities for current students and graduates
• Students should meet application deadlines and read policies
• Program/Course Offerings
• Work with high schools and other feeder institutions to prepare students to enter college-level coursework in a program of study when they enroll in college.

5) Funding/Budgeting
• Funding awarded for only five years. Must wait two years to reapply.
• Federal Funds Cut
• Limited budget that minimizes access to professional development
• Need an electronic filing/management system
• Have a vision necessary to see developing trends in the community and company work forces. Build programs to keep industry in the county.
• Manage local, state, and federal funding cuts
• Improve budget access for department heads
• Have a process to prepare for developing trends in the community and company work forces. Build viable programs to keep industry in the county

6) Leadership and Community Perception
• HCC Website needs to be updated
• Outreach/Partnerships
• Leadership development - Phase II
• College Succession Plan
• Establish complete Leadership Team

7) Student Success
• Required math courses are appropriately aligned with the student’s field of study.
• Learning outcomes are clearly defined for each of the college’s programs (not just courses).
• Learning outcomes are aligned with the requirements for success in the future education and employment outcomes for students.
• Faculty assess whether students are mastering learning outcomes and building skills across each program.
• NCCCS Performance Measures - Implement strategies to ensure student success as measured by North Carolina’s major accountability metrics which include:
  (a) Basic Skills Student Progress
  (b) Success Rate in College-Level English
  (c) Success Rate in College-Level Math
  (d) First Year Progression
  (e) Curriculum Completion
  (f) Licensure/Certification Pass Rate
  (g) College Transfer Performance
ANNUAL HCC PRIORITIES - Year 2 (2018-2019)

Common Concerns based on the results of the S.W.O.T. Analyses

1) Advising/Completion
   - Personal Education Plans developed for every student
     (a) Students know which courses they should take and in what sequence.
     (b) Courses critical for success in each program and other key progress milestones are clearly identified.
     (c) Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
   - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
   - Advisors are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   - The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   - Students can easily see how far they have come and what they need to do to complete their program.
   - Improve completion rates

2) Funding/Budgeting
   - Budget cutbacks
   - Decrease in services provided
   - Budget constraints for faculty development
   - Finances/funding
   - No budget allocation for several semesters
   - Insufficient staffing
   - Inability to attract qualified/certified instructors
   - Due to staff/instructor shortages, unable to offer flexible, frequent and timely scheduling
   - Department head carries a large course load each semester
   - Instructor burn out from work overload
   - Lack of time for program development
   - Find ways to increase faculty and staff participation
   - Instructional pool is limited
   - More full and part-time positions are needed to expand distance learning at HCC
   - Advertising
3) Enrollment
- Low Enrollment
- HCC is competing with the four-year institutions for students
- Online colleges targeting working adults in the area
- Losing students to community colleges that offer array of courses in an online format
- Late Financial Aid applicants
- Increase in online course offering
- Increase staff/faculty involvement in community and high school recruitment
- The college works with high schools and other feeders to motivate and prepare students to enroll at HCC

4) Personnel/Pay/Workload
- HR new-hire process
- Employee performance/evaluation management
- Instructional pool is limited
- Instructor pay is at the bottom of surrounding community colleges
- Insufficient full-time staffing and faculty
- Increased responsibilities with less staff and budget
- Lack of employee motivation
- Low response from faculty interested in grant writing
- Low responses to Title III for training and support
- Communication
- Provide more extensive training to ALL faculty and staff regarding FERPA and privacy of student records. A Blackboard class is “in progress” and will be made available to all faculty and staff with access to student records. The Registrar’s office would like to make this class mandatory for all current and new employees (similar to the “safety” class and the IT department’s training).
- Additional responsibilities of faculty relating to teaching, advising and registration

5) Recruitment and Retention
- Falling Retention Numbers
- Lack of time management and study skills classes for students at the start of their educational career at HCC
- Require learning coaches to ensure all exceptional students meet with HCC counselors
- Job opportunities for current students and graduates
- Students’ conflicting work schedules with college schedules
- Developmental math
6) Leadership and Community Perception
   • Partner with financial institutions to provide financial literacy
   • Succession Planning – Leadership Development (Phase II)

7) Student Success
   • Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing, to redirect them to another more viable path to credentials and a career.
   • Required math courses are appropriately aligned with the student’s field of study.
   • Learning outcomes are clearly defined for each of the college’s programs (not just courses).
   • Learning outcomes are aligned with the requirements for success in the further education and employment outcomes for students.
   • Faculty assess whether students are mastering learning outcomes and building skills across each program.
   • NCCCS Performance Measures - Implement strategies to ensure student success as measured by North Carolina’s major accountability metrics which include:
     (a) Basic Skills Student Progress
     (b) Success Rate in College-Level English
     (c) Success Rate in College-Level Math
     (d) First Year Progression
     (e) Curriculum Completion
     (f) Licensure/Certification Pass Rate
     (g) College Transfer Performance
ANNUAL HCC PRIORITIES - Year 3 (2019-2020)

Common Concerns based on the results of the S.W.O.T. Analyses

1) Advising/Completion
   - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
   - Advisors are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   - Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
   - Intensive support provided to help very poorly prepared students succeed in college-level courses as soon as possible.
   - Special supports to help academically unprepared students to succeed in the “gateway” courses for the college’s major program areas—not just in college-level math and English.
   - Assistance is provided to students who are unlikely to be accepted into limited-access programs, to redirect them to another more viable path to credentials and a career.

2) Funding/Budgeting
   - Limited/lack of funding for:
     a. new/updated equipment
     b. program improvements
     c. program development
     d. instructional technology
     e. supplies
     f. recruiting
     g. marketing
     h. building equipment updates
     i. development of distance learning/online courses
   - Funding for supplies is curtailed
   - Limited office space and facilities

3) Enrollment
   - Low Enrollment
   - Falling Retention Numbers
   - Increase in online course offering
   - Increase staff/faculty involvement in community and high school recruitment
   - The college works with high schools and other feeder institutions to motivate and prepare students to enroll at HCC.
4) Personnel/Pay/Workload
   - Identify additional funding sources that might provide support
   - Increase salaries of professional staff and faculty
   - Recruitment/hiring process – Lengthy resulting in the loss of high performing candidates
   - Professional Development/Training/Certifications

5) Recruitment and Retention
   - Loss of students to other community colleges nearby due to limited course offerings at HCC
   - Transportation challenges of young men and women interested in internships
   - Job opportunities for current students and graduates
   - Jobs/Internships

6) Leadership and Community Perception
   - Negative public perception of college leadership
   - Lack of community connection – do not feel the College is beneficial or welcoming to the whole community
   - Lack of community trust with regard to financial matters
   - Lack of leadership engagement beyond the President’s office
   - Inconsistent and incorrect messaging being disseminated
   - Minimal oversight/proofreading of messages and information sent to key stakeholders

7) Student Success
   - Required math courses are appropriately aligned with the student’s field of study.
   - Learning outcomes are clearly defined for each of the college’s programs (not just courses).
   - Learning outcomes are aligned with the requirements for success in the future education and employment outcomes for students.
   - Faculty assess whether students are mastering learning outcomes and building skills across each program.
   - NCCCS Performance Measures - Implement strategies to ensure student success as measured by North Carolina’s major accountability metrics which include:
     (a) Basic Skills Student Progress
     (b) Success Rate in College-Level English
     (c) Success Rate in College-Level Math
     (d) First Year Progression
     (e) Curriculum Completion
     (f) Licensure/Certification Pass Rate
     (g) College Transfer Performance
ANNUAL HCC PRIORITIES - Year 4 (2020-2021)

Common Concerns based on the results of the S.W.O.T. Analyses

1) Advising/Completion
   - Personal Education Plans developed for every student
     (a) Students know which courses they should take and in what sequence.
     (b) Courses critical for success in each program and other key progress milestones are clearly identified.
     (c) Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
   - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
   - Advisors are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   - The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   - Students can easily see how far they have come and what they need to do to complete their program.
   - Improve completion rates

2) Enrollment
   - Increase staff/faculty involvement in community and high school recruitment
   - Increase in online course offerings
   - Low Enrollment
   - The college works with high schools and other feeder institutions to motivate and prepare students to enroll at HCC.

3) Recruitment and Retention
   - Falling Retention Numbers
   - Cancellation of Programs
   - Book Prices
   - Job opportunities for current students and graduates

4) Funding/Budgeting
   - Funding
5) Leadership and Community Perception
   - Succession Planning – Leadership Development (Phase II)

6) Student Success
   - Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing, to redirect them to another more viable path to credentials and a career.
   - Required math courses are appropriately aligned with the student’s field of study.
   - Learning outcomes are clearly defined for each of the college’s programs (not just courses).
   - Learning outcomes are aligned with the requirements for success in the future education and employment outcomes for students.
   - Faculty assess whether students are mastering learning outcomes and building skills across each program.
   - NCCCS Performance Measures - Implement strategies to ensure student success as measured by North Carolina’s major accountability metrics which include:
     (a) Basic Skills Student Progress
     (b) Success Rate in College-Level English
     (c) Success Rate in College-Level Math
     (d) First Year Progression
     (e) Curriculum Completion
     (f) Licensure/Certification Pass Rate
     (g) College Transfer Performance
ANNUAL HCC PRIORITIES - Year 5 (2021-2022)

Common Concerns based on the results of the S.W.O.T. Analyses

1) Advising/Completion
   - Personal Education Plans developed for every student
     (a) Students know which courses they should take and in what sequence.
     (b) Courses critical for success in each program and other key progress milestones are clearly identified.
     (c) Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.
   - Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.
   - Advisors are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.
   - The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.
   - Students can easily see how far they have come and what they need to do to complete their program.
   - Improve completion rates

1) Enrollment
   - Increase staff/faculty involvement in community and high school recruitment
   - Increase online course offering
   - Low enrollment
   - The college works with high schools and other feeders to motivate and prepare students to enroll at HCC.

2) Personnel/Pay/Workload
   - Low salaries

3) Funding/Budgeting
   - Facilities

4) Recruitment and Retention
   - Falling Retention Numbers
   - Book Prices
   - Job opportunities for current students and graduates
5) **Leadership and Community Perception**
   - Succession Planning – Leadership Development (Phase 2)

6) **Student Success**

   - Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing, to redirect them to another more viable path to credentials and a career.
   - Required math courses are appropriately aligned with the student’s field of study.
   - Learning outcomes are clearly defined for each of the college’s programs (not just courses).
   - Learning outcomes are aligned with the requirements for success in the future education and employment outcomes for students.
   - Faculty assess whether students are mastering learning outcomes and building skills across each program.
   - NCCCS Performance Measures - Implement strategies to ensure student success as measured by North Carolina’s major accountability metrics which include:
     (a) Basic Skills Student Progress
     (b) Success Rate in College-Level English
     (c) Success Rate in College-Level Math
     (d) First Year Progression
     (e) Curriculum Completion
     (f) Licensure/Certification Pass Rate
     (g) College Transfer Performance
## APPENDIX A

### Board of Trustees Retreat - S.W.O.T. Analysis (4/18/2017)

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Location (4)</td>
<td>-Advertising Programs (3)/Low Enrollment/Outreach Public Relations</td>
<td>-Deferred maintenance</td>
<td>-Federal budgets/State budgets/County budgets</td>
</tr>
<tr>
<td>-Accessibility</td>
<td>-Facility needs (3)</td>
<td>-Economic Development</td>
<td>-Legislative Laws</td>
</tr>
<tr>
<td>-Supportive Faculty</td>
<td>-Campus-wide Survey/Facilities Discrimination</td>
<td>-“Opps that can’t”</td>
<td>-County remains Tier 1 &amp; 25% living in poverty</td>
</tr>
<tr>
<td>-Nice Campus</td>
<td>-Low Funding</td>
<td>-Welding Program Extension/Expansion</td>
<td>-Industry learning area</td>
</tr>
<tr>
<td>-Dental Hygiene (4)</td>
<td>(5)/Transparency/Funding/Unequal Resource Distribution</td>
<td>-Meeting need for Nurses</td>
<td>-Lack of money/lack of adequate finance to provide excellent programs</td>
</tr>
<tr>
<td>-Nursing Program</td>
<td>-Not staying with mission</td>
<td>-Forestry related industries</td>
<td>-Industry refusing to locate here</td>
</tr>
<tr>
<td>-MLT Program</td>
<td>-Customer services</td>
<td>-HARVESTING</td>
<td>-Large drug population/Population is shrinking</td>
</tr>
<tr>
<td>-Diverse Community</td>
<td>-Campus appearance (4)</td>
<td>-Maintaining log truck maintenance</td>
<td>-Student Apathy</td>
</tr>
<tr>
<td>-Early College (3)</td>
<td>-Evening programs</td>
<td></td>
<td>-Investing more resources into building, training, equipment</td>
</tr>
<tr>
<td>-Student Satisfaction Centered</td>
<td>-Workforce development/Lack of training space/Equipment</td>
<td>-More course transfer</td>
<td>-Performance funding</td>
</tr>
<tr>
<td>-Middle Skills Program</td>
<td>-Staff turnover</td>
<td>-More programs in Health Services</td>
<td>-Economy is not vibrant</td>
</tr>
<tr>
<td>-Student Services Programs</td>
<td>-Course offerings (need more)</td>
<td>-Evening cohort programs</td>
<td>-Tuition</td>
</tr>
<tr>
<td>-Strong Reputation (2)/Others see us as being strong</td>
<td>-Dead end classes</td>
<td>-Bond money</td>
<td>-Decrease FTE affecting budget</td>
</tr>
<tr>
<td>-Good Welding/Auto Programs/Strong Existing Programs/BLET/Cosmetology</td>
<td>-Better pay</td>
<td>-Grants</td>
<td>-Have to operate different with reduced funds</td>
</tr>
<tr>
<td>-Support from Local Officials</td>
<td>-Advising</td>
<td>-Solar/Energy/Renewal – providing training for Solar &amp; Energy technicians</td>
<td>-Closing of local businesses</td>
</tr>
<tr>
<td>-Good Board Working Together</td>
<td>-Low Literacy/GED (HSE)</td>
<td>-New job opportunities</td>
<td>-Technology</td>
</tr>
<tr>
<td>-Staff/Teacher Staff</td>
<td>-Need more off campus sites, training in Computer skills</td>
<td>-New jobs coming</td>
<td>-4 year schools</td>
</tr>
<tr>
<td>-Grant Writing Success (2)</td>
<td>-GED</td>
<td>-FISCAL GROWTH</td>
<td>-Other community education/training</td>
</tr>
<tr>
<td>-National Acclaim</td>
<td>-Stagnation</td>
<td>-Plant Growth</td>
<td>-Matching funds for new construction</td>
</tr>
<tr>
<td>-Community Support</td>
<td>-Rural low-wealth community (move toward change/accept)</td>
<td>-Changing training needs</td>
<td>-Tone of local, state, federal legislators</td>
</tr>
<tr>
<td>-Creative Problem Solving</td>
<td>-Need larger graduation numbers to meet community needs (2)</td>
<td>-Infrastructure work</td>
<td>-Online programs</td>
</tr>
<tr>
<td>-Transfer</td>
<td></td>
<td>-Ever Changing Economy</td>
<td>-Reduced local tax base</td>
</tr>
<tr>
<td>-Unique Resources</td>
<td></td>
<td>-Expanding workforce needs</td>
<td>-Transportation</td>
</tr>
<tr>
<td>-Primary training provider in the area</td>
<td></td>
<td>-The new building</td>
<td>-Childcare</td>
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<tr>
<td>-Identify with local culture Agriculture, Solar farm &amp; renewable energy on rise Cost</td>
<td></td>
<td>-Applying for grants</td>
<td></td>
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</tbody>
</table>
### Local Economy – Board of Trustees Retreat 4/18/2017

<table>
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<tr>
<th>SUPPLY CHAIN DEVELOPMENT IMPORTANT TO HALIFAX</th>
<th>BUDGET HALIFAX</th>
<th>KEY TRAINING AREAS HALIFAX</th>
<th>NORTHAMPTON COUNTY ISSUES - NATHAN PIERCE</th>
<th>LEGISLATIVE UPDATE</th>
<th>HALIFAX BUSINESS GROWTH AREAS STRENGTHS</th>
<th>HALIFAX COUNTY BUDGET &amp; EFFECT ON HCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Finding Employees</td>
<td>-$40 Million Total</td>
<td>- Customer Service</td>
<td>-4th largest taxes in the State</td>
<td>-Budget (NCCCS) 8.9% increase?</td>
<td>-Renewable Energy</td>
<td>-Charge: To Increase Tax Base (ex. $792,000 increase with Klausner)</td>
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<td>- Collaboration/ “Working Together Works”</td>
<td>-Request for $18 million from Educational Institutions</td>
<td>-Machining</td>
<td>-No new revenue coming in (renovating old DSS &amp; Renovating to Courthouse (two major projects (Capital)</td>
<td>-Strong Agricultural &amp; Manufacturing</td>
<td>-Product Development for New Job Creation</td>
<td></td>
</tr>
<tr>
<td>- Connect dots between existing resources, job seekers, employers</td>
<td>-700,000 Awarded ($724,000) – not enough money available – County rises to occasion – difficult to increase taxes</td>
<td>-Welders</td>
<td>-Pleased with HCC courses</td>
<td>-Agriculture, Food Processing &amp; Biotechnology</td>
<td>-Business Recruitment &amp; Retention</td>
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<td>- Customized Training/ HCC &amp; Businesses</td>
<td>-Space/Defense</td>
<td>-Higher Skill Level for Automotive (computer related skills)</td>
<td>-Dominion Power partner w/HCC for pipeline jobs</td>
<td>-Industrial Hemp</td>
<td>-Funding Support for Economic Development, etc.</td>
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<td>- Basecamp communication</td>
<td>-Food Preparation</td>
<td>-Health</td>
<td>(Compression Readers /Welding/Construction starts late in 2017 or early 2018</td>
<td>-Excess Water/Sewer Capacity</td>
<td>-Need $20 Million</td>
<td></td>
</tr>
<tr>
<td>- Creation of Private Industry Council; April 24 – 1st Meeting</td>
<td>-Safety</td>
<td>-Technical Occupations related to Health</td>
<td>K-12 public education needed (115 out of 115 in State)</td>
<td>-Land to grow crops</td>
<td>-$10 Million Reoccur</td>
<td></td>
</tr>
<tr>
<td>- Funding for Targeted Skills Development</td>
<td>-Aero</td>
<td>-Industrial maintenance</td>
<td>(disappeared)</td>
<td>-Access to Highways, Airports, Rail &amp; Deep Ports</td>
<td>-$10 Million Non-Lottery</td>
<td></td>
</tr>
<tr>
<td>- CRC</td>
<td></td>
<td></td>
<td></td>
<td>-Plastics, Rubber, Steel Fabrications</td>
<td>-HB12 – Appointment of Trustees – From Governor to GA</td>
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- Finding Employees:
  - Collaboration/“Working Together Works”
  - Connect dots between existing resources, job seekers, employers
  - Customized Training/ HCC & Businesses
  - Basecamp communication

- Key Training Areas:
  - Customer Service
  - Machining
  - Welders
  - Space/Defense
  - Food Preparation
  - Safety
  - Higher Skill Level for Automotive (computer related skills)
  - Health
  - Technical Occupations related to Health
  - Industrial maintenance

- Legislative Update:
  - Budget (NCCCS) 8.9% increase?
  - No new revenue coming in (renovating old DSS & Renovating to Courthouse (two major projects (Capital)
  - Pleased with HCC courses
  - Dominion Power partner w/HCC for pipeline jobs
  - Compression Readers

- Halifax Business Growth Areas Strengths:
  - Renewable Energy
  - Strong Agricultural & Manufacturing
  - Agriculture, Food Processing & Biotechnology
  - Industrial Hemp
  - Excess Water/Sewer Capacity
  - Land to grow crops
  - Access to Highways, Airports, Rail & Deep Ports
  - Plastics, Rubber, Steel Fabrications
  - Forest Products

- Halifax County Budget & Effect on HCC:
  - Charge: To Increase Tax Base (ex. $792,000 increase with Klausner)
  - Product Development for New Job Creation
  - Business Recruitment & Retention
  - Funding Support for Economic Development, etc.
  - Need $20 Million
  - $10 Million Reoccur
  - $10 Million Non-Lottery
  - HB12 – Appointment of Trustees from Governor to GA
## External S.W.O.T Analysis

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<tr>
<th>STRENGTHS</th>
<th>WEAKNESSES</th>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
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<tbody>
<tr>
<td>Small classroom sizes, close proximity to Virginia and its proximity to surrounding North Carolina counties, one of only two counties offering a dental hygiene program in Eastern North Carolina, dedicated and highly qualified faculty, early college program, health related program offerings and The Centre.</td>
<td>There is a lack of outreach or advertisement to the local community about the dental hygiene program offerings.  <strong>Mitigate against Weakness:</strong> Learning of new ways to advertise to new students and potential patients of the HCC Dental Hygiene Programs</td>
<td>Access to healthcare and dental care is becoming more of a priority to the population which can attract patients to the HCC Dental Hygiene Program. Adult learners are becoming more popular in the community college setting. Also, more high school students are becoming more aware of the advantages of beginning at a community college level and transferring to a university after earning an associate’s degree.</td>
<td>Lack of advertisement for the dental hygiene program can decrease future program numbers as well as future patient numbers.</td>
</tr>
<tr>
<td>Small, supportive community environment  Small class sizes  Qualified staff</td>
<td>Lack of job opportunities  The distance of 4-year colleges that would allow students to move forward with advanced studies  <strong>Mitigate against Weakness:</strong> Encourage and support the start of more small businesses (local) and training programs to prepare students to work virtual/home-based jobs</td>
<td>More small businesses to provide more job opportunities</td>
<td>Lack of time management and study skills classes for students at the start of their educational career at HCC.</td>
</tr>
<tr>
<td>Develop programs that the industries in Halifax and North Hampton counties can build upon to grow our work force.</td>
<td>Work with industry leaders to fulfill their needs.  <strong>Mitigate against Weakness:</strong> Work with industry leaders to fulfill their needs.</td>
<td>Work with State and Federal Associations to fund programs that develop programs unique to Halifax and Northampton counties</td>
<td>Have the vision necessary to see developing trends in the community and company work forces. Build programs to keep industry in the county not leaving the county.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication  <strong>Mitigate against Weakness:</strong> Communication</td>
<td>Share community college options with newcomers and vested stakeholders</td>
<td>Continue to be approachable and be seamless with information.</td>
</tr>
<tr>
<td>The 2 Plus 2 Bachelor of Social Work with East Carolina University. Also, networking, community outreach, service providers, support groups and volunteer commitment.</td>
<td>The main factor that has hindered HCC students’ employment at DSS has been the criminal background check. Some students have applied for employment after receiving Associates Degree in Human Services, only to be declined due to criminal background activity. Also, the lack of motivation and accountability. Students are not focused and waste time.  <strong>Mitigate against Weakness:</strong> Observe how other individuals deal with their weaknesses</td>
<td>Trends most noted at DSS have been health related issues and the overall effect they have on individuals physically, emotionally, economically and socially. Also, technology and leadership skills.</td>
<td>Threats are the same as weaknesses. Along with the lack of commitment, technology, mental challenges and not being self-motivated. Also, diverse languages.</td>
</tr>
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</table>
Courses are offered through all instructional delivery modes; seated, hybrid and online

Latest software in Office suite and operating systems

Project based learning. Students have the opportunity to take the Microsoft certifications

Full-time faculty, two adjuncts all qualified to teach transferable courses

Hands on hardware lab (needs more equipment)

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**Mitigate against Weakness:**

Funds should be provided to ensure that the web technology classes are taught with up-to-date software.

Adobe, for example, has a monthly subscription for its products. College should reinstate the Microsoft DreamSpark to provide students with latest Microsoft products. Additional full-time faculty to create more seated class opportunities

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## Student Forum and S.W.O.T Analysis - 4/10/2017

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<th>Growth</th>
<th>Sustaining Programs</th>
<th>Strengths</th>
<th>Weaknesses</th>
<th>Opportuniti es</th>
<th>Threats</th>
<th>Additional Responses</th>
</tr>
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<tr>
<td>Keep more students need hands on before class (referenced Welding program) - A lot of fields need improvement - Make sure programs are funded to provide for hands on experience and technology - Add an associate’s degree for Welding program - Need more programs for students interested in technology</td>
<td>Opportunity to complete certifications as part of the program (referenced C.I.T. program) - More programs to acquire trades</td>
<td>A.) Strengths - Programs – PRIDE, SGA, WOE, SSS - Sports/intramurals (PRIDE) - Rigorous academic programs - Elusion app - Tries to fit student needs - Wellness Center (no membership fee) - FIT Trail - Center for Academic Excellence - Gives community and opportunity for restart Assistance is great - People advise in terms of the impact of dropping out - Shared experience - Need to build on to advising - More meetings such as this strategic plan meeting</td>
<td>- Class offerings sequence (certain courses not offered every semester) - Publicizing</td>
<td>- Compete against other institutions - More opportunities for students to share their stories - Verizon Model: Certain behaviors/actions of students should be triggers for intervention</td>
<td>- Compete against other institutions - More opportunities for students to share their stories - Verizon Model: Certain behaviors/actions of students should be triggers for intervention</td>
<td>- Keep more students need hands on before class (referenced Welding program)</td>
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- Keep more students need hands on before class (referenced Welding program)
- A lot of fields need improvement
- Make sure programs are funded to provide for hands on experience and technology
- Add an associate’s degree for Welding program
- Need more programs for students interested in technology

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<td>Add a speech pathologist program Lack of this program actually leaves students without knowledge and skills for area - Need to add plumbing, construction, masonry programs for non-confined population of students - Lack of participation in community Outsource to get community active Need well-published activities to boost participation in community</td>
<td>More meetings for programs Once per month bring someone in from industry Open-house for community (i.e., initiative on front lawn) Take to high schools as well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. What does HCC do better than any other community college? - Social activities - Offers some hands-on experiences (CIS, Welding)</td>
</tr>
</tbody>
</table>

2. How well have those things been marketed? - Not well
| Everyone looks at HCC as a ghetto. Change the scenery. Landscaping should be improved (impacts student morale) |
| Provide classes for botanists. Publicizing for awareness. |
| Incorporate community services in programs. Need projects to clean up campus. |
| Need to include programs for C.I.S. Certifications. Entrepreneurial system to help students. |
| Lack of motivation. Encourage, embrace, and empower each other. |

| 3. What do we want HCC to be known for locally and nationally? |
| Assists students with reaching their goals/dreams (Graduation). |
| Offering second chances (support). |
| Motivating students. |

| 37 |
## APPENDIX E

### Internal S.W.O.T. Analysis (2017)

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<th><strong>STRENGTHS</strong></th>
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<tr>
<td>The PRIDE Male Mentoring Program PBI Grant (PRIDE II) provides substantial funds for quality implementation</td>
<td>Adequate funding to operate programs</td>
<td>PRIDE successes can potentially be duplicated campus-wide</td>
<td>Identify additional funding sources that might provide funding support</td>
</tr>
<tr>
<td>The PRIDE Program provides extensive wrap-around services that support student engagement, academic success, retention, and graduation rates</td>
<td>Budget constraints</td>
<td>PRIDE has potential for becoming a national model</td>
<td>Find ways to increase faculty and staff participation.</td>
</tr>
<tr>
<td>PRIDE is fully supported by the HCC President &amp; CEO</td>
<td>Fundraising</td>
<td>Establish a campus wide grant writing training program</td>
<td>Increase salaries of professional staff</td>
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<td>Provides professional development funds to support faculty training and teaching, and instruction for diverse and underprepared students</td>
<td>Negative public perception of HCC</td>
<td>Streamline New Hiring Process - HR Screens applications and submits to manager, manager and staff interview candidates, manager make recommendation to President for approval, and HR completes process.</td>
<td>Require learning coaches to ensure all exceptional children to meet with HCC counselors.</td>
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<td>Provides funds for professional development opportunities for students</td>
<td>Low participation by faculty/staff in various workshops, ongoing training, and programs</td>
<td>Job Classification – Conduct a job classification workshop to train on how to write job descriptions. Result will be to recruit the high performing candidates with the correct KSA’s. Personnel Policies are reviewed and updated according to the NCCCS and Office of State Human Resources.</td>
<td>Title III funding (PBI-F) ends in year 2016-17</td>
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<td>PRIDE fully committed math, English, Science state of the arts lab</td>
<td>Limited office and class space and facilities</td>
<td>Professional development of staff &amp; faculty</td>
<td>Funding awarded for only five years. Must wait two years to reapply. Competitive does not guarantee repeat funding.</td>
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<td>Lap top loan program for students without computers</td>
<td>Lack of staff</td>
<td>Teaching Strategies</td>
<td>There is no sustainability plan for Title III in terms of funding.</td>
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<td>Early alert program monitors and improves student performance</td>
<td>Buildings being adequately equipped technologically, i.e outdated software, limited equipment, computer updates, Wi-Fi access, wiring closets, utilities, HVAC, etc.</td>
<td>Increase staff/faculty involvement in community and high school recruitment</td>
<td>There is no capacity building option given additional funds will be needed to offset declining budget related to enrollment decline.</td>
</tr>
<tr>
<td>Offers professional math and English tutors to provide enrichment</td>
<td>Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>Continue to participate in professional development. (Cross Connect, residency, Regional Registrars/Admission Conferences) Implement Student Ambassador Program</td>
<td>Blurred lines of authority with Title III and Resource development officer.</td>
</tr>
<tr>
<td>Co-curricular activities that involve kinetic activities for men</td>
<td>Technological challenges for students enrolled in online classes</td>
<td>Branding the Educational Opportunity Center and services rendered to the community by way of social media avenues.</td>
<td>Recruitment Process – Lengthy resulting in the loss of high performing candidates.</td>
</tr>
<tr>
<td>Offers a summer academy to advance student learning</td>
<td>Students are looking for more online courses for the curriculum</td>
<td>Get the CAE program certified through the College Reading and Learning Association (CRLA) and National Tutoring Association (NTA). More Opportunities for partnerships with local employers</td>
<td>Performance Management – Managers write updated job descriptions with the assistance of HR to evaluate performance. The updated job descriptions are for performance management and recruitment.</td>
</tr>
<tr>
<td>Funds are available to take faculty and students on regional field trips to reinforce learning and opportunities</td>
<td>Limited connection with advisors from 4-year institutions</td>
<td>Continual education of mental health and substance abuse barriers for intellectual enrichment and for all ages</td>
<td>Possible federal funds cut</td>
</tr>
<tr>
<td>PRIDE offers student internships to assist with off-setting personal expenses and to increase work and soft skills</td>
<td>A few programs have only one (1) full-time faculty person</td>
<td>Computer lab available to students for online access to web applications</td>
<td>Safety against outside intruders</td>
</tr>
<tr>
<td>Under the CADA Head Start we obtained the five-star facility, the highest rating in North Carolina. (We have 2 staff with Master’s Degrees, one staff with bachelor degree, two staff with Associate degree, 2 staff with CDA and 1 staff with Human Service certification.)</td>
<td>Transportation issues for students, i.e., the distance some students have to travel to attend class</td>
<td>FAFSA available available in October (3 months earlier than</td>
<td>Decrease in Northampton and Halifax County population and its impact on enrollment growth</td>
</tr>
<tr>
<td>Program offers developmentally appropriate activities</td>
<td>Recruitment and retention of students.</td>
<td>Recruitment and retention of students.</td>
<td>Job opportunities for current students and graduates</td>
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<td>Parent involvement in the program encouraged</td>
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<td>Electronic Application system may malfunction, this impacts the time the</td>
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<tr>
<td>Location convenience for HCC students, Weldon and Roanoke Rapids community</td>
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</table>
students
- New Student Orientation revised to promote academic programs
- Majority of team able to advise students
- Excellent Customer Service to Students
- Applications/Transcripts and placement tests are processed in a timely manner
- Communications Management is timely
- Test Scores are immediately given and explained after each student test.
- Test scores are automatically imported.
- Our location is advantageous for students (All Student Services in one area)
- Great relationship with area high schools
- The Center for Academic Excellence (CAE) has strength and effort in assisting and further educating Halifax Community College (HCC) students with academic enhancement (tutoring).
- Provide supplemental instruction to HCC curriculum students.
- Educating and assisting students on all potential curriculum levels and special accommodations needs.
- Having available educational materials for both students and tutors.
- Excellent ‘team ship’- helping each other in areas of expertise
- Tutees assigned according to tutor’s strengths
- Civil, friendly, knowledgeable, professional and qualified staff/tutors.
- Compassionate, creative, critical thinkers, go-getters, intelligent, and hard/smart-working, innovative staff/tutors.
- Utilize resources and apply knowledge effectively. Collaborate with faculty to better understand the requirements for assignments.
- Collaborate and coordinate with HCC resources and programs (SSS, PRIDE, faculty, RVEC and the counselling department) to provide extra curriculum activities and academic enrichment to students.
- Provide test proctoring services with students from other colleges and universities.
- Increase FTE by 20% each fiscal year (dependent HCC enrollment)
- Endeavour to increase student passing, retention, graduation and transfer rates.
- Always striving to improve education (learning and pedagogy).
- The CAE department as a whole is strong - everyone brings their best to work.
- Work collaborative and effectively with faculty and present CAE informational services, time management workshops, and establish protocol.
- Teamwork and collaboration amongst the CAE staff/tutors through monthly meetings and training.
- Variety of Services (Mental Health, Substance Abuse, Academic, Career Assessment, Learning Styles, Temperament, Personality Assessments)
- Use of Best Practices
- High Student Body Involvement
- Free Services

Local instructors are not reimbursed for their mileage though some of the classes can be more than 50 miles a night
- Low-paid instructors
- Funding awarded for only five years
- Transportation challenges of young men interested in internships
- Low pass rates in developmental math and science courses
- Drop outs due to loss of financial eligibility
- Low salary
- Still using paper applications
- Lack or resources for recruitment supplies
- Limited funds for marketing
- HCC website needs to be updated
- Students should meet application deadlines and read policies,
- Earlier availability of FAFSA using prior-prior-year income (i.e. 2015 income for 2017-18 FAFSA).
- Raise awareness of policies through New Student Orientation and ACA classes.
- Budgetary concerns, shortage of necessary equipment to improve learning environment. Improvement or replacement of existing equipment.
- Students continue to struggle with developmental mathematics and curriculum math classes
- Technology challenges for student enrolled in online courses
- Lack of self-regulation among students enrolled in online courses
- Lack of ongoing training on effective advising for faculty advisors
- Funding for supplies is curtailed
- Limited Online course offering
- Technology and textbook satisfaction among students and faculty
- Lack of campus-wide support to mitigate plagiarism
- Student retention/pass rates

Previously
- Involve all instructors, staff and tutors to be advocates for the C.A.E.
- Pursue more creative opportunities through professional development, workshops and conferences
- Provide more extensive training to ALL faculty and staff regarding FERPA and privacy of student records. A Blackboard class is “in progress” and will be made available to all faculty and staff with access to student records. The Registrar’s office would like to make this class mandatory for all current and new employees (similar to the “safety” class and the IT department’s training).
- Continue to offer professional development opportunities to high school counselors and administration, HCC faculty and staff.
- Partner with financial institutions to provide financial literacy education.
- Offer a face-to-face foreign language class – currently, SPA 111 and SPA 112 are offered as part of the NCIH portal.
- Articulations with ECSU (teacher preparation)
- Increase in online course offerings
- More Head Start and Early Head Start programs in our communities mean more hiring opportunities for our graduates as assistant teachers with AAS degree.
- New opportunities for graduates to earn certification in several medical administration areas.
- Weldon STEM High School CCP onsite Co-Op with HCC
- Northwest Halifax High School, Northampton West CCP enrolment (Expanding to other Schools)
- Student participation in local, state and online contests
- Working with area business for promotional projects and real work world experience
- Hiring a full-time beginner instructor to provide our students with the fundamentals to complete the cosmetology program successfully and perform sufficiently to obtain employment in the industry
- According to the American Welding Society, the demand for skilled welding professionals is constantly growing. By 2025, our nation’s workforce will need over 400,000 welders to satisfy the demands of application is processed, which also impacts Financial Aid and Testing
- HCC is competing with the four year institutions for students.
- Some students sign-up for tutoring services, get scheduled and fail to show up for sessions. This is a loss in potential FTE’s and student success.
- Safeguard and keep student’s personal information and tutoring sessions confidential.
- CAE staff should avoid excessive talking and time with students during tutoring sessions.
- Hold students accountable for attending tutoring sessions; have consequences when students are not accountable.
- Decentralized tutoring
- Provide better salaries for tutors to prevent employee turnover.
- Tutors should be paid for time present whether or not students show up.
- Decrease in Retention Rates
- Decrease in Graduation Rates
- Limited Community College Resources
- Limited Community Resources
- Reduction of Funding
- Cohort Default Rates can affect Title IV eligibility
- Return of Title IV (R2T4) policy is expensive to HCC, because the college is required to return unearned funds on behalf of the student and then absorbs the cost of collection
- Late withdrawals from faculty create noncompliance issues for the college, because R2T4 processes must be completed in 45 days.
- Number of late aid applicants
- Number of students that will not maintain satisfactory academic progress (SAP).
- Percentage of students not making SAP annually has decreased from 15% in 2014-15 to 11% in 2015-16.
- Budget cutbacks: Many of
| High Involvement with Faculty and Staff  | Workshops offered to students, providing opportunities for professional development. |
| Crisis Intervention Trained             | Suicide Prevention Trained          |
| Office Location is convenient and accessible to students | Department head carries a large course load each year. |
| Works with both student groups and one to one | Inability to attract and retain faculty and staff. |
| Culturally Sensitive                    | Largest threat is the inability to attract qualified/certified instructors. |
| Partner with outside community service agencies | Department head carries a large course load each year. |
| Short Term counselling                  | Students conflicting work schedules with college schedules. |
| Duplication of Services                 | Largest threat is the inability to attract qualified/certified instructors. |
| Experienced, competent staff            | Students conflicting work schedules with college schedules. |
| Staff to student ratio, accessible      | Students conflicting work schedules with college schedules. |
| Sufficient aid programs available       | Students conflicting work schedules with college schedules. |
| Colleague software, efficient processing and communication | Limited budget that still don't view these tools as necessary. |
| Utilization of available technology (Gmail, Web advisor, Colleague Self-Service) | Limited budget that still don't view these tools as necessary. |
| No audit findings, organized, accurate data and files | Limited budget that still don't view these tools as necessary. |
| Handles Curriculum and reporting and the checking, grading and reporting for Workforce Development accurately and efficiently | Limited budget that still don't view these tools as necessary. |
| Transcripts processed same day or within at least 24 hours (except holidays). Online orders can be processed when the college is closed if the recipient receives electronically. | Limited budget that still don't view these tools as necessary. |
| Students can order and pay for transcripts online if they wish (never have to come into the office to order a transcript). | Limited budget that still don't view these tools as necessary. |
| Academic information is available to students online (grades, transcripts) through Web Advisor. | Limited budget that still don't view these tools as necessary. |
| Final grades available to students via web within 24 hours of end of semester. | Limited budget that still don't view these tools as necessary. |
| Use of technology (Web Advisor, Intranet) to assist students with access to grades, transcripts and registration. The Intranet has provided faculty with another option for submitting drop forms. This was particularly aimed at online instructors and adjunct faculty. However, on-campus faculty has taken advantage of this as well. | Limited budget that still don't view these tools as necessary. |
| Use of Degree Audit in Colleague for potential graduates has helped identify potential graduates by advisors and Registrar as well as eased the workload of verifying graduates (and posting of degrees). | Limited budget that still don't view these tools as necessary. |
| Registrar’s Office webpage accessible from the HCC home page. | Limited budget that still don't view these tools as necessary. |
| Laptop lending program assists students who do not have a computer in completing assignments. | Limited budget that still don't view these tools as necessary. |
| Qualified Instructional pool             | Limited budget that still don't view these tools as necessary. |
| Multifaceted phase to graduation        | Limited budget that still don't view these tools as necessary. |
| Diverse course offerings                | Limited budget that still don't view these tools as necessary. |
| Involved Advisory Board members         | Limited budget that still don't view these tools as necessary. |
| Advising and scheduling options-eVising | Limited budget that still don't view these tools as necessary. |
| Different pathway to program completion | Limited budget that still don't view these tools as necessary. |
| Office Administration opportunities are one of the fastest growing jobs. | Limited budget that still don't view these tools as necessary. |
| Changes in program and recruitment have increased interest in office administration certificates. | Limited budget that still don't view these tools as necessary. |
| Scheduling of DMA’s                     | Limited budget that still don't view these tools as necessary. |
| Being a poor region of North Carolina, fundraising is not as robust as other regions of the state. | Limited budget that still don't view these tools as necessary. |
| WIOA is not an entitlement program.     | Limited budget that still don't view these tools as necessary. |
| WIOA funding is not always adequate     | Limited budget that still don't view these tools as necessary. |
| QEP budget (not funded after 2015 spring) | Limited budget that still don't view these tools as necessary. |
| Building lighting - exterior and interior | Limited budget that still don't view these tools as necessary. |
| Recruitment and retention               | Limited budget that still don't view these tools as necessary. |
| Perceptual difference between continuing education run programs and curriculum run programs | Limited budget that still don't view these tools as necessary. |
| Redundancy in paperwork that complicates efficient operations | Limited budget that still don't view these tools as necessary. |
| Limited time and resources for new program development | Limited budget that still don't view these tools as necessary. |
| Instructor pay is at the bottom of surrounding community colleges | Limited budget that still don't view these tools as necessary. |
| Companies such as Klausner Wood Mill and Dominion Power may assist with opportunities in Halifax County | Limited budget that still don't view these tools as necessary. |
| Students have available several other Programs available to them / Cross training must be stressed in today job market | Limited budget that still don't view these tools as necessary. |
| The students get the chance to get a job with the ICP (Inmate Construction Program) after they have completed the Masonry Program. | Limited budget that still don't view these tools as necessary. |
| The students get the chance to get a job with the ICP (Inmate Construction Program) after they have completed the Masonry Program. | Limited budget that still don't view these tools as necessary. |
| Partner with ECU Dental School          | Limited budget that still don't view these tools as necessary. |
| Allow graduate students to complete internship studies in the HCC Dental Hygiene Program | Limited budget that still don't view these tools as necessary. |
| Strengthen collaboration with early colleges, high schools and four-year institutions to offer more seamless transitions to students | Limited budget that still don't view these tools as necessary. |
| Develop more streamlined pathways to completion for students, especially in AA, AS, and AE programs. | Limited budget that still don't view these tools as necessary. |
| Continue to utilize PRIDE and financial aid work study students to assist in the ERC Lab and LRC as much as possible | Limited budget that still don't view these tools as necessary. |
| Offers training based on local labor market needs approved by and included on the Turning Point Workforce Development Board’s Occupational Listing for Workforce Training. | Limited budget that still don't view these tools as necessary. |
| Implement universal ACA 122 course (increase FTE, transferrable credit for all students—proposal already submitted) | Limited budget that still don't view these tools as necessary. |
| To obtain grant funding through the National Endowment For The Arts (NEA) | Limited budget that still don't view these tools as necessary. |
| Partnerships with workforce and curriculum areas as training support resources. | Limited budget that still don't view these tools as necessary. |
| The timing is right for more of a concentration on distance education in occupational extension classes. | Limited budget that still don't view these tools as necessary. |
| The Learning Lab has flexible hours for students to attend class | Limited budget that still don't view these tools as necessary. |
| The Workforce Innovation and Opportunities Act (WIOA) focuses on increasing partnerships, career pathways, and student services as regions are serving the same students. Thus, we are hopeful of greater student outcomes | Limited budget that still don't view these tools as necessary. |
| Strive to increase recruitment and retention | Limited budget that still don't view these tools as necessary. |
| our regional meetings have been cancelled and/or postponed due to the financial situation at HCC and at other institutions – still an issue. | Limited budget that still don't view these tools as necessary. |
| Some faculty and students still reluctant to use the EVAL/PSPR process and Degree Audit through Web Advisor/Self-service. | Limited budget that still don't view these tools as necessary. |
| Registrar’s Office communicates deadlines and instructions to faculty through HCC Gmail and Google Docs. Some faculty/staff state that they still don’t view these documents. The Registrar’s Office needs to find ways to communicate effectively to faculty and students deadlines, etc. | Limited budget that still don't view these tools as necessary. |
| Lack of strong referral base for services from curriculum side. | Limited budget that still don't view these tools as necessary. |
| Students typically want to be registered, not advised | Limited budget that still don't view these tools as necessary. |
| Availability of a diversity of cultural events in the Roanoke Valley | Limited budget that still don't view these tools as necessary. |
| Student retention. | Limited budget that still don't view these tools as necessary. |
| Limited budget that minimizes access to professional development | Limited budget that still don't view these tools as necessary. |
| Additional responsibilities of faculty relating to teaching, advising and registration | Limited budget that still don't view these tools as necessary. |
| Streamlined process for students to register for classes and advising model | Limited budget that still don't view these tools as necessary. |
| Students lacking soft skills that enable them to transition into the workforce or transfer to senior institutions | Limited budget that still don't view these tools as necessary. |
| Low enrollment | Limited budget that still don't view these tools as necessary. |
| Online colleges targeting working adults in the area | Limited budget that still don't view these tools as necessary. |
| Microsoft IT Academy no longer funded | Limited budget that still don't view these tools as necessary. |
| No increase in employment opportunities in the service area. | Limited budget that still don't view these tools as necessary. |
| Students conflicting work schedules with college schedules | Limited budget that still don't view these tools as necessary. |
| Largest threat is the inability to attract qualified/certified instructors. | Limited budget that still don't view these tools as necessary. |
| Department head carries a large course load each semester. | Limited budget that still don't view these tools as necessary. |
| Losing students to larger community colleges that offer a larger array of courses in an online | Limited budget that still don't view these tools as necessary. |
- Department head attends conferences and seminars to make sure that students are exposed to the most recent technology.
- Highly experienced and qualified instructors
- One Master ASE Certified with independent shop ownership and work experience
- One Master Ford Certified with dealership work experience
- Strong support from area businesses
- Powell’s Garage donates many parts to our program
- Dealerships and Independent shops willingly assist the program with information, special tools, and serve on the program’s advisory board
- Huge need for automotive technicians throughout the service area and also nationwide
- Perkins provided the purchase of the latest technology diagnostic equipment
- Student are able to receive stackable credentials through various certificate and diploma programs
- Outreach on campus and in the community
- Student and community satisfaction with services
- Competent and supportive leadership from the director
- Student oriented...genuinely concerned for student needs and learning
- Provide high quality instruction
- Very competent, knowledgeable, highly trained literacy team
- All part-time literacy instructors hold the minimum of a Bachelor’s degree
- All full-time literacy personnel hold the minimum of a Master’s degree
- Opportunities for professional development
- Students receive a variety of instruction (i.e. individual and group instruction, contextualized instruction, etc.) Provide a wide range of learning activities
- The Learning Lab has a friendly environment
- Director and instructors are willing to go above and beyond job descriptions
- Staff support students/student incentives provided
- Literacy Education classes are free but of great value
- Effective internal auditing procedures/constantly monitoring and utilizing feedback for program improvement
- Supportive leadership
- Knowledgeable and caring instructors
- Flexible Schedules
- Strong customer service base and partnerships with local medical facilities
- Willingness to expand and learn new curriculum to benefit students
- Positive communication between staff and coordinator
- Strong customer service attitude
- dedicated administrative and teaching staff
- Knowledgeable and diverse staff with multiple specialty certifications and

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<tr>
<th>Format.</th>
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<tbody>
<tr>
<td>Budget cuts in program</td>
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<td>Low enrollment</td>
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<td>Lack of current equipment</td>
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<td>Instructor burn out from work overload</td>
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<td>Difficulty finding qualified adjunct faculty when needed. Also someone who can meet the course times appointed when need arises.</td>
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<td>Students not completing program because of personal/transportation issues</td>
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<tr>
<td>Clinical Sites (limited number of sites that can take students). Reasons vary for location to location but many times it’s due to lack of staffing or they are training new employees</td>
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<tr>
<td>Low-performing schools in our service area-unprepared students</td>
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<tr>
<td>Budget constraints</td>
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<td>Loss of students to other community colleges nearby due to limited course offerings at HCC</td>
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<tr>
<td>Low performance of students in mathematics as a national problem that administrators need to be aware of</td>
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<tr>
<td>WIOA programs are funded on a competitive basis (full proposal bids are submitted annually, and a statement of work is done every two years). HCC WIOA could be outbid by competing agency.</td>
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<tr>
<td>WIOA indirectly receives federal funding and is up for reauthorization (approval for continued program support, operation, and funding periodically). The U.S. Congress is not guaranteed to reauthorize it.</td>
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<tr>
<td>Lack of community trust with regard to financial matters</td>
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<td>Steadily dropping enrollment numbers</td>
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<td>Faculty/staff acquiring more responsibilities due to a decline in enrollment</td>
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<tr>
<td>Proposals are funded on a competitive basis and there is not a guarantee of funding</td>
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<tr>
<td>Economic status of Halifax County</td>
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<tr>
<td>experiences</td>
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<tr>
<td>Willing to try new ventures for example public safety diving, online fire courses, customized industry safety programs</td>
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<tr>
<td>Main campus has easy to find location. Close to hotels and restaurants</td>
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<tr>
<td>Classes able to be taught in a variety of locations for customer convenience</td>
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<tr>
<td>History of flexibility to be able to meet customers’ needs including location, timeliness, topics, registration etc.</td>
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<tr>
<td>Able to offer several classes tuition exempt to students</td>
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<tr>
<td>Provide community service events such as working with the truancy court, child protection team, smart start and many other community organizations</td>
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<tr>
<td>Coordinator is qualified to teach and fill in for many different subjects and qualification classes</td>
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## General Summary - All Common Denominators S.W.O.T Analysis (2017)

<table>
<thead>
<tr>
<th></th>
<th>WEAKNESSES</th>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
<th>Mitigation &amp; Summary</th>
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</thead>
</table>
| 1. Programs/Course Offerings | **Internal SWOT**  
- Limited Online course offering  
- Lack of course/program offerings  
- Recent cancellations of programs  
- Perceptual difference between continuing education run programs and curriculum run programs  
- Students SWOT  
- Class offerings sequence (certain courses not offered every semester)  
- Board Retreat SWOT  
- More course offerings and evening courses | **Internal SWOT**  
- PRIDE successes can potentially be duplicated campus wide Program has potential for becoming a national model  
- Implement Student Ambassador Program  
- Offer a face-to-face foreign language class – currently, SPA 111 and SPA 112 are offered as part of the NSLI Portal  
- Increase in online course offerings  
- More Head Start and Early Head Start programs in our communities mean more hiring opportunities for our graduates as assistant teachers with AAS degree  
- There is growth potential in this area for those wishing to enter the legal field  
- Weldon STEM High School CCP onsite Co-Op with HCC  
- Northwest Halifax High School, Northampton West CCP enrollment (Expanding to other Schools)  
- Develop more streamlined pathways to completion for students, especially in AA, AS, and AE programs  
- Implement universal ACA 122 course (increase FTE, transferrable credit for all students—proposal already submitted)  
- The timing is right for more of a concentration on distance education in occupational extension classes  
- A “SABA” type program that would allow for real time courses from home computers would be a good example of this  
- The program has for several years included CPR/First Aid and fire safety in programs such as the CNA program  
- Currently being used as a guide for others  
- Students can attend literacy education classes at no cost  
- Students with a High School diploma are able to attend free literacy classes to improve their mathematical, reading, science, writing and social studies skills  
- The Adult Basic Education/High School Orientation gives students opportunities to acquire pertinent information concerning Halifax Community College’s Curriculum and Workforce and Economic Development classes, explore various careers, receive job information, computer skills, etc.  
- The Literacy Education program is researching the Adult High School diploma program for implementation  
- The timing is right for more of a | **Internal SWOT**  
- HCC is competing with the four year institutions for students  
- Students lacking soft skills that enable them to transition into the workforce or transfer to senior institutions  
- Online colleges targeting working adults in the area  
- Losing students to larger community colleges that offer a larger array of courses in an online format  
- High Schools offering certification test in software  
- Program confined to one classroom (We state we have a graphics department to students, this discourages students to enroll, future plan is to expand to other classrooms for space)  
- A loss of current and future students is a threat due to the inability for them to proceed through the program in a reasonable time. If student withdraws or is dropped or fails any given semester they have a long waiting period before the needed class is offered again  
- Low performing schools in our service area-unprepared students  
- Loss of students to other community colleges near by due to limited course offerings at HCC  
- Low performance of students in mathematics as a national problem that administrators need to be aware of  
- Literacy students are able to sign up to take High School Equivalency exams without receiving classroom instruction which reduces student enrollment and FTE  
- Not able to offer flexible scheduling due to staff shortages  
- Board Retreat SWOT  
- Online programs/technology  
- External SWOT  
- Lack of time management and study skills classes for students at the start of their educational career at HCC  
- Online colleges  
- Workload/Burnout (Internal SWOT)  
- 2. Marketing/Advertising  
- Internal SWOT  
- Negative public perception of college leadership | Some suggestions:  
- HCC become more involved in fundraising  
- Find inexpensive ways to increase advertising  
- Seek grant funds  
- Streamline operations  
- Increase signage for building visibility  
- Offer opportunities for Work Study to students  
- Utilize the team of Community Volunteers.  
To help alleviate the negative public perception of HCC, it is suggested:  
- Foundation Board must take a lead role in establishing a 5 year strategic plan and recruiting new Board members. The Board needs to be composed of visionary fundraisers committed to raising $5,000 to 10,000.00 each to retain a seat on the Board.  
It is suggested that faculty/staff professional opportunities for growth should be increased and enhanced. The offer of a financial incentive upon completion of education or achievements could possibly spur participation by faculty/staff. |
Still using paper applications
- Need an electronic filing/management system
- Office needs its own copy machine and scanner
- Lack of resources for recruitment supplies
- Limited funds for marketing
- Budgetary concerns, shortage of necessary equipment to improve learning environment. Improvement or replacement of existing equipment.
- Funding for supplies is curtailed
- One very important full-time position has been cut – cataloguer. In response, the ERC technician position has been reconfigured to include cataloguing. The staff now has only 3 full-time staff and 3 part-time staff
- More full-time and part-time positions are needed to fully cover LRC/ERC
- Furniture and décor is very outdated and in dire need of an upgrade. So far, funds for this purpose have not been available
- The audit showed $175,000 overspent for the scholarships (This is being corrected but the public does not understand). At present, right or wrong, several donors are not happy with the way the finances have been handled.
- WIOA funding is not always adequate.
- QEP budget (not funded after 2015
- Sometimes grant funds do not address the needs of a situation because of the size of a grant
- Lack of funding
- Lack of financial resources needed in order to keep most of the building equipment updated
- Limited funds for program improvements
- Limited time and resources for new program development
- Instructor pay is at the bottom of surrounding concentration on distance education in occupational extension classes.

### Board Retreat SWOT
- More programs in nursing and health
- Programs in forestry and harvesting

### External SWOT
- Offer CTE courses to high school students
- Offer 100% online courses
- Cyber security specialization

### 2. PARTNERSHIP

#### Internal SWOT
- More opportunities for partnerships with local employers
- Partner with financial institutions to provide financial literacy education
- To improve worksite wellness for all employees by working with our Wellness Committee, and to continue our partnership with Prevention Partners
- Articulations with ECSU (teacher preparation)
- Working with area business for promotional projects and real work world experience
- Companies such as Klausner Wood Mill and Dominion Power may assist with opportunities in Halifax County
- Partner with other community health agencies (Health Departments/Adult Day Care Centers/Child Day Care Centers)
- Partner with ECU Dental School
- Strengthen collaboration with early colleges, high schools and four-year institutions to offer more seamless transitions to students
- Partnerships with workforce and curriculum areas as training support resources.
- Partner with Workforce and Economic Development and have cross training for Distance Learning
- There are some opportunities to partner with other groups to provide unique training. For example, working with the NCCAR program, regional haz mat teams etc. could provide great opportunities. These partnerships will take time and vision to prosper into viable programs for our students.
- Working with curriculum programs to increase the availability of safety classes. OSHA 10 hr classes are now being made available to the industrial maintenance and automotive programs
- Working with other workforce development programs to increase the availability of safety themed classes. Recently worked with CTP program to offer CPR/first aide classes as well as train the trainer classes for safety and heavy equipment
- The Workforce Innovation and Opportunities Act (WIOA) focuses on increasing partnerships.

### Lack of community connection – do not feel the College is beneficial or welcoming to the whole community
- Lack of community trust with regard to financial matters
- Inconsistent, and incorrect, messaging being disseminated
- Minimal oversight/proofreading of messages and information sent to key stakeholders
- Other facilities are able to advertise more
- Other facilities are able to advertise more

### External SWOT
- Lack of advertisement for the dental hygiene program can decrease future program numbers as well as future patient numbers.

### 3. Enrollment/Recruitment/Decline

#### Internal SWOT
- Recruitment Process – Lengthy resulting in the loss of high performing candidates.
- Decrease in Northampton and Halifax County population and its impact on enrolment growth
- Number of late aid applicants
- Low enrollment
- Declining enrollment make cause cancelling of Programs by Prison Officials
- Low enrollment
- Steadily dropping enrollment numbers
- Reduction of FTE decreases the literacy budget
- HCC service area apathy toward sustained recruitment efforts will like result in fulfilment of demographic trends of population decline

#### Board Retreat SWOT
- Population shrinking and economy not vibrant

### External SWOT
- Low enrollment

### 4. FUNDING/BUDGET

#### Internal SWOT
- Identify additional funding sources that might provide funding support
- Title III funding (PB1-F) ends in year 2016-17
- Funding awarded for only five years. Must wait two years to reapply. Competitive, does not guarantee repeat funding.
- There is no sustainability plan for Title III in terms of funding.
- There is no capacity building option given additional funds will be needed to offset declining budget related to enrolment decline.
- Blurred lines of authority with Title III and Resource development officer

Concerning HCC’s technology needs, it is suggested that an electronic filing/management system should be developed; update the website; more online courses should be offered; seek low cost hardware replacements; extend service beyond life expectancy; cannibalize parts; investigate and implement open-source solutions when possible; investigate Wi-Fi to overcome infrastructure issues; and continuing education at work.

As it relates to student retention, a proposal was submitted to the Curriculum Commit to implement a strategy by Fall 2017 to 1) increase student enrollment; 2) increase student retention; 3) increase graduation rates; and 4) increase student employability.

The construction of larger and state-of-the-art facilities will help alleviate lack of office and classroom space.

Concerning the employability of HCC students, it should be encouraged that they register with the NCWorks Career Center in Roanoke Rapids, NC which employs several HCC employees. The NCWorks Career Center provides a variety of labor exchange services, namely:
- Job search
- Referrals and placement
- Recruitment
- Other labor market driven services
- Services to employers
- Veteran Services
- Special populations

The vision of the Workforce Force
### 5. FACILITIES

**Internal SWOT**
- Limited office space and facilities
- Physical facility – lack of storage space, no room to designate for parent meetings and special events. Playground needs improvement such as a track for children
- Lack of computer math lab to be used by all math students
- Large class size for Mat 171
- Create more useful space design in the LRC
- Building lighting - exterior and interior
- Limited classroom space on main campus
- Limited classroom space on main campus

**Board Retreat SWOT**
- Working with curriculum programs to increase the availability of safety classes.
- Leverage longstanding business relationships with local economic development organizations such as Roanoke Valley Chamber of Commerce, Halifax Economic Development, Halifax County Tourism and local government in order to increase HCC SBC brand awareness

### 4. ADVISING

**Internal SWOT**
- Low response from faculty regarding referrals and early alert reports
- Students need developmental academic advising
- Lack of electronic advising resources
- Lack of ongoing training on effective advising for faculty advisors
- Lack of electronic advising resources

**Board Retreat SWOT**
- Advising/need larger graduation numbers to meet community needs

### 3. JOB/INTERNSHIPS

**Internal SWOT**
- The students get the chance to get a job with the ICP (Inmate Construction Program) after they have completed the Masonry Program.
- The students get the chance to get a job with the ICP (Inmate Construction Program) after they have completed the Masonry Program.
- After the student has been released, he has the opportunity to pursue a job as a plumber’s helper, pipe fitter, plumbing supply store, and construction laborer
- The students have the chance to obtain a job anywhere in the small engine repair field, after they have completed the Small Engine Repair Program.
- After a student has been released, he or she has the opportunity to pursue a job as a mechanic or open his own Small Engine Business.
- Allow graduate students to complete internship studies in the HCC Dental Hygiene Program

**External SWOT**
- More small businesses to provide more job opportunities

**Board Retreat SWOT**
- New job opportunities

### 4. Professional Development/Training/Certification

**Internal SWOT**
- Establish a campus-wide grant writing training program
- Establish a campus-wide grant writing training program
- Job Classification – Conduct a job classification workshop to train on how to write job descriptions. Result will be to recruit the high performing candidates with the correct KSA’s.
- Professional development of staff

**External SWOT**
- Limited budget that minimizes access to professional development
- No budget allocation for several semesters
- Budget cuts in program
- Lack of current equipment
- The biggest threat would be that the state would cut the program that pays the inmate’s tuition, which if that happens we would not have any students.
- Budget constraints for faculty development
- Finances
- Budget restraints
- Proposals are funded on a competitive basis and there is not a guarantee of funding
- Federal Programs that were offered in years past may not be reauthorized (approved for continued program support, operation and funding).  
  - Funding
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### 2. Budget

**Internal SWOT**
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- Budget constraints for faculty development
- Finances
- Budget restraints
- Proposals are funded on a competitive basis and there is not a guarantee of funding
- Federal Programs that were offered in years past may not be reauthorized (approved for continued program support, operation and funding).

**External SWOT**
- Consistent threat of SBC funding elimination at the NC State Legislature level.
- Possibility of reduced federal and state grant funding could lead to reduced interest in HCC SBC “Grant Writing” certificate program
- WIOA programs are funded on a competitive basis (full proposal bids are submitted annually, and a statement of work is done every two years).  
  - HCC WIOA could be out-bid by competing agency.
- Microsoft IT Academy no longer funded
- WIOA indirectly receives federal funding and is up for reauthorization (approval for continued program support, operation, and funding periodically.
- The U.S. Congress is not guaranteed to reauthorize it

**Board Retreat SWOT**
- Budget/lack of money

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### 45

**Innovation & Opportunity Act (WIOA)**
- is to achieve and maintain an integrated, job-driven workforce system that links our diverse, talented workforce to our nation’s businesses and improves the quality of life for our citizens.

To mitigate low salaries, it is suggested that a salary study be conducted to show how positions should be aligned and to determine appropriate salaries. This will help to establish ranges for employees with various degrees (i.e., BS, MS and also years of experience should also be a determining factor).

Concerning the issue of students struggling with developmental mathematics and curriculum math classes, the following is recommended:
- On-going training for developmental mathematics instructors.
- Additional course offerings within the division
- Use of APA formatting across disciplines
- Investigate methods to allow summer enrichment opportunities for students who transfer to senior institutions
- On-going training on how to advise students (NOT just register)
<table>
<thead>
<tr>
<th>Board Retreat SWOT</th>
<th>Internal SWOT</th>
<th>External SWOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilities and appearance</td>
<td>• Low pass rates in developmental math and science courses</td>
<td>• No budget/low budget</td>
</tr>
<tr>
<td>6. DEVELOPMENTAL MATH</td>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>5. Employee Turnover/Shortage/Salary</td>
</tr>
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<tr>
<td>• Low pass rates in developmental math and science courses</td>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• Increase salaries of professional staff</td>
</tr>
<tr>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• Get the CAE program certified through the College Reading and Learning Association (CRLA) and National Tutoring Association (NTA).</td>
<td>• Insufficient staffing. As enrollment increases, the workload in the Registrar’s Office increases.</td>
</tr>
<tr>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• Continue to participate in professional development. (Cross Connect, Residency, Regional Registrars/Admission Conferences)</td>
<td>• Largest threat is the inability to attract qualified/certified instructors.</td>
</tr>
<tr>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• Get the CAE program certified through the College Reading and Learning Association (CRLA) and National Tutoring Association (NTA).</td>
<td>• Difficulty finding qualified adjunct faculty when needed. Also someone who can meet the course times appointed when need arises.</td>
</tr>
<tr>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• Continue to offer professional development opportunities to high school counselors and administration, HCC faculty and staff.</td>
<td>• Qualified Instructors are overlooked in the desperate attempt to get FTE at loss to quality instruction</td>
</tr>
<tr>
<td>• Students continue to struggle with developmental mathematics and curriculum math classes</td>
<td>• New opportunities for graduates to earn certification in several medical administration areas.</td>
<td>• Obtaining individuals (faculty/staff) genuinely interested in teaching the course</td>
</tr>
<tr>
<td>• Continue to seek professional development opportunities for all staff to improve in and outside of their assigned job descriptions</td>
<td>• Offers training based on local labor market needs approved by/and included on the Turning Point Workforce Development Board’s Occupational Listing for Workforce Training.</td>
<td>• Instructor shortages: Instructors are becoming harder to come by for several reasons. Qualifications in some areas are becoming stricter due to state agencies. This is complicated by HCC’s low pay and lack of mileage. Continuing education in many cases makes $10 per hour less than curriculum instructors for teaching similar courses. An HCC instructor’s pay is now lower than surrounding all colleges. This issue is now being exasperated by complicated hiring procedures that include costly transcripts and background checks.</td>
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<tr>
<td>• Offers training based on local labor market needs approved by/and included on the Turning Point Workforce Development Board’s Occupational Listing for Workforce Training.</td>
<td>• CPR/first aide and fire safety have been being taught successfully in the Daycare curriculum. Recently, professional development has been offered to HCC staff in forklift operations and OSHA 10 hr outreach.</td>
<td>• Other organizations may be able to attract and retain our part-time instructors because of the low pay we offer.</td>
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<tr>
<td>• Free professional development classes</td>
<td>• Free professional development classes</td>
<td>6. Student Faculty/Staff Engagement</td>
</tr>
<tr>
<td>• There are some opportunities to partner with other groups to provide unique training</td>
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<td>Internal SWOT</td>
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<tr>
<td>Board Retreat SWOT</td>
<td>Board Retreat SWOT</td>
<td>• Find ways to increase faculty and staff participation.</td>
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<tr>
<td>• Change in training needs and economic development</td>
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<td>• Some students sign-up for tutoring services, get scheduled and fail to show up for sessions. This is a loss in potential FTE’s and student success.</td>
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<tr>
<td>• Solar and Energy training</td>
<td>• Solar and Energy training</td>
<td>• Some faculty and students still reluctant to use the EVAL/PSPR process and Degree Audit through Web Advisor/Self-service.</td>
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<tr>
<td>5. COMPETING</td>
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<td>• Low participation in faculty/staff worksite wellness activities and programs.</td>
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<td>Internal SWOT</td>
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<td>Student SWOT</td>
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<tr>
<td>• Student participation in local, state and online contests</td>
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<td>• More opportunities for student to share their stories</td>
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<tr>
<td>Student SWOT</td>
<td>Student SWOT</td>
<td>7. Job Opportunities/Limited Resources</td>
</tr>
<tr>
<td>• Compete against other institutions</td>
<td>• Compete against other institutions</td>
<td>Internal SWOT</td>
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<td>6. OUTREACH</td>
<td>6. OUTREACH</td>
<td>• Job opportunities for current students and graduates</td>
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<td></td>
<td></td>
<td>• Limited Community College Resources</td>
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<tr>
<td>Internal SWOT</td>
<td>External SWOT</td>
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<tr>
<td>• Increase staff/faculty involvement in community and high school recruitment</td>
<td>• Limited Community Resources</td>
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<tr>
<td>• Branding the Educational Opportunity Center and services rendered to the community by way of social media avenues.</td>
<td>• Availability of a diversity of cultural events in the Roanoke Valley</td>
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<tr>
<td>• Students have available several other Programs available to them / Cross training must be stressed in today job market</td>
<td>• No increase in employment opportunities in the service area.</td>
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<td></td>
<td>• Lack of space:</td>
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<td></td>
<td>• Will prevent optimal instruction.</td>
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<td></td>
<td>• Will limit equipment purchases due to size of certain equipment.</td>
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<td></td>
<td>• Clinical Sites (Limited number of sites that can take students). Reasons vary for location to location but many times it’s due to lack of staffing or they are training new employees</td>
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<tr>
<td></td>
<td>• Job opportunities for students</td>
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<td></td>
<td>• Students need transportation so he/she can attend class</td>
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<tr>
<td></td>
<td>• Students need affordable and/or free child care so he/she can attend Literacy Education Class</td>
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<td></td>
<td>• High unemployment rates in service area</td>
<td></td>
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<td></td>
<td>• Many students can’t afford High School Equivalency testing fees</td>
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<td></td>
<td>• Decrease in Services Provided</td>
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<tr>
<td><strong>External SWOT</strong></td>
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<td></td>
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<tr>
<td>• Low employment opportunities in the area</td>
<td></td>
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</tr>
</tbody>
</table>
REFERENCES

Business areas of growth that may also require training include:

State and County Population Projections 2010-2030

Performance Measures

Population, Races, % in Poverty


Star Jobs

Service Area Health Rankings out of 100 North Carolina Counties

Guided Pathways Essential Practices: Community College Research Center (CCRC)
Teachers College, Columbia University