



HALIFAX *Community College*

LEARNING COMES TO LIFE IN PURSUIT OF EXCELLENCE

CONTINUOUS QUALITY IMPROVEMENT REPORT

Office of Institutional Effectiveness, Planning and Assessment

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**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

Results 2012-13

Initiative for 2013-14

Office of the President

<ul style="list-style-type: none"> • In support of economic development for the Roanoke Valley, academic, continuing education, workforce development and service programs were offered at HCC. • HCC Graduated 217 students with a certificate and/or diploma; 136 Associate degrees awarded May 2013. • Welding certificate program approved by NCCCS for Career & College Promise Pathways. • Continuing Education, Workforce Development and Community Services offered 792 classes (8/2012-6/2013). • Small Business Center- Five (5) New Businesses started with 12 full-time and 13 part-time jobs created. 	<ul style="list-style-type: none"> • Institutional effectiveness and strategic planning initiatives have been implemented to academic planning. • Benchmarks set to meet NCCCS Performance Measures. • Completion by Design model is under creation by a committee. • North Carolina Back-to-Work Program. • Weatherization Program approved by the NC Departments of Labor and Commerce through the energy Specialist Pre-Apprentice Program. • Seeking to establish 3 new Workforce Development articulations.
<ul style="list-style-type: none"> • Program Reviews conducted include: Dental Hygiene, Graphic Design, Cosmetology, Practical Nursing, Assoc. Degree Nursing, and Welding. Results presented to the President and Board of Trustees. 	<ul style="list-style-type: none"> • Program review is on-going. Programs reviewed 2013-14: Associates in General Education, Electrical/Electronics Technology, Paralegal Studies, Computer Information Technology, Industrial Systems Technology, Industrial Maintenance, and Early Childhood- Lateral Entry Certificate. • Presented and approved by Board of Trustees, February 2014.
<ul style="list-style-type: none"> • Voluntary Framework of Accountability (VFA) measures identified and data collection began Fall 2013. 	<ul style="list-style-type: none"> • On-going data collection and reporting.
<ul style="list-style-type: none"> • Student performance(2011-12) on NCCCS eight (8) Performance Measures- above the mean/below the goal in 4 measures, below the mean on 3 measures, below the baseline on college performance measure. 	<ul style="list-style-type: none"> • 2012-13 Results will be available August 2014.
<ul style="list-style-type: none"> • President’s Annual Report 2011-12 published in October 2012. 	<ul style="list-style-type: none"> • 2012-2013 Presidential Annual Report published and distributed February 2014
<ul style="list-style-type: none"> • HCC 2013-2017 Strategic Plan- “An Era of New Beginnings” was approved by the Board of Trustees, June 2013. 	<ul style="list-style-type: none"> • Strategic Plan initiatives implemented July 1, 2013 and on-going.

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<ul style="list-style-type: none"> • A pre-disaster mitigation planning team was established; crisis communications plan revised and the business continuity plan was reviewed. 	<ul style="list-style-type: none"> • Updates are on-going
<ul style="list-style-type: none"> • Produced President’s radio show and newspaper column published in the Roanoke Rapids Daily Herold and the Commonwealth Progress. 	<ul style="list-style-type: none"> • President’s radio show and newspaper column is ongoing.
<ul style="list-style-type: none"> • Fall enrollment did not increase over prior year (FA 2011-1560), but remained steady at 1556. • Retention rate remained stable Fall 2011 to Fall 2012 at 53% and from Spring 2012 to Spring 2013 – 52%. 	<ul style="list-style-type: none"> • An enrollment management plan is being updated by a committee in alignment with the college strategic plan and NCCCS 10-Year Projection for 2020. • Retention committee is focusing on continuing implementation of effective strategies; Completion by Design Plan is under development.
<ul style="list-style-type: none"> • Received a 95.7% Satisfaction rating according to the student satisfaction survey results. 	<ul style="list-style-type: none"> • Student Satisfaction Survey will be administered Spring 2014.
<ul style="list-style-type: none"> • Annual budget approved by the Board of Trustees, August 2012. • Alignment of budget and planning expenditures with NCCCS guidelines were completed January 2013. • Audit had no findings or recommendations. 	<ul style="list-style-type: none"> • Budget request for 2014-15 from college departments scheduled for March/April.
<ul style="list-style-type: none"> • HCC received \$614,961 in state and federal funds for strengthening institutional and student development. • Received \$150,000 from Kate B. Reynolds Charitable Trust Grant to establish a community walking trail on campus. 	<ul style="list-style-type: none"> • Committee planned walking trail; ground breaking set for March 2014. • A Director of Resource Development has been hired and will serve as a grants administrator.

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Initiatives for 2013-14

PRIDE Male Leadership Program

<ul style="list-style-type: none"> • Benchmark to enroll 50 in PRIDE was exceeded, 86 were enrolled. • Increased number of participants completing participant contracts to 75% was met; 74% contracts completed. 	<ul style="list-style-type: none"> • 50 Males identified for program.m • PRIDE sponsored Men to Men Summit scheduled for Spring 2014.
<ul style="list-style-type: none"> • Strategies to increase student participation in program activities were established; 74% of participants completed 2 or more activities. 27 workshops were offered including- advising, manhood development, personal development, financial/debt counseling, and resume writing. 	<ul style="list-style-type: none"> • Coaches assigned to PRIDE participants. • Program offerings- on-going.
<ul style="list-style-type: none"> • Retention exceeded benchmark 83% for Spring 2013 at 89% . 28 students graduated spring 2013, 4 were accepted to a 4 year college, 4 withdrew, and 8 face academic difficulty. • To increase retention, the goal to have students complete financial aid applications benchmark (75%) was not met, 63% submitted forms. 	<ul style="list-style-type: none"> • FAFSA Day held Spring 2014.
<ul style="list-style-type: none"> • Two (2) part-time learning coaches hired to assist with recruiting and mentoring. 100% of contracted students were assigned to a learning coach. • Two (2) work-study students hired to assist with office and database management. 	<ul style="list-style-type: none"> • Coaches assigned to participants.

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Initiatives for 2013-14

Title III Program

<ul style="list-style-type: none"> • A Title III procedural manual was created and made available to all project managers. • Internal processes for reporting and managing financial transactions was created. • Training provided for project managers for project expectations, and reporting requirements. 100% completed quarterly reports, 100% attended training and 78% submitted reports on time. Late submitters were sent letters encouraging timely reporting. 	<ul style="list-style-type: none"> • Quarterly funding reconciliations will be provided to Project Managers. • Updates to manual on-going as received by Department of Education.
<ul style="list-style-type: none"> • Grant applications submissions increased by 400%; submissions are as follow: NSF, Department of Labor TAACCCT in consortium of with 5 state community colleges, USA Fund, Z. Smith Reynolds Health, and Golden Leaf Foundation. • PBIF Eligibility Application submitted- decision pending 	<ul style="list-style-type: none"> • NSF – approved but not funded because of budget deficiencies. • Dept. of Labor TAACCCT awaiting decision. • Reynolds Health- funded at \$125,000. • Golden Leaf initiatives in progress. • Additional grants will be submitted.

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Results 2012-13

Initiative for 2013-14

Administrative Services

<ul style="list-style-type: none"> • Division financial reports were made available on colleague; budgets can be reviewed through WebAdvisor. Training provided for VPs, Deans, Chairs and Directors by accounting staff. 	<ul style="list-style-type: none"> • College policies, procedures and manuals will be updated and aligned with goals.
<ul style="list-style-type: none"> • Capital projects were completed June 2013; including roof repairs and restroom remodels. 	<ul style="list-style-type: none"> • Re-numbering and signage of buildings updated. • Safety locks installed on classrooms and offices in the 100 and 600 buildings. Key card locks installed in some areas. • Awaiting bid/proposals to add/update timers for exterior campus lighting.
<ul style="list-style-type: none"> • Associate Vice-President for Administrative Services hired in October 2012; became interim VP in April 2013, selected as VP June 2013. 	<ul style="list-style-type: none"> • New Associate V.P. Administrative Services hired February 2014.
<ul style="list-style-type: none"> • Human Resources Director resigned December 2012 and new director hired April 2013. • New Employee Benefits package offered, January 2013. 	<ul style="list-style-type: none"> • Position/Job Descriptions for employee records will be updated
<ul style="list-style-type: none"> • College financial audit completed with no findings; report approved by the Board of Trustees in June 2013. • Foundation Audit completed February 2013 and presented to Foundation Board, March 2013 and College Board of Trustees, May 2013. 	<ul style="list-style-type: none"> • College and Foundation audit is on-going yearly. • Accounting system through the college general ledger is being developed for foundation accounting. • Monthly reconciliations of Foundation funds are conducted monthly.
<ul style="list-style-type: none"> • Bookstore annual audit report had no findings. • Explored moving to E-textbooks 	<ul style="list-style-type: none"> • Audit is yearly • E-Textbooks are utilized in 5 courses
<ul style="list-style-type: none"> • HCC Child Care Center completed three-year assessment to maintain five-star license award. • Day Care Center enrollment under capacity (45), 25 children enrolled. 	<ul style="list-style-type: none"> • Five star license status awarded December 2013. • Parent advisory committee working on fundraising activities to update playground equipment and furnishings. • Day Care Center enrollment under capacity; marketing and enrollment management plan is being addressed.

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<ul style="list-style-type: none"> • Computers replaced/updated in several campus student labs. • CenturyLink infrastructure upgrade complete; HCC WiFi capacity increased from 5 Mbps to 10 Mbps 	<ul style="list-style-type: none"> • Replace outdated computers and schedule software upgrades in cycles. • Screen monitors to be purchased to enhance campus information system
<ul style="list-style-type: none"> • Personnel Office added venues for posting job announcements to increase applicant pools. • Updated labor law posters maintained on campus bulletin boards. • Employee files updated record verifications completed. • OSHA and Workers Compensation reports submitted with no findings of violations. 	<ul style="list-style-type: none"> • Employee file maintenance process streamlined. • Advisory committee reviewing applicant interview process, including position advertising. • Personnel policies are being reviewed for updating. • HR Website links and updates completed which include state health plan, dental, vision and retirement information.

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Initiative for 2013-14

Office of Academic Affairs

<ul style="list-style-type: none"> Annual Program Reviews conducted for Dental Hygiene, Graphic Design, Cosmetology, Practical Nursing, Assoc. Degree Nursing, and Welding. Results presented to the President and Board of Trustees. 	<ul style="list-style-type: none"> Annual Program Review: Electrical/Electronics Technology, Computer Information Systems, Industrial Systems Technology, Industrial Maintenance, Early Childhood Lateral Entry Certificate Program, Associate General Education.
<ul style="list-style-type: none"> Explored new program options in Computer Technology Integration, Health Business Informatics and Barbering. It was determined that the feasibility and viability of such programs would not be sustained at this time. 	<ul style="list-style-type: none"> Welding certification offered to Career & College Promise students.
<ul style="list-style-type: none"> Summer advising station was provided; hired two full-time faculty to register and advise new and returning students during the summer. 	<ul style="list-style-type: none"> Summer school course will be offered 2014. Academic Advising model under review.
<ul style="list-style-type: none"> 100% of faculty participated in the state required 20 hour contact hours of professional development. The staff and faculty offered a variety of professional development workshops (8) on campus. 	<ul style="list-style-type: none"> Professional Development opportunities are being offered to faculty and staff on campus including 6 webinars and 10 workshops. Course evaluations are serviced by IOTA
<ul style="list-style-type: none"> The initiative to offer a common first year experience was explored, possible through an ACA course. 	<ul style="list-style-type: none"> A current ACA course for all incoming students to address college success skills is under consideration and a revision is being proposed through the QEP Circle Program.
<ul style="list-style-type: none"> Planning committee actively participated in the preparation of the college's strategic plan. 	<ul style="list-style-type: none"> The strategic plan was shared in the college's opening plenary session in August 2013. Employees took part in determining the planning and implementing specific strategic initiatives for 2013-14. Completion by Design Model under development aligned with the college strategic plan. NC-NET Employability Tools Resource Toolkit incorporated

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	<p>by technical programs to increase student employability.</p> <ul style="list-style-type: none"> • Enrollment Management Plan under revision.
<ul style="list-style-type: none"> • RVEC students experienced difficulty with passing the writing and reading of ASSET. Students were given the option to take ENG 095, if they did not place in college level English. 	<ul style="list-style-type: none"> • RVEC Program approved to include 9th grade high school students. First graduating class will graduate in May 1014.

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Initiative for 2013-14

School of Arts and Sciences

<ul style="list-style-type: none"> • Standard for 85% of all associate and diploma graduates to score proficient in reading and writing assessments was not met. • AA/AS/AGE graduates after their first year of transfer to a four-year school reported that they were not adequately prepared for oral communications, math, science, writing and reading. 	<ul style="list-style-type: none"> • A stylistic criterion for writing rubric was added to the assessments in identified English courses and will be monitored. • A self-tutorial video official guide to non-fiction writing was added to blackboard courses to increase writing proficiency. • Merit software to address reading and critical thinking skills was implemented in sections of ENG 085 & 095, spring 2013. An assessment of the effectiveness will be addressed during 2013-14. • Developmental English modules will be utilized statewide at community colleges, spring 2014; data will be review to determine effectiveness. • Program review was conducted; recommended to continue at current level of operation with determining ways to increase degree attainment. • Pilot advising model practices will be evaluated at end of year.
<ul style="list-style-type: none"> • Standard for 75% successful completion of developmental math with a “C” or better was not met (72%); however success in subsequent college level math with a “D” or better was met (92%). • AA/AS/AGE graduates after their first year of transfer to a four-year school reported that they were adequately prepared for Math. 	<ul style="list-style-type: none"> • Developmental math modules will be utilized statewide at community colleges, fall 2013. • Faculty prepared for implementation fall 2013; preliminary data for fall 2013 shows improvement in pass rates; data will be reviewed to determine effectiveness. • A plan to reconstruct Math 115 and revise assessment tools will be addressed in 2013-14.
<ul style="list-style-type: none"> • HUM 120- 61% of students is meeting course standards for skills in analysis/synthesis and critical thinking skills. 	<ul style="list-style-type: none"> • To improve mastery, a Blackboard assignment in a discussion board format has been added requiring use and demonstration of skills.

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Initiative for 2013-14

School of Business

<ul style="list-style-type: none"> Associate degree graduates successfully completed online portfolios demonstrating student learned outcomes. 	<ul style="list-style-type: none"> An assessment will be conducted Nov. 2013 and May 2014 to determine if the online portfolios assisted graduates with obtaining employment.
<ul style="list-style-type: none"> Hardware (iMac Computers) and Software (Adobe CS5) needed for advertising and graphic design students to take the Adobe CS5 certification exam; current computers have CS3. 	<ul style="list-style-type: none"> iMacs and software were purchased and available for student use for 2013-14. Services to the community have been expanded by advertising and graphic design department.
<ul style="list-style-type: none"> Business Administration students are demonstrating mastery of basic concepts and terminology. 81% of completers (13 out of 16) received a grade of “C” or better. 	<ul style="list-style-type: none"> Discussions should be held for 2013-14 to raise the bar for enhanced student success.
<ul style="list-style-type: none"> 74% of students successfully completed the coursework in Computer Information Technology with a “B” or better, slightly missing the benchmark set 80%. More students need to take the IT certification exam. 	<ul style="list-style-type: none"> Application to register the college as an IT Academy will be initiated in 2013-14. The program has gone through the college program review process. A plan to gather job placement and employment data is recommended. An industry and business needs assessment through a program advisory board is also recommended.
<ul style="list-style-type: none"> Interior Design Program was phased out. 	<ul style="list-style-type: none"> Students already in the pipeline, eligible for completion should graduate/complete May 2014.
<ul style="list-style-type: none"> Course objectives were met in Medical Office Administration. An interactive software simulation program was incorporated in OST243 in spring 2013 and will be utilized in fall 2013. 	<ul style="list-style-type: none"> An assessment of the impact of the software on student achievement, course success, and retention will be conducted.
<ul style="list-style-type: none"> Students taking keyboarding course online in office administration were not as successful with completion. 	<ul style="list-style-type: none"> Instructional strategies and student fit will be examined to improve completion rate.

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Initiative for 2013-14

School of Legal and Public Service Technology

<ul style="list-style-type: none"> • The benchmark was not met for 80% of Basic Law Enforcement Technology students (2012) to pass the state exam on first attempt. • Criminal Justice Technology students met course criteria set of 85% earning a grade of “C” or better. 	<ul style="list-style-type: none"> • Topic test pass rate will increase for 2013-14 from 75% to 80% as well as the proficiency score for reading to 10.5. Instructional strategies including tutorial services/lab, test practice and remedial instruction will be implemented for 2013-14. These strategies are working for students in the criminal justice curriculum program.
<ul style="list-style-type: none"> • Cosmetology focused on improving students clinical skills in sanitation and disinfection practices. 81% of the students improved as demonstrated on clinic floor and service sheet rubrics. Weekly assessment contributed to the increased success rate. 	<ul style="list-style-type: none"> • Instructional practices to increase state test exam pass rates are a focus for 2013-14; student transportation to test site for exam will be offered.
<ul style="list-style-type: none"> • Data has not been collected on the number of students completing EDU 119 and applying for certification. • Early Childhood Associate Degree Accreditation (ECADA) will continue to be pursued during 2013-14. 	<ul style="list-style-type: none"> • The early childhood program will go through a program evaluation 2013-14. • ECADA draft self-study/application is in review.
<ul style="list-style-type: none"> • Paralegal Technology Program student pass rate on the Certified Legal Assistant Exam was 40% in November 2012 and 40% in May 2013. The 60% benchmark was not met. • Program enrollment increased from 20 in 2011-12 to 28 in 2012-13; graduates have remained low since 2008 from 3 graduates to 2 graduates a year through 2012-13. 	<ul style="list-style-type: none"> • Results from the exams will be used to analyze how to improve course instruction to improve competencies and exam preparation. • An assessment of workforce needs and employment opportunities are being conducted. • The program has gone through the college program review process. Results will be utilized to determine how to improve the program and the direction of growth.
<ul style="list-style-type: none"> • Human Services Technology program graduated 11 students; 100% received satisfactory or above on their final co-op evaluation by supervisors. • Co-op supervisors of HST students identified areas needing 	<ul style="list-style-type: none"> • Topics identified by co-op supervisors will be included in

**Institutional Effectiveness Results from 2012-13
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<p>enhancement include: time management, assertiveness, and paying attention to details.</p>	<p>seminar classes for students</p>
<ul style="list-style-type: none"> • 79% of Human Services Technology students (11 of 14) earned a C or better meeting benchmark of 75%. • 100% of students conducted an interview with a professional in the field; feedback indicated that students needed to enhance the following skills: body language, counseling and interviewing. 	<ul style="list-style-type: none"> • Skills identified needing improvement will be included in seminar classes.
<ul style="list-style-type: none"> • 11 HST students graduated May 2013; 5 were accepted to and intended to attend Bellevue University. 	

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Initiative for 2013-14

School of Vocational & Industrial Technology

<ul style="list-style-type: none"> Automotive Systems Technology students have met the cumulative skills rubric benchmark of 80%; goal met with a benchmark score of 85%. 	<ul style="list-style-type: none"> A reassessment of benchmark measures may be conducted to set new benchmarks based on a change in software for tracking student skill progress. Will keep benchmark at 85% this year, may increase to 90% next year 2014-15.
<ul style="list-style-type: none"> The minimum score for the skills performance rubric for students in the Industrial Systems Technology program was raised to achieve performance at 80% of students averaging a score of 5; with 6 as the highest score possible. Exceeded benchmark- 86% of students achieved an average score of 5. 	<ul style="list-style-type: none"> Will use same benchmark criteria for this academic year, may increase percentage to 90% next year 2014-15.
<ul style="list-style-type: none"> The minimum score for the soft skills rubric for students in the Industrial Systems Technology program was raised to achieve performance at 85% of students averaging a score of 5 or better; with 6 as the highest score possible. Did not meet; 83% met the workplace soft skills criteria. 	<ul style="list-style-type: none"> Benchmark reset for soft skills at 90% achieving an average score of 4; then will consider raising score again.
<ul style="list-style-type: none"> Welding students are reaching the intended benchmarks: 90% with a score of 80 or better (89%) in welding fundamentals WLD 115; WLD 121 benchmark 80% with score of 75 or better on written exam- exceeded benchmark at 89%; soft skill benchmark set at 80% - exceeded at 89.7%. 	<ul style="list-style-type: none"> Welding program has gone through the program review process Welding certificate program now offered through Career and College Promise.
<ul style="list-style-type: none"> Fundamentals of food service technology benchmark set with a pass rate of 80% for written exams (achieved 92%) and 75% proficiency on lab performances (achieved 80%). 92% of the students graduated/program completers. 	<ul style="list-style-type: none"> Benchmarks set at same rate this year.
<ul style="list-style-type: none"> Opportunities for stackable and third party credentialing explored. 	<ul style="list-style-type: none"> Three (3) events for students focusing on employment opportunities in the local area are scheduled Spring 2014.

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Initiatives for 2013-14

School of Nursing & Health Sciences

<ul style="list-style-type: none"> • 122 students completed minimal admission requirements for Associate in Nursing Degree, in attempt to increase enrollment to full program capacity. • 41% of graduates spring 2013 completed with a C or better in all classes. • Persistence forms submitted to student services for 25/29 students (86%). • 26 students completed minimal admissions requirements and 35 students applied for the Dental Hygiene program for fall 2013 in attempt to increase enrollment to program capacity. • Benchmark met for 75% of students (12 out of 16) passed the Dental Hygiene Exam- first attempt – October 2012. For students graduating spring 2013, (expected to take test Oct. 2013- results pending) 100% passed the MOCK Exam administered at HCC. 	<ul style="list-style-type: none"> • Addressing persistence with early cues (low test grades, personal issues etc.) • One-on-one assistance is provided for test review. • Tutorial sessions are held to re-teach areas identified from low test scores.
<ul style="list-style-type: none"> • Medical Lab Technology and Phlebotomy students end of course/program pass rate scores of 78% or better. No students took the national board exam. 	<ul style="list-style-type: none"> • A graduate follow-up survey and program evaluation by employers and graduates will be developed and administered to gather more data on the students served in these programs.
<ul style="list-style-type: none"> • Clinical experiences for Practical Nursing Education students increased to provide 3 different clinical site experiences. • Benchmark (71%) of student matriculation through program (persistence) not met (41% achieved). 	<ul style="list-style-type: none"> • Increased use of persistence form referrals. • Recommended to examine retention strategies and identify academic needs of students.

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Initiatives for 2013-14

Workforce Development, Continuing Education and Community Services

<ul style="list-style-type: none"> • Offered a new course in Culinary Arts; nine students completed the course. Yoga and Zumba classes offered for first time. • Computer training classes held to provide proficiency in job specific computer applications. Benchmark (80%) for students meeting their goals: 45% met, 54% partially met goal; 100% of students were satisfied with course. 	<ul style="list-style-type: none"> • Culinary Arts Program, Zumba and Yoga classes continued. • Continue offering computer course • Completion by Design model is under creation by a committee. • North Carolina Back-to-Work Program. • Weatherization Program approved by the NC Departments of Labor and Commerce through the energy Specialist Pre-Apprentice Program
<ul style="list-style-type: none"> • Obtained 50 Plus grant to offer support for students over 50 seeking training and employment as a Certified Nursing Assistant or Teacher Training. 	<ul style="list-style-type: none"> • Support services are being provided for the 50 Plus Students.
<ul style="list-style-type: none"> • Over 1000 Career Readiness Certificates earned. 	<ul style="list-style-type: none"> • Students seeking to enter curriculum programs but have not met testing benchmarks are utilizing CRC learning lab to increase skill development in reading and math. This will help enhance education opportunities and increase enrollment.
<ul style="list-style-type: none"> • Pass rate for CNA certificate did not meet benchmark of 75%, (60% achieved) • CNA test site at HCC to increase availability for students to seek certification 	<ul style="list-style-type: none"> • Instructional methods and an increase of hands-on techniques will be explored to increase student skill pass rates.
<ul style="list-style-type: none"> • Replaced computers and update software (Windows 8 and Microsoft Office 10) in 500 building lab. 	<ul style="list-style-type: none"> • Windows 8 and Office 10 training offered.
<ul style="list-style-type: none"> • EMT Basic student retention rate increased to 50% 	<ul style="list-style-type: none"> • On-Going.

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<ul style="list-style-type: none"> • Offered NIMS 701-704 classes in traditional classroom format instead of on-line; survey data utilized to determine need. • Train the trainer certification obtained to expand NIMS compliance courses. • Fire officer training achieved, allowing the certified fire officer training to be offered. Course offered July/August 2013. • 96% of students completed HRD courses/certificate received. • 82% of students surveyed indicated that their goals and needs of the community are met. 	<ul style="list-style-type: none"> • Class offerings are on-going.
<ul style="list-style-type: none"> • Advanced courses in law enforcement to be offered and new equipment obtained to offer courses. 	<ul style="list-style-type: none"> • Course developed for 203-14.
<ul style="list-style-type: none"> • Literacy Education Coordinator collecting data (pre-post, GED accomplishments, VFA measures) to improve GED completion rates and transfer into curriculum programs. • Marketing and recruitment effort to encourage GED completion before policy and fee change January 2014, was successful. 100% of students in the pipeline completed by December 2013. 	<ul style="list-style-type: none"> • Plan to increase GED student matriculation into curriculum programs.
<ul style="list-style-type: none"> • Certification obtained to provide OSHA Compliance course for another 4 years. 	<ul style="list-style-type: none"> • Exploring the option to provide a Certified Safety Professional Certificate course.
<ul style="list-style-type: none"> • A CPR mannequin/instructors packet was purchased for instruction 	<ul style="list-style-type: none"> • Additional kits to be purchased as funding available until all outdated mannequins are replaced.
<ul style="list-style-type: none"> • Small Business Center- increased number of classes presented and seminar participants by 10%: Spring 2013- 149 participants and 23 seminars presented. • Five (5) new businesses developed creating 12- full-time and 13 part-time jobs. 	<ul style="list-style-type: none"> • Generated and created a follow-up tool to ensure business success and growth. • To expand resource library materials to reflect current business trends and needs for organizational training for managers and supervisors.

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Initiatives for 2013-14

Student Services and Enrollment Management

<ul style="list-style-type: none"> • Increased faculty referrals resulting in 91% semester retention rate for Fall 2012, an 1.5% increase over Fall 2011. • The number of non-completers forms submitted to counseling decreased by 11% from Fall 2011 from Fall 2012. • There was a decrease of 40% in the number of non-completer forms submitted from Spring 2012 vs. 2013. 	<ul style="list-style-type: none"> • Intervention strategies will continue to be implemented to increase retention rates and decrease non-completers. • Data will be collected to for Voluntary Framework of Accountability measures and determine best practices.
<ul style="list-style-type: none"> • New Student Orientation (NSO) was revised based on survey data to provide a more coherent Fall 2012 /Spring 2013 sessions. The number of participants increased by 11% from Fall 2011 to Fall 2012 for the morning session, and Spring 2013 vs. 2012 participants increased by 33% for the morning session and 43.3% for the evening session. 	<ul style="list-style-type: none"> • New Student Orientation (NSO) task force will continue to evaluate the effectiveness of the orientation program and to increase orientation attendance. • A new Testing/Job Placement Coordinator was hired. New testing requirements and process was established and implemented. Job placement announcements and services have been enhanced, advancements will be evaluated at the end of academic year.
<ul style="list-style-type: none"> • Efforts to register 500 or more students through WebAdvisor only yielded 300 for Spring 2013. • Sought to provide Student Self Service through National Student Clearinghouse was not accomplished. Activation issues arose. 	<ul style="list-style-type: none"> • Additional information about use of WebAdvisor and email reminders provided to increase number of student users for registration. Will evaluate at end of academic year.
<ul style="list-style-type: none"> • State and Federal reports were submitted by due dates. 	<ul style="list-style-type: none"> • Annual Reporting Schedule for state and federal reports distributed to appropriate employees.
<ul style="list-style-type: none"> • Discussions and training on data collection for Voluntary Framework of Accountability measures began for Admissions, Counseling, Student Support Services and Tutorial Lab. • 64 of the 250 students enrolled in tutoring under the Student Support Services Program(SSS) (41- Fall 2012, 23- Spring 2013) • Fall 2012- 25 of the enrolled SSS students in tutoring passed 	<ul style="list-style-type: none"> • Appropriate units collecting data and will analyze at end of academic year. • On-course skill development course through SSS Program will

**Institutional Effectiveness Results from 2012-13
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<p>developmental English or Math with a “C” or better- (61%)</p> <ul style="list-style-type: none"> • Spring 2013- 9 of the enrolled SSS students passed developmental English or Math with a “C” or better- (39%) • 230 of the 250 SSS Program students received financial aid; 190 completed FAFSA for 2013-14 at the end of 2012-13 (83%) • Out of 45 students enrolled in the SSS 2009-10 cohort, 16 (35%) earned a degree by May 2013 (four years). 	<p>be available to students to increase student success rates.</p> <ul style="list-style-type: none"> • Intrusive advising in financial aid planning to students will be provided to increase number of students completing FAFSA by 5%.
<ul style="list-style-type: none"> • Admissions log sheet data was collected to be used to determine enrollment plan forecasting and need for support of registration. Update the Enrollment Management Plan. 	<ul style="list-style-type: none"> • Data to be used for updating Enrollment Management Plan.
<ul style="list-style-type: none"> • Requested to opt out of the financial student loan program; approved by the Board of Trustees. Private loans are available to students; information and financial aid policy information was update and provided to students. 	
<ul style="list-style-type: none"> • Mental Health and Substance Abuse protocol established; 39 faculty and staff received training in Mental Health First Aid 	
<ul style="list-style-type: none"> • 100% of Joblink participants (28) completed earned certificates or diplomas. • Joblink participants seeking employment (9) after completion- 6 of the 9 (66%) obtained employment. 	
<ul style="list-style-type: none"> • Joblinks 2011 data show that salaries for enrollees averaged \$10,684 semi annually after exiting the program. 	
<ul style="list-style-type: none"> • The student success center served a total of 348 students (unduplicated headcount, fall 171/spring 177); earned FTE- Fall 5.08, spring 4.83. 	

**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

Results 2012-13

Initiatives for 2013-14

Learning Resources Center

<ul style="list-style-type: none"> • Surveys administered to determine instruction need for library services by faculty, staff and students; 13.5% of students surveyed indicated they did not use the library and 12.5% of the faculty surveyed indicated that the library did not have adequate resources. 	<ul style="list-style-type: none"> • Information Literacy Institute will be offered to students
<ul style="list-style-type: none"> • 4.2% of students surveyed did not feel comfortable using the library. An information literacy institute was developed to assist students with how to use library resources. 	<ul style="list-style-type: none"> • Information Treasure Hunt (HCC LRC Amazing Race) is conducted during orientation.
<ul style="list-style-type: none"> • Ten (10) bibliographical instruction sessions were offered; 95.8% of students can complete assignment requiring bibliographical information. 	<ul style="list-style-type: none"> • Classroom instruction will be offered for ACA classes and others as requested by faculty.
<ul style="list-style-type: none"> • Five (5) information sessions were provided for ACA classes; pre-test scores averaged 40.1 and post-test at 61.1. Did not meet the goal of 70%. 	<ul style="list-style-type: none"> • Establish meetings with faculty to provide information.

**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

Results 2012-13

Initiatives for 2013-14

**Office of Institutional Effectiveness, Planning and Assessment
and QEP Circle Program**

<ul style="list-style-type: none"> • Campus-wide institutional effectiveness plans for 2012-13 were submitted and implemented, August 2012. • Institutional Effectiveness Calendar revised and distributed. • Annual state and federal reporting schedule distributed and all reports were submitted by due dates. 	<ul style="list-style-type: none"> • I. E. plan submission dates were revised on the I. E. calendar for submission by October 1, 2013. • I. E. submission process revised.
<ul style="list-style-type: none"> • Midyear report was prepared February 2013 and discussions were held with the President and unit/division/ school supervisors; recommendations were made for continuous quality improvement (March /April). 	<ul style="list-style-type: none"> • Mid-year report will be submitted March 2014 and discussion meeting scheduled March/April.
<ul style="list-style-type: none"> • Data informed planning and development of the HCC Strategic Plan 2013-2017, “An Era of New Beginnings” was completed in June 2013 and approved by the Board of Trustees. 	<ul style="list-style-type: none"> • Campus-wide meetings held to discuss the mission, vision, values of the college and the HCC Strategic Plan.
<ul style="list-style-type: none"> • Offered 3 Circle One and 2 Circle Two Learning Communities for a total of 203 students enrolled fall 2012-spring 2013. • Exceeded retention benchmark of 60% through spring 2013, retaining 87% (180 students) • Exceeded persistence rate benchmark of 75% at 90% for Circle One and 100% for Circle Two. • 86% of students documented in their portfolios and capstone essays information from the Student Services Initiatives workshops. 	<ul style="list-style-type: none"> • A review of the QEP Circle Program impact on student learning outcomes, successes and challenges with implementation has been reviewed and suggestions for improvement have been proposed.
<ul style="list-style-type: none"> • Professional development <i>Lunch and Learn workshops</i> held for faculty to increase faculty interest in teaching in QEP Learning Communities; <i>Lunch and Learn I: Assessing LC’s in Circle Program, Lunch and Learn II: Integrative Assignments.</i> • QEP Director and 3 faculty members attention a Learning 	

**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

Communities Conference in Indiana for training; charged with providing the Lunch and Learn workshops.	
<ul style="list-style-type: none">• An information session was provided for the Administrative Business Office staff through a Power Point presentation to better inform them about the QEP	

**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

Results 2012-13

Initiatives for 2013-14

Office of Institutional Advancement/HCC Foundation, Inc.

<ul style="list-style-type: none"> • A faculty and staff fund drive was held and exceeded goal to raise \$17,500 by raising \$17,530. • Community fund drive exceeded the goal to raise \$8,000, raising \$15,000. • The prospect pool for giving was not increased by 105 but was maintained at 123 individuals compared to the previous year at 122 persons. 	<ul style="list-style-type: none"> • The staff and faculty fund drive goal for 2013-14 is and the community fund drive goals is • A plan to cultivate new donors has been developed.
<ul style="list-style-type: none"> • Foundation Audit completed February 2013 and presented to Foundation Board, March 2013 and College Board of Trustees, May 2013. 	<ul style="list-style-type: none"> • Accounting system through the college general ledger is being developed for foundation accounting. • Monthly reconciliations of Foundation funds are conducted monthly.
<ul style="list-style-type: none"> • A meet and greet alumni breakfast was held spring 2013, 30 alumni attended the events in an effort to have an active alumni association. 	<ul style="list-style-type: none"> • A slate of officers have been identified and appointed and by-laws have been developed for approval for the alumni association.
<ul style="list-style-type: none"> • Donors were sent end of year thank you letters; quarterly correspondence will be considered to increase communications. 	
<ul style="list-style-type: none"> • Social networking sources (35%) and newsletter email circulation (2%) use increased. • News releases to the local media increased by 8%; publication of events resulted in increased campus and community participation by 51%. 	<ul style="list-style-type: none"> • Review of promotion of events and participation will continue to be monitored.
<ul style="list-style-type: none"> • The Centre’s operational deficit was deleted. Customer satisfaction ratings are at 85%. 	
<ul style="list-style-type: none"> • Surveying of the community to determine offerings of interest and to increase revenue, resulted in identifying a need to offer program educational programs for K-9. 	<ul style="list-style-type: none"> • Theatrical Performances were identified and included in offerings for 2013-14. • Fee structure revised and implemented.

**Institutional Effectiveness Results from 2012-13
and Planning Initiatives for 2013-14**

<ul style="list-style-type: none"> • Research to determine facility fee structure marketplace competitiveness was conducted and development of a structure to remain competitive was planned. 	
<ul style="list-style-type: none"> • Benchmarks to complete internal copying request (95%) and publications for external distribution (90%) were achieved (96% & 92% respectively). 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • A high end computer, memory and updated graphics software was purchased to increase effective and efficient print services. 	<ul style="list-style-type: none"> • A needs assessment to determine print needs will be conducted.