



# Institutional Effectiveness Plan

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**2012-2013** (Final Assessment Report –June 28, 2013)

Planning/Assessment/Outcomes

*Office of Institutional Effectiveness, Planning and Assessment*

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# HCC 2012-13 Institutional Effectiveness Plan

## Final Report

### Executive Summary

Annually, each academic and administrative unit/department submits an institutional effectiveness plan to support the HCC Strategic Plan Institutional Goals and Objectives, to the Office of Institutional Research, Planning and Assessment. Seventy-three (73) institutional effectiveness plans were submitted in August 2012. Preliminary assessment results/outcomes if appropriate are reported mid-year (Dec.) and a final report is submitted in May on results and how the results will be utilized for the next academic year for continual improvement. This report is the culmination of the results for the academic year.

**The following is a brief snapshot of accomplishments and some recommendations for continuous quality improvement:**

#### **I. Enrollment/ Recruitment /Retention**

Enrollment stabilized at **1537 for Spring 2013**, which was slightly below enrollment fall 2012 at 1556 (1.2% decrease). Efforts continue to increase the student retention rate for returning students and to increase the number of new entering students.

#### **RECOMMENDATIONS:**

- a. Continue offering a mini-semester each semester. Register eligible students who can return before they depart for the end of a semester.
- b. Recruitment initiatives should be reviewed to secure a larger applicant pool.
- c. The enrollment management and retention plan should be reviewed/revised to include targeted yearly projections/benchmarks over a 3-5 year period.

#### **II. Academics/Curriculum- Changes/Additions**

It is the vision and mission of HCC to respond to the needs of the Roanoke Valley and to serve a rapidly changing and global marketplace. HCC adds courses and program offerings through the curriculum program and continuing education to meet the needs of the community.

**While approved to offer *Computer Technology Integration*** that it is not feasible at this time and it was determined by response from local clinics a new ***Healthcare Business Informatics*** program is not needed. The request to offer a ***Barbering Program*** has been withdrawn, due to space and expense to offer the program. A feasibility study may be reviewed in the future.

The **Roanoke Valley Early College** students continue to experience successes among the four student cohorts. An additional career track program of study in **Welding** for the Career and College Promise Pathways was approved. This program of study will be offered Fall 2013.

A total of **792 classes** were offered through **Workforce Development, Continuing Education and Community Services**, which included three new course offerings- **Culinary Arts, Yoga and Zumba Dance**. Over **1000 Career Readiness Certificates** were earned.

### **III. Performance Measures**

HCC is committed to offering high quality instruction, ensuring that all students meet required competencies and standards of performance set by the North Carolina Community College System (NCCCS). For report year 2012- which is based on data for 2011-12, HCC **met all requirements** *except* for the **college transfer performance rate** (77% of the 83%).

### **RECOMMENDATIONS:**

- a. Examine the grade distribution of developmental courses every semester to determine how students are performing and the likely success of students in subsequent college level math and English courses.
- b. The pass rates of students in developmental courses (75% earning a “C” or better) and in subsequent college-level courses (90% earning a “D” or better) was met in 2011-12. The bar should be raised internally; set higher expectations.
- c. Provide faculty engagement opportunities for discussions about best and high impact practices to raise academic achievement.
- d. Set standards yearly for continuous quality improvement in instruction and student achievement/success; align with impact and quality performance funding measures.
- e. Review student performance in on-line vs. seated courses each semester.
- f. Review course/curriculum delivery to ensure the inclusion of “mock licensure exams” throughout program of study.
- g. Challenge college transfers students to achieve a 3.0 or better before transferring.

### **ACHIEVEMENTS**

#### **Continuing Ed and Community Services**

- Culinary Arts, Yoga and Zumba were new courses offered
- Customized training programs created and approved by NCCCS
- Exam testing sites are provided in Weldon, Scotland Neck and Enfield; seeking test site approval at HCC.
- Computers in labs were updated with Windows 8 operating system and Microsoft Office 10
- 100% of students successfully completed HRD courses and obtain a certificate of completion
- 149 persons participated in Small Business Center seminars; 5 businesses started; 25 jobs created; 11 indirect jobs created in construction related jobs
- \$315,000 revenue generated in loans and owner equity through Small Business Center

#### **Workforce and Economic Development**

- 75% of JobLink participants completed & earned a certificate or diploma; 59% obtained employment after completion

- Average yearly salary after JobLink program completion in 2011, \$21,368

### **Student Services**

- Mental Health and Substance Abuse Protocol was established
- 348 students (unduplicated headcount) were provided tutorial services in the Student Success Center, earning 5.08 FTE Fall and 4.83 Spring 2013.
- Increased number of faculty referrals resulted in 91% semester retention rate, an increase of 1.5% from fall 2011.
- New Student Orientation session participation by students increased Spring 2013 by 33% for morning session and by 43.3% evening session.

### **Administration**

- HCC 2013-207 Strategic Plan completed and approved by the Board of Trustees, June 2013
- A complete employee benefits package offered to all full-time employees
- Emergency Response Simulation held on campus October 2012
- Hosted Four (4) Presidential Student Forums
- 2012-13 Budget approved by the Board
- \$250,000 PBIF Grant received
- \$100,000 New Generations grant received
- AACC 50 Plus Encore Grant awarded for \$15,000 over three years
- Voluntary Framework of Accountability Measures in progress
- Title III Procedural Manual created
- All NCCCS and IPEDS reports submitted on time
- Title IV financial aid Program Participation Agreement approved by U. S. Department of Education through March 2015
- Financial Aid policies updated
- QEP Circle Program- 5 Learning Communities offered each semester.
- Scheduled capital projects completed

### **Institutional Advancement**

- Foundation Endowment is over \$1.0 million
- 123 individuals contributed to the annual fund drive resulting in \$17,530 raised
- 102 student scholarships are available for award
- Increased electronic newsletter circulation by 2%
- HCC Annual Report was completed and circulation increased by 2%

- News releases distributed to local media increased by 8%
- The Centre budget deficit was deleted; 100% satisfaction rate by clients regarding use of The Center
- Computer and graphics software purchased for HCC Print Shop
- Donations of steel materials were received and equipment purchases have been made as planned for Welding

### Assessments

- 2012-13 institutional effectiveness plans were submitted by 100% of academic and administrative units.
- Students satisfaction survey administered; 95% of student respondents were satisfied with the services offered and quality of the education they are receiving
- Student course evaluations were edited and administered
- **Academic Program Review-** A college-wide plan of assessment includes the evaluation of the viability, necessity and consistency with the college mission of the curriculum program. Each program is reviewed in a five year cycle. The following programs were formally reviewed fall 2012, and recommendations have been submitted for final approval by the Board of Trustees:

Advertising Graphic Design (AAS, Diploma, Certificate)  
 Cosmetology (Certificate)  
 Associate Degree Nursing

Associate Degree Dental Hygiene  
 Practical Nursing (Certificate)  
 Welding (Certificate)



2012-2013

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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results / Outcomes	Use of Results
<b>Economic Development</b> Support economic development in the Roanoke Valley.	Academic and Con Ed course offerings will support the needs of the business & industry workforce.  Enhance regional economic activities.	Academic, continuing education and service programs will support on-going workforce training and support employment demands.  Participation in economic development activities.	No of graduates & credentials  Con Ed. course offerings  New programs  Small business development reports  Addition of new program offerings.		May graduation 2013- 217 certificate and diplomas awarded; 136 Associate degrees- total awards -353.  No new curriculum programs added; Welding certificate program approved by NCCCS –Career & College Promise Pathways.  Con. Ed. Offered 792 classes from 8/1/12 to 6/30/13.  Small Business Center- 5 businesses started and 12 full-time and 13-part-	Data will be used to set benchmarks towards meeting the strategic plan initiatives and NCCCS Performance Measures.  New program offerings will be explored based on workforce need and options for Career and College Promise student enrollment increases.  Follow-up tools will be generated to ensure business success and growth.

					time jobs created.	
<p><b>Academic Programs</b> Ensure effectiveness in Instructional Programs</p>	<p>Systematic Program Review processes will ensure quality of programs offered</p> <p>Implement Voluntary Framework of Accountability (VFA)</p> <p>Meet requirements for NCCCS performance indicators</p>	<p>Change in number of old and new programs.</p> <p>Success indicators will be determined for each unit.</p> <p>Average scores on indicators will meet system goals</p>	<p>Submission of curriculum program review. Program viability established.</p> <p>VFA will be established for implementation fall 2013.</p> <p>NCCCS performance measures</p>		<p>Program review was conducted for: Dental Hygiene Graphic Design Cosmetology Practical Nursing Welding Results presented to board for approval of recommendations.</p> <p>VFA measures have been identified by applicable units and plans for implementation have been established for Fall 2013. VFA incorporated in the HCC Strategic Plan 2013-2017.</p> <p>HCC was above the mean/below goal on 4 measures; above the baseline, but below the mean on 3 measures. Below the baseline on college transfer performance measure.</p>	<p>Recommendations for each program based on data results will be incorporated into I. E plan for each program area. Department chairs to implement recommendations.</p> <p>VFA measures will be implemented and monitored.</p> <p>A review of the data and areas needing improvement will be examined at the department/unit levels, to determine strategies for improvement and setting benchmarks.</p>

<p><b>Public Awareness</b> Increase Public Awareness</p>	<p>Publish President's Annual Report to inform the public</p>	<p>Annual Presidents Report</p> <p>HCC Strategic Plan</p> <p>Create crisis communication plan</p> <p>Produce President's Radio Show and Newspaper column</p>	<p>Data of events, activities and accomplishments.</p> <p>A completed HCC 2013-17 Strategic Plan approved by the board.</p> <p>An approved crisis communication plan</p>		<p>Annual report will be published September 2013.</p> <p>HCC Strategic Plan 2013-17- An Era of New Beginnings was approved by the board at the June 2013 meeting.</p> <p>A pre-disaster mitigation planning team has been established to begin planning; the business continuity plan is in review; crisis communications – plan has been revised.</p> <p>President's announcement on radio show is on-going; a monthly column is written by the President- The President's Perspective for the Roanoke Rapids Daily Herold and the Commonwealth Progress.</p>	<p>Information and publications will continue and be utilized to keep internal and external constituents informed. Strategic Plan brochures have been printed for public dissemination. The plan will be utilized for yearly planning, benchmarking performance and budgeting.</p> <p>TBD</p> <p>The announcements will continue so that the public continues to be informed about HCC.</p>
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<p><b>Strategic Plan:</b> Establish a strategic plan to meet the HCC mission.</p>	<p>The publication of the HCC Strategic Plan for 2013-17.</p>	<p>A board approved HCC Strategic Plan for 2013-17.</p>	<p>A completed published Strategic Plan  Board of Trustees meeting minutes</p>		<p>HCC 2013-17 Strategic Plan titled “An Era of New Beginnings” was completed and approved at the June 2013 board meeting.</p>	<p>The strategic plan will be utilized for yearly planning, benchmarking performance, and budgeting.</p>
<p><b>Student Development</b> Plan sustained programs for student enrollment, development, satisfaction and success.</p>	<p>Meet 10-year enrollment projection by 2020</p>	<p>8-week Mini-Semester enrollment  2% increase in enrollment above prior year and a 2% increase in the retention rate. Increase the graduation rate by 2%.</p>	<p>Enrollment data and academic program reports  Internal enrollment/retention data and NC Performance Indicator Report</p>		<p>Fall 2012- 55 students enrolled in mini-semester.  Fall 2012 enrollment did not increase over the prior year (FA 2011- 1560), but remained steady at 1556. Spring 2013 increase from spring 2012 by 1.5%.  Retention rate has remained steady: Fall 2011 to 2012- 53% and from Spring 2012 to spring 2013- 52%.  Graduation rate based on IPEDS reporting for the Fall 2009 cohort is 21% at the 150% (3 yrs.) graduation rate and NCCCS data for cohort 2006- 6 yr rate is 21%.</p>	<p>Continue offering the mini -semester.  An enrollment management plan will be developed in alignment with the college strategic plan for 2013-17.  Retention committee will focus on continuing implementation of effective retention strategies.  Pathways to successful completion will be a focus beginning fall 2013 in alignment with the college 2013-17 strategic plan.</p>

					According to the Student Satisfaction Survey data, HCC received a 95.7% overall satisfaction rating for academics and services provided to students.	Survey data has been shared with units and strategies for areas needing improvement will be explored for implementation.
<p><b>Budget</b> Prepare a data-driven institutional budget based on sound educational planning</p> <p>Identify alternative sponsored programs funding resources</p>	<p>The annual budget will be approved by the Board of Trustees</p> <p>Budget panning and expenditures will be aligned with NCCCS guidelines.</p>	<p>An approved annual budget and distribution of budget allocations</p> <p>Submission of grant proposal(s) and funding.</p>	<p>Budget plan, reports and minutes of board meeting</p> <p>Title III documents Documentation of funded grants</p>		<p>Board of Trustees approved the annual budget at the August 2012 board meeting.</p> <p>Audit had no findings and recommendations. End of year budget closed out.</p> <p>Alignment of budget planning and expenditures with NCCCS guidelines were completed in January 2013.</p>	<p>Budget planning and expenditures will be aligned for 2013-14 with the strategic initiatives.</p> <p>HCC received \$614,961 in state and federal funds for institutional strengthening and student development in 2012-13. Additionally, HCC has received \$150,000 from the Kate B. Reynolds Charitable Trust Grant to establish a community walking trail on campus. Submissions include Trade Adjustment Assistance Community College</p>

						<p>and Career Training (TAACCCT) for \$3.1 million, Golden Leaf for \$552,659.00, USA Fund for \$800,000*, and Upward Bound for \$1.2, million (5 total of which two are still pending*)</p> <p>The National Science Foundation (NSF) grant was submitted for \$600,000, granted but not awarded. Only 2 proposals were submitted in 2011, compared to 2012-13 representing a 400% increase in submissions.</p>
<p><b>Institutional Effectiveness</b> Implementation of campus wide institutional effectiveness plan, guide strategic planning and institutional growth and development</p>	<p>Monitor campus wide institutional effectiveness</p> <p>Establish Voluntary Framework of Accountability (VFA) metrics</p> <p>Ensure HCC overall planning is aligned with SACS requirements</p>	<p>Unit implementation of IE plans</p> <p>VFA metrics identified for each unit.</p> <p>A board approved HCC Strategic Plan for 2013-17</p>	<p>Institutional Effectiveness Plans submitted by each unit/Mid-year report submitted</p> <p>A completed published Strategic Plan</p> <p>Board of Trustees meeting minutes</p>		<p>I. E. Plans were submitted for the academic year, results submitted at mid-year and final reports submitted May/June 2013. A review/discussion of mid-year data were conducted spring 2013, which resulted in suggestions for improvements going forward and informed strategic</p>	<p>I. E. plans will be monitored for progress and alignment with the strategic plan initiatives.</p>

					<p>plan initiatives.</p> <p>VFA metric assessments incorporated in the strategic plan initiatives.</p> <p>HCC Strategic Plan 2013-17 completed and approved by the board in June 2013; Strategic plan disseminated to constituents.</p>	<p>VFA metric assessments will be monitored for progress and alignment with the strategic plan initiatives.</p> <p>College-wide discussion about the strategic plan will be held during professional development days in August 2013. The plan will guide yearly planning, benchmarking and budgeting. Units will develop strategies for implementing the initiatives and I. E. plans</p>
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2012-2013

Dr. Ervin V. Griffin, Sr. President and CEO, Halifax Community College

P. R. I. D. E.

Daniel Lovett, PRIDE Male Leadership Program

<b>Department</b>	<b>Office of the President</b>
<b>Function</b> <ul style="list-style-type: none"> <li>• General Administration</li> <li>• Internal relationships with faculty, staff, students, and trustees;</li> <li>• External relationships with business and industry, the media, governmental bodies and the general public</li> </ul>	<p><b>PRIDE Male Mentoring and Leadership Program</b></p>
<b>Purpose of the Function</b>	<p><b>Purpose/Mission:</b> HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.</p> <p><b>Vision</b> 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.</p>
<b>Relevant Institutional Goals and Objectives</b>	<p><b>IV. To enhance the Enrollment Management Program</b></p> <p>A. Develop a comprehensive admissions and recruitment program to attract diverse student populations to the college.</p> <p>B. To increase enrollment by ten percent over the next four years.</p> <p>C. Increase faculty and staff training in enrollment management, recruitment, retention, financial aid, and academic advising, in order to effectively communicate with prospective and current students.</p> <p>D. Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.</p> <p><b>VII. To increase Public Awareness of the College</b></p> <p>A. Continually develop and implement a strong community outreach program designed to enhance the programs of the college and the community it serves.</p>

	B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all. C. Establish a strong alumni association. D. Increase public awareness of the college through electronic and print advertisement. E. Create promotional materials that bridge generational technology gaps and cultural differences.
<b>Name and Title of Person Completing the Form</b>	Daniel Lovett Director, Title III and PRIDE Male Leadership Program
<b>Name and Title of Person's Supervisor</b>	Dr. Ervin V. Griffin, Sr. President and CEO, Halifax Community College
<b>Date of Report</b>	12-17-12

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Enroll 50 men in the PRIDE program	Identify 50 potentially at risk men in and provide a learning coach (LC) mentor	100% of participants will be assigned a learning coach to provide personal, social and academic support	LC Assignment roster  Applications Needs assessments Event sign-In forms	\$7,000	Enrolled 86 men in the PRIDE program.  100% of contracted students were assigned a learning coach.	To ensure maintenance of a mentoring and leadership program to increase retentions and graduation rates.  Continue recruitment practices that contributed to increased participation.
Establish more effective/result - oriented recruitment strategies	Increase number of men who complete PRIDE participation contracts by October 1, 2012.	75% of participants will complete a contract by October 1.	Number of contracts completed  Number/frequency of contract attendance at program activities	\$1,000	74% of the participants attended two (2) or more activities. 88% completed contracts.  Hired 2 part time learning coaches to recruit and provide mentoring,  Hired one CO-OP student to serve as learning coach.  Hired 2 work-study students to assist with	To ensure HCC meets NCCCS 30 student's participants' requirements.  To ensure accurate database management for reporting.  Continue recruitment practices that contributed to increased participation and overall student success.

					office and database management. Advertised Gmail, email, faculty/ staff recommends, telephone, text, tweets, strategic recruitment tables, post cards, induction program and men to men summit, letter to high schools. Purchased new tee shirts to brand and advertise the program, career planning. Discussed program during orientation, JTPA, GED	
Design strategies to increase student participation in program activities	Increase participant attendance at PRIDE, SSS, and SGA sponsored activities	Contracts and permanent folders/record will reflect 65% participation rates	Attendance rosters from PRIDE, SSS, SGA sponsored activities	\$1000	<p>74% of the participants attended two (2) or more activities. 88% completed contracts.</p> <p>Completed Needs Assessment to determine specific needs and expectations.</p> <p>Conducted 27 workshops including advising, expungement, manhood development, motivation. Personal development, financial/debt counseling, self concept, resume writing.</p>	<p>To determine student needs so that participation increases and remains consistent.</p> <p>Monitor participation/attendance rosters to determine most popular programs.</p> <p>Determine repeat, discontinued and new activities through attendance rosters and surveys.</p>

Design strategies to increase retention	Increase number of men who return in subsequent semesters	83% of men will return 2 <sup>nd</sup> semester 68% will return for year 2	Registration schedules, class rosters, Financial Aid awards	\$1,000	<p>Provided assistance with advising, registration, personal/environmental stressors (MORE), and arranged tutoring PRIDE has 28 graduates among 44 AFAM graduates. 4 were accepted to 4 year colleges, 4 dropped out and 8 face academic difficulty.</p> <p>77 of 86 (89%) returned 2<sup>nd</sup> semester(Spring 2013); Fall rate will be determined in September 2013.</p>	<p>To determine if increased assistance with advising, registration, personal development and tutoring increased student adjustment and performance.</p> <p>Establish an assessment instrument to determine impact of Pride services on performance.</p>
Increase number of financial aid application submitted by April 1 <sup>st</sup> .	Reduce number of men who leave due to lack of funds	75% of participants will submit applications by April 1 <sup>st</sup> .	Percent who submit apps during aid workshops, number presenting proof of Financial aid app completions forms,	\$1,000	Still in progress, however 52 applications have been submitted. Since 28 students graduated and 4 dropped out, 54 students represent the “n”. 63% submitted aid forms.	Coaches will utilize strategies to ensure all participants register and complete financial aid applications.



2012-2013

Dr. Ervin V. Griffin, Sr. President and CEO, Halifax Community College

**TITLE III**

Daniel Lovett, Director- HCC Title III Program

<b>Department</b>	<b>Office of the President</b>
<b>Function</b> <ul style="list-style-type: none"> <li>• General Administration</li> <li>• Internal relationships with faculty, staff, students, and trustees;</li> <li>• External relationships with business and industry, the media, governmental bodies and the general public</li> </ul>	<b>HCC Title III Program</b>
<b>Purpose of the Function</b>	<b>Purpose/Mission:</b> HCC strives to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services for a rapidly changing and globally competitive marketplace.  <b>Vision</b> 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.
<b>Relevant Institutional Goals and Objectives</b>	<b>IV. To enhance the Enrollment Management Program</b> A. Develop a comprehensive admissions and recruitment program to attract diverse student populations to the college. B. To increase enrollment by ten percent over the next four years. C. Increase faculty and staff training in enrollment management, recruitment, retention, financial aid, and academic advising, in order to effectively communicate with prospective and current students. D. Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.
<b>Name and Title of Person</b>	Daniel Lovett Director, Title III and PRIDE Male Leadership Program

<b>Name and Title of Person's Supervisor</b>	Dr. Ervin V. Griffin, Sr. President and CEO, Halifax Community College
<b>Date of Report</b>	12-17-2012

<b>Goal</b>	<b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources /Cost</b>	<b>Assessment Results</b>	<b>Use of Results</b>
Assist project managers (PM) with activity management	Project managers (PMs) will understand projects expectations and reporting requirements. Projects will be launched and completed according to implementation timeline	All PMs will submit quarterly reports by deadlines  All PMs will implement projects according to timelines	Report submission dates  Email submissions stamp date/time  Data collection instruments, i.e., surveys & evaluations	\$500	100% of PMs. Attended Title III training or training make-up sessions.  100% of PM initiated project management or planning activities.  78% submitters reports on time.  All PMs attended Training Part II or trained one-on-one with the director.  All PMs submitted required quarterly results.  Created a Title III procedural manual.  A Title III Manual has been created and resides on the HCC "I" Drive	To ensure efficient and effective project management and adherence to federal grant policies.  To increase on time report submissions, rosters will be sent to VP academic affairs, and president.  Recommend those that do adhere to the guidelines be given top priority for future RFP requests.  Continue publishing and sharing dates regarding request submission during training, places it on the "I" drive, and sends 2/3 reminders Late submitters will receive an official letter.
	PMs reports will	PMs expenses	Submission of		Title III office created	To ensure timely and accurate

<p>Oversee the preparation and monitoring of fiscal and technical reports</p>	<p>reflect proper use of funds</p> <p>PMs will submit documentation to populate monthly reports for grantors</p>	<p>will correlate to budgets</p> <p>Reports will arrive by timelines and include quantitative information</p>	<p>interim and final report on time; Use of data collection instruments, i.e., surveys &amp; evaluations</p>	<p>\$200</p>	<p>an internal reporting system and financial system database to remain current on all reporting and budgeting transactions.</p>	<p>submission of all Title III reports.</p> <p>Review monthly reports from accounting office to balance/reconcile budget.</p> <p>Director and administrative will utilize online accounting system.</p>
<p>Remain current with Title III and U.S. Department of Education policies and grant terms /conditions to ensure program compliance.</p>	<p>Remain aware of existing and new grant opportunities, and regulations that govern Title III eligibility</p>	<p>Title III guidelines will be adhered to.</p> <p>HCC will be in full compliance.</p>	<p>New policies and regulations will be collected and placed in Title III notebook and on web page</p>	<p>\$1,000</p>	<p>The Director and Senior Grant Accountant attended the Title III PBIF Grant management workshop in March 2013. The director also attended the Title Annual Conference in May 2013. Senior Grant accountant participated in regulatory, management, and budgetary webinars. HCC development officer participated in applying for federal grants and cooperative agreements and Managing federal grants for recipients in online classes in spring 2013. Met with VP of Administrative Services to identify funds for training. Worked with Dept of Health and Human Services to correct inaccuracies in the Indirect Cost Agreement.</p>	<p>To ensure efficient and effective project management and adherence to federal policies.</p> <p>Will establish a grant preparation page to help navigate officials through the grant writing process.</p>

<p>Coordinate writing/submissions for annual performance reports.</p>	<p>Ensure quality submissions that meet all title III reporting guidelines.</p>	<p>Submissions will meet all grant reporting, budgetary, outcome, and assessment expectations</p>	<p>Timely report completion  Timely report submissions</p>	<p>\$200</p>	<p>The Director scheduled a meeting with external evaluator and PMs on Nov 2012 to prepare all for reporting retirements and reporting. HCC submitted PBIF 2010-11 Final report accepted by DOE. Director is preparing 2011-12 Final report for Sept 15 submission. HCC submitted the following grants: DOE Upward Bound Math Science score 87) National Science Foundation (grant approved but unfunded for accounting deficiencies Dept of Labor TAACCCT in consortium with 5 state com colleges-In progress. USA Fund-Submitted awaiting decision Z. Smith Reynolds Health-Funded at 125,000. Golden Leaf Foundation grant. Represents a 600% increase above previous year. Director submitted the 2013-14 PBIF Eligibility Application resulting in the 2013-14 award of 237,000</p>	<p>To ensure efficient and effective project management and adherence to federal policies.</p> <p>Will establish a grant preparation page to help navigate officials through the grant writing process.</p> <p>To establish a grant training program for faculty and staff.</p>
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2012-2013

**ADMINISTRATIVE AFFAIRS, FINANCIAL SERVICES, PHYSICAL PLANT**

**Robert Howard, VP Administrative Affairs**

**Debbie Smith, Interim VP**

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

<b>Goal</b>	<b>Intended Student Learning Outcome Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Result / Outcomes</b>	<b>Use of Results</b>
Academic departments to receive access to their financial report in Colleague.	Training to be provided by Accounting staff by mid-October.	Managers having access to their own financial statements.		Staff time	Managers can receive budget information anytime online or print version is available on a monthly basis.	Will help academic leadership manage their budgets and tie budget to strategic plan initiatives.
Complete capital project to improve the campus buildings	Complete the projects by June 2013.	Quality projects.		\$241k transferred from FY11-12 state budget.	Several projects completed and several in progress.	Will improve the function and look of the campus environment.
Complete 2 roof projects on campus.	To be completed by mid- September 2012.	Quality projects.		\$240k from Halifax County funds.	Roof projects completed.	Will improve the function of the campus.
Business office to continue improving Datatel Colleague skills including using Informer.	Business office personnel and technology personnel to continue with Colleague training, particularly Informer.	Exploiting the power of Colleague for efficient operations.		Staff time	Business office beginning to use Project Accounting module for construction projects. Continues to be utilized	Helpful for reporting that crosses fiscal years. To be used for sponsored programs in the future.

Complete the EAGLE program to assess internal controls.	Program to be begun in October 2012 by new AVP/controller and VP administration and completed by May 2013 to comply with NC Office of Controller rules.	Successful timely completion of the Eagle program.		Staff time	Business office is working on EAGLE along with the financial statement audits. A report to Ben McL to be submitted in February indicating progress with EAGLE. Procedures and walkthroughs have been submitted. NCOSC waiting on 2012 info updated to checks for additional risk areas before reviewing 2011 submission	EAGLE program of internal controls is synchronized with the college audit and with SACS financial control requirements.
Complete the financial organization by hiring a well-qualified AVP/Controller	Complete by October 2012.	A well-qualified AVP/Controller to lead the accounting department.		Filling budgeted vacancy.	New AVP Finance began in October 2012.	A vast improvement in the ability of the business office to handle financial processes.
Hire a part-time housekeeper	Complete during August –September 2012.	Improved cleanliness of buildings, particularly the Early College.		Funded by Weldon City Schools	PT housekeeper was hired.	To support the Early College students.
Prepare the all funds College Budget on state form DCC2-1; get approvals from HCC board; Halifax	Complete according to required deadlines by September 2012.	An all funds budget that makes best use of available resources.		Staff time	Completed on time.	Report used by the NCCCS to monitor the use of funds at the college.

County commissioners; submit to NCCC system office.						
Budget and process staff increases as provided by State funding and College policy.	To be completed in time for August 2012 payroll.	Employees are paid properly.		\$116k annually budgeted.	Staff raises were processed as backdated to July 1, 2012. Also, a one time staff bonus was process on the December 2012 payroll.	Completed
Budget 2 new faculty members: one science and one English instructor.	Provides needed science curriculum and additional capacity for English instruction consistent with the College strategic plan.	Additional faculty members are budgeted and hired.		\$120k annually budgeted.	Two new faculty hired – budget \$90K to fill positions.	English and Science instruction properly staffed.
Oversee the FY11-12 College audit	A timely audit with minimal audit findings. (January – March 2013)	Successful completion of the audit on time.		Staff time	Field work for college audit is complete. Audit expected within 45 days.	Still waiting on final printed reports. No findings.
Oversee the FY11-12 Foundation audit	A timely audit with minimal audit findings. (September – November 2012)	Successful completion of the audit on time.		Staff time	New AVP Finance has completed a review of Foundation endowment accounts. Audit is nearing completion.	Audit completed- Used to ensure finances used in a manner consistent with state policy.
Update 5 year capital plan which will be	Revise deferred maintenance plan in preparation for the	An updated plan that realistically reflects the College deferred		Staff time	The 5 year capital plan has been updated. The	Budget has not been approved as of 5-30-13

attached to FY13-14 county budget	County budget preparation.	maintenance problems.			county budget has been completed and approved by the HCC board	
Improve campus food service.	During summer 2012, work with faculty committee to consider improvements needed with the Café. Further evaluate in fall 2012.	Increased student, faculty, and staff satisfaction with the Café.		Staff time	A committee of faculty and staff is considering changes to the food service. Clem's month to month arrangement will end at the end of the spring semester.	Had open bid meeting and received one bid. We are currently reviewing the details.
Seek funding to bring several county funded employees to the state minimum salary.	HCC has 9 employees with an annual salary of \$20,121. This could be a multi-year endeavor.	When every full time staff member (regardless of fund source) is paid at least the state published minimum.		\$27k annually, outside current budget.	Funding sought, but not obtained as June 30, 2013.	Doubt funding will be provided FY 14.
Seek county approval to proceed with the summer 2013 roof projects.	Additional projects have already been bid. We will seek county permission in May 2013 to do the work during the summer break.	Permission of county to fix the roofs.		TBD	This request is included in the Halifax County budget request for 2013-14	Budget has not been approved as of 5-30-13; pending.
Assess alternative employee benefit plans and implement a new plan.	Criteria are better benefits for employees; lower cost to employees and College; lower administrative burden for College. Assess plans and recommend to Executive staff and Faculty senate by November 2012.	A new improved plan in place for employees.		TBD	A committee studied 3 proposals and selected Pierce Group to provide flexible benefit plan. The plan began February 1 <sup>st</sup> .	New plan implemented



2012-2013

**Administrative Affairs**

**AUXILIARY SERVICES**

**Doris Garner, Associate Bookstore Managers**

**Purpose:** Our mission is to efficiently and effectively provide our community's needs for the realization of their academic goals through the ordering and distribution of college texts and materials, convenience products, and service contributions while incorporating an environment of friendly service and competitive prices.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results / Outcomes	Use of Results
To ensure that the bookstore is operated to its highest potential of efficiency.	That the annual audit report will find no discrepancies related to the bookstore.	Reports on all activities	Annual audit report, Graduation Assessment		Clean audit report	Continue practices to ensure financial compliance
Start a textbook rental program in the bookstore	Provide the most cost effective textbooks allowable.	Follett Book Company	Fiscal year reports		Meeting with Follett July 30th	E-textbooks utilized for some courses.
To provide a variety of merchandise in support of the academic needs of our students while maintaining customer satisfaction.	Offer for sale textbooks, technical and reference books, study aids, general and special school supplies, laptops, imprinted clothing and gifts, stationery items, and special services, including class ring sales, academic regalia, and special orders.	Attend the CAMEX show which is a nationwide sales conference and other bookstore related conventions	Annual inventory report  Fiscal year report  Student Services Assessment	Travel funds to attend show.	Items provided have been sufficient for student needs.	Continue to stay up to date and informed about trends in bookstore retail.

<p>To enhance the students learning by providing them with the latest technological equipment</p> <p>To provide students with new and exciting paraphernalia related to our institution</p>	<p>Students will be better prepared for the Global Market</p> <p>Students will be attracted by our merchandise and take full advantage of their bookstore</p>	<p>Attend all pertinent bookstore technology workshops</p>	<p>Fiscal year sales report</p>			<p>Compare sales to prior years and analyze any significant change.</p> <p>Compare sales to prior years and analyze any significant change.</p>
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2012-2013

**Administrative Affairs**  
**CHILD CARE CENTER**  
**Vicki B. Collier, Director**

**Purpose:** The Center provides quality care giving and developmentally appropriate activities for children ages 2-5 who are enrolled in the Child Care Center. Students in the field of Early Childhood Education gain experience interacting with preschool age children through practicum assignments. The HCC Child Care Center provides communities served by Halifax Community College with a model, licensed child care facility that can be observed and emulated. (The Halifax Community College Child Care Center strives to provide a safe, nurturing environment that allows children to explore the world in which they live. We provide a foundation that allows for a lifetime of learning.)

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To successfully complete the Child Care Center's three-year assessment by the N. C. Rated License Project in order to maintain the Center's five-star license, the highest rating awarded by	Expose children in the Child Care Center to a high-quality program that fosters all areas of child development: cognitive, emotional, language, physical, and social	Using the Early Childhood Rating Scale (ECERS) with 43 items expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent), obtain an overall score of 5.0 or higher	Early Childhood Environment Rating Scale (ECERS) – a program quality assessment instrument  January 2013- Begin inventory of classrooms to assess furnishings, learning materials/toys needed to maintain compliance with Early Childhood Rating Scale (ECERS) requirements.  July 2013- Using the	ECERS training/\$0.00  Technical Assistance from training coordinator with Halifax-Warren Smart Start/\$0.00  Classroom furnishings and toys/ approximately \$10,000.00	Technical Assistance from training coordinator with Halifax-Warren Smart Start visited in march 2013 to help instructors determine what materials and furnishing need to be ordered for classrooms.	Director and instructors will use the results to secure the necessary classroom furnishings and materials to ensure that the Center maintains compliance with early Childhood Rating Scale (ECERS) requirements.

<p>the State of N. C.</p> <p>Three-year assessment due November 2013</p>			<p>Early Childhood Environment Rating Scale (ECERS), child care instructors will assess one another's classrooms to determine compliance with ECERS requirements. Program strengths and weaknesses will be determined. A plan of action will be developed to address any weaknesses. Corrections and improvements will be made.</p> <p>October 2013- The Center will fine-tune its program using the ECERS as a guide.</p>	<p>March 2013- Child care staff members will visit an area five star facility that had its three-year assessment conducted by the N.C. Rated License Project in 2012. Staff will observe classroom room arrangements, interest center materials accessible to children, staff/child interactions, program structure, etc. Cost/travel – college vehicle</p>		<p>No more updates to report until Center's three-year assessment is conducted in November 2013.</p>
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2012-2013

**INFORMATION TECHNOLOGY RESOURCES and SERVICES**

**Jerry Thompson, Information Systems Manager**

**Purpose:** The mission of the Information Systems (IS) department is to provide a total source, single point resource for computers and networking support at Halifax Community College.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Replace 24 PCs in Lab 126.	Students will have the latest desktop technologies.	Students are satisfied with lab computers.	Student survey.	\$24,000	Completed May 2013.	Continue providing services to meet student needs.
Install Campus Portal.	Students, faculty and staff will have a single entry into campus resources.	Students, faculty and staff are satisfied with Portal access.	Student survey, faculty and staff feedback.	Still unclear, 2 new servers on hand. May require additional servers. Forefront server required. Training in Forefront, SQL and SharePoint all required.	System Office has slipped this project. The SO currently does not have an implementation data. We have attended SQL and SharePoint training at NC State.	Pending
Increase HCC WiFi from 5 Mbps to 10 Mbps.	Increased throughput on open wireless will improve user experience.	Students are satisfied with increased speed.	Student survey.	\$600 per year.	Not completed	Pending CenturyLink infrastructure upgrade. May need to look at cable.
Install campus information system.	Install 9 screen monitors at strategic locations around campus. Content will include current events, news and alerts.	Students are satisfied with campus information system.	Student survey.	\$60,000 on time.	Not completed	Pending funds, working with Title III Director to secure matching funds.



2012-2013

**PERSONNEL OFFICE**

**Margaret Murga** (formerly Delois Mercer)

**Personnel Officer**

**Purpose:** The mission of the Human Resources department is to provide excellent customer service to the faculty, staff, students and the Roanoke Valley in the diverse competitive marketplace. (Goal V)

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To provide excellent customer service to administrator faculty, staff, students, and to the Roanoke Valley community	<p>Vacancy announcements will be posted when open positions become available in order to maintain the required staff and faculty that provide services to the students and the College.</p> <p>New hires will attend orientation.</p> <p>Employee documentation process will be completed.</p> <p>Employees will receive updated information about federal/state</p>	<p>Send electronic emails to website, NCCCS, faculty, staff, personnel officers, employment security commission and local newspapers.</p> <p>Continue to update bulletin board for employment opportunities for your information, OSHA requirements and regulations, wage and hour information and other info pertaining to personnel.</p> <p>Provide employment information to employees. Employee personnel files will be maintained to have required employment information.</p>	<p>Monitor positions to ensure that they are still posted.</p> <p>Monitor to ensure that postings are current by doing periodic checklist.</p> <p>Verification assessed by using Excel spreadsheet to monitor information.</p> <p>Will be monitored for current and updated materials (Pending).</p> <p>Checklist to verify information has been</p>		<p>Met requirements of goal to newspapers, and NCCS.</p> <p>Updated labor law posters are maintained on bulletin boards.</p> <p>Pending files are not up-to-date with documentation.</p> <p>Nothing sent to faculty and staff.</p>	<p>These results will provide a continuing framework keeping the college properly staffed.</p> <p>Compliance will help us meet DOL laws.</p> <p>Process still ongoing.</p> <p>Process still ongoing.</p>

	<p>regulations.</p> <p>Positions will be filled to continue the workflow of the college.</p> <p>Professional development will be provided to faculty and staff; and changes will be made to current policies and manuals.</p>	<p>Record verification for all employees.</p> <p>Continue to participate in trainings, webinars, and seminars to stay abreast of modern techniques.</p> <p>Continue to update information pertaining to State Health Plan and any other benefits offered by the College.</p> <p>Personnel policies manual and ARPM will be updated and also posted on the Intranet for quick review and easy access to all employees.</p> <p>Provide notices to employees regarding flu shot clinics and/or other clinics to be held for informational purposes.</p> <p>Set up plans for all new hires in Colleague (ie, leave plans, leave accruals, longevity dates, and etc.)</p> <p>Memos are sent to employees monthly (ie, new hires longevity dates and services transferred</p>	<p>received.</p> <p>Checklist to verify information have been received and updated with current information.</p> <p>Open Enrollment</p> <p>Not accomplished Employees know where to go, but have not received training on what some of the policies mean.</p> <p>Reports are run periodically to see if leave/longevity is correct.</p> <p>Employees receive memo re: longevity years, percentage and amount monthly.</p>		<p>On-going</p> <p>Enrollment completed</p> <p>On-going SACS report noted that changes are needed to ARPM.</p> <p>Accomplished</p> <p>Accomplished</p> <p>Accomplished</p>	<p>These results will provide a continuing framework for yearly enrollment</p> <p>Information Collected will be used to plan for the next year.</p> <p>Assure accuracy of level obligations. Provides a second review to ensure accuracy.</p>
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<p>To establish an on-line updated employment application process.</p>	<p>A web page site for Human Resources for quick reference materials needed for various topics and/or issues will be available.</p> <p>Links will be added to the HR webpage to include, state health plan, dental, vision, retirement system &amp; etc.</p> <p>Applicants will be able to electronically complete an employment application on the HCC Human Resources website.</p>	<p>from other state agencies and also to the departments.</p> <p>OSHA report is completed and submitted to state annually to include any accidents by employees.</p> <p>Workers Compensation report is completed annually and submitted.</p> <p>All new hires are registered in e-verify/I-9 verification / requirement from the State via internet.</p> <p>All new hires are reported to state new hire reporting via internet.</p> <p>100% of the software and technologically programming will be implemented on the website by June 2013.</p> <p>Applicants will be able to Submit their application on line</p>	<p>No OSHA violations</p> <p>Continuation of W/C insurance</p> <p>No violations reported from the state</p> <p>No violations reported from the state</p> <p>Site is established</p> <p>Ability to submit</p> <p>Employees have links to all benefits.</p>		<p>Compliance with OSHA regulations</p> <p>No violations reported by the state</p> <p>No violations reported by the state</p> <p>No violations reported by the state</p> <p>Accomplished</p> <p>Not Accomplished</p>	<p>Provide proof of compliance</p> <p>Continue to secure W/C insurance. Monitor reports of incidents.</p> <p>Reduce personnel time spent on these tasks</p> <p>Provide New Hire Orientation</p> <p>Proceed to reduce personnel time on these tasks. HR will research and recommend software for online application and applicant tracking. HR will continue to improve website.</p>
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2012-2013

**ACADEMIC AFFAIRS**

**Dr. Joy Cooley, Vice President Academic Affairs**

(formerly Dr. Erica Holmes)

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Result / Outcomes	Use of Results
Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population (Goal I & IIA & B)	All programs of study will be reviewed and updated to address current workforce needs and criteria of the four-year colleges  Refinement of programmatic directions and priorities and resource allocation	100% of the school's academic programs undergoing five year program review will be reviewed per their schedule.  100% of programs will have solid evidence of effective assessment, including documented use of results.  100% of programs will properly have appointed advisory committees by the President.	Annual Program Review  Program Assessment Plans  Program questionnaires developed in collaboration with the Director of Institutional Effectiveness  VP will generate a summary report for the President of the program evaluations  VP will present completed program evaluations to the Board of Trustees	Conducted within normal workloads; no additional costs	Annual Program Review was conducted for Dental Hygiene, Advertising Graphic Des, Cosmetology, Prac. Nursing Asso. Degree Nursing, Welding. Prog. Prog. Review results were presented to Pres. And Board of Trustees.	Program Reviews result are being incorporated into IE plan for each program.
	Ensure existing	100% of programs	Program reviews,		Advisory meetings	Advisory minutes

	programs meet current needs.	will have an advisory meeting during the year with minutes on file.  100% of programs will be aligned with current community needs and job market.	occupational outlook, Surveys, Needs analysis.	\$500.00	were held. Program reviews were conducted. Needs analysis was not conducted.	and program reviews will be utilized to inform program needs.
Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population (Goal I & IIA & B)	Establish new program in Computer Technology Integration.	Full implementation of a new program: Computer Technology Integration (A25500).	Feasibility Study  Program planning meetings  New adjunct faculty  Instructional Supplies	\$500.00   \$10,000  \$5,000	It was determined that a new Computer Tech program was not feasible.	No other action needed.
Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population (Goal I & IIA & B)	Establish new program in Health Business Informatics (A25510)	Full implementation of a new program: Health Business Informatics (A25510)	Feasibility Study  Program planning meetings  New adjunct faculty  Instructional Supplies	\$500.00   \$10,000  \$5,000	It was determined that a new Health Bus program was not needed by responses received through mail outs to local clinics.	No other action needed.
Provide high quality programs to ensure a qualified workforce to a diverse student population (Goal I & IIA & B)	Establish new program in Barbering	Full implementation of a new program: Barbering (Diploma) (D55110)	Feasibility Study  Program planning meetings  New faculty position  Instructional Equipment Facility Renovations	\$500.00   \$44,000  \$19,000 \$30,000	No action was taken on a barbering program due to expense and space for equipment needed for program.	Feasibility may be reviewed in the future.

Provide high quality programs to ensure a qualified workforce to a diverse student population (Goal I & IIA & B)	Increase the number of programs/courses offered in the evenings and on weekends.	Increase the number of evening courses by 20% in the first year.  Implement at least one mini semester for evening offerings in the first year.	New staff position  Instructional/office Supplies	\$50,000  \$10,000	New staff position was not filled. No action taken.	An evening and weekend program will not be considered at this time. School Chairs will consider evening course offering needs.
To increase enrollment and retention of students across academic programs. (Goal IV)	Establish a full-time advising center.  Provide professional advising to students.	All students will be enrolled in the correct classes necessary for matriculation. All students will be properly informed of degree progression, financial aid, campus resources, etc.	Student questionnaires  Student schedules  Student advising feedback		Full time advisors were hired for the summer.	The effectiveness of the advising services will be reviewed.
Provide professional development opportunities for all employees, including opportunities for cross-training. (Goal I & IIA & B)	All employees will complete at least twenty clock hours of professional development.  College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles	At least 2 professional development days outlined in the college calendar.  Use of faculty development funds throughout the year.  90% of the faculty and staff will participate in twenty clock hours of professional development annually	Employee surveys  Professional Development schedule  J.U.M.P. survey and participation	\$5,000	100% of full time faculty completed a minimum of 20 contact hours of professional development.  The college offered a variety of professional development opportunities. More than the equivalent of two days of training was provided.	Feedback from faculty revealed that the opportunity to engage in training over an extended period of time would be more beneficial.
To increase	Implement a common	100% of ACA courses	Curriculum updates	\$5,000	This idea was	No action taken

enrollment and retention of students across academic programs. (Goal IV)	first year experience program.	will contain common modules of information for First Year Students.			never communicated to the curriculum staff- thus No Action	
Track and report on the college's progress on implementing an institutional effectiveness plan that uses best methods and structures for delivering services to students and college planning. (Goal VI)	100% of programs of study and units in the college will actively participate in college planning and assessment processes	Published institutional effectiveness plan and assessment results 100% of programs and units in the college will submit required assessment and planning reports	Vice President will work with the Dean of Institutional Effectiveness and others as needed to develop a strong institutional effectiveness plan	Conducted within normal workloads; no additional costs.	100% of programs and units submitted IE Plans which included assessment activities. Meetings were held to discuss data and mid-year progress reports.  A Planning committee actively participated in preparation of the college's strategic plan.	A symposium/ workshop will be held in August 2013 to share the strategic plan with all employees; they will take part in planning and implementing specific strategic initiatives.
To increase the level of awareness of services provided by the Continuing Education Division throughout the college and community. (Goal V).	Publicized information about continuing education	Growth of awareness of continuing education services  Increased collaboration of continuing education, curriculum programs, and student services	Continuing education services input in Colleague  New program collaborations	Conducted within normal workloads; no additional costs.	<b>In progress</b>	



2012-2013

**Academic Affairs**

**ROANOKE VALLEY EARLY COLLEGE**

**Thomas Bracy, Jr., Early College Liaison**

**Purpose:** Based on the Career and College Promise Pathway descriptions and eligibility requirements, Roanoke Valley Early College (RVEC) is a cooperative innovative high school program. RVEC will provide innovative educational opportunities for students in grades 9 – 13; along with accelerated academic instruction. RVEC specializes in engaging and rigorous educational opportunities and individualized support needed to complete a North Carolina University Prep Diploma, an Associate degree, or two years of transferable college credit at no cost to the student. Students will have the opportunity to complete this program within four to five years, thereby preparing students for future learning in the workplace or in higher education.

Goal 2012-2013	Intended Student Learning Outcomes Intended Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Successfully register early college students in the appropriate college courses.	<p>ALL students that are eligible to take the ASSET Placement Test will complete the test to determine appropriate courses in which to enroll.</p> <p>C1, C2 &amp; C3: Students will be registered for college courses for the Fall 2012 semester.</p> <p>C4: Students will register for their first college course(s) by</p>	<p>No more than 10% of RVEC’s enrollment will take developmental courses. <i>(RVEC is only allowed to have 10% of its student population enrolled in developmental courses.)</i></p> <p>All students will meet all public school curriculum requirements set by the North Carolina Department of Public</p>	<p>ASSET Placement Test</p> <p>Grade Point Average (GPA)</p> <p>HCC College Transcripts</p> <p>Academic Tracking Sheets</p>	<p>ASSET Placement Testing Center</p> <p>Datatel Software</p> <p>Cost of supplies for printing transcripts to place in their file.</p>	<p>C1, C2, C3 &amp; C4: Eligible RVEC students took the ASSET Placement Test.</p> <p>Passed both Reading &amp; Writing sections of the ASSET (C1-85% -- 41/48 students; C2-57% -- 26/46 students; C3-23% -- 7/31 students; C4-17% -- 2/12 students)</p>	<p>Based on placement test scores, some students were enrolled in developmental courses.</p> <p>Developmental Course Enrollment by semester <i>(percentages based on enrollment figures for each academic school year)</i></p> <p><b>64 students</b> <i>Fall 2009 – n/a</i></p>

	the end of the Fall 2012 semester. They will enroll in their first college course(s) in the Spring 2013 semester.	<p>Instruction.</p> <p>All students will meet all collegiate curriculum requirements set by the North Carolina Community College System and the Career and College Promise Pathway, which was effective July 1, 2011.</p>			<p>Passed both Numerical Skills and Basic Algebra sections of the ASSET (C1-49% -- 21/43 students; C2-30% -- 9/30 students; C3-75% -- 3/4 students; C4-n/a)</p> <p>C1, C2, &amp; C3: students were enrolled in college courses for the Fall 2012 semester.</p> <p>C4 students have selected the courses they would like to take in the Spring 2013 semester, and have begun the registration process.</p>	<p><i>Spr 2010 – n/a</i></p> <p><b><u>114 students</u></b> <i>Fall 2010 – 1%</i> <i>Spr 2011 – 5%</i></p> <p><b><u>139 students</u></b> <i>Fall 2011 – 1%</i> <i>Spr 2012 – 7%</i></p> <p><b><u>133 students</u></b> <i>Fall 2012 – 5%</i> <i>Spr 2013 – 5%</i></p> <p>Students having an extremely difficult time passing the ASSET are given the option to take ENG 095 if they placed into it.</p>
Promote opportunities for RVEC/HCC interaction in an effort to unify the mission of two institutions, familiarize the students with	ALL students will work with HCC faculty and staff to complete community service requirements on HCC's campus, as well as the Roanoke Valley community based on educational goals/interests. ( <i>1<sup>st</sup> year students must complete 20 hours. All</i>	RVEC participation in HCC events (programs, student activities, etc...).	Compare previous levels of participation, involvement, or interactions with HCC and/or HCC faculty and staff.	n/a	<p>RVEC Community Service Days</p> <p>RVEC students were allowed to participate in several events on and off campus.</p>	Community service placement is based on educational interest of the student. HCC faculty and staff request to have a student assist them in their area, whether it's an office, classroom, or lab. The students are then assigned to areas

the facilities and the services offered at HCC.	<i>other students are required to complete a total of 25 hours of community service.)</i>  Students will actively participate in events hosted by, or associated with HCC.					based on their academic interest.  RVEC's participation in HCC events represents the partnership between Weldon City Schools and HCC by welcoming the students to participate in various events held on and off campus.
Maintain accurate, up-to-date records of early college student progress and achievements.	Students will be able to review their academic progress in the early college program.	Student records will be maintained and up-to-date at all times.	RVEC student files  Tracking Sheets	n/a	All students that are eligible to take college courses have tracking sheets to ensure that they are on the correct, or appropriate academic path.	Records will be maintained in order to serve as documentation that students are enrolled in the appropriate courses, and to record academic accomplishments.
Establish an effective communication system with the early college students, RVEC faculty and staff, HCC faculty and staff, and the community.	Students will meet with College Liaison/Advisor to discuss educational goals and concerns about their collegiate experience.  Provide updates of RVEC achievements and important information.	Documentation of communications between RVEC and HCC (meetings with faculty, staff, administrators, students, and parents).	Communication Logs  Memos  Bi-monthly meeting minutes and agendas.	n/a	This is an ongoing process but thus far communication efforts have led to a stronger relationships with the faculty, staff, students, and parents.  Based on discussions in bi-monthly meetings privileges such as parking, grill	To reevaluate the existing strategies to provide more opportunities for students to receive the assistance needed to achieve success in the Early College program.  Based on the growth of the program, certain considerations were made, or at least discussed, as we

					access, classroom renovations, etc... have been implemented, or at least established for the future.	make plans for future enrollment growth. RVEC plans to cap its enrollment an estimated 250 students.
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**C1 = Cohort 1** (4<sup>th</sup> year student) **C2** = (3<sup>rd</sup> year student) **C3** = ( 2<sup>nd</sup> year student) **C4** = (1<sup>st</sup> year student )



2012-2013

**STUDENT SERVICES**

**Barbara Hasty, Dean of Student Services**

**Purpose:** The mission of Student Services is to provide essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students, as well as to directly address the retention of students (Institutional Goal IV).

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
To develop a plan to more effectively decrease the number of students who drop	Student will receive intervention prior to becoming a non completer	The percentage of decrease in the non-completer	Strategic Intervention Plan	0	Increased number of faculty referrals to Counseling Center, resulting in 91% Semester Retention Rate for Fall 2012. A 1.5% increase over Fall 2011. The number of Non-Completed forms submitted to the Counseling Department decreased by 11% from Fall 2011 vs. Fall 2012. There was also a decrease of 40% in the number on Non-Completed forms submitted from Spring 2012 vs. 2013.	The Dean of Student Services and Enrollment Management will meet with Counseling Service to determine which intervention strategies worked to decrease the number of Non-Completers. Those strategies will be implemented Fall 2013 and Spring 2014.
Evaluate the implementation for New Student	Determine the effectiveness of the strategies	What New Student Orientation Strategies were most effective	Surveys from NSO NSO Task Force	0	Feedback from Fall 2011 New Student Orientation (NSO) and Spring 2012 NSO surveys resulted in a	The Dean of Student Services and Enrollment Management will meet with the

<p>Orientation (NSO) Strategies</p>				<p>more coherent Fall (2012) NSO and Spring (2013) with fewer sessions. The NSO Task Force will compile the results of the Spring 2013 survey and the result will be reported at the end of the semester. The number of NSO participants increased by 11% from Fall 2011 to Fall 2012, for morning session. The number of Spring 2013 vs. 2012 participants increase by 33% for the morning session and 43.3% for the evening session.</p>	<p>NSO task force to determine which intervention strategies worked to increase the number of NSO participants. Those strategies will be implemented Fall 2013 and Spring 2014 NSO sessions.</p>
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2012-2013

**Student Services**

**TESTING and JOB PLACEMENT**

**Julia Horsley, Coordinator**

**Purpose:** To provide testing in order for potential HCC students to meet with an academic advisor and register for classes to start their education. To provide job placement assistance for HCC students and graduates to assist them in preparing to work in the global marketplace.

Institutional Goals:

1. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
2. To enhance enrollment management program.
3. To implement effective and efficient use of technology.
4. To provide appropriate support services for students.
5. To help ensure graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:

D. Demonstrate competency and information literacy through the use of computers.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide testing requirements for potential students in a Comfortable-environment.	Students are able to utilize test results to secure enrollment at Halifax Community College.	To provide students with the results which determines the classes the student will be enrolled in at Halifax Community College.	The students will be given an evaluation form to complete at the end of the testing session. The computer/Scranton machine will generate the results for each student tested.	\$2.78 per ream of paper to print the testing evaluation form and the test results for the students being tested.	87.8% of students tested stated testing room was comfortable for testing. 88.4% stated the environment was good for testing. 76.9% stated the room temperature	From the results learned that the environment wasn't a problem, the students are concerned about the room temperature not being too hot or too cold during the test.

<p>To provide students and HCC graduates with a weekly list of job openings in the Roanoke Valley area.</p>	<p>Students will have the opportunity to see the available job openings in the Roanoke Valley. Students and graduates will benefit from receiving assistance completing job applications, preparing a resume, and interview tips.</p>	<p>Each student or graduate will be asked to complete a Job's Card when he or she requests employment assistance. The Job Placement coordinator will speak with potential graduates during graduation meetings to provide employment supportive services. The Job's Board with job listings will be updated as job listings are received. The job listings will be maintained in a Job Listings' book in Room 335.</p>	<p>80% of those students listed in the log will be surveyed and satisfied with services.</p>	<p>\$2.78 per ream of Paper to maintain listings. .20 cents per survey to survey students.</p>	<p>was comfortable for testing. 85% of the students who received a copy of the weekly list of job openings were given a survey to complete regarding the services. Additional measures were taken to follow-up with the students regarding the outcome results of their job search. 100% of the students were sent an e-mail with a survey attached to be returned to the Dean of Students. 90% of the students were also called as a follow-up to the e-mail requesting they complete the survey. 84.6% of the students initially provided job listings and assistance were</p>	<p>From the results it was determined students don't check their HCC e-mail accounts on a regular basis, therefore any follow-up emails should be sent to an alternate e-mail address. Telephone calls were the best method to reach the students to make follow-up inquiries.</p>
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					<p>satisfied with receiving a copy of the weekly job listings. However, only 10% of the students responded to the follow-up e-mailed survey. Telephone calls were made to 80% of the students who were sent e-mails with the follow-up survey. 20% of the students had an interview with the employer; however the employer never contacted them after the interview. 80% of the students were still using the resume they had completed with assistance from the Job Placement Coordinator to seek employment.</p>	
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2012-2013

**Student Services**

**REGISTRAR**

**Dawn Veliky, Registrar and Ethel Edwards, Assistant Registrar**

**Purpose:** The Registrar’s Office seeks (1) to serve students by maintaining timely and accurate student records while maintaining the confidentiality and security of those records (2) to serve faculty and students by making services easily accessible (3) to ensure that state and federal reports are submitted in a timely manner and are in accordance with the guidelines established by State and Federal agencies.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Implement WebAttendance tracking for faculty by the start of Fall 2013	All faculty will maintain attendance using Web Attendance tracking effective Fall 2013.	XATT reports from Colleague will indicate those distance faculties are maintaining web attendance for classes taught.	Colleague computer system (reports)	Colleague computer system. WebAdvisor	Waiting on approval of Dean of Curriculum and Vice President of Academic Affairs before scheduling training for faculty.	No results to report.
Students will use WebAdvisor for registration.	Increase use of web registration among student population.	500 or more students will use WebAdvisor for registration during early registration for Spring 2013.	Query the number of students who used WebAdvisor to register for spring 2013 classes.	Colleague computer system.	300 students registered for Spring 2013 using WebAdvisor. As of May 30, 2013, 87 had registered for Fall 2013 using WebAdvisor.	The number using WebAdvisor is not increasing. Registrar will continue to send weekly reminder emails to students encouraging them to registrar online through WebAdvisor. Information was

<p>Student Self Service through the National Student Clearinghouse will be implemented by the Fall of 2013</p>	<p>Students will be able to access the National Student Clearinghouse from the HCC website to access and print enrollment and degree verifications</p>	<p>Self Service link will be activated.</p>	<p>Registrar will use the National Student Clearinghouse database to determine how many students have accessed enrollment and degree verification services.</p>	<p>National Student Clearinghouse database. It is a free service.</p>	<p>The access has not been activated.</p>	<p>also placed on HCC Facebook page. IT is looking into whether needed infrastructure will be in place.</p>
<p>State and Federal reports will be submitted on time as indicated by the Annual Reporting Schedule.</p> <p>Veteran's folders will become paperless.</p>	<p>All State and Federal reports will be submitted on time as indicated by the Annual Reporting Schedule.</p> <p>One-half of the active VA files will be scanned and made paperless.</p>	<p>The 2012-2013 System Office report will indicate no reports assigned to the HCC Registrar's office were submitted late.</p> <p>By August 2013, ½ of the VA files will have been scanned and those files will be maintained electronically.</p>	<p>NCCCS Reports webpage – status of reports</p> <p>½ of active VA files will be electronic.</p>	<p>Attend annual, regional FTE audit meetings conducted by the System Office.</p> <p>Purchase desktop scanner for the Registrar's Office/cost of scanner</p>	<p>All reports due from the Registrar's Office have been submitted on time as of 05/31/13.</p> <p>No scanner has been purchased as of 05/30/13</p>	<p>Registrar's Office will continue to monitor report due dates and status. Calendar and timelines are used to track reports and due dates.</p> <p>Request for purchase will be included in the budget for 2013-14 for Student Services.</p>



2012-2013

**Student Services**

**ADMISSIONS OFFICE and RECRUITMENT**

**James B. Washington and Antonio Squire**

Purpose/Mission: The Admissions Office provides opportunity and support to all who seek personal enrichment or a higher quality of life by efficiently process entering students in the appropriate and desired program of study. The Admissions Office also informs potential students of enrollment opportunities and the admissions process. Below are the 2012-2013 goals of the Halifax Community College Admissions Office. The goals reflect IV A-D of Halifax Community College’s Institutional Goals and Objectives.

1. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
2. To help ensure that graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:
  - a. AAS graduates will perform specialized technical skills related to their program major.
3. To support economic development in the Roanoke Valley.
4. To enhance the enrollment management program.
5. Implement effective and efficient use of technology.
6. Increase Public Awareness of the College.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Increase student enrollment at HCC	Students are able to enroll in school at Halifax Community College.  Recruitment Materials to be utilize at events, presentations, High School Career decision day and, recruitment activities.	Increase of the number of students enrolled by 5 % increase for fall 2013 in comparison to fall 2012	Census taken at beginning of each semester  Compare growth for each applicable semester. Continue to assess methods that generate more students. To determine	In an effort to enhance relationships with the High schools \$3000.00 Materials, supplies to keep community cognizant of	List of hs seniors that visited HCC college fair on 10/11/12... 82 seniors visited our table. Follow up calls were made  Designed follow-up letter for prospect students.	In reference to Fall 2013 enrollment, no results yet. Currently 1,121 students enrolled for Fall 2013.  This information will be used to contact seniors and encourage HCC

	Development of a collection plan.		effectiveness of recruitment plan and strategies in meeting enrollment goals.	HCC's growth.	Post cards mailed of which 17% of students responded by enrolling.	enrollment.
Use data base of College Foundation of North Carolina (CFNC) to use additional recruitment opportunities for HCC.	Students who were denied admissions to four year institutions will be able to enroll at HCC. Students in our service delivery area that may not ordinarily apply to HCC are made aware of HCC's resources.	Number of students recruited from the data base pool.  Follow-up with students that did not enroll at HCC and discuss transfer opportunities.	CFNC College Redirection Report will provide information on potential students. This report provides additional opportunities for applicants to be matched with a college they may not have initially considered.		55 potential students were contacted and 19 attended for fall 2012 and spring 2013. Average about 35%. Follow-up letters were mailed out to the remaining 36. Thus far, 168 potential students from the college redirection pool were contacted via letters for Fall 2013	55 expressed an interest in HCC-made contact with students, phone calls and letters. 19 students attend HCC (35%) and follow-up will be made with the remaining 36 (65%). Will provide results in August/ September 2013
Fully integrate the College Foundation of North Carolina's (CFNC) College Foundation, Inc. software to provide full services to students.	Potential students will benefit from immediate HCC communication, once an on-line application is submitted.	Measure % of students that submit their applications on-line.  Admissions log-in sheet will record the number of walk-ins that apply on-line in comparison to walk-ins filling-out hard copy applications.	The College Foundation of North Carolina (CFNC) application management tool will provide the number of CFNC on-line applications in comparison to students that fill-out hard copy applications.	Data Entry person to assist with the entry of college applications into colleague, download applications follow-up with students. Immediate	Thus far...546 on-line applicants for Fall 2013 versus 23 Hard copy applications  Currently 569 applications for Fall 2013 Applications rec'd automatic email responses that discusses	The admissions log-in sheets will provide information for forecasting enrollment and determine support needed for peak registration.

Encourage and promote the use of technology in our digital century.		80-85% apply to HCC on-line	Run periodic reports of on-line applications versus hard copy applications submitted.	responses to student emails, and establishing file folders. <b>\$18,500.00</b>	admission requirements and registration dates	
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2012-2013

**Student Services  
FINANCIAL AID**

**Tara I. Keeter, Director of Financial Aid**

**Purpose:** The mission of the Financial Aid department is to provide needed resources to students enrolled at Halifax Community College, who without aid would be unable to continue their education. This includes: Administration of federal Title IV aid programs, state aid programs, regulation compliance, and guidance on available resources.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To participate, as an eligible institution, in federal and state aid programs which will enable students to supplement their own resources and those of their family to complete a course of study.	Students will have access to all available resources for which they qualify as a result of continued institutional eligibility and participation in federal and state programs.	The Program Participation Agreement (PPA), which authorizes participation in the Title IV student financial assistance programs, was approved in 2010, expiring March 31, 2015.	Approved PPA by US Department of Education.		PPA approved through March 31, 2015. For the 2012-13 AY, 1,212 students have been awarded and disbursed federal Pell Grant to date. A total of 1,300 unduplicated students have been disbursed a combination of grants, scholarship, work-study, and/or loans.	Students have access to federal and state funding to supplement their own resources to complete a course of study at Halifax Community College.
To maintain	A successful	The Financial Aid	The annual		The annual Financial	Annual audit

<p>an accurate, reliable accounting system of federal and state aid programs.</p>	<p>reconciliation with the Business Office and US Department of Education at year end. Maintain compliance with all audit requirements.</p>	<p>staff will stay abreast of new and ongoing federal regulations affecting the delivery of aid. Ongoing reconciliations with the Business Office and US Department of Education will be performed throughout the academic year to maintain an accurate accounting system.</p>	<p>financial audit report will indicate no findings in the accounting of financial aid resources.</p>		<p>Audit indicated no findings in the accounting of financial aid resources.</p>	<p>ensures compliance with federal and state regulations required for participation. Reconciliation ensures all funds have been disbursed appropriately.</p>
<p>To maintain current policies and procedures and to accurately manage and deliver the financial aid resources to students.</p>	<p>Students will be knowledgeable of financial aid policies. Accurate student application data and records will be maintained. Accurate account of student satisfactory academic progress data will be maintained. All eligible students will be awarded aid.</p>	<p>Students will be informed of financial aid policies through printed materials, HCC website, and oral communication. Warning counseling is a requirement for all students with a financial aid warning status, in order to assist and inform the student of solutions for maintaining satisfactory academic progress. Students will have access to funding upon application completion for aid eligibility.</p>	<p>Evaluations of student data (academic) at the end of each semester will be performed. There will be a reduction in the percentage of students not maintaining satisfactory academic progress.</p>	<p>Marketing and printing services cost estimated at \$1,000.00. Supplies &amp; materials cost estimated at \$1,000.00. (Total expense \$2,000.00)</p>	<p>All policies were updated for the 2012-13 academic year to reflect changes required by the US Department of Education. All eligible students have been awarded and disbursed aid semesters.</p> <p>SAP policies were applied accurately and consistently among financial aid recipients. 88% of the fall recipients remained eligible for aid at the end of the term. This was an increase of 5% from the previous year. At the end of spring semester, 81% of the recipients resulted in continued eligibility.</p>	<p>Federal and state funds were accurately disbursed to eligible students. Students are knowledgeable of financial aid policies. Policy can be accessed through HCC's website, the Student Handbook, and the Catalog. Students have 24 hour access to their financial aid award through Webadvisor.</p>
<p>To provide professional</p>	<p>Financial aid personnel will</p>	<p>Staff should attend a North Carolina</p>	<p>Attendance in professional</p>	<p>Conference and travel cost</p>	<p>Staff members have participated in</p>	

<p>development opportunities for financial aid personnel so they can be knowledgeable of current information that will assist them in advising and awarding students.</p>	<p>successfully educate students on resources available and policies, maintain accurate student data, and award eligible students.</p>	<p>Association of Student Financial Aid Administrators (NCASFAA) conference and US Department of Education training during the academic year. In addition, staff should attend online webinar training opportunities.</p>	<p>development activities.</p>	<p>estimated at \$3,000.00.</p>	<p>various online training webinars. The Director of Financial Aid and one staff member attended the NCASFAA Fall Conference. One staff member attended the NCASFAA Spring Conference. All staff met the required 20 hours of professional development for the 2012-13 AY.</p>	<p>Personnel received adequate professional development training to successfully educate and advise students of program availability and policy.</p>
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2012-2013

**Student Services**

**CAREER AND COUNSELING CENTER**

**Teresa Mayle, Director of Counseling**

**Purpose:** The Career and Counseling Center strives to meet the needs of HCC students by providing career counseling and testing, accommodations for students with disabilities, personal/academic counseling, and referral/information services that assists and supports them in persisting with and achieving their educational and personal goals as they prepare to become productive members of the globally competitive workforce.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Conduct an anxiety needs assessment.	Students with anxiety issues will be addressed.  Establish a mental health crisis team.	Identify anxiety needs.	Develop a needs assessment survey and interview 3 focus groups of 8 students.	\$100 for printed materials.	Identify needs: <i>Improve faculty/staff communication with troubled students.</i>  Developed a plan: <i>Provide Professional Development to faculty and staff on Mental Health First Aid.</i>  <i>Total of 39 faculty/staff participated. 16 positive survey results indicate training was successful.</i>  Mental health crisis team membership	Mental health and Substance Abuse protocol put into place.  <i>Continue obj. by offering MHFA again, completing Community Resource guide for distribution &amp; update website.</i>  Mental health Crisis Team will be established in Spring 2013 which will include needs assessment. <i>Team protocol development</i>

					identified. Mental Health First Aid training provided for the team.	<i>will be conducted in fall 2013.</i>
To determine the effectiveness of career counseling services offered in the Counseling Center.	Students will enroll in appropriate career paths.	Number of students declaring a major and graduating with certificate, diploma or associate degree.	Compare career counseling, what they majored in, and if student is still enrolled. Will need enrollment information from fall 2011 and spring 2011 to track student progress.	Work-study assistance with gathering data.	Students will identify an appropriate career path. <b>Results for 2012-2013 semesters: Counseling Center staff saw 57 out of 320 graduates or 5.6%. None of the 2012-2013 graduates received career profiling.</b>	a. Develop plan for spring 2013 to address needs. b. Keeping records on each student tested and counseled. c. Will keep list of students tested for this obj. in graduation 2014.
Provide onsite and distance counseling services that contribute to an increase in student retention.	Student retention issues will be addressed before withdrawing from a class or from the college.	Interventions with students and reduction in % of students non-completers.	Student Surveys, One Career Profile, MBTI Non-completer form, Disability services plan, Academic Success/Persistence Plans, Log sheets, Behavioral contracts.	\$500 for computer generated forms. Non-completer forms, MBTI/Onet forms, Disability Services plans, Academic Persistence, student surveys, behavioral contracts.	50% of students with persistence or other intervention will report improvement in grades. 50% of students involved in Counseling Center intervention programs will performance, persistence, and retention. <b>Spring semester results: 21 referred. 5 Withdrew, 2 F's, 5</b>	a. Evaluate data and develop plans for 2012/2013 academic year. b. Science mid-semester results: 22 referred in September 2012. 8 dropped. 8 passed second test. c. End of semester result pending. Science Dept plans to use Counseling Center again in Spring. <b>d. Continue working</b>

			<p>Enrollment information from fall 2011 and spring 2012 to track student progress.</p> <p>b. Science test and end of year grades.</p>	<p>No cost Counseling staff and Science faculty.</p>	<p><i>D's, 6 C's, 3 B's, 0 A's. 9 out 21 passed or 2.3%</i></p> <p><i>Will work with Science Department to see how we can improve retention.</i></p> <p><i>Out of 69 non-completers, we were able to contact 9. 4 plan to return to HCC.</i></p>	<p><i>with Science Department for upcoming year 2013-2014.</i></p> <p>e. In Fall 2012, we had 144 non-completers. This is 18 less than fall 2011. It is 10 less Spring 2012.</p>
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2012-2013

**Student Services**  
**STUDENT SUPPORT SERVICES**  
**Sherida Gholston, Director**

**Purpose:** To provide appropriate support services to SSS students and to provide a two-year college transfer program to facilitate enrollment in a four-year College or university, or entry in today's high-skilled, global workforce.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide tutoring & academic advising services to SSS students	Students in SSS will utilize the tutoring and academic advising services to help them persist toward graduation	Students in one or more developmental courses will participate in tutorial services weekly throughout the academic year	Weekly tutorial sign-in sheet semester grade report	SSS staff	<p>During the 2012-13 academic year, 64 (41 Fall, 23Spring) students were enrolled in SSS tutoring.</p> <p>Fall-3 As            9 Bs            13 Cs            1 D            7 Fs            8 W/D course</p> <p>Out of 41 students, 25 successfully passed developmental English or math with a C or better</p> <p>Spring- 2 As            3 Bs            4 Cs            1 D            6 Fs            7 W/D course</p>	Students with a grade of D or F in the developmental math or English course will be enrolled in the On-Course Skill Development Course through the SSS Program. On-Course will assist students in becoming active, responsible partners in their education through the use of skill development training in study skills, time

<p>To assist students in the 2009-10 cohort in graduating by 2013</p>	<p>In 2013 - 45% of the 2009-2010 SSS cohort will graduate from HCC</p>	<p>All students in SSS will be provided financial advising &amp; students who qualify for financial aid will complete the FAFSA in Spring 2013</p> <p>45% of students in the 2009-10 SSS cohort will complete a degree completion plan by the beginning of Spring 2013</p>	<p>Students will be given scheduled appointments to visit a SSS advisor to complete the FAFSA.</p> <p>Students will provide the SSS advisor a U.S. Department of Education confirmation page to verify FAFSA completion</p> <p>SSS Academic Advancement Plan Mid-semester reports HCC transcripts at end of academic year.</p>		<p>Out of 23 students, 9 successfully passed developmental English or math with a C or better</p> <p>Out of 250 students enrolled in the SSS program, 230 received financial aid. Out of the 230 students, 190 completed the FAFSA at the end of the 2012-13 school year (83%)</p> <p>Out of 45 students enrolled in the SSS 2009-10 cohort, 16 earned a degree by May 2013 (35%)</p>	<p>management. SSS advisors will provide students enrolled in SSS for 2013-14 intrusive advising in financial aid planning in order to increase the number of students completing the FAFSA by 5%</p> <p>SSS advisors will offer intrusive advising and a revised degree completion plan for students from the 2010 cohort to increase the graduation rate by 5%.</p>
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2012-2013

**Student Services**

**JOBLINK**

**John Foriest, Director**

**Purpose:** The purpose/mission of the JobLink Center is to provide Case Management services and support for eligible Halifax and Northampton County residents who are involved in training and ultimately place them in unsubsidized employment. (111)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To ensure a qualified workforce by providing high quality training programs to economically disadvantaged adults in order to support economic development in the Roanoke Valley.	<p>JobLink enrollees will be able to earn diplomas or certificates at program completion (exit)</p> <p>The JobLink Program will prepare enrollees for employment through staff assistance and training</p> <p>JobLink enrollees will obtain unsubsidized employment after program completion (exit)</p>	<p>55% of Joblink enrollees will earn diplomas or certificates</p> <p>80% of the program participants surveyed will agree that the JobLink Intake process was satisfactory</p> <p>80% of the participants surveyed will agree that the JobLink Case manager provided satisfactory orientation, training access and</p>	<p>Workforce Plus records (A state level computerized assessment tool for JobLink programs)</p> <p>The JobLink Evaluation tool/ Survey</p> <p>The JobLink Evaluation tool/ Survey</p> <p>The JobLink Evaluation tool/ Survey</p> <p>Workforce Plus records</p>		<p>100% of enrollees who completed earned certificates or diplomas (28 of 28)</p> <p>100% of those surveyed agreed that the process was satisfactory</p> <p>100% of those surveyed were satisfied with the job done by the Case Manager</p>	<p>To improve counseling that encourage project/ curriculum completion</p> <p>To continue to provide satisfactory service</p> <p>To continue to provide effective Case Management services</p>

	<p>JobLink enrollees, who leave the program with employment, will remain employed</p>	<p>counseling assistance 80 % of the program participants surveyed will agree that the JobLink services they received, overall, were satisfactory exit.</p>	<p>Workforce Plus Records</p>		<p>80% of those surveyed were satisfied with the services they received</p>	<p>To review the survey to determine what areas need improvement.</p>
	<p>JobLink enrollees will obtain unsubsidized employment after program completion (exit)</p>	<p>79 % of JobLink enrollees will be able to obtain employment after program completion</p>	<p>Workforce Plus Records</p>		<p>66.6% were able to obtain employment after completion (6 of 9)</p>	<p>To attempt to improve job placement services</p>
	<p>JobLink enrollees, who leave the program with employment, will remain employed</p>	<p>82% of JobLink enrollees will retain their jobs for at least 12 months after program exit</p>	<p>Workforce Plus Records</p>		<p>89% of enrollees who were employed retained their jobs for at least 12 months (From Fall 2011 Workforce Plus Performance records) (Last available records)</p>	<p>To maintain a positive retention rate</p>
	<p>JobLink enrollees will earn a suitable wage for the first year after program exit.</p>	<p>Enrollees who exit will average at least \$8,976.00 semi-annually (Averaged on total wages from the second and third quarters after exit)</p>	<p>Workforce Plus records</p>		<p>Enrollees who exited averaged \$10,684 semi-annually (From 2011 exit wages) (Last available records)</p>	<p>To continue to assist exiting enrollees with obtaining employment that pays suitable wages</p>



2012-2013

**Student Services**  
**STUDENT SUCCESS CENTER**  
**Iris Johnson, Coordinator**

**Purpose:** The purpose of the Student Success Center is to recruit, hire, and train qualified peer and professional tutors. To provide quality tutorial services in English, Math, Biology, Science, Computers, and Business related instructional support and academic enhancement for Halifax Community College students. Implement marketing strategies for the SSC.

Goal	Intended Outcomes	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result	Use of Results
Provide tutoring services to HCC students, supplemental instructional support, and academic enhancement to students referred by faculty and/or students request.	Assist students one-on-one and small group, and study group sessions with related course work, as referred by instructor or student request.	At least 60% of SSC Students passing rate will increase by utilizing peer, professional and faculty tutoring services, supplemental instructional support and academic enhancement.	SSC weekly, monthly, and yearly Reports, Midterm, End-of-Semester grades (Fall 2012 – Summer 2013)	One (1) nine months 30 hour a week with benefits position = <b>(\$17,000)</b> , 13-18 tutors and salary = <b>(\$36,000)</b> , office supplies and materials = <b>(\$800.00)</b> , partitions = <b>(\$335.00 per partition x 8 = \$2,680)</b> to offer privacy during tutoring, and math graph boards = <b>(\$500.00)</b> , Paper Shredder = <b>(\$50.00)</b> . A copier = <b>(\$6000.00)</b> , a computer = <b>(\$900.00)</b> for the color printer and scanner = <b>(\$5,000.00)</b> . Book shelf = <b>(\$350.00)</b> for textbooks, Marketing and advertising and Business Cards for FT staff = <b>(\$250.00)</b> , Signage to identify the SSC and office location = <b>(\$300.00)</b> , Student Referral Cards – FTE and Student FTE Attendance Record Cards = <b>(\$400.00)</b> . Textbooks for tutors	Fall 2012 (August 15-December 14, 2012) the SSC provided tutoring services (one-on-one and small group, and study groups) to a total of 171 student (unduplicated count) in subject areas of mathematics, English, computer, biology, psychology, history, and other curriculum classes. The Criteria for Success will be determined at a later date because final grade being	Request for additional space and funding resources to continue to provide high quality training and tutoring services to the growing population of students in need of the valuable services. Additional space is desperately needed to provide locations and environments

Evaluate SSC,	Implement and	Students are	SSC Student/tutor	usage = (\$500.00). Software used in classroom Adobe CS 5 Licenses = (\$1,000.00). Chairs (10) = (\$115.00 X 10 = \$1,150.00) and additional tutoring space.	posted at this time. The data assessment results are conclusive because contact hours/FTE daily documentation in the ACCESS database reveals a significant increase. Fall 2012 there are a total of 2799 duplicated head count; 2,603.50 FTE hours or (156,210 FTE minutes), which equals to 5.08 FTE (2,603.50/512 = 5.08)). In comparison to Fall 2011: (Fall 2011, there are a total of 1976 duplicated head count; 1,771.92 FTE hours or (106315 FTE minutes), which equal to 3.46 FTE (1,771.92/512 = 3.46)). Fall 2012 semester results increased from Fall 2011 by: Students served=38%	that are conducive educationally with fewer distractions. Additional funds will be used to pay for the ever increasing tutor salaries and purchase privacy panels for tutor session to prevent distractions. In addition, funds will be used to purchase a shredder to promptly discard important personal reports and documents. A copier is needed because the SSC are in need to offset the waste of time when other copiers are in use or nobody is available to
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<p>SSC staff and tutors, as well as students in order to better serve the academic demands and needs of students and faculty. Increase communication among faculty, students, and staff.</p>	<p>indicate the need for a state-of-the-art SSC with more computers, more room and more staff in order to meet student academic and tutoring needs.</p>	<p>assigned and utilize tutoring services through faculty referrals (Student Referral (FTE) Card) and student participation. Usage of the SSC will increase by 30%.</p>	<p>Evaluations will be administered two times per semester (mid-term and end of the semester) during Fall and spring semester)</p>	<p>Funds for two (2) SSC staff to attend a tutoring NCTLA conference = <b>(\$1,000.00)</b> includes conference registration, meals, travel, and lodging. Attend the College Reading and</p>	<p>Duplication=36% FTE Hours=34% Total FTE=34% During the Fall 2012 semester students received 2,603.50 hours of tutorial services, which earned 5.08 FTE's for the semester. A total of 171 students were provided tutoring services in various subject areas.</p>	<p>make copies of documents; and many students cannot afford to pay for copies in the LRC or ERC.</p>
<p>Provide staff/tutor professional development to</p>	<p>Increase the passing rates, retention, and graduation rates. Better student</p>	<p>Professional development, conferences, Webinars,</p>			<p>During the Spring 2013 semester students received 2,471.33 hours of tutorial services, which earned 4.83 FTE's for the semester. A total of 177 students were provided tutoring services in various subject areas.</p>	<p>Presented SSC staff, students, and tutors with insightful and valuable tutoring best practices and information and training</p>
					<p>The overall results are subject to change pending progress in the summer semester. *The Summer 2013 End-of-</p>	

<p>better serve students in order to increase student learning outcome.</p>	<p>participation and learning outcome. This will increase FTE for HCC.</p>	<p>seminars, and workshops.</p>		<p>Learning Association conference = (\$1,300.00) includes conference registration, meals, travel, and lodging. Attend the National Tutoring Association (NTA) Conference = (\$1,200.00) This will assist in staff and tutor professional development.</p>	<p>Semester Reports will be completed after the semester ends and will be sent upon request or completion.</p> <p>Assessment tools for Fall 2012 (August 15-December 14, 2012) SSC Evaluations forms were distributed to both tutors and students. The responses were overall very positive. The result findings were inconclusive because the number of students who were served and/or persisted to the end of the semester is unknown at this time. The student's evaluation of tutors responses revealed that of the 177 served and the surveys returned: Overall satisfied with tutor= 130; Will accept tutor again=128; will</p>	<p>professional development. Increase student/tutor communication by implementing learning and tutoring styles. Offered diverse pedagogy and techniques. Provided locations and environments that were conducive educationally with less distractions and more space.</p> <p>Provide tutors with insightful resources and valuable tutoring best practices, information, training, and professional development to</p>
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					<p>require tutoring services next semester=119; will notify SSC staff/tutor before withdrawing from class/tutoring=130 ; Overall rating of tutor=Excellent=112; Good=13; Fair=5; Poor=0. Spring 2013: 79 percent of student surveyed were overall satisfied with their tutor and would accept them again if needed.</p> <p>Students who received tutoring services rated their tutor and tutoring services provided an overall excellent rating of 93.40 percent. The survey results indicated that overall, 93.4% of the tutees were satisfied with the tutors, 93.4% of the students would accept tutorial services again, and 79% of the tutees indicated the</p>	<p>increase the overall tutoring and satisfaction rates. The satisfaction rate will assist to increase attendance, passing, retention, and eventually the graduation rates. In addition, SSC staff needs to stay on the forefront to continue to be innovative and sharpen professional development skills and continue to provide best practices to the students and staff/tutors.</p>
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					<p>tutorial services were excellent.</p> <p>SSCC have participated in many hours of professional development As a result of attending the HCC Parent Orientation, HCC Leadership Institutes, HCC Constitution Day &amp; Founder's Day. Attended NCCPA Presidents Forum. Attended CRLA Fall workshop, 2012 CRLA/CASP Joint Conference, North Carolina Tutoring and Learning Association (NCTLA) Conference and workshop, Google Docs workshops, faculty/staff orientation, SSCC attended Unit meetings, and Kingsborough CC/JUMP meetings.</p>	
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2012-2013

**CURRICULUM PROGRAMS**

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

**Purpose:** Curriculum programs exist to support and promote the mission, vision, and value of the college in improving the quality of life and the educational/economic base of the service area and to prepare individuals for the workforce through diploma, certificate, and associate degree programs. In addition, to provide set of course of programs to prepare students to transfer into the university system.

Goal	Intended Student Learning Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To Create a more informative Student Course Evaluation	Faculty will be provided with quality feedback to make course improvements	Implement a new Course Evaluation tool in the spring 2013	evaluations	\$0	At this point, the tool used in 2011-2012 has been edited to omit some items that solely relate to online courses. Also Have met with library faculty to reinstate the availability of ERC for whole class administration of surveys. Readings on gathering informative data distributed to faculty for review. Did not develop a tool to be used mid-year, but will implement	Over the summer 2013, using research gathered to inform edits, will create a survey to be used beginning fall 2013.

					beginning fall 2013	
To increase number of Career and College Promise Pathways	To increase area high school students' opportunities to pursue career of choice and provide seamless transition to earning associate's degree	By the end of spring 2013 We will have been approved to offer 2 new C&CPP certificate programs for high school students	NC Community College System approval for 2 pathways.	\$0	At this point, one Career and College Promise Pathway program of study has been submitted to the Curriculum Committee, recommended for approval, and signed by the Dean of Curriculum programs.	The Welding program for Career and College Promise was approved. No others were submitted. We never received feedback concerning other needed programs from the high schools. During academic year we need to conduct on-on-one interviews w/ high school guidance counselors to determine what if any programs are needed. We believe these one-on-one meetings will result in more honest feedback, than the large group meetings we have been conducting.



2012-2013

**Curriculum**

**DISTANCE LEARNING**

**Beth Gray-Robertson, Director of Distance Learning**

**Purpose:** The purpose of distance learning activities is to increase and maintain the accessibility of courses and programs at Halifax Community College in order to meet the diverse needs of our community by providing high-quality, accessible, and affordable education and services (Goal VI. C.)

Goal	Intended Student Learning Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To provide course enrollment options for students who may not be able to come to campus regularly because of physical limitations, work and family commitments, or by preference. (Institutional Goal I; Objectives A	Halifax Community College will offer hybrid, online, and North Carolina Information Highway (NCIH) courses.	The official class schedule will identify courses by type as hybrid, online, or NCIH.	A copy of each semester's course schedule and a count of the number of courses by type.	-0-	The course schedules were retrieved and courses were identified by type.  Documentation accompanies this document. Please refer to this Excel file: Supporting Documentation for 2012-2013 IE Plan Distance Learning-BGrayRob.xls.	Based on the Fall 2012 and Spring 2013 schedules, Halifax Community College offered hybrid, online, and North Carolina Information Highway (NCIH) courses. Therefore, students who were not be able to come to campus regularly (because of physical limitations, work and family commitments, or by preference) were served. This goal has been met.

& B)						
To provide Halifax Community College faculty training in Blackboard 9.1. (Institutional Goal I; Objectives A & B)	HCC faculty will use the new Blackboard 9.1 version to deliver curriculum course content.	100 % of faculty (full time and adjuncts) will successfully use Blackboard 9.1 to deliver all or part of curriculum course content. The official class schedule will identify courses offered Fall Semester 2012 and Spring 2013. The director of distance learning will verify that these courses used Blackboard 9.1 to deliver all or part of curriculum course content.	The official class schedule and course verification  Faculty training records.	-0-	The course schedules were retrieved and courses were identified by type.  Faculty training records were retrieved.  Documentation accompanies this document. Please refer to this Excel file: Supporting Documentation for 2012-2013 IE Plan Distance Learning BGrayRob.xls.	Based on the Fall 2012 and Spring 2013 schedules, 100% of faculty (full time and adjuncts) used Blackboard 9.1 Service Pack 7 to deliver all or part of curriculum course content. This goal has been met.
To broker instructional service agreements with partnering institutions in the NCCCS to receive curriculum courses. (Institutional Goal I; Objectives A & B)	To provide curriculum students with courses that will enable them to meet their program requirements.	Halifax Community College students will register for NCIH courses received from partnering institutions.	The official class schedule and enrollment rosters.	-0-	The course schedules were retrieved and courses were identified by type.  Documentation accompanies this document. Please refer to this Excel file: Supporting Documentation for 2012-2013 IE Plan Distance Learning BGrayRob.xls.	Based on the Fall 2012 and Spring 2013 schedules Halifax Community College North Carolina Information Highway (NCIH) courses. Therefore, students who were not able to come to campus regularly (because of physical limitations, work and family commitments, or by preference) were served. This

						goal has been met.
To attend the NC3ADL conference to glean information related to distance learning and online teaching. (Institutional Goal VI; Objective C)	To disseminate current trends in distance learning and online teaching to Halifax CC faculty.	Halifax CC faculty will receive a summary of information gathered from conference presenters regarding current trends in distance learning and online teaching.	Electronic copy of summary shared with faculty.	\$900.00	This conference was canceled due to a conflict with the system-wide conference.	Not applicable.



2012-2013

**SCHOOL OF ARTS AND SCIENCES**  
**Calvin Stansbury, School Chair**  
**GENERAL EDUCATION**

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Institutional Goal: I-B	Students will demonstrate preparedness for university studies.	83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.	Critical Success Factors, State Report	NA	77% Standard Not Met	Applied for STEM grant, which will enable greater interaction and follow-up between current HCC faculty and staff; and recent HCC graduates. The grant has passed the first phase of the selection, and we are awaiting further results.
Institutional Goal: I-D	Students in developmental English courses will demonstrate they have mastered the writing and reading skills needed to be	75% of developmental course completers in English will complete with a grade "C" or better.	Critical Success Factors, State Report	NA	81% Standard exceeded.	Goal Met  Reassess instruction strategies/continue use of best practices

	successful in the next English course.					
Institutional Goal: I-D	Students in developmental math courses will demonstrate they have mastered the mathematical competencies needed to be successful in the next math course	75% of developmental course completers in Math will complete with a grade of "C" or better.	Critical Success Factors, State Report	NA	72% Standard	Math instructors attended workshops devoted to developmental studies and the transition to DRE classes. Reassess instruction strategies/continue use of best practices
Institutional Goal: II-D	Students will demonstrate mastery of the computer skills needed to succeed in a non-information-systems college program	85% of <i>all</i> Associate and Diploma graduates will score "proficient" in Gen Ed technical assessments.	Research papers, essays, and accompanying rubrics.	NA	56% Standard exceeded.  In select sections of ENG 111, a research assignment was implemented in which students used a computer to find, teach, and implement MLA guidelines through peer work	Select English classes embedded a new MLA video tutorial their Blackboard courses. Within the next year, other sections of ENG 111 will follow suit, with the aim of ENG 111 classes implementing it.

Institutional Goal: I-D	Students will demonstrate they have mastered college-level reading and writing skills.	80% of college level English course completers with previous developmental coursework will Complete the subsequent college level English course with a grade of "D" or better.	Critical Success Factors, State Report	NA	90% Standard exceeded.	Goal Met- Continue with best practices
Institutional Goal: I-D	Students will demonstrate they have mastered college-level math concepts.	80% of college level mathematics course completers with previous developmental coursework will complete the subsequent college level mathematics course with a grade of "D" or better.	Critical Success Factors, State Report	NA	92% Standard exceeded.	Goal Met-Continue use of best practices
Institutional Goal: II-B	Students will demonstrate they have mastered college-level math concepts.	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in Gen Ed math assessments.	Exams / Rubrics	NA	96% Standard exceeded	Added Mat 175 to assessment to ensure that all college-transfer students are included in our assessment (appendix forthcoming).
Institutional Goal: II-A	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Essays, research papers, response papers and accompanying rubrics.	NA	85% Standard not met.	Added stylistic criterion for writing rubric. The rubric will be used in the 2012-2013 assessment.
Institutional Goal: II-A	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Research papers, response papers, and accompanying rubrics	NA	77% Standard not met. Purchased Merit software for reading and critical thinking skills.	Determine effective use of software and instructional practices

					Implemented the software in Spring 2013 in sections of ENG 085 and ENG 095.	
Institutional Goal: I-B	Students will indicate preparedness for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications/math/science/writing and reading.	Surveys	NA	71% Standard not met.	One faculty member participated in HP LIFE e-learning webinar; business communications.  To determine areas needing improvement for preparedness for university studies.
Institutional Goal: I-B		In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in math.	Surveys	NA	100% Standard met.	Goal Met. However, it was determined that there is need to further consider the results in the agenda of the 2012-2013 Gen Assessment meeting because of one year logistical delay in reporting- and to consider ways of handling the delay in future cycles.

<p>Institutional Goal: I-B</p>	<p>Students will indicate preparedness for university studies.</p>	<p>In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in math.</p>	<p>Surveys</p>	<p><b>NA</b></p>	<p>80% Standard not met.</p>	<p>Added Mat 175 to assessment to ensure that all college-transfer students are included in our assessment. Additionally, determined that there is need to further consider the results in the agenda of the 2012-2013 Gen Assessment meeting because of one-year logistical delay in reporting- and to consider ways of handling the delay in future cycles.</p>
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2012-2013

**School of Arts & Science**  
**ENGLISH & COMMUNICATIONS DEPARTMENT**  
**Charles Wilkinson**

**Purpose:** The purpose of the English/Communications Department is to provide students in the Associate Degree and Diploma programs with the English language skills necessary to be successful in the workforce or in the transfer to a four-year university.  
 (II-A – To ensure that graduates of the Associate Degree Programs are competent at communicating effectively in reading, writing, and oral communication.)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Institutional Goal: II-A	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Archived essays, research papers, response papers and accompanying rubrics.	NA	85% Standard met.	Added stylistic criterion for writing rubric. The rubric will be used in the 2012-2013 assessment.
Institutional Goal: II-A	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Archived research papers, response papers and accompanying rubrics.	NA	77% Standard not met.	Purchased Merit software for reading and critical thinking skills. Implemented the software in Spring 2013 in sections of ENG 085 and ENG 095. Will determine impact of software use and revise instructional strategies accordingly.
Institutional	Students will	85% of <i>all</i> Associate and	<b>Recordings of oral</b>	NA	71% Standard	One faculty member

Goal: II-A	demonstrate mastery of college-level oral-communication skills	Diploma graduates will score “proficient” in oral-communication assessments.	<b>presentations and accompanying rubrics.</b>		not met	participated in HP LIFE e-learning webinar: business communications.
Institutional Goal: I-D	Students in developmental English courses will demonstrate they have mastered the writing and reading skills needed to be successful in the next English course.	75% of developmental course completers in English will complete with a grade "C" or better.	Critical Success Factors, State Report	<b>NA</b>	81% Standard exceeded  90% Standard exceeded.	Goal Met  Goal Met.  Continue use of best instructional practices.
Institutional Goal: I-D	Students will demonstrate they have mastered college-level reading and writing skills.	80% of college level English course completers with previous developmental coursework will complete the subsequent college level English course with a grade of "D" or better.	Critical Success Factors, State Report	<b>NA</b>		Continue use of best instructional practices
Institutional Goal: I-B	Students will indicate preparedness for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications.	Surveys	<b>Negligible</b>		Goal Met. However, it was determined that there is need to further consider the results in the agenda of the 2012-2013 Gen Assessment meeting because of one year logistical delay in reporting- and to consider ways of handling the delay in future cycles.



2012-2013

**School of Arts & Science**  
**MATH DEPARTMENT**  
**Nina Swink**

**Purpose:** The purpose of the Mathematics Department is to provide graduates of Associate Degree and Diploma Programs with the mathematical skills necessary to be successful in the workforce or in the transfer to a four-year university.(Institutional Goals: IA, IB, IIB)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To increase the pass rate for students in Math 115.	The students in Math 115 will demonstrate they have the mathematical skills needed to be successful.	80% of students passing Math 115 make at least a 70 on a comprehensive final exam given at the completion of the course.	final exam	Paper	81.25% Fall 75% Spring(one class was 92% and the 58% in the other)	Planning to reconstruct the curriculum for Math 115 and our assessment tools.
To increase the percent of students in developmental math courses that pass the exit test with at least a 78.	Students in developmental math courses will demonstrate they have mastered the mathematical competencies needed to be successful in the next math course	At least 80% of students successfully completing a developmental math course will make at least a 78 on the exit test.	Exit test	Paper	87.8% Fall 93.5% Spring	Goal Met



2012-2013

School of Arts & Science,  
HEALTH & PHYSICAL EDUCATION  
Scott Dameron

**Purpose:** The purpose of the Health and Physical Education Department is to promote and instill the positive effects of life-long physical activity and an overall healthy lifestyle by offering Physical Education and Health courses in the College Transfer curriculum.

Goal	Intended Student - Learning Outcome <u>Intended Outcome</u>	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
College-Transfer students will employ the creative, rhetorical, technical, mathematic, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.	Students will have an awareness of the value that life-long physical activity and healthy living plays in their overall-well-being.  Students will be able to discuss and perform skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.	At least 80% of students will “strongly agree” or “agree” with the following statement: “Life-long physical activity and a healthy lifestyle is important to my overall well-being.”	Survey	Maintenance/Service Agreement for existing fitness equipment (\$750 + needed repairs), Tennis rackets, tennis balls, first aid kits, cones, stopwatches, dumbbell sets, workout benches, gym bacterial wipes (\$999.00)	100% of returned surveys answered “Strongly agree” or “agree” with the survey statement.	Continue to promote healthy living for the student population through education, opportunity, and facility, equipment upgrades.



2012-2013

**School of Arts & Science**  
**HUMANITIES & SOCIAL SCIENCE**  
**Phil Pair**

**Purpose:** The mission of the Humanities and Social Sciences Department is to introduce students to social science and the humanities in preparation for the coursework of a Bachelor of Arts program. It is also our mission to facilitate the demonstration of greater knowledge and appreciation that the student is a member of a complex global community embedded within the context of its history, literature, philosophies, politics, ethics, behavior, and social problems. We will work to broaden the student's learning perspective in an interdisciplinary fashion and to show how those disciplines, though different, are interrelated and create wholeness in the learning experience. IB IIA

Goal	Intended Student learning Outcome Intended Outcome	Criteria for success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Institutional Goal: 1B &IIA	HUM 120-Analyze the impact of popular culture of dress, music, television and social thought and how they intersected with American society.	At least 70% of students meet minimum standards of achievement according to instructor generated rubric.	Written assignment regarding any of the elements of popular culture and its influence.		Students did an essay on black nationalism/black power and 61% met minimum standards of achievement.	To improve SLO mastery, a Backboard assignment in a discussion board format was added. Students were required to synthesis data and use critical thinking skills.
Institutional Goal: 1B &IIA	HUM 160 - Identify the basic elements of the filmmaking process (screenplay, storyboards, direction, editing, etc.)	At least 80% of students meet minimum standards of achievement according to instructor generated rubric.	Wiki Page		100% of students who participated made at least a passing grade.	Student learning outcome is being met in HUM 160. Will assess another SLO 2013-2014 academic year

<p>Institutional Goal: 1B &amp;IIA</p>	<p>PSY 281--#8, Utilize the current system for the classification and assessment of mental disorders to identify psychological and personality disorders</p>	<p>At least 80% of students meet minimum standards of achievement instructor generated rubric.</p>	<p>Role Playing Exercise</p> <p>Rubric for accurate display of symptoms related to psychological disorders.</p> <p>Rubric for accurate use of classification and assessment system.</p>			<p>Continue use of instructional best practices.</p>
<p>Institutional Goal: 1B &amp;IIA</p>	<p>SOC 210 - #9 Consider the personal relevance of course material, including an understanding one's own development of self and how sociological forces shape our life and the lives of others, and an appreciation of the practical value of sociology</p>	<p>At least 80% of students meet minimum standards of achievement instructor generated rubric.</p>	<p>Rubric for Introspection essay assignment</p>		<p>94.44% of students in SOC 210 met minimum standards of achievement according to rubric.</p>	<p>Student learning outcome is being met in SOC-210. Will assess another SLO 2013-2014 academic year</p>



2012-2013

School of Arts & Science

SCIENCE

Julie Galvin

**Purpose:** The purpose of the Science Department is to deliver relevant, up to date scientific information to students seeking to transfer to a four-year school or complete the requirements of a two-year program (I.B.)

**INSTITUTIONAL GOALS**

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

B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today’s high skilled, global workforce.

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Institutional Goal: I-B	Students will demonstrate preparedness for university studies.	83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.	Critical Success Factors, State Report	NA	77% Standard Not Met	Applied for STEM (Science, Technology, Engineering, and Math) grant, which will enable greater interaction and follow-up between current HCC faculty and staff; and recent HCC graduates. Our application is still under consideration.

Institutional Goal: I-B	Students will indicate preparedness for university studies in science.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications/math/science/writing and reading.	Surveys	<b>Negligible</b>	100% Standard Met	Goal Met. However, it was determined that there is need to further consider the result in the agenda of the 2012-2013 Gen Assessment Meeting because of one-year logistical delay in reporting- and to consider way of handling the delay in future cycles
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2012-2013

**SCHOOL OF BUSINESS, School Chair – Lateef Balogun  
ACCOUNTING**

**Purpose:** The purpose of the accounting program is to provide high quality accounting education to students in the local service area. Students will enhance their business and accounting skills while attending and completing the accounting courses in the program. Upon completion of the program students will be able to demonstrate learned skills and gain meaningful employment in the accounting field. The department strives to prepare adults for the workforce, and to meet the needs of local business by providing businesses with skilled employees in the accounting field. (Institutional Goals & Objectives: IA, IIE, IIIB)

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
To provide students with the knowledge and skills necessary for employment and growth in the accounting field.	Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field.	Eighty percent of accounting graduates will receive ratings of “excellent”, “above average”, or “average” on the accounting graduate core courses performance checklist.	Accounting graduate core courses performance checklist.  End of year grade report		Students were not satisfied with the mode of Delivery (Online).  The total 92 students in the overall accounting classes for the academic year (48-fall 2012); 84 received a grade of “D” or Better, and only 8 students receive a grade of “F”. A passing rate of 91.3%  A total of 44 students enrolled in Accounting Courses for the Spring 2013 Semester, 37 completers.	To assess whether this program needs to be delivered totally on line or in a combination of on-line and face-to-face traditional classroom format.  An adjunct professor was utilized for instruction and the Business program needs an accounting instructor (Full time) that can assist our students

					<p>37 students received a passing grade of “D” or better = 84% *( 1-D)</p> <p>36 students received a grade of “C” or better = 82%</p>	
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2012-2013

**School of Business**

**ADVERTISING and GRAPHIC DESIGN**

**Johnnie Rascoe, Program Head**

**Purpose:** The purpose of the Advertising and Graphic Design curriculum is to provide students with the knowledge and skills necessary for employment in the Graphic Design profession.

- Students will acquire knowledge of graphic design process, technology, and presentation concepts necessary for employment.
- Students will employ creative, critical-thinking, and articulation skills producing concepts for graphic designs.
- Students will be trained in the design of promotional materials and communications.

Goal	Intended Student-Learning Outcome Intended Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To facilitate the employment of Associate in Applied Science Degree students, make changes in skills, course offerings, and make purchases indicated to enable graduates to meet industry standards.	Associate Degree graduates of the program will prepare a portfolio of projects that exemplify the design process and solutions to a variety of graphic design problems using current software packages.	100% of graduates of the Associate Degree will complete portfolios with project work that summarizes the course work learned in class.  Projects completed in the benchmark courses will be included in the portfolio review at the end of the semester. 90% will be judged appropriate to the current job market standards by the Department Head.  Students will informally discuss	Portfolio review will be completed by the Department Head at the completion of benchmark courses.  Class participation and HCC Blackboard activity will be reviewed	N/A	This academic year, Advertising and Graphic Design graduated four students. All four students have completed the portfolio review, which was completed by the Department Head.  Projects have been reviewed, graded and commented on by the Department Head. The four graduating students also included	A study scheduled for November 2013 and May 2014 will be conducted to determine if the online portfolios developed by graduates assisted them in finding employment opportunities.  Results of portfolio reviews are used in a comparative format to ensure the quality of work is at industry standards.  Group work was monitored in order to improve on future

		projects and the design process within small groups in the classroom or discussion board in HCC Blackboard.	by the Instructor of record.		these projects in their portfolio and were judged to be appropriate to the current job market standards.	projects and group functionality for upcoming courses and coursework.
	Diploma graduates of the program will prepare a portfolio of projects that exemplify the design process and solutions to a variety of graphic design problems.	<p>Portfolio Design will be included in the portfolio and exit interview. 90% will be judged as acceptable for the current job market by the department head.</p> <p>Students will informally discuss projects and the design process within small groups in the classroom or in discussion boards in HCC Blackboard.</p> <p>Upgrade to ten Pentium chip iMac workstations to allow students to move to the current generation of software and hardware utilized in the industry.</p>	<p>Review portfolio of graduates and create a digital portfolio for graduates. Department Head will update tracking sheets on individual students.</p> <p>Portfolio and exit interview is mandatory completion of the diploma program and overseen by the department head.</p> <p>Students will be proficient in CS5, new suite of Mac products developed for the Pentium iMac hardware and peripherals that include multiple processors and wireless technology. Students will be given a series of tests, exams and projects to assess their knowledge of the iMac software and hardware.</p>	N/A	<p>This academic year, Advertising and Graphic Design graduated four students. All four students have completed the portfolio review, and exit interview, which was completed by the Department Head.</p> <p>Currently, the department has not gotten new iMac computers that will accept the Adobe CS5 suite. We are still working with ten iMac computers that has Adobe CS3 software installed.</p>	<p>Tracking sheets are used to determine the students' exact point within the program and digital portfolios have been created to give students the visibility within the industry.</p> <p>Results of portfolio reviews are used to improve the portfolios and future portfolios within the department.</p> <p>Results are used to designate which students will be ready to take the Adobe CS5 certification test for multimedia creation.</p>
Provide Graphic	Graphic Design students will improved	100% of all students will display design	Students will be evaluated and their	N/A	Students have been evaluated by the	Evaluation are used to improve the course

<p>Design graduates with improved soft and technical skills as well as presentation skills.</p>	<p>presentation skills and converse in a professional manner.</p> <p>Students will produce promotional materials to enrich the college and high school academic culture.</p>	<p>projects and do informal class-based critiques at a success rate of 80%.</p> <p>Students will prepare images and writings in multimedia presentations using the Basic Design process and Adobe CS 5 Premium Suite software.</p> <p>Students will use Internet technologies to do research on a variety of projects, and compete in local, state and regional exhibitions and competitions.</p> <p>Students will expand on their skills by utilizing scanners, digitalizing tablets, and access to a large format color printer to experiment with hard copy output as well as digital presentation of projects.</p> <p>Materials produced by students will be on display on HCC website and on the college and high school area campuses.</p> <p>Students will show</p>	<p>critiques analyzed by the instructor/department head.</p> <p>Students will informally discuss projects and the design process within small groups in the classroom or in discussion boards in HCC Blackboard.</p> <p>Students will compete in contests, post art to the Internet, and participate in exhibition opportunities.</p> <p>Students will discuss projects on display with classroom visitors, and participate in campus exhibitions.</p> <p>Students generate designs for non-profit organizations and also for the HCC Design programs.</p>	<p>\$4,000 - \$8,000 graphics tablets for workstations.</p> <p>Printers and scanners, \$600</p> <p>Upgrade to CS 5 Premium Software, \$8,000 (14 upgrades needed for the computer lab)</p> <p>Large format color printer, \$3,000</p> <p>DVD player consistent with use in Macintosh video editing software, \$400</p>	<p>Department Head for design-based projects. The success rate of 92% was achieved.</p> <p>Students have been evaluated by the Department Head for design-based projects. The success rate of 92% was achieved.</p> <p>Students have worked on several designs for nonprofit organization has been positive.</p> <p>Through the use of Internet Technologies,</p>	<p>design and ensure that coursework is relevant and meaningful with the design industry.</p> <p>Group work was monitored in order to improve on future projects and group functionality for upcoming course and coursework.</p> <p>Result of artwork is used so students can gain recognition within the industry.</p> <p>Visitors have provided some extra invaluable tips and techniques students will have at their disposal while working on future projects.</p> <p>The products produced by students have helped to give notice to the community of our service and the detailed work produced by students within the department.</p> <p>The products produced by students have helped</p>
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<p>To improve quality of instruction using digital media within a well-constructed classroom/lab environment.</p>	<p>Graphic Design students will improved presentation skills and converse in a professional manner.</p> <p>Students will produce promotional materials to enrich the college and high school academic culture.</p>	<p>multimedia projects using projection equipment.</p> <p>Students will prepare images and writings in multimedia presentations using the Basic Design process and Adobe CS 5 Premium Suite software.</p> <p>Students will use Internet technologies to do research on a variety of projects, and compete in local, state and regional exhibitions and competitions.</p> <p>Students will expand on their skills by utilizing</p>	<p>Students will informally discuss projects and the design process within small groups in the classroom or in discussion boards in HCC Blackboard.</p> <p>Students will compete in contests, post art to the Internet, and participate in exhibition opportunities.</p> <p>Students will discuss projects on display with classroom visitors, and participate in campus exhibitions.</p> <p>Students generate designs for non-profit</p>	<p>Nine workstations to fill and complete a lab in B183. Also, have heating/air conditioning ducts lowered, the ceiling capped on the room, and insulation added to the walls to provide an acceptable design area for students.</p>	<p>students have researched projects and similar companies that have expanded on their initial company or non-profit logos. This information is used to make initial drafts of logos for community-based companies or non-profit organizations.</p> <p>Work has started on B183. The heating and air conditioning plans and the ceiling lowering has begun.</p>	<p>to give notice to the community of our services and the detailed work produced by students within the department.</p> <p>Result of artwork is used so students can gain recognition within the industry.</p> <p>Visitors have provided some extra invaluable tips and techniques students will have at their disposal while working on future projects.</p> <p>The products produced by students have helped to give notice to the community of our services and the detailed work produced by students within the department.</p>
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		scanners, digitalizing tablets, and access to a large format color printer to experiment with hard copy output as well as digital presentation of projects.	organizations and also for the HCC Design programs.			Effectiveness of this recent change cannot be quantified as of yet, and shouldn't be counted as a completion or goal achieved currently.
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2012-2013

**School of Business**  
**BUSINESS ADMINISTRATION**  
**Lateef Balogun, Program Head**

**Purpose:** The Business Administration degree program is designed to introduce students to the various aspects of the free enterprise systems. Students will be provided with the fundamental knowledge of business functions, processes, and an understanding of business organizations in today’s global economy. 1A, B, C, II.A, B, C, D, III.B, V, III.V.C

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Result / Outcomes	Use of Results
To offer students Basic working knowledge of the Business and economic environment in today’s global economy.	Student will be able to articulate how businesses function in the global economy	At least 80% of students will demonstrate at least average knowledge of basic business and economic concepts.	<ol style="list-style-type: none"> <li>1. Definition Mastery</li> <li>2. Short Answer problems</li> <li>3. In class Drill mastery</li> <li>4. Homework Assignment</li> <li>5. Quiz</li> <li>6. Test</li> <li>7. Discussion Forum Threads</li> </ol>	Smart Board Document Projector, Instructor designated computer.  \$8500	Over 81% of completers for the academic year were able to demonstrate mastery of basic Business concepts and terminologies as exemplified in their homework results, quizzes, Discussion forum and or Test.  BUS-110 =81.25% received a grade of “C” or better.  16 completers, 13 students received a grade of “C” or better	To reassess the syllabus and the course delivery methods

<p>Students will acquire basic computer Skills</p>	<p>Students will be able to compose business documents, use office tools</p>	<p>Students must demonstrate fluidity in the use of computers by mastering at least 80% of computer program terminologies.</p>	<ol style="list-style-type: none"> <li>1. Ability to use computers</li> <li>2. Use of internet to conduct research</li> </ol>		<p>BUS-137 = 15 completers</p> <p>11 students received a grade of “C” or better- 73.33%</p>	<p>Infuse more projects and assignments with the use of computer.</p>
<p>Students will develop Critical Thinking Skills</p>	<p>Student will be able to use critical thinking skills to solve Business problems.</p>	<p>At least 80% of students will demonstrate at least an average understanding of how to apply business formulas to hypothetical business problems.</p>	<ol style="list-style-type: none"> <li>1. Essay/Business documents composition</li> <li>2. Business Problem Drills</li> <li>3. Homework Assignment</li> <li>4. Quiz</li> <li>5. Test</li> </ol>		<p>BUS-225 9 Completers 100% received a grade of “C” or better</p> <p>ECO-251 12 completers, 8 students received a grade of “C” or better 67%</p> <p>ECO-252 17 completers Student received a grade of “C” or better 47%</p> <p>MKT-120 12 Completers 100% of them received a grade of “C” or better</p> <p>A total of 81 Students took a BUS prefixed or Eco prefixed course this semester, 70 students received a grade of “C” or</p>	<p>More emphasis needs to be placed on terminology recognition and to revamp and stream line the syllabus based on the student Learning Outcomes. Also there is a need to improve the Developmental mathematical classes so as to reflect more Business computations</p>

					better = 86.419%	
					100% of the students that completed the course were able to demonstrative proficiency in the use of office software such as Microsoft word, accessing the internet, creating emails, generating chats via the discussion board.	



2012-2013

**School of Business**

**COMPUTER INFORMATION TECHNOLOGY**

**Emmanuel Obi, Program Head**

**Purpose:** The purpose of the Computer Information Systems program is to prepare graduates for employment with organizations that use computers to process, manage, and communicate information. The flexibility of the program directly relates to the college’s mission statement by providing accessible educational opportunities at convenient times. The program also prepares adults for the workforce through diploma and associate degree offerings. (I.A, II., A.2, II, B.1, III.A, III.B, III.C, B.1, V.C, V-A, V-B, V-C)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results / Outcomes	Use of Results
To increase students’ employability by offering hands-on skills and experience that today’s graduates need to succeed in information technology careers.	Students will acquire knowledge that will give them the added advantage of entering the IT workforce with proven technical skills and an internationally-recognized Microsoft Certification.	80% of students will receive ratings of greater than or equal to 80% on the Exams, Lab activities and Projects.	Skills Assessment Manager  Blackboard Test Bank Lab worksheets	State-of-the-art computers (30) \$30-35,000 [every 3 yrs]  Update to Adobe CS6 Web Premium \$11,000 [every two years]  Supplies \$2000  Microsoft Advanced IT Academy \$1750.00 per year	74% of the students successfully completed their courses with a grade of B or above.(see attached spreadsheet)	Students will be encouraged to take IT certification exams. Application will be filed to register the college as an IT academy to provide more hands-on training and practice test. A request will be made for additional lab space enable more students work individually in the labs. A request has also been made through the work study program for a student lab attendant to provide student support services after instructor led labs.



**School of Business**  
**INTERIOR DESIGN**  
**Alice Vaughan, Program Head**

**Purpose:** The Interior Design program will implement the development of technical knowledge, professional practices and aesthetic principles to prepare students for a variety of job opportunities in both residential and commercial/contract design, set design, showroom design and sales positions for furniture, textiles, and accessories, and all businesses dealing with interiors. **(Goals: I.-A., II.-A., II.-B., II.-C, II.-D., II.-E., III.-B., III.-C., VII.-A., VII.-D.)**

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>Provide quality education to ensure the student will be able to meet the industry standards for employment in their field of expertise upon graduation.</p>	<p>The student will be prepared for a variety of job opportunities that acquire knowledge of design principles, concepts and history in preparation for working in diverse environments.</p> <p>The student will employ creative, articulate, and critical-thinking skills needed in diverse environments in the workplace.</p> <p>The student will</p>	<p>90% of students who complete assignments/projects and presentations will receive ratings of <math>\geq 70\%</math> on the Interior Design Performance Checklist.</p> <p>Projects/Presentations - 90% of projects will be based on research from internet research, or trade shows.</p> <p>Real-life projects (when available) will consist of design principles, concepts</p>	<p>Course and program checklist.</p> <p>Projects/presentations (electronic &amp; traditional) reality projects (when available) portfolio, internship</p>	<p>AutoCAD was updated in Fall 11 and will not be updated due to program closing</p> <p>Update 20/20 software: has been updated and will be available until Aug. 2013</p>	<p>Course/program checklist has been updated.</p> <p>Rubrics have been updated for most classes.</p> <p>Second year students will complete a reality project in the fall &amp; spring. (if applicable)</p> <p>Students will be informed they need to continue to update portfolios.</p> <p>Students have been informed the program is closing and have until May 2014 to complete the program.</p>	<p>Checklist was updated.</p> <p>Rubrics were updated for all of Fall 12 and SP 2013 classes.</p> <p>No reality project was complete/no second year student taking the course DES 230 in the Fall 12 or DES 240 SP</p> <p>Students were informed to continue to update portfolios.</p> <p>Current students and students that were enrolled in the program in SP 12 were informed they have only until May 2014 to complete the program.</p> <p>Administration</p>

	exhibit positive non-technical skills applicable in the workplace.	and history the student has completed.  100% of students will complete a Portfolio/internship				decided to close the program prior to May 2014.
Provided field trips for hands-on experience.	Students will experience different areas of Interior Design through field trips.	95% of students in the Interior Design program will attend the field trips that are provided.	Completing an essay of their experience on the field trip attended.	Travel cost for students to attend High Point Furniture Market and other field trips.	Essay of experience	Students traveled to high Point Furniture Market; but were not enrolled in any Interior Design classes to be able to complete the essay of their experience. However, all students verbally expressed their experience to me.
Prepare graduates with enhanced soft and technical skills to be able to maintain a professional attitude for the workforce.	Students will become proficient in presentation skills, both orally and visually.  The student will become familiar with software skills that are required in the workplace.	90 % of Projects/Presentations will be included in DES 135, 220, DES 120, DES 230 DES 240 and DES 250.	Course and program checklist.  Projects/presentations (electronic & traditional)	Students will purchase form boards and mat boards for traditional presentations.  For electronic presentations, students will use PowerPoint.	Course/program checklist has been updated. Presentations for FA12  DES 135 need to be updated.	Program/course checklist has been updated. DES 250—Students improved on electronic (PowerPoint) presentations. DES135: Students were reluctant to present their projects. For the SP 13 semester, I included a rubric for presentations and to have students aware of how important it is to have the ability to present their projects.



2012-2013

School of Business

MEDICAL OFFICE ADMINISTRATION

Deborah Boone, Program Head

**Purpose:** The purpose of the Medical Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities. (I-A, III-A, II-B, V-C, II-B, V-C, II-B, II-B, V-C, I-A, II-B, II-B, V-C, IV-C, II-B, II-B,)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Provide graduates with the technical and interpersonal skills necessary to be successful in Medical Office Administration .	Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry.	The faculty co-op coordinator and the Co-op work supervisor will evaluate the work experience of each degree graduate at least twice during the cooperative work experience.	100% of degree graduates will earn a rating of “Very Good” or “Outstanding” in the HCC Cooperative Education Workbook, as determined by their co-op work supervisor and the faculty co-op coordinator.	Advisor time (4 hours per student, each semester), vehicle and cost of gas.	MET 100% of Fall 2012 and Spring 2013 Medical Office Administration Co-op students received a rating of “Very Good” or “Outstanding” on their evaluation.	Several students have been offered positions at their co-op locations and several offices would have if they had positions available. Continue to incorporate employer suggestions in classes in preparation of the co-op.
	Provide graduates with up-to-date technology required for the successful completion of the program. Students will validate their working knowledge	Using medical office simulation software, students will apply skills required to perform appropriately in a simulated medical office. Student will perform	80% of graduates will complete OST-243, Medical Office Simulation, a capstone course, with a grade of C or better.	Remote USB for Projector in lab: \$ 100.00  Computer upgrades every	MET 89% of Fall 2012 and Spring 2013 students completed OST-243, Medical Office Simulation, with a grade of C or better.	New interactive software worked well in the course. It allowed students to watch a task and then to successfully complete the task at their own pace. Will

	of the subject matter and proficiency in the use of medical software.	<p>operations for the front office, schedule/reschedule patient appointment for several doctors, provide coding, insurance claims and billing.</p> <p>If the correct result is not acquired, students must search patient records for errors. Errors must be located and all necessary corrections completed.</p> <p>Methods: Projects, Tests, and Quizzes.</p>		4-5 years (for ability to handle software): \$30,000		incorporate the same software in the Fall 2013 semester with minor changes.
	All graduates will demonstrate knowledge of medical terminology and how correct usage is vital in the medical office.	<p>Students will display their ability to break down and define medical terms by their individual components.</p> <p>Methods: Quizzes, Tests, Projects, and Research Projects.</p>	<u>80%</u> of all graduates will complete MED-122, Medical Terminology II, with a grade of C or better.		MET 89% of Fall 2012 and Spring 2013 students completed MED-122, Medical Terminology II, with a grade of C or better.	Evaluate the benefits of incorporating additional interactive activities into the course to assist in higher student retention of medical terms.
	Degree graduates will demonstrate their knowledge of	Students will transcribe medical dictation from	<u>80%</u> of degree graduates will complete OST-241,		MET of Fall 2012 students completed OST-241, Medical	Add additional grammar and punctuation

	<p>medical terminology with proficiency in medical transcription.</p>	<p>various dialects using the appropriate medical report formats, terminology, grammar, and punctuation. They will establish an individual process for researching terms they do not recognize during their transcription.</p> <p>Methods: Evaluate Transcription Progress, Quizzes, and Proofreading Medical Reports.</p>	<p>Medical Transcription I, with a grade of C or better.</p>		<p>Transcription I, with a grade of C or better. Addition of grammar &amp; punctuation exercises resulted in higher accuracy in transcription documents.</p>	<p>exercises in with the transcription exercises.</p>
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2012-2013

School of Business

OFFICE ADMINISTRATION TECHNOLOGY

Beverly Sessoms

**Purpose:** The purpose of the Office Administration Technology curriculum is to prepare individuals for positions in administrative support careers. It equips office professionals to respond to the demands of a dynamic computerized workplace by developing proficiencies in the use of integrated software, oral and written communication skills, analysis and coordination of office duties and systems and other support functions. Emphasis is placed on non-technical as well as technical skills.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Provide graduates with the technical and interpersonal skills necessary to be successful in an Office Administration Position	Office Systems Technology graduates will acquire the level of skills necessary to meet industry standards and successfully compete for employment in the Professional Office Administration field.	80% of students who graduate will demonstrate proficiency in the use of office equipment.  Exercises in the individualized programs require the application of technical skills with a high degree of accuracy.  80% of students will meet the North Carolina Community College System's Standards in the OST field of study.	Students work is evaluated throughout the program using different instruments, i. e., test/quizzes, timed exercises, portfolio lessons in GDP etc., CO-OP work books are monitored for completion and accuracy by the CO-OP Supervisor. Will use HCC's current tracking system to determine number of students employed after graduation.	\$300 Printing & Binding  \$1,000 Professional Development	OST 131 is a pre-requisite for many OST courses. Concerned about number of OST 131 (Keyboarding) students successfully completing online course. Notable time spent with some students in traditional class setting to ensure they acquired level of skills necessary to	Reassess instructional strategies.

		Increase employment placement in OST by 2% compared to previous graduates rate of employment.	Comparing last year's graduation employment placement to this year.		meet industry standards and curriculum program requirements.  Need to contact OST graduates to determine number employed after graduation. Expected completion date: 12/20/12	
		Students will demonstrate their working knowledge of the subject matter and proficiency in the use of Office Systems Software packages.	Students are required to work in the Office Administration field as part of the curriculum's work experience during the last semester in school. Students are required to participate in a mock interview process during the last semester of school after completing multiple assignments related to the work experience. Mock interviewer reports will be reviewed to determine level of		Intend to review Co-Op work books in Spring 2013 and attend Professional Development (OST 284) evening course to observe oral presentations and mock interviews.	Co-op workbooks reviewed and I did not notice any notable changes required at this time. Also reviewed 2 mock interview reports and observed mock interview process on March 10, 2013. Students exhibited adequate proficiency and appeared prepared for actual job interview.

			student preparedness when participating in mock interview process.			
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2012-2013

**SCHOOL OF LEGAL AND PUBLIC SERVICE TECHNOLOGY, School Chair – Precious Vines**  
**BASIC LAW ENFORCEMENT TECHNOLOGY**  
**Clara Faison, Program Head**

**Purpose:** The purpose and goal(s) of the Basic Law Enforcement Training program continues to be improving the quality of life and the educational and economic base of the service area by offering an accredited training course which certifies the student for employment as a state certified law enforcement officer. Successful participation in the program will qualify the student to enter the profession and overall provides the student with a life-long learning and personal growth opportunity. These stated goals and purpose are in direct support and alignment with the Halifax Community College Mission Statement.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resource /Cost	Assessment Results	Use of Results
Provide a strong technical training program which enables the successful student to achieve state certification and relative employment as a law enforcement officer.	The cadet will demonstrate knowledge of all thirty-five instructional topics within the program as demonstrated on individual topic tests and the comprehensive state exam qualifying the student for state certification.	80% of Basic Law Enforcement Training (BLET) graduates will achieve an overall passing score on the state BLET exam.  100% of graduates will complete all 35 topic test with a grade of 75% or better.  Success criteria demonstrated by 85% of BLET graduates achieving an overall passing score on the	Weekly assessment exams will be administered which covers all 35 topical instructions for the previous period of instruction. Mandatory study hall implemented to on Monday and Wednesday to ensure successful completion of the program  Individual grading,	-0-          -0-	50% of BLET graduates of the 43 <sup>rd</sup> session Fall (2012) passed the state exam on first attempt.          100% of all graduates of the 43 <sup>rd</sup> . session (fall	In order to raise state exam results (first time test takers) to the criteria threshold of 80% The pass/fail rate is elevated to 80% for all topic tests The mandatory reading proficiency score is raised to the 10.5 grade level. Ten hours of preparatory state exam instruction and preparation is added to classroom instruction  In order to raise state

	<p>Provide quality student employment to public safety agencies with BLET graduates</p>	<p>state BLET exam.</p> <p>90% of criminal justice employers will report satisfaction on HCC employer satisfaction survey.</p>	<p>and record retention of each block grade for each student thereby meeting state mandate that each student must score a minimum of 70% on each of the 35 block tests</p> <p>Employment satisfaction survey with sheriffs &amp; chiefs of police</p>	<p>-0-</p> <p>-0-</p>	<p>2012) met this criteria.</p> <p>95% satisfaction return rate</p>	<p>exam result (first-time test takers) to the criteria threshold of 80%: The pass/fail rate is elevated to 80% for all topic tests. The mandatory reading proficiency score is raised to the 10.5 grade level. Ten hours of preparatory state exam instruction</p> <p>Continued employment opportunities for BLET graduates.</p> <p>Survey results provided to Executive Advisory Committee for input</p>
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2012-2013

**School of Legal and Public Service Technology**  
**CRIMINAL JUSTICE TECHNOLOGY**  
**Clara Faison, Program Head**

**Purpose:** The purpose of the criminal justice degree curriculum is to improve the quality of life and the educational and economic base of the college's service area by offering an associate and state accredited programs and courses which will provide the student with advanced personal success opportunities which will enhance their overall life-long learning and personal growth experiences.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide a high quality, accessible, flexible educational program resulting in the A.A.S. degree	<p>The student will demonstrate legal knowledge of criminal law, constitutional law, and court procedure and evidence. [Knowledge]</p> <p>The student will use the prescribed professional standards of conduct and ethics to make legal and informed decisions when relating to various members of the community [Behavior].</p>	<p>85% of graduates will achieve a mean score average of "C" or better on the Criminal Justice Associate Degree Graduation Checklist.</p> <p>85% of graduates will achieve a mean score average of "C" or better on the Criminal Justice Associate Degree Graduation Checklist.</p> <p>85% of graduates will</p>	<p>Exit Interview</p> <p>Graduate Record Review &amp; Summary</p> <p>Capstone courses (CJC 111, 141, 212, 121)</p>	\$1,300	<p>100% of graduate will complete the following courses with a grade of C or better:</p> <p>CJC 111- Introduction to Criminal Justice</p> <p>CJC 141- Corrections</p> <p>CJC 121- Law Enforcement Operations</p> <p>CJC 212- Ethics &amp; Community</p>	<p>May 2013 Curriculum graduates have all met this objective &amp; criteria.</p> <p>Curriculum students continue to successfully complete the practical labs associated with specific CJ courses as related to this objective &amp; criteria.</p>

	<p>The student will utilize knowledge gained to design, outline, define, and evaluate an effective organizational structure chart for a public safety agency of 100+ employees. [Skill].</p> <p>Students will value the diverse, complex, social structures, and heritages of a multi-cultured service society.[ Attitude]</p>	<p>achieve a mean score average of “C” or better on the Criminal Justice Associate Degree Graduation Checklist.</p> <p>85% of graduates will achieve a mean score average of “C” or better on the Criminal Justice Associate Degree Graduation Checklist.</p>			<p>Relations Perform specific specialized technical skills as related to those programs with demonstrated requirements.</p>	<p>All graduates (05/2013) have met this objective.</p>
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2012-2013

**School of Legal and Public Service Technology**  
**COSMETOLOGY**  
**Patricia Fuller, Program Head**

**Purpose:** The purpose of the Cosmetology Curriculum is to prepare students for Entry –level employment in the field of Cosmetology and to successfully pass the State Board Exam by exposing the student to an educational environment that provides basic practical and theoretical knowledge.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To improve sanitation and disinfection practices of students on the clinic floor.	Students will consistently practice the proper sanitation and disinfection procedures	Habitually maintaining sanitized implements and storing them properly, Disinfecting stations before and after each client and the proper cleansing of hand to ensure the protection from diseases for student and client.	Daily station checks, weekly kit checks and observation..Students will be given a weekly sanitation grade	2012 Textbooks- Chapter 5 (Sanitation Disinfection), CD's and video tape demonstrating proper procedures.	Taken from weekly service sheets, it was determined that <i>9 out of 11</i> or <b>81%</b> of the students improved their sanitation practices during the <b>FA 12</b> Semester. In <b>Sp 13</b> it was determined that <i>8 out of 8</i> or <b>100%</b>	Results are used to determine the pass/fail rate.
Students maintain an average of 80% or above	Students will acquire the concepts and the practical skills needed to successfully pass the NC State Exam.	Students that score and 80 or above and all other requirements will graduate	Fall outcome practical project sheets to complete with a score of 80% or above on each area of study and final exams	2012 Textbooks, video tapes, CD's, and demonstrations	Students were given a practical skills test and a theory	Results are used to determine whether student is prepared for the state board

					exam for <b>FA 12 &amp; Sp 13</b> , it was determine that <i>13 out of 17</i> students or <b>76%</b> of students passed these exams.	exam.
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2012-2013

**School of Legal and Public Service Technology**

**EARLY CHILDHOOD**

**Sithah Campbell, Program Head** (Previously B.T. Brown)

**Purpose:** The mission of the Early Childhood Education program is to provide a highly qualified workforce for early childhood facilities in the Roanoke Valley and beyond.

**Institutional Goals:**

- I. To insure a qualified workforce by providing high quality accessible flexible training and transfer programs to a diverse student population
  - a. Provide technical and vocational education leading to an associate in applied science degree, diploma or certificate that meets the employment need of the community.
  - b. Provide a two year college transfer program to facilitate enrollment in a four year college-or university or entry in today’s high skilled, global work force
- II. To insure that graduates of the associate degree programs (AA, AS, AAS) are competent in the following areas:
  - a. Communicate effectively in reading, writing and oral communication.
  - b. Demonstrate fundamental math skills
  - c. Demonstrate positive life skills applicable in the workplace.
  - d. Demonstrate competency and information literacy through use of computers.
  - e. AAS graduates will perform specialized technical skills related to their program major

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
The goal of the Early Childhood Education program for 2012-2013 is to continue working on ECADA and increase our enrollment and graduation rate.	Students will complete EDU 119.	80% of students enrolled in EDU 119 will complete the course successfully and continue to work on their associate degree in Early Childhood Education.	Number of students completing EDU 119 and earn Early Childhood Program credential.		Fall 2012 – 18 students enrolled in EDU 119-11(61%) passed with a c or better. Spring 2013- 3- students enrolled with one student passing (2 failed the course).	



2012-2013

**School of Legal and Public Service Technology**  
**GREENHOUSE and GROUNDS MAINTENANCE**  
**Peggy Lynn, Program Head**

**Purpose:** The purpose of the program is to provide individuals from special populations with experience in general horticultural principles and applications and to provide employable graduates with qualifications for entry-level positions in the horticulture industry. This training provides a setting that is conducive to students' vocational and personal growth. Goals: I A; V C

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry level positions in the field of horticulture.	The student will practice proper plant propagation, inside and outside plant watering, use of industry related hand tools, pruning woody plants in the landscape, fundamentals of field container stock production, and maintenance techniques for seasonal plantings.	84% of students graduating will achieve average or above on all items on the identified technical-skills component of the Graduate Performance Checklist.	Graduate Performance Checklist (propagation, watering, pruning, etc.)	\$ 32,000.00  (Costs of materials for instruction; tools, gloves, plant plugs, seed, soil, hoses, pots, aprons, payroll, etc.	Eighty four percent of students graduating May 2013 have achieved average or above on all items on the identified technical-skills component of the Graduate Performance Checklist	Graduate Performance Checklist has been re-structured to include a number for each technical skill component indicating the component's value
	Student will gain non-technical skills appropriate for the workplace	84% of graduates will score average or above on all items on the behavioral component of the Graduate Performance Checklist	Graduate Performance Checklist  Roll Sheets	\$ 0	Eighty four percent of students graduating May 2013 have achieved average or above on all items on the behavioral component of the	Graduate Performance Checklist has been re-structured to include a number for each

		(attendance, positive attitude, close attention, time management and teamwork)	Time logs		Graduate Performance Checklist.	non-technical skill component indicating the component's value
To find newest trends in horticulture technology.	<u>Apply newest trends in horticulture technology to students' learning</u>	Attend Horticulture Trade Show. Attend Horticultural Instructors Association meeting.	Complete attendance of trade show and HIA meeting.	\$ 15.00	Attended Horticultural Trade Show & Horticultural Instructors Association meeting	Taught newest trends in Horticulture Technology to students, and will continue to implement new trends in instruction.
Earn required CEU's for licensing and learn skills in landscape design.	<u>Students will learn landscape design skills.</u>	Attend landscape design class at Horticulture Conference.	Complete design class	\$435.18	Application to attend was denied	Apply again next year.



2012-2013

**School of Legal and Public Service Technology**  
**HUMAN SERVICES TECHNOLOGY**  
**Michael Earl, Program Head**

**Purpose/Mission statement:** The mission of the Human Services Technology Program is to meet the educational needs of students preparing for careers in a variety of human service settings and to contribute to the social, cultural, economic, and political well-being of the community. (II. C, II.E, III.C, I.A)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To prepare graduates for a career in the human services profession.	Students will gain experience through 320 hours of organized, supervised and quality internship.	80 % of graduates will receive ratings of satisfactory or above on supervisor’s final co-op evaluation.	Co-op work book “Supervisor and Faculty Coordinator Evaluations”	Copy co-op workbook	11 students graduated from the HST Program. 11 or 100% received a rating of Satisfactory or above on supervisor’s final co-op evaluation	Areas specifically addressed by co-op supervisors were time management, being assertive and paying attention to details. These results will be utilized and incorporated in the Co-Op Seminar classes. Work with site supervisors to reinforce expectations and continue to hold students accountable.
Students will demonstrate competency in effective	Students will develop “effective helper skills” through	80% of graduates will obtain a “C” or better on their COE 125 Final paper.	Co-op workbook “Student’s Self-Evaluation”  Grading rubrics for COE 125 paper  Rubric for Clinical	Rubric/Peer Review Rubrics	11 out of 14 or 79% of the students obtain a C or better. 3 students received the letter grade “I” due to not completing hours. Will complete by 12/13  11 out of 19 58% = A 6 out of 19 30% = B’s 3 out of 19 13% = C’s	

<p>helping skills as a generalist in Human Service</p>	<p>didactic class experiences through role-playing, interviewing, and code of ethics, professionalism and multiculturalism.</p>	<p>rubric for Clinical Interviewing and Counseling Role Plays</p> <p>80% of graduates will receive C or higher on “The Art and Science of Helping” paper project.</p> <p>80% students will receive a C or higher on their Working with Diversity Research paper</p> <p>80% students will conduct at least (1) interview with a professional in the field.</p> <p>80% of students will Participate in at least (1) field trip or (3) agency site visits and obtain a C on</p>	<p>Interviewing and Counseling Role-plays</p> <p>Rubrics for scoring “The Art and Science of Helping”</p> <p>Rubric for Research Paper</p> <p>Rubric for Interview</p> <p>Reflection Paper on field trip of agency</p>	<p>Rubric not completed <b>(Put in budget \$650)</b></p> <p>(Rubric) <i>Reduced from research paper to 5 page paper. Majority of class having problems w/ APA style, plagiarism, paraphrasing, computer skills, etc...</i> Completed</p> <p>Field trips to a variety of human service settings and higher education institutions</p>	<p>19 out of 19 100% C or Above</p> <p>13 out of 23 57% = A’s 6 out of 23 26% = B’s 1 out of 23 4% = C’s 87% C or Above</p> <p>3 out of 23 13% = D’s</p> <p>25 out 25 students passed their reflection paper. They visited an agency,</p>	<p>Students were provided feedback about areas they needed to work on, body language and counseling and interviewing skills. .</p> <p>Students were provided feedback from professionals in the field about different career paths, continuing their education, licensure requirements, skills needed to be successful in the field of human services.</p>
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		the Reflection Paper.	visit	<i>(not utilized)</i> <i>Put in budget</i>	of their choosing own their own.	
Graduates will obtain employment or transfer to a four year institution in order to continue their education in the human services field	Graduates will develop an understanding of the human service professional and different avenues of training and education	75% of known graduates will be employed, in military service, or continuing their education within 6 months of graduation.	Graduate Follow-Up Survey	In Progress		Continue stressing importance of our graduates following up and networking for job opportunities and continued professional growth. Make sure we have accurate personal contact info.



2012-2013

**School of Legal and Public Service Technology**  
**PARALEGAL TECHNOLOGY**  
**Precious Vines, Program Head**

**Purpose:** The purpose of the Paralegal Technology program is to provide knowledgeable and skilled graduates that are prepared to effectively assist attorneys in the legal field. (I.A, II.E)

Institutional Goals:

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training and transfer programs to a diverse student population.
  - A. Provide technical and vocational education leading to an associate in applied science degree, a diploma, or certificate that meets the employment needs of the community.
  - II. To ensure that graduates of the Associate Degree Programs (AA/AS/AAS) are competent in the following areas:
    - E. AAS graduates will perform specialized technical skills related to their program major.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
The goal of the Paralegal Technology Department is to provide students with the training and skills necessary to become competent, and proficient paralegal professionals.	The Paralegal Technology Program will increase enrollment.	<p>The enrollment for the Associates’ Degree program will increase by 25% of its current enrollment by end of the next two school years.</p> <p>The enrollment for the Certificate Degree program will increase by 25% of its current enrollment by the end of next two school</p>	FTE reports, class enrollment statistics (per semester)	\$800-per budget requested	The data reflects no change in neither enrollment nor graduation rate. During the <b>2009-2010</b> school yr, <i>21 students enrolled &amp; 3 graduated;</i> During the <b>2012-2013</b>	The program will use these results to analyze the workforce need in the surrounding community. In addition, the program will use the results to analyze marketing and enrollment strategies used, and potential development of

		years.			school yr, 21 students were enrolled, & 3 graduated. <b>2010-2011</b> school yr (19 enrolled 2 graduated) <b>2011-2012</b> (20 enrolled, 2 grad)	additional resources to increase program visibility.
	The Paralegal Technology program will increase student retention.	The retention for the currently enrolled students will be maintained at a rate of 75% or more for both programs (Associates' Degree and Certificate)	FTE reports, class enrollment statistics (per semester)	\$800-per budget requested	Enrollment during 2010-2011 school yr was 19; <b>2011-2012</b> was 20; <b>2012-2013</b> was 21. This is a 9% increase.	The program will use the results to analyze retention strategies and available support for students enrolled in the program, and the potential development of additional resources to increase student success within the curriculum.
	The Paralegal Technology program will increase its passage rates for graduates who take the Certified Legal Assistant Exam.	The passage rate for graduates from the Paralegal Technology program will be 60% or greater for the total number of graduates who took the exam that year.	The minimum score required for successful exam passage.	Costs vary individually for students initiating private study. The program budget allots \$16,400, providing instructional supplies, technology software, and	Passage rate for <b>November 2012</b> exam was 40%. Passage rate for <b>May 2013</b> pass rate was 40%	The program will use the results of this assessment to analyze and critique methods to improve competencies needed for paralegals in the legal work force. The program will also use the results of this assessment

				course materials.		to analyze and assess ways to improve the NC Certified Paralegal exam preparation.
	The Paralegal Technology program will improve student time management, as exercised in courses taken in the curriculum.	70% of students within the Paralegal Technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes throughout the semester.	Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio	The program budget allots \$16,400, providing instructional supplies, technology software, and course materials.	Goal achieved for <b>Fall 2012</b> ; 75% (18 out of 24 students) received ratings of good, satisfactory, or better on assignments, exams and quizzes throughout the semester. Goal achieved for <b>Spring 13</b> ; <b>82%</b> (28 out of 34)	The program will use the results of this assessment to analyze and critique methods used to improve course performance for all students enrolled in the paralegal technology program.



2012-2013

**SCHOOL OF VOCATIONAL AND INDUSTRIAL TECHNOLOGY, School Chair – Hunter Taylor**

**On Campus Programs**

**AUTOMOTIVE SYSTEMS TECHNOLOGY**

**Hunter Taylor, Program Head**

**Purpose:** The Automotive Systems Technology curriculum prepares individuals for employment as entry-level automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. (I.A., II.E.)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry-level employment in the automotive repair industry.	The student will know the fundamentals of automotive technology and maintain a safe work environment	<b>Task Checksheets:</b> Graduates cumulative average task check sheet score will be 80% or higher.  <b>Vehicles:</b> Program will pursue avenues for the acquisition of hybrid vehicles such as state funds, Perkins funds, and insurance companies to correct deficiency indicated by the advisory board and by the students in last year's focus group.  <b>Student Focus Group:</b>	Task Checksheets Student Focus Group Advisory Board Surveys	Supplies \$5, 000  Service Information: \$975  Office Supplies: \$800	Goal Met: Graduates average task list score 84.73% Vehicles were pursued through advisory board contacts, regional representative for GM and Toyota, and through NAMAD. No success in securing a vehicle. Result from student focus group was favorable. Goal Met: all indicated agree or strongly agree or strongly agree Goal Met: Graduates	Program task tracking method will change next year due to new software. We will have to reevaluate the measurement criteria. Vehicles continue to be an issue and program will continue to pursue new vehicles. Continue focus group. Provides valuable information Advisory board surveys will be
	The student will be able to apply knowledge to diagnose, disassemble, and repair various automotive systems and subsystems.		Task Checksheets Student Focus Group Advisory Board Surveys	Overhead Door: \$2000  Exhaust Ventilation: \$8000		
	Graduates will demonstrate positive non-technical skills applicable in the workplace.		Soft Skills Checklist	Field Trips (\$2000)  Brochures/print		

		<p>Feedback from students on program</p> <p><b>Advisory Board Surveys:</b> 80% of returned surveys will indicate “Strongly Agree” or “Agree” or on all items.</p> <p><b>Soft Skills Checklist:</b> Graduates will have an average score of 70% or higher on the Soft Skills Checklist.</p>		<p>material (\$750)</p> <p>Vehicles (\$20,000)</p>	<p>scored 86.25%</p>	<p>continued.</p> <p>We will create a method to track soft skills continuously throughout the year.</p>
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2012-2013

**School of Vocational and Industrial Technology**  
**On Campus Programs**  
**INDUSTRIAL SYSTEMS TECHNOLOGY**  
**Jason Bone, Program Head**

**Purpose:** The Industrial Systems Technology curriculum is designed to prepare or upgrade individuals to safely service, maintain, repair, or install equipment. Instruction includes theory and skill training needed for inspecting, testing, troubleshooting, and diagnosing industrial systems. II B

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Review Performance Check sheets to ensure accurate results.	<p>The student will demonstrate knowledge of the fundamentals of industrial systems technology and maintaining a safe work environment.</p> <p>The student will apply knowledge to diagnose, disassemble, and repair various electrical and mechanical systems.</p>	<p><b>Performance Check sheets.</b>            80% of students will average a score of 5 or better on the basic skills and basic knowledge check sheet for any given course.</p>	<p>Performances check sheets.</p>	<p>Instructional supplies - \$3000</p> <p>PLC Trainer – Control Logix 5000 - \$36,000</p> <p>Industrial Wiring Training System - \$30,000</p> <p>Repairs in machine shop - \$6000</p> <p>Copies of RSlogix to be installed on</p>	<p>86% of students met the Basic Knowledge and Skills criteria for their respective course.</p>	<p>Will maintain criteria for another year as we barely met it this time.</p> <p>Performance sheets will be evaluated to ensure they give accurate results.</p>

<p>Review Soft Skills Check sheets to ensure accurate results.</p>	<p>Graduates will demonstrate positive non-technical skills applicable in the workplace.</p>	<p><b>Soft Skills check sheet</b> 80% of graduating students will average a score of 5 or better.</p>	<p>Soft Skills check sheet</p>	<p>ERC computers- \$5000  1 copy of Camtasia - \$300  Program brochures - \$200</p>	<p>83% of the students met the Workplace Skills (Soft Skills) criteria</p>	<p>Didn't make it for the first time. Will decrease required average score to a 4 while increasing 90% meet those criteria Performance sheets will be evaluated to ensure they give accurate results.</p>
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2012-2013

**School of Vocational and Industrial Technology**  
**On Campus Programs**  
**WELDING TECHNOLOGY**  
**Jason Shotwell, Program Head**

**Purpose/Mission statement that relates to the mission of the institution:** The mission of the Welding Technology program at Halifax Community College is to provide students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metal industry. (I.A)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry level employment as a welder or metal working employee.	The students will know the fundamentals of welding technology and maintain a safe work environment.	<p><b>Written Assignments:</b> 90% of students who complete WLD 115 will have an average score of 80 or better on all written exams.</p> <p>Deficiencies from past WLD 121 course will be restructured to achieve the following goal: 80% of students who complete the course will have an average score of 75 or better on all written test.</p>	<p>Written Assignments</p> <p>Student Focus Group</p> <p>Advisory Board Surveys</p>	<p>Equipment \$31,500</p> <p>Consumables \$8,000</p> <p>Cylinder Leasing and Exchanging \$6,000</p> <p>Steel \$4,000</p> <p>Power/Hand Tools and Replacement Parts \$2500</p> <p>Office Supplies \$200</p> <p>Marketing \$500</p>	<p><b>WLD 115:</b> 89% of students have an average score of 80 or better on all written test.</p> <p><b>WLD 121:</b> 89% of students have an average score of 75 or better on all written test.</p>	<p><b>A review of written exams to locate weak areas will help critique course content for future classes.</b></p> <p><b>A review of written exams to locate weak areas will help critique course content for future classes.</b></p>
	The student be able will	Students will give input	Lab Checklist	Professional	<b>Student Focus</b>	<b>Will continue</b>

<p>apply knowledge to prep, assemble, and weld a variety of welding applications and to perform repairs.</p>	<p>on program strengths and weaknesses to improve program.</p>	<p>Student Focus Group</p> <p>Certification Exam</p> <p>Advisory Board Surveys</p>	<p>Development \$2,500</p> <p>Field Trips \$500</p> <p>Equipment Repair \$2000</p> <p>Install Air Filtration</p>	<p><b>Group:</b> The student focus group is favorable</p>	<p><b>to use this focus group for information to improve program.</b></p>
<p>Graduates will demonstrate positive non-technical skills applicable in the workplace.</p>	<p>In the 2011-2012 focus group, students suggested that more steel was needed. This year, the program will look for more opportunities to receive donated steel.</p> <p><b>Lab Assignment/Checklist:</b> 80% of students who complete course WLD 115 will have an average score of 80 or better on lab assignments</p> <p>80% percent of students who complete WLD</p>	<p>Soft Skills Checklist</p>	<p>\$15,000</p> <p>Modify Existing Welding Booths \$2,500</p>	<p><b>Steel Donations:</b> A high quantity of steel has been donated from Weldon Steel Corporation. Department. Head will continue to reach out to other businesses for scrap steel donations. A steel purchase of approximately \$6500 was received Spring 2013.</p> <p>WLD 115: 94% of students have an average score of 80 or better on all written test.</p>	<p><b>Will continue reaching out to other businesses and area shop for steel donations.</b></p> <p><b>Outcome was successful. A review of written exams to locate weak area will help critique course content for future classes.</b></p>

		<p>131 will have an average score of 75 or better on lab assignments</p> <p><b>Certification:</b> The certification process will be revamped this year due to last year's outcome. More time and restructured parameters will be provided to the student so that 80% of students who complete WLD 116 will obtain a vertical weld certification.</p> <p><b>Advisory Board Surveys:</b> 85% of returned surveys will indicate "Strongly Agree" or "Agree" on all items of the Welding Curriculum Program survey.</p>			<p>WLD 131 100% of students have an average score of 75 or better on all lab assignments.</p> <p>Certification: 84% of students obtained the weld certification.</p> <p><b>Advisory Committee Surveys:</b> 80% of returned surveys indicated "Strongly Agree" or "Agree".</p>	<p><b>Outcomes were successful. A review of written exams to locate weak area will help critique course content for future classes.</b></p> <p><b>Outcomes were successful. A review of written exams to locate weak area will help critique course content for future classes.</b></p> <p><b>Result showed that the only disagreement was pertaining to the adequacy of the program's equipment and facilities.</b></p>
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On the 2011-2012 advisory committee surveys, one rating of disagree on the following statement was chosen: The program's equipment and facilities are adequate.... For the 2012-2013 school year, the program will locate ways to improve this area.

**Soft Skills Checklist:**  
 Graduates will have an average score of 80% or higher on the Soft Skills Checklist.

**Advisory Committee Survey Disagreement:**  
 Since the past advisory meeting, four pieces of equipment have been purchased which has enhanced the technology and training for students. In Dec. 2012, dept. head proposed approx.. \$50,000 of equipment through technical funding request. Also, storage building proposals have been submitted to improve the facilities. No action has been taken on both these items.

**Soft Skills:** The average score was 89.76%

**Will locate weak area on the soft skill checklist and continue to work closely with students to enhance their soft skills.**



2012-2013

**SCHOOL OF VOCATIONAL AND INDUSTRIAL TECHNOLOGY, School Chair – Hunter Taylor**  
**Off Campus Programs- Tillery Correctional Center**  
**Electrical/Electronic Technology**  
**Kent Dickerson, Program Head**

**Purpose:** The Automotive Systems Technology curriculum prepares individuals for employment as entry-level automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the challenges associated with this fast and ever-changing field. (I.A., II.E.)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
The program prepares an incarcerated student population to work at related maintenance jobs in the prison. When individuals are released from the prison system they are qualified for employment at parts supply houses, maintenance companies, and with electrical contractors.	Graduates will be able to demonstrate the following: 1. Identify and properly use hand and portable electric tools found in the electrical trade. 2. Identify and use standard devices, fittings, wire and fixtures through related lab projects according to the NC Electrical code.	Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Electrical (certificate) Performance Checklist.	Performance checklist	Materials 2,500	Additional Electrical Materials: wire, breakers, panels, fittings, conduit, wire nuts, switches, receptacles, screws and other various small items were purchased by HCC and Tillery Corr. Center	The Additional Electrical Materials allowed the class to progress and made the understanding of code applied to hands on an easier transition.  Ninety-One percent of students received ratings of excellent, above average or average on each item on the Electrical (certificate) Performance Checklist.



2012-2013

**School of Vocational and Industrial Technology**  
**Off Campus Programs**  
**FOOD SERVICE TECHNOLOGY**  
**Wylene Faulcon-Goins, Program Head**

**Purpose:** To prepare highly qualified, diverse graduates for the rapid changing and globally competitive market place of food service technology.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To prepare and graduate highly motivated students for catering operations, contract food service operation and health care faculties</p> <p>To prepare more students for the National Apprenticeship Program.</p>	<p>Upon graduation students will have diverse skills in cooking and baking for small to large scale industrial settings</p> <p>Student will have knowledge of the fundamentals of food service Technology, including concepts, skills and techniques' for different level of food production in institutional environments.</p> <p>To enroll at least 50% of the class in the Apprenticeship Program across the</p>	<p>100 % of graduates will receive ratings of Above Average, or Average on the Food Service Technology Graduate Performance Checklists (Breakfast Lunch , Dinner Settings,( 5 different baking techniques, 3 different meat preparation, vegetables ,starches, gravies 5 bread preparations)</p> <p>Know and understand the HACCP plan as well as the ServeSafe Course, as well as be able to execute the</p>	<p>10 written exams with a 80% success rate</p> <p>75% proficiency on all Lab performances</p>	<p>\$5,000.00 for supplies not provided by DOC</p>	<p>Graduated 92% of students. Out of the 8% loss all 5 Student had 100% 92% completion of FST 100. FST 103, and FST 102 92% of student completed all written exams. At a average or above average rate, Students completed required Labs with a 80% performance rating</p> <p>Student catered 6 additional functions for 75 to 150 people each</p>	<p>Continue to use same class outlines and Lab project and test to achieve a 100% positive completion of the class</p>

<p>To increase the class size to a maximum of 20 student per semester</p>	<p>state. Have the students ready for the ServSafe exam upon completion of FST-103/103A.</p>	<p>necessary measures to maintain an sanitary food service facility</p>			<p>function</p>	
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2012-2013

**School of Vocational and Industrial Technology**  
**Off Campus Programs**  
**MASONRY**  
**Timmy Crowder**

**Purpose:** To prepare graduates to work in the construction industry as Mason’s helper’s or as Masons.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Graduates will demonstrate skills in the following areas suitable for employment as a mason’s helper or mason.: Laying a corner, Laying a line, Various combinations of laying corners and lines mixing mortar using accurate measurements.	Students will acquire knowledge of the fundamentals of masonry, including brick and block types, blueprint reading, maintaining a safe work environment, mortar mixing and brick and block cutting techniques  Graduates will be able to follow county and state codes and regulation required to successfully lay brick, correct mortar strength	Task Check sheet: Graduates cumulative average task check sheet score will be 75% or higher.  Pre-test/Post-test: The average grades on graduates post-test will be 60% higher than the average pre-test grades.	Task check sheet Post and pretest, to determine the success of the students.	6,500.00 to offset the cost of material, tools, equipment and instructional supplies not provided by DOC	Graduates: Spring 2011 completed with an average of 75% or more On the lab check sheet.  Graduates scored at least 80 to 85 on testing.  Graduates completed all required projects	Continue to instruct using the same successful method as previous terms.



2012-2013

**School of Vocational and Industrial Technology**  
**Off Campus Programs**  
**PLUMBING**  
**Jim Harrell, Plumbing Instructor**

**Purpose:** The purpose of the Plumbing curriculum is to provide instruction in the basic skills needed to assist with the installation and repair of plumbing systems in residential and small buildings so that graduates are qualified for employment at parts supply houses, maintenance companies, and with plumbing contractors to assist with various plumbing applications.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
The program prepares an incarcerated student population to work at related maintenance jobs in the prison. When individuals are released from the prison system they are qualified for employment at parts supply houses, maintenance companies, and with plumbing contractors.	Graduates will be able to demonstrate the following: 1. Identify and properly use hand and portable electric tools found in the plumbing trade. 2. Identify and use standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code	Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist	Performance checklist.	6,500.00 to offset the cost of material and equipment not provided by DOC	Eighty percent of graduates received ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist	Result will be reviewed to determine improvement needed in overall program.  Advisory Committee will be advised of specific needs of Program that are essential if improvement is to peak.



2012-2013

**School of Nursing and Allied Health**  
**ASSOCIATE DEGREE NURSING (Integrated)**  
**Kelly W. Harvey, Program Head**

**Purpose:** The Halifax Community College Associate Degree Nursing Program provides accessible, high-quality nursing education to meet the diverse and changing health-care needs of the service area, and to promote the development of qualified students prepared for the professional role of registered nurse at the entry level. Graduates of the programs meet the education requirements to take the National Council Licensure Examination (NCLEX-RN).  
 (I-A, I-D, II-E)

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Student enrollment in the ADN Program will increase to full acceptance capacity (35) for fall 2013	High school students in Health Science Classes will attend a tour and information session about enrolling in the HCC Nursing program	20 high school students will attend the tour and information session for HCC	Sign-in sheet from tour and information session indicating a minimum of 20 high school students attended	Increase advertisement by using the school marquee (\$150 for banner sign)	Tours included; 10/24 & 10/25- RRHS 9 <sup>th</sup> grade 2/19-Weldon HS Seniors 3/6- Local 8 <sup>th</sup> graders- job shadowing day w/Chamber of Commerce 3/13 & 3/14- RRHS 9 <sup>th</sup> grade 3/15 – JLAC Day – local Juniors	Continue to offer tours, information, and outreach to area high schools; 351 students toured during fall and spring semesters  Recommend students interested in health careers, not all students' tour for better experience for students.

<p>Increase the number of generic ADN students who complete the program by 20% of the previous year</p> <p>(May 2012 graduates (10 of 47) = 21% retention)</p>	<p>Prospective students will attend a nursing information session to obtain information on enrolling in the ADN program</p> <p>Prospective students will be given recruitment and application materials for HCC ADN Program</p> <p>Students entering the HCC Associate Degree nursing program will complete the program on the first attempt.</p>	<p>100 students will attend a nursing information session at the college</p> <p>70 students will complete minimal admissions requirements for the HCC ADN Program</p> <p>14 of 34 (41%) students graduating May 2013 will complete the ADN program with a C or better in each NUR course.</p> <p>11 out of 18 (61%) students graduating May 2014 will complete the ADN program with a C or better in each NUR course.</p>	<p>Sign-in sheets from nursing information sessions indicating a minimum of 100 students attended</p> <p>Admissions department files for a minimum of 70 students will demonstrate completion of admissions requirements for the ADN program (minimum of 70 students ranked for program)</p> <p>NUR course grades at the end of each semester demonstrating a minimum of 14 generic students with C or better (May 2013 graduates)</p> <p>NUR course grades at the end of each semester demonstrating a minimum of 11 generic students with C or better (May 2014 graduates)</p>	<p>Online resources for students (HESI and ATI products)</p> <p>Nursing Simulation Lab</p> <p>Open Labs, Review Sessions</p>	<p>Eight information sessions held for Fall 2013 admissions, total of 273 attendees.</p> <p>122 students completed minimal admission requirements for AND program.</p> <p>May 2013 graduates: 14 of 34 after Spring 2013 (41%)</p> <p>May 2014 graduates: 9 of 18 after Spring 2013 (50%)</p>	<p>Continue information sessions in future.</p> <p>Continue to monitor number of applicants – ongoing collaboration between admissions and nursing.</p> <p>HESI products to be utilized more effectively in future vs. ATI; more in line with textbooks, better integrated experience. Adding simulation package with HESI for increased hands-on experiences. Changes made in admission policy for Fall 2013.</p>
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		<p>90% of students from generic cohort no longer enrolled in NUR- courses will have Persistence forms completed prior to withdrawal/failure of NUR-course.</p>	<p>Copy of HCC Persistence Forms for ADN nursing students on file in Counseling office</p>		<p>Persistence forms were sent on 25/29 students (86.2%) failing an individual test or performing poorly in nursing courses.</p>	<p>Continue to send persistence forms on students; additional cues for persistence forms to be sent discussed in nursing faculty meeting (low overall averages, low test grade, personal issues, etc.)</p> <p>Students with below-passing grades on any test met with instructor to review test, whether or not persistence form was sent.</p>
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2012-2013

**School of Nursing and Allied Health**  
**DENTAL HYGIENE**  
**Verna High, Program Head**

**Purpose:** The Halifax Community College Dental Hygiene Program will facilitate the development of professional, ethical, and competent dental hygienists who are aware of their present and future roles and responsibilities within the profession and the community served, demonstrate the knowledge and clinical skills necessary to provide comprehensive care to patients, and are committed to lifelong learning and professional development (I-A, I-D, II-E)

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Student enrollment in the DH Program will increase to full acceptance capacity for fall 2013	<p>Junior and Senior high school students attend a career day at two local schools to gain information about enrolling in the HCC Dental Hygiene Program</p> <p>Students will be given recruitment materials and application packet for HCC Dental Hygiene Program</p>	<p><u>20</u> students will attend the career day fair information session for HCC</p> <p><u>2</u> students will enroll in the Dental Hygiene Program from Martin Community College in fall 2013</p> <p><u>30</u> students will complete minimal admissions requirements for the</p>	<p>Increase advertisement by using the school marquee</p> <p>Attend recruitment event at Martin Community College</p> <p>Host Dental Hygiene Information Sessions on</p>		<p>October 24 and 25 2012 one hundred twelve (112) ninth graders from Roanoke Rapids High School toured the Dental Hygiene Program and were given admissions information about the program</p> <p>On March 13/14, 2012 sixty-five 9<sup>th</sup> grade students from Roanoke Rapids High School toured the Dental Hygiene Clinic</p>	<p>Continue presenting high school tours, conducting information sessions, attending middle and high school career day fairs, and other recruitment efforts for the program to maintain full enrollment capacity.</p>

<p>Increase the number of DH students who pass the National Dental Hygiene Examination on the first attempt by 20% of the previous year</p>	<p>16 Dental Hygiene students will be eligible to apply for the National Board Dental Hygiene Examination</p>	<p>HCC Dental Hygiene Program</p> <p>12 out of 16 (75%) students will successfully pass the National Board Dental Hygiene Examination at the first attempt</p>	<p>campus</p> <p>Course Tests</p> <p>Course Final Exams</p> <p>Mock Board Exams</p> <p>Statistical Results of the Dental Hygiene</p> <p>National Board Exam Remediation</p> <p>Classroom Assessment Surveys</p>	<p>Online Board Review Courses for the National Dental Hygiene Board Examination \$1,300.00</p> <p>Computer and ceiling mounted projector in dental classroom</p> <p>Dental Hygiene Faculty Continuing Education</p>	<p>March 15, 2013, thirty (30) high school juniors visited the DH Program.</p> <p>Dental Hygiene Information Sessions completed</p> <p>Attempted to contact Martin Community College dental Assisting Program twice with no response</p> <p>26 students completed minimal admissions requirement, and 35 students applied for the Dental Hygiene Program for fall 2013</p> <p>DH Department Head attended Career Day at Gaston Middle School on May 17, 2013. Two hundred twenty-eight (228) middle school students attended the affair.</p>	
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					<p>Senior dental hygiene student took the Mini-mock National Board Dental Hygiene Exam on October 12, 2012 75% of the students scored 75 or higher</p> <p>Senior DH students completed the full mock NBDHE on February 14, 2013. Fourteen of the sixteen students (88%) scored 50% or better on the full-mock exam.</p> <p>Freshman DH students completed a mini-semester-mock exam on March 5, 2013. 100% of the students scored 75% or better on this exam.</p> <p>Every student who made less than 77% on any course evaluation received remediation from the course</p>	<p><b>Results are pending completion of the NBDHE for the 2013 class.</b></p>
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					<p>instructor</p> <p>Fall 2012 mini conferences were held with each student and the dental Hygiene Department Head on:  Sept 13  Oct 11  Nov 15  Dec 6</p> <p>Spring 2013 mini conferences were held on:  Jan 31  Feb 28  Mar 28  April 25  These mini conference were conducted to review each student's progress throughout the semester</p> <p>Classroom Assessment Survey was completed on September 24, 2012 in DEN 112 (Dental Radiography) Five out of ten (50%) students in DEN 112 (Dental</p>	
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					<p>Radiography) who completed the Classroom Assessment Survey question, “What exactly do you struggle with in this course?” responded they had concerns with the test in the course.</p> <p>Fall remediation was provided by course instructors for any student who did not successfully complete a dental course evaluation at 77% or higher throughout the semester. Four (40%) first year dental hygiene students received remediation in dental hygiene courses. Six (38%) senior year dental hygiene students received remediation.</p> <p>Spring remediation: Three (30) freshman DH students received</p>	
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					<p>remediation. One (6%) senior DH student received remediation.</p> <p>Senior DH students <b><u>are scheduled to</u></b> <b><u>BEGIN</u></b> testing for the NBDHE on May 16, 2013.</p>	
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2012-2013

**School of Nursing and Allied Health**  
**MEDICAL LABORATORY TECHNOLOGY**  
**Lori Howard, Program Head**

**Purpose:** The purpose of the Medical Laboratory Technology Curriculum is to prepare graduates to perform clinical laboratory procedures in chemistry, hematology, microbiology, and Immuno-hematology in employment settings that include laboratories in hospitals, medical offices, industry, and research facilities. (Institutional Goals I, II, and V).

Goal 2012-13	Intended Student-Learning Outcome <hr/> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Graduates of the Medical Laboratory Technology Program will be able to demonstrate a sound grasp of basic skills and knowledge in basic sciences, medical laboratory sciences, and general education courses.	Provide Medical Laboratory Technology students with education in academic and current laboratory procedures and practices  Educate and protect students in safety procedures.  Faculty will have the opportunity to participate in professional	NAACLS Accreditation fees  Provide continuing Education, travel and registration fees and for Full-time Medical Laboratory Technology faculty.  Purchase Audio/Video, computer programs Educational equipment and practice exams  Printing and binding	100% of the Medical laboratory students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above  85% of the Medical Laboratory Technology Program graduates taking the Medical Laboratory Technician National Board will pass the board on the first attempt.	\$ 1400.  2000.  500.  500.	As of May 13, 2013 100% of MLT students demonstrated competency at 78%.  As of May 13, 2013 MLT students have not taken the exam.	Continue as is and raise competency level to 80% next year.  To be determined after graduating students take exam. No May 2012 or May 2013 graduates have taken exam. Increase exam takers to at least 50% of graduates for next year.

	<p>development activities and conferences to remain current and active in the field of Medical Laboratory Technology.</p> <p>Faculty will satisfy the NAACLS requirements for continuing education.</p>	of manuals and educational materials	<p><u>100%</u> of faculty will participate in professional development activities related to medical laboratory technology and/or education during each calendar year.</p>		<p>As of May 13, 2013 100% of faculty have participated in professional development activities for semester.</p>	<p>Continue to explore professional development activities.</p>
<p>Graduates of the Medical Laboratory Technology Program will be able to demonstrate technical proficiency in medical laboratory technical skills.</p>	<p>Provide students with education in current laboratory equipment and technical use</p> <p>Provide Safe Environment for Faculty, and Students.</p>	<p>Purchase laboratory Supplies.</p> <p>Equipment Repair expense</p>	<p>Students will be able to demonstrate use of instruments and current equipment with 78% or above accuracy</p> <p>Evaluate Clinical proficiency through clinical facility checklists</p> <p>At the close of their final term, 100% of the graduates will be able to practice as a Medical Laboratory Technician with 78% proficiency as directed by the Medical Laboratory faculty.</p> <p>85% of the graduates taking a</p>	<p>3000</p> <p>1000</p>	<p>As of May 13, 2013 supplies were ordered and used and students use with 78% or above accuracy level.</p> <p>As of May 13, 2013 Students have completed 5 clinical rotations with 78% or above proficiency. Students will take. Students are eligible for certification exams.</p>	<p>Continue as is by trying to increase accuracy level to 80%.</p> <p>Continue as is and evaluate after Certification exams pass rates. No May 2012 graduates have taken exam. Try to increase proficiency rate to 80% and increase number of students taking certification exams to at least 50%.</p>

			Regional/State Licensure Examination will pass on the first attempt.			
Graduates of the Medical Laboratory Program will be employed in the field.		Provide survey instrument and postage  Provide survey instrument and postage	90% of graduates responding will report satisfaction with technical proficiency a year after graduation as indicated on the <u>Medical Laboratory Technology Program Graduate Program Evaluation</u> .  90% of the graduates will report employment in the field on the <u>HCC Graduate Follow-up Survey</u> administered one year after graduation.	100  100	As of May 13, 2013, it is too early to evaluate.	Continue to maintain 100% satisfaction rate increase graduates responding to 95% for next year.  100 % of May 2012 graduates are employed in the field. Evaluate after one year for 2013 graduates.



2012-2013

**School of Nursing and Allied Health**  
**PHLEBOTOMY**  
**Lori M. Howard, Program Head**

**Purpose:** The purpose of Phlebotomy Curriculum is to prepare graduates to perform clinical laboratory procedures in phlebotomy in employment settings that include laboratories in hospitals, medical offices, industry, and research facilities. (Includes Institutional Goals I, II, and V).

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Graduates of the Phlebotomy Program will be able to demonstrate a sound grasp of basic skills and knowledge in basic phlebotomy.	Provide Phlebotomy students with education in academic and current laboratory procedures and practices	NAACLS Accreditation fees	100% of the Phlebotomy students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above	\$ 1400	100% Phlebotomy student passed curriculum program with a 78% or above.	Continue as is.
	Educate and protect students in safety procedures	Provide continuing Education with travel and registration fees and for Part-time Phlebotomy faculty.		1500		Students have not taken national board as of May 13, 2013.
	Faculty will have the opportunity to participate in professional development activities and conferences to remain current and active in the field of Phlebotomy.	Purchase Audio/Video, computer programs Educational equipment and practice exams	85% of the Phlebotomy Technology Program graduates taking the Phlebotomy National Board will pass the board on the first attempt.	500	100% of faculty participated in professional	Continue as is.
		Printing and binding of manuals and educational materials		500		

	Faculty will satisfy the NAACLS requirements for continuing education.		<u>100%</u> of faculty will participate in professional development activities related Phlebotomy and/or education during each calendar year.		Development activities.	
Provide students with education in current laboratory equipment and technical use  Provide Safe Environment for Faculty, and Students.	Provide students with education in current laboratory equipment and technical use  Provide Safe Environment for Faculty, and Students.	Purchase laboratory Supplies.  Equipment Repair expense	Students will be able to demonstrate use of instruments and current equipment with 78% or above accuracy  Evaluate Clinical proficiency through clinical facility checklists At the close of their final term, 100% of the graduates will be able to practice as a Phlebotomist with 78% proficiency as directed by the Phlebotomy faculty. 85% of the graduates taking a Regional/State Licensure Examination will pass on the first	\$ 2,000  500	Supplies were maintained and 100% of students passed with a 78% or above proficiently rate.  100% of graduate's demonstrated at least a 78% proficiency rate as directed by the faculty.  As of May 13, 2013 no graduates have taken the exam.	Continue as is.  Evaluate after students take exam.  Continue as is.

			attempt.			
Graduates of the Phlebotomy Program will be employed in the field.		Provide survey instrument and postage	90% of graduates responding will report satisfaction with technical proficiency a year after graduation as indicated on <u>Phlebotomy Program Graduate Program Evaluation.</u>	\$ 100	As of May 13, 2013 100% of students are satisfied.	Continue as is.
		Provide survey instrument and postage	90% of the graduates will report employment in the field on the <u>HCC Graduate Follow-up Survey</u> administered one year after graduation.	\$ 1 00	As of May 13, 2013, it is too early to report.	Evaluate after one year.



2012-2013

**School of Nursing and Allied Health**  
**PRACTICAL NURSING EDUCATION**  
**Stephanie Terry (Kelly Harvey, School Chair), Program Head**

**Purpose:** The primary purpose of the Practical Nursing Education Program is to prepare the graduate to assess, analyze, plan, implement, and evaluate nursing care as a practical nurse (I-A, I-D, II-E).

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Provide PNE students a variety of useful clinical experiences	Students in the HCC PNE program will attend clinical at various sites throughout the service area	100% of students in the PNE program will attend clinical at a minimum of 3 different clinical sites during the program	Clinical rotation schedules for each NUR course	Adjunct faculty salary for Additional Clinical Agencies (AHEC Site Development Grant funding)	100% of current students attended clinical on 3 <sup>rd</sup> floor at Halifax Regional Medical Center, Brian T Aldridge Rehabilitation Center, and Our Community Hospital/Bryan Long-Term Care during Fall 2012  100% of students' enrolled Spring 2013 attended clinical at Halifax Regional Medical Center, Smith Church OB/GYN, and the HRMC	Continue to provide varied clinical experiences for all students in the PN program.  N/A

<p>Increase the number of generic PNE students who complete the program by 15% of the previous year</p> <p>(July 2012 graduates (10 of 18) = 56% retention)</p>	<p>Students in the PNE program will report satisfaction with the learning obtained during clinical rotations</p> <p>Students entering the HCC Practical Nursing Education program will complete the program on the first attempt.</p>	<p>90% of students in the PNE program will respond “Agree” or “Strongly Agree” that each clinical agency met their learning needs</p> <p>12 of 17 (71%) students graduating July 2013 will complete the PNE program with a C or better in each NUR course.</p> <p>90% of students from generic cohort no longer enrolled in NUR- courses will have Persistence forms completed prior to withdrawal/failure of NUR-course.</p>	<p>Student clinical site evaluation forms</p> <p>NUR course grades at the end of each semester demonstrating a minimum of 11 generic students with C or better</p> <p>Copy of HCC Persistence Forms for PNE nursing students on file in Counseling office</p>	<p>Survey monkey utilized- no cost</p> <p>Online resources for students (HESI and ATI products)</p> <p>Nursing Simulation Lab</p> <p>Open Labs, Review Sessions</p>	<p>Wound Clinic. 100% of students responded “Always” or “Frequently” to the statement: “My clinical objectives were met” in the Spring 2013 clinical site evaluation survey for all clinical sites (HRMC – 5<sup>th</sup> floor and PCU, Wound Care Center, and Smith Church OB/GYN)</p> <p>7 of 17 (41%) students moving forward into 3<sup>rd</sup> semester</p> <p>Fall 2012 – 10 persistence forms sent to counseling Spring 2013 – 8 persistence forms sent to counseling Every student who is no longer enrolled had a persistence form sent one or both semesters (100%)</p>	<p>PN faculty will discuss final grade results, possible change for future classes to increase retention</p> <p>Continue to send persistence forms on those not performing well; discuss additional cues for persistence forms to be sent.</p> <p>Continue to utilize persistence</p>
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						forms as one strategy to increase retention. Work closely with counseling center to assist students with identified academic needs.
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2012-2013

**LIBRARY**

**Marc Finney, Director of Learning Resources**

**Purpose:** The purpose of the Learning Resources Center (LRC), as a collective unit that includes the library and two computer labs—the Electronic Resources Center (ERC) and the Learning Assistance Center (LAC)--is two-fold. First, it is an academic library that supports the College curriculum by providing print and non-print materials for students and staff, as well as providing personal support for individuals and classes in the pursuit of information, recognizing that electronic research is the more popular, but not the only mode of information exploration. Second, the LRC is a public library that encourages life-long learning for its patrons by providing materials of interest as well as the skills necessary for locating, evaluating, and applying information in their daily lives. [See also the Halifax Community College Administrative Regulations & Procedures Manual, Sections 700, 800, and the current HCC Institutional Goals and Objectives I.C, III, and VI.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
1) Provide instructional support for patrons.	The library provides instruction that supports the faculty, students, and the needs of the curriculum.	Guidelines as stated in the Selection Policy [HCC Administrative Rules and Procedures Manual, sections 700 and 800] SACS standards (Southern Association of Colleges and Schools)  ACRL guidelines (Association of College and	Library Orientation Pre-test and Post-test LRC student , faculty and staff surveys	\$0	Attended Faculty meeting in November to discuss Information Literacy with faculty.	Continue to meet with faculty at least once per semester.

		<p>Research Libraries</p> <p>SACS standards (Southern Association of Colleges and Schools)</p> <p>ACRL guidelines (Association of College and Research Libraries)</p>			<p>Mr. Finney held (10) ten Bibliographic Instruction sessions. 100% of the students and 100% said that the class is relevant. 95.8% of the students said they felt capable of completing their assignment and 100% of the faculty agreed</p> <p>Mr. Finney held (5) five Information sessions for ACA classes. Pre and posttest were administered to each class. Students scored an average of 40.1 on the pretest and 61.1 on the posttest</p>	<p>Since 4.2% of the students did not feel comfortable using the library after the session, the library has developed an Information Literacy Institute which will provide students with additional research tools.</p> <p>The library's goal is for students to score an average of 70.0% the library has developed a new assignment entitled the "HCC LRC Amazing Race".</p>
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					<p>Student User Survey and Faculty User Survey were conducted in April 2013. Overall 82.7 of the students and 87.6 of the faculty agreed that the library is adequate.</p> <p>A Student Focus Group was held in April 2013.</p>	<p>It must be noted that 13.5% of the students did not use the library in order to answer the question. It should also be noted that 12.5% of the faculty said that the library did not have adequate resources.</p> <p>During the 2013-14 Academic year the library director will meet with faculty chairs and faculty as well hold Information Literacy sessions for faculty to show the importance of this program.</p>
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2012-2013

**INSTITUTIONAL RESEARCH and PLANNING**

**Dr. Adriane Leche – Dean of Institutional Effectiveness, Planning and Assessment**

**Purpose:** The purpose of the Office of Institutional Effectiveness is to support institutional management and the decision making process by implementing planning and assessment process to ensure institutional effectiveness (I. Goal-VI).

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
To provide analysis at the institutional level and incorporate assessment activities throughout the institution's instructional, research, planning, administrative educational, and public service functions.  Foster accreditation/ reaffirmation	Students will receive quality instructional and program services.  Implementation of yearly college wide institutional effectiveness plans.  Annual publication of Institutional Effectiveness Report.  Published report/data affirmation that the institutional statement and purpose, mission, vision, and values are being accomplished through assessment results that show that	Completion and implementation of a yearly cycle of Institutional Effectiveness Planning and Assessment.  Implementation of appropriate planning and assessment procedures to assure institutional effectiveness.  Compilation of reports that reflect the activities of all units of the institution.	Portfolio of data and reports  Maintain and monitoring reporting schedules and deadlines data base for data collection.  Verification of data submission by units.  Verification of performance indicator/ results through analysis of collected data.  Verification of evidence of data in the assessment results that show success and		Campus-wide Institutional Effectiveness Plans for 2012-13 were submitted to the Dean of I. E. and implemented fall 2012.  Fall I. E. Report completed August 2012.  Mid-year institutional wide I. E. reports have been collected and compilation of activities are in progress. Collection and verification of	Unit discussions are utilized to make recommendation for continuous quality improvement.  Change in the assessment calendar. Mid-year reports will be due in January instead of December beginning the academic year 2013-14.  Meetings were held with units to review mid-year

<p>activities</p> <p>Provide data services to NCCCS</p>	<p>the educational, research, services, administrative and intended program outcomes are being accomplished.</p> <p>Compliance with NCCCS on needed reports and data on a timely basis.</p>		<p>improvement accomplished.</p> <p>Monitoring the end of the planning cycles to determine accomplished results with 100% of needed data.</p> <p>NCCCS data collection plan calendar: monitoring.</p>		<p>assessment data for QEP and other supporting institutional documents in support of accreditation practices are in the process .</p> <p>Data for NCCS and IPEDS reports have been collected, verified, submitted, and deadlines met.</p> <p>Strategic Planning initiatives have been implemented and are on-going.</p>	<p>data by school and with all other units including the executive staff, chairs, and the President to verify data and progress of on-going activity.</p> <p>The Dean of I. E. and Planning and the VPAA attending each meeting. Discussions yielded identifying activities going forward to enhance the quality of the education services offered.</p> <p>Data informed planning and revisions of the HCC Strategic Plan</p> <p>Revisions to the QEP plan will be considered and implemented Fall 2013.</p>
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						<p>Continue submissions and verification of data to NCCCS and IPEDS in a timely manner.</p> <p>A follow-up community listening tour has been held throughout Halifax and Northampton Counties.</p>
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2012-2013

**Office of Institutional Effectiveness, Planning and Assessment**  
**QEP CIRCLE PROGRAM**  
**Josephine Reid, Research Associate/QEP Director**

**Purpose:** The QEP Circle Program address barriers or weaknesses to student learning that underlie their ability to self-regulate learning and solve problems. The CIRCLE program utilizes two sets of Learning Communities (Circle One and Circle Two) to facilitate the development of skills necessary to self-regulate learning and solve problems. It involves four initiatives to help students develop those skills: Enhanced Study Skills Course, Learning Communities, Student Services, and Professional Development.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
<b>Enhanced Study Skills Course</b> Improve students' ability to achieve academic goals by developing self-regulated learning and problem-solving	To retain students to persist to graduation	60% of students in Circle One cohort will be retained in Spring 2013.	Persistence Rates Retention Rates Graduation Rates	\$0	Of the 203 students enrolled in Circle One and Circle Two from Fall 2012 – Spring 2013, 180 (87%) are still enrolled or were retained in all programs particularly the Associate in Arts program.	End-of-the-year results indicated students in Circle One and Circle Two exceeded benchmark of 60% of students retained ( <b>87%</b> ).
		60% of students in Circle Two cohort will be retained in Spring 2013.				
		75% of students in Circle One cohort will persist in Spring 2013.				
		85% of students in Circle Two will persist in Spring 2013.		\$50	Circle One persistence rate was 87% for fall 2012 and 90% for Spring 2013. Circle Two persistence Rate for Fall 2012 was 55% and Spring 2013 rate is <b>100%</b> .	End-of-the-year result indicated persistence rates exceeded benchmark of 75% ( <b>90%</b> ) for Circle One for Spring 2013 and Circle Two was <b>100%</b> . This exceeds the benchmark for both Circle One (75%) and Circle Two

<p><b><u>Learning Communities</u></b>          To invite first year developmental students to enroll in CIRCLE One or Two and increase number in both each semester.</p>	<p>To increase number of learning communities each semester in Circle One and Circle Two</p>	<p>Learning community classes will increase by at least one in Circle One and Circle Two each semester.</p>	<p>Advising          Enrollment data</p>	<p>\$0</p>	<p>There were <u>5</u> combinations of LC classes offered in <i>Spring 2013</i>:</p> <p><b><u>Circle One (3)</u></b>          ACA 085/MAT 060;          ACA 085/ENG 095/MAT 060; ACA 085/ENG 095</p> <p><b><u>Circle Two (2)</u></b>          ENG 111/HUM 115;          ENG 111/MAT 070.</p> <p><b>Ninety-one (91) students enrolled in LC.</b></p>	<p>(85%).</p> <p>Five (5) combinations met.</p> <p>Properly advising first-year semester students who place in developmental courses to participate in LCs will strengthen skills to move forward.</p> <p>The results will enable offerings of other combinations in hopes of growing the numbers until full implementation has been reached throughout the campus.</p>
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<p><b><u>Student Services Initiative</u></b> To provide special workshops to enhance student learning</p>	<p>Students Services staff will offer workshops to target self-efficacy, stress management, and problem-solving goals within context of LCs.</p>	<p>80% of students will document lessons learned in addition to workshops offered in ACA classes.</p>	<p>Portfolios  Capstone Essay  Activities  Workshop Evaluation</p>	<p>\$0</p>	<p>86% of students documented in portfolios and capstone essays information learned from course and SSI workshops.</p>	<p>Exceeded benchmark  Continue to offer workshops in ACA classes to assist with students learning.</p>
<p><b><u>Professional Development</u></b> To provide education and support to faculty and staff</p>	<p>Encourage best practices and professional opportunities to enhance student learning</p>	<p>85% of faculty and staff will attend Learning Community workshops, Self-Regulated Learning workshops, and Assessing Learning Communities workshop</p>	<p>Agenda  Sign-in sheet  Workshop Evaluation</p>	<p>\$162.91 for cost of lunches</p>	<p>Held two lunch and learn sessions for faculty and staff Spring 2013 (low participation rate):  <b>Lunch/Learn I:</b> “Assessing LCs in Circle Program”  <b>Lunch/Learn II:</b> “Integrative Assignments”  Met with individuals and groups for professional development on QEP topics and collaboration of departments. Business Office: 7 people attended  Nursing Department: 8 people attended  Expectations to meet with others in summer 2013/fall 2013.</p>	<p>Provided Lunch/Learn workshops for faculty and staff:  Lunch/Learn I was attended by 5 faculty and 3 staff members.  Lunch/Learn II was attended by 6 faculty and 4 staff members.  PowerPoint presentation to Business Office as an information session on QEP/Circle Program.  Utilize information provided in small workshops to offer professional development to all faculty and staff.</p>



2012-2013

**CONTINUING EDUCATION and COMMUNITY SERVICES**  
**Vera J. Palmer, Dean of Continuing Ed and Community Services**

**Purpose:** The purpose of the Continuing Education and Community Services Division is to provide single courses, each complete in itself, designed for the specific purpose of training an individual for employment, upgrading the skills of persons presently employed, and retraining others for new employment in occupational fields for success in the rapidly changing and globally competitive workplace. **(III. A ,III.B, III.C, III.D)**

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
To implement a new Continuing Education program In the area of culinary arts	Students will receive training in the culinary arts area(s)	Classes developed and functioning	Colleague Student Report, which shares Info on number of classes held during 2012-13	Marketing - Con Ed Fall & Spring Brochures (2 times per year \$3,800 for Documents & Postage X 2 = \$7,600)Instructional supplies (\$10,000)	<p>Incurring many, many obstacles in trying to institute new culinary arts program:</p> <p>Delay in approval of funding for grant to defray cost of student registration fees and instructional supplies</p> <p style="text-align: center;">&amp;</p> <p>Finding class was held from January 8, 2013 thru May 24, 2013, with an initial enrollment of 15 students.</p> <p>Nine students completed this class</p>	Planning future classes



2012-2013

**Continuing Ed and Community Services**  
**BUSINESS AND INDUSTRY**  
**Larry Crisafulli, Coordinator**

**Purpose:** The Customized Training program supports Halifax Community College’s mission is to provide the education and services for a rapidly changing and globally competitive marketplace to the business and industry community.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
The goal is to offer training programs that are relevant to the needs of business and industry clients that are in compliance with: Community College Laws of North Carolina.	Given a recognized training need from a client Halifax Community College (HCC) will be able to offer the customized training programs that are listed below to satisfy their training need of businesses and industries. Productivity Enhancement Job Growth Technology Enhancement	Training programs that have been approved by the North Carolina Community College System	Customized Training Criteria for the North Carolina Community College System	Productivity Enhancement 7,500.00 Resource  Job Growth -0-  Technology -0-	Completed  In process  In process	Economic  Economic Development  Economic Development



2012-2013

**Continuing Ed and Community Services**  
**CAREER READINESS CERTIFICATION**  
**Larry Crisafulli, Coordinator**

**Purpose:** The Career Readiness Certificate (CRC) program is to provide an assessment-based approach that gives employers and active and perspective employees a uniform, standard, objective measure of key workplace skills. CRC measure provides the basis for employee training requirements.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Offer Career Readiness Certificate (CRC) certification	<u>Employment skills</u> CRC Certification	CRC Certification	CRC assessments	Resources of college = None Cost to student = \$30.00	CRC Certificates earned Gold- Score 5 = 114 Silver- Score 4 = 430 Bronze – Score 3 = 279	Workforce development
To communicate and provide the Keytrain training for CRC assessment preparation.	Training for: Mathematics Reading Locating information to achieve CRC certification	Score level	Work Keys	Resources of college = None Cost to student = None  -0-	Applied mathematics Score 3 = 206 Score 4 = 238 Score 5 = 259 Score 6 = 94 Score 7 = 16 Reading Score 3 = 18 Score 4 = 239 Score 5 = 360 Score 6 = 155 Score 7 = 48 Locating Information Score 3 = 186 Score 4 = 534 Score 5 = 122 Score 6 = 4 Score 7 = 0	Workforce development



2012-2013

**Continuing Ed and Community Services**

**CERTIFIED NURSING ASSISTANT PROGRAM (CNA)**

**Sheila Aycock, Coordinator** (Previously Janet Humphries, RN)

**Purpose:** The purpose of the Certified Nursing Assistants Programs is to provide single courses, each complete in itself, designed for the specific purpose of training an individual for employment in an entry level allied health position, and retraining others for new employment in the allied health fields for success in the rapidly changing and globally competitive workplace. **(III.A.)**

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To provide students with strong foundation on the skill of Passive Range of Motion Exercises	Students will be instructed in proper techniques for Range of Motion exercises	Hands on instructions and demonstrations by instructor	National Nurse Aide Assessment Program (NNAAP) and quarterly reports from NNAAP	none	From 7-2011 to 6-2012 lowest passing rates 60 to 75%	Review techniques being used for instruction and modify teaching methods to increase % of students passing this skill
Provide testing sites at HCC for students	Students provided In facility testing sites in Weldon, Enfield and Scotland Neck	Weldon site-3-9-2012 Enfield site-6-16-2012 Scotland Neck-6-23-2012	# of students testing at HCC sites	\$ 150.00	3-9-12- tested 7 4-20-12- tested 8 6-16-12- tested 9 6-23-12- tested 9 7-14-12- tested 8 7-17-12- tested 6 8-10-12- tested 6	To increase # of students from HCC testing in Facility



2012-2013

**Continuing Ed and Community Services**  
**COMMUNITY SERVICES**  
**Donna Giles, Coordinator**

**Purpose:** The purpose of Community Service Programs is to provide special interest and enrichment courses that will offer opportunities for life-long learning in areas of cultural interest, creative arts, personal enrichment, and just for fun in a rapidly changing and globally competitive environment. (III.C.)

Goal	<u>Intended Student - Learning Outcome</u> Intended Outcome	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To contribute to the quality of life by offering enrichment and special interest courses.	Students will participate in more special interest classes.	The number students participating in special interest classes will increase over previous year's number	Datatel /Status of Class Reports	\$1,000 per year for instructional supplies	Fall 2012 & Spring 2013 – 100% of students rated level of satisfaction with classes as satisfied or very satisfied. Spring 2013- Two new classes offered- Yoga and Zumba.	Revise class offerings based on evaluations.



2012-2013

**Continuing Ed and Community Services**

**COMPUTER SKILLS**

**Ellen Grant, Coordinator**

**Purpose:** The purpose of the Computer Programs is to provide single courses, each complete in itself, designed for the specific purpose of upgrading the computer skills of persons presently employed and retraining others for new employment in occupational fields in which technology and computers are used in the rapidly changing and globally competitive workplace. (Goal III)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Provide relevant computer training.	Clients will be proficient using job specific computer applications	80% of students will check goal met in continuing education survey	Continuing Education survey	\$0	According to the Continuing Education surveys a 45% of students selected "Yes, Goal Completely Met" and 54% selected "Yes, goal partially met". 100% of the surveys have students accomplishing their goal for computer classes	Results of the survey show that students are satisfied with the computer course offerings through Continuing Education. We will continue to offer courses of this type.
Increase the part-time pay of instructors dependent upon their educational level.	Clients will have a positive experience learning computers because the instructors will feel valuable since they will get a raise based on their education.	Instructors get a \$1.00 an hour raise for advanced degrees.	Paycheck	\$180	No progress has been made.	
Update Computer lab on campus	Clients will have access to the newest Microsoft technology	Computers updated in 505	Windows 8 as the operating system and Office 10.	\$16,200	Completed December 2012	Computer Schedule has been adjusted in the spring to include Windows 8 and Office 2013 courses.



2012-2013

**Continuing Ed and Community Services**  
**EMERGENCY MEDICAL SERVICES (EMS)**  
**Kevin D. Kupietz, Coordinator**

**Purpose:** To provide Quality initial and continuing education in the field of Emergency Medical Services. IIIA

Goals	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
To increase retention rate in EMT basic initial classes	Increasing the number of students in the EMT Basic class who can successfully pass the state certification board on the first attempt more EMTs will be available for an open local job market.	Increase retention rate by 50% while maintaining a first attempt state exam pass rate of greater than 80%	Retention numbers and state exam results	Coordinators time / smaller instructor to student ratio	So far the classes are on track for meeting the requirement will not statistically know until after July. Preliminary results appear that retention rate has been increased and pass rate been increased.	Continuing to run Pre-EMT classes to prepare students for EMT basic class.
For the EMS program director meeting to attend professional development	Students will have access to current trends and up to date changes in educational rules and guidelines to increase their chance of testing	EMS program director achieving EMS professional development and upgrade	Letters of completion or certifications	Attend annual NC EMS conference. \$600 Misc. travel for meeting and schools \$500		Will use the information in from the new curriculum meetings to change the fall EMS classes to

<p>and stay up on changes in state and federal rules for EMS education.</p> <p>To examine the need for an up to date pay scale for instructors</p> <p>Update HCC EMS course offerings to include ASHI certified ACLS and PALS programs</p>	<p>success and obtaining employment</p> <p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their opportunity for success.</p> <p>Allow another certification to be given to students in need as well as provide a backup to current certifications.</p>	<p>Conduct an analysis of HCC instructor pay in comparison to other area community colleges</p> <p>Obtain an upgrade in HCC training site to include ACLS and PALS from ASHI certification committee</p>	<p>Surveys</p> <p>ASHI accreditation update process</p>	<p>Coordinator's time</p>	<p>Attended new curriculum update alignment meetings</p> <p>In process</p> <p>Has been completed</p>	<p>meet requirements</p> <p>Preliminary reports that HCC is 5-10 dollars an hour low in its pay scale. Will use this to recommend new pay plan for instructors.</p> <p>Working with nursing program to offer classes, already offering classes to community</p>
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2012-2013

**Continuing Ed and Community Services**  
**EMERGENCY MANAGEMENT (EPT)**  
**Kevin D. Kupietz, Coordinator**

**Purpose:** To provide Quality initial and continuing education in the field of Emergency Management. IIIA

Goal	Intended Student Learning Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To determine if there is a need to offer new federally mandated offered online programs (NIMS 701-704) classes in a traditional classroom setting to area responders who are not comfortable with online courses</p>	<p>Students should have a good comprehension of federally mandated training in able to properly and lawfully respond to emergencies. If this information is not in a usable format for responders in the current online form HCC can offer these classes in a traditional format if need is identified</p>	<p>Determination of student need will be based on the numbers still needing the training and the retention of material by students who have taken the online courses</p>	<p>Survey of area response organizations</p>	<p><b>Time of coordinator</b></p>	<p>FEMA, as of 12/31/12 will no longer allow these classes to be done in traditional class formats</p>	<p>Classes were conducted in traditional format prior to cutoff date. Open computer lab dates have been arranged to conduct class after 12/31/12. Working with local EM coordinators to get responders what they need.</p>

<p>To be able to offer an expanded field of NIMS compliance courses</p>	<p>To provide students with more educational choices within the field of emergency management</p>	<p>The ability to offer one additional NIMS compliant course through the EPT program</p>	<p>Has HCC been able to obtain one additional train the trainer certification from EMI.</p>	<p>Send Coordinator to national EMI train the trainer \$300</p>	<p>Has not done yet</p>	<p>Application period for class opens later in the year and coordinator will apply for classes then</p>
<p>To examine the need for an up to date pay scale for instructors</p>	<p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their by increasing their opportunity for success.</p>	<p>Conduct an analysis of HCC instructor pay in comparison to other area community colleges</p>	<p>Surveys</p>	<p>Coordinator's time</p>	<p>In progress</p>	<p>Preliminary reports that HCC is 5-10 dollars an hour low in its pay scale. Will use this to recommend new pay plan for instructors.</p>



2012-2013

**Continuing Ed and Community Services**  
**FIRE SERVICE (FIP)**  
**Kevin D. Kupietz, Coordinator**

**Purpose:** To provide Quality initial and continuing education to area departments and industry in fire and rescue related topics. IIIA

Goal	Intended Student Learning Outcome	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide a liquefied petroleum fire class	Students will get experience and knowledge on how to safely combat an LP fire to help them with their current job skills	Students will be able to pass a skills assessment on fighting a live LP fire that will help	Skills check off sheets HCC Student evaluation forms HCC Instructor evaluation forms	Propane for live burns 1500 x \$2 = \$3,000	Not accomplished due to funds available	Will move to the next year plan.
To update out of date video instructor library	Students will have access to video education of skills that are not able to be demonstrated in the class room due to safety and financial concerns.	Obtaining an up to date firefighting skills video library		Update FF video library approximately \$7000.00	Not requested Due to funds and updating of text books	Will attempt again next year after materials are updated to new standards.
To have fire program director attend 4 <sup>th</sup> year of executive fire officer	Allows for new firefighting information and research to be passed down to the students to further the benefits of their	Certification of class	Completion of EFO program	Send staff member to national Fire Academy \$300	Course offered the end of July first of August	Travel request turned in prepared to attend class in July

<p>training professional development</p> <p>To examine the need for an up to date pay scale for instructors</p>	<p>education</p> <p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their opportunity for success.</p>	<p>Conduct an analysis of HCC instructor pay in comparison to other area community colleges</p>	<p>Surveys</p>	<p>Coordinator's time</p>	<p>In progress</p>	<p>Preliminary reports that HCC is 5-10 dollars an hour low in its pay scale. Will use this to recommend new pay plan for instructors.</p>
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2012-2013

**Continuing Ed and Community Services**  
**HUMAN RESOURCES DEVELOPMENT (HRD)**  
**Tiffany Hale, Coordinator**

**Purpose:** The purpose of the Human Resources Development (HRD) Program is to educate and train individuals for success in the rapidly changing and globally competitive workplace through employability skills training. (III. To support economic development in the Roanoke Valley.)

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p><b>A.</b> Provide continuing education programs to support the on-going training and retraining needs of the workforce.</p>	<p>Upon completion students should be able to:            Establish self-esteem and confidence in seeking and keeping employment             Practice effective problem solving skills relative to employment and set goals             Make the necessary connections in the community relative to jobs             Understand the importance of continuous job skills development</p>	<p>Students must attend 80% of class hours and actively participate in class activities in order to successfully complete the class and receive a certificate</p>	<p>Human Resources Development program criteria and core components for the North Carolina Community College System</p>	<p>Purchase books, DVDs, videotapes, etc. \$3,000.00             Purchase laptop computer \$1,000.00             Purchase HRD software \$500.00             Recruitment materials (flyers, posters and brochures) \$1,000.00</p>	<p>Approximately 96% of the students successfully completed Human Resources Development courses and received a certificate                   According to the Continuing education surveys, over 82% of students selected “Yes” to either goals completely or partially met.</p>	<p>Results were positive and was able to accomplish target                   Survey will show that Human Resources Development courses are meeting the needs of the community.</p>



2012-2013

**Continuing Ed and Community Services**  
**LAW ENFORCEMENT**  
**Greg Parker, Coordinator**

**Purpose/Mission statement that relates to the mission of the institution: The mission of the Continuing Education Law Enforcement Department is to provide required mandatory and non-mandatory training for law enforcement personnel.**

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Offer additional <u>advanced</u> level courses	Students will be better prepared for career advancement opportunities	Students will complete courses required for advancement within their respective agencies	Compare class offerings to agency advancement requirements	Hire advanced level instructors  Equipment:: Ammo, Target systems, and supplies \$5000.00	Equipment was requisitioned and some has been received	Have started developing new courses and will incorporate new equipment recently acquired.
Maintain adequate pool of qualified instructors	Students will have access to qualified instructors and will receive training at HCC instead of having to travel outside of the area to access classes	Increase instructor hourly pay rate to be comparable with BLET and surrounding Community Colleges.  Compensate instructors for specialized training and related cost	Reduce the number of classes that HCC cannot offer because instructors will not agree to teach for the current hourly rate offered by HCC	Additional hourly pay \$15,000.00	In a preliminary survey of instructors, HCC consistently offers \$5 to \$10 less per hour than surrounding colleges.	Continue to ask for instructors pay rate adjustment



2012-2013

**Continuing Ed and Community Services**  
**LITERACY EDUCATION**  
**Tamba Thompson, Coordinator**

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare literacy education students for academic success meeting individual and workforce needs	Literacy education students will compare favorably with other literacy students  Literacy education students will be able to transition to college level courses  Literacy education students' reading, writing, and mathematical skills will improve  Literacy education classes will be offered at convenient and accessible locations	The average number of GED graduates will be at or near the percentile compared to the state average	Pre-tests, Post-tests, Portfolios, and GED Tests	Literacy Education text books, videos, computerized instruction, and targeted lessons \$10,000.00	In progress  In progress  In progress	The gathered information will be used for program improvement. For example, program results will be used to help strengthen programs by increasing recruitment and retention efforts. Thus, this process will help students transition from literacy education programs to curriculum programs. Program results will

	<p>within the service area</p> <p>Literacy education students will successfully complete their GED</p>					<p>be used to help improve students' reading, writing, and mathematical skills. Additionally, on-going literacy education classes will be offered at convenient and accessible locations within the service area. Students will continue to complete their GED.</p>
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2012-2013

**Continuing Ed and Community Services**  
**SAFETY (SAF)**  
**Kevin D. Kupietz, Coordinator**

**Purpose:** To provide Quality initial and continuing education to area businesses and industry in safety related topics. III B

Goals	<u>Intended Student-Learning Outcomes</u> <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
<p>To obtain certification to teach OSHA compliant 40 hr 501 courses for area industry and businesses</p> <p>To begin working on obtaining Certified safety Professional certification for safety program</p>	<p>To instruct students in the certified 501 40 hr program which will help local industry and businesses to meet / exceed federal and state safety requirements</p> <p>Students will have access to better and more up to date safety information taught by a credentialed professional giving more credibility to their education</p>	<p>HCC achieve OSHA 501 training status for another 4 years</p> <p>Begin and map out the process for obtaining a CSP certification</p>	<p>Certification</p> <p>Certification progress</p>	<p>Send coordinator / instructor to class to regain (Occupational Health and Safety Administration OSHA 501 instructor status \$1,000</p> <p>Send coordinator / instructor to class to work on obtaining Certified Safety Professional (CSP) for class development and strengthen program offerings \$1,000</p>	<p>Not in progress at this point</p> <p>Not in progress at this point</p>	<p>Discussions with business and industry representatives found this was not a high priority for them at the moment but would possibly be interested in the third party certification in the future. Will look at this again next year.</p>



2012-2013

**Continuing Ed and Community Services**  
**SELF SUPPORTING CLASSES (SEF)**  
**Kevin D. Kupietz, Coordinator**

**Purpose:** To provide Quality initial and continuing education in varying fields done through Self Supporting programs. III a B

Goal	Intended Student -Learning Outcome	Criteria For Success	Assessment Tools	Cost	Assessment Results	Use of Results
To replace the aging CPR mannequin training cache over the next five years	Students will have access to more modern training tools that are more realistic and reliable to further enhance their education.	Purchase mannequin and replacement parts one a year for the next five years	Purchasing of a CPR mannequin	<i>Cost</i>  \$1500	One instructors pack was purchased.	This pack is being currently used will continue 5 year plan to replace the rest of the aged manikins



2012-2013

**Continuing Ed and Community Services**  
**SMALL BUSINESS CENTER**  
**Mark Stewart, Coordinator**

**PURPOSE:** To provide knowledge, education and other supportive resources that empowers entrepreneurs to succeed in business practices and to contribute to the state, local, and regional economies. (III.A & III.D.)

Goal	Intended Student -Learning Outcome	Criteria For Success	Assessment Tools	Cost	Assessment Results	Use of Results
To better equip entrepreneurs and prospective small business owners, managers and supervisors to be more successful and effective by providing quality and relevant business education, through seminars, conferencing, Advising-meetings and other forms of electronic means.	Educate entrepreneurs on the necessary tools for success in starting a small business enterprise.	Increase the number of seminar participants: by 10% over the previous year.	On-going needs assessments of the business community via methods of surveys evaluations, contact with chamber, informal conversations with the community.	<b>Promotion:</b> <ul style="list-style-type: none"> <li>• Newspaper: \$1200/yr.</li> <li>• Print of flyers: \$500/yr.</li> <li>• Postage: \$150/yr.</li> </ul>	<u><b>Seminar Participants:</b></u> * Spring 2013: <b>149 Students</b> <b>*23 Seminar Classes Presented</b>	Design programming in response to community needs and resources
	Provide relevant business training for those wanting to expand their business.	Set appointments and conduct one on one counseling sessions with entrepreneurs: 10% over previous	Number of small businesses reporting business start-up/expansion	Cost is not accrued	<b>5 New Businesses:</b> <b>Jobs Created:</b> <ul style="list-style-type: none"> <li>• <b>12 Full Time</b></li> <li>• <b>13 Part Time</b></li> </ul>	Generate and create follow-up tools to ensure business success and growth

	<p>Make available effective organizational training for managers and supervisors.</p>	<ul style="list-style-type: none"> <li>* Seek qualified, Professional presenters.</li> <li>* Promote seminars.</li> <li>* Conduct the seminars, approximately 20 per semester. This would include on-site and offsite seminars (e.g., places of business, area libraries, churches).</li> </ul>	<p>and jobs created.</p> <p>Number of participants participating in seminars presented by the SBC.</p>	<p>Cost is not accrued</p>		<p>Expand resource library by updating relative materials in reflections to current trends.</p>
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2012-2013

**INSTITUTIONAL ADVANCEMENT –  
Dr. Dianne Rhoades, Interim Vice President of Institutional Advancement**

**Purpose:** Institutional Advancement is the process of encouraging all college stakeholders to play a role in promoting and supporting their college. In the case of HCC, Institutional Advancement includes the following areas:

- HCC Foundation
- Scholarships
- Public Information Office
- Internal and external communications  
Graphic artist/print shop
- Publications
- Special events
- Community relations
- The Centre (Institutional Goal VII.A.)

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
To provide needed resource development for HCC consistently and on time.	Carry out an annual faculty/staff fund drive.	Raise at least \$17,500 for the year.	Total dollars raised for overall Campus Fund Drive 2011	\$750.00	A faculty/staff fund drive was conducted for the year 2012-2013. A total of \$698.00 was spent to conduct the activities of the fund drive. The faculty/staff fund drive was conducted and our total amount raised was \$17,530. A community campus fund drive was conducted with \$15,000 being	Use of the results will be measured to determine the amount needed for the next fund drive. We will start this year's fund drive at the beginning of the academic year, which will give us an extra month for fund raising.
	Carry out a successful community fund	Raise at least \$8,000 for the year.	Total dollars raised for overall Annual Fund Drive 2011	No activity cost related		

	drive.  Increase the overall prospect pool.	Increase total number of names in software by 10%.	in software.  Total number of prospects on 7/1/2012 compared with total number on 7/1/2011	No activity cost related	raised. Goal reached. The number of 123 individuals contributed mid-year to the fund drive for the 2012 compared to a total of 122 for the 2011-2012 year.	Use of results will be used to solicit and cultivate new donors
To develop an HCC Alumni Association	Receive email/street addresses/phone for each alum upon graduation.	Develop usable list of 3,000 names.	List of flagged alumni in software.	No related activity cost	The HCC Foundation has list of 3,100 unable names in our database.	Use of results will be used to research, solicit and recognize donors.
	Develop association officers and bylaws.	Official slate of officers and printed bylaws.	Slate of officers and bylaws approved by College Trustees.	No related activity cost	Bylaw of the alumni associations were approved the College Trustees in October 2011. A meet and great and Alumni breakfast was held during the Spring of 2013 to increase membership. Approximately 30 alumni present and asked that this become an annual event. Event a success.	Use of the results will be used to increase membership and engage members in working with the alumni association.

Communicate more effectively with HCC donors	Develop an alumni telethon.	Train 15 volunteers.	At least 15 volunteers make documentable calls.	No related cost	No alumni telethon was during the fall of 2012. Further research will be completed before holding a telethon.	Use of results from research will be used to determine future telethon needs.
		Complete 100 calls.	100 documentable calls made.			
		Raise \$500	\$500 in software attributable to Phonathon10 in software.			
	Send out quarterly thank you letters and fund reports to donors.	Provide correspondences with fund balances for end of the year reporting.	Four (4) mass correspondences sent out for the year.	Cost to be determined after January 1, 2013	No quarterly thank you letters were sent to donors. End of the year reports will be sent to donors in January 2013.	Use of results for the year end mailing will be used to determine the cost effectiveness of quarterly mailings.



2012-2013

**Institutional Advancement**  
**PUBLIC RELATIONS AND MARKETING**  
**Melanie Temple, Director**

**Purpose:** The purpose of the Public Information Office is to effectively communicate key messages about the programs and services offered at Halifax Community College to the community and various college constituencies, including the news media, using a variety of resources and marketing tools. (VIID, VIIE)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To increase awareness about Halifax Community College to campus and community	Students, campus and community will be able to read about recent happenings on campus	Circulation for the electronic newsletter will increase by 2 percent	E-mail addresses from Groupwise, G-mail and other sources	0	Circulation increased by 2 percent	Use results to better communicate with students
To increase awareness about Halifax Community College to campus and community	The Halifax Community College community will receive updates on Facebook and Twitter	The number of friends, fans or followers will increase by 3 percent	Social networking sites tracking of friends, fans, and followers	0	Number of fans and followers increased by 35 percent	Use results to generate more interest in the Facebook fan and Twitter pages
To increase awareness about Halifax Community College to campus and	Students, faculty, staff and the community will receive information on Halifax Community	Annual report will be created and distributed within budget. Mailing and electronic distribution will increase by 2 percent	Annual report publication	\$5,000 for publication and mailing	Annual report project was completed on time and under budget; circulation	Annual report project and distribution will be reviewed in the spring semester

community	College's accomplishments and annual happenings	during 2012-13			increased by 2 percent	
To increase awareness about Halifax Community College to campus and community	General public will read about Halifax Community College in the area media (there is no guarantee of news placement)	Number of news releases distributed will increase by 1 percent	Tabulated number of news releases	0	News releases continue to be distributed to local media; distributed rate increased by 8 percent	Results will be used to better target news release and promote more newsworthy information
To increase awareness about Halifax Community College to campus and community	General public will read about Halifax Community College in the area media (there is no guarantee of news placement)	Event attendance will increase by 1 percent	Tabulated attendance at events as well as sponsors for the events	0	Attendance for events increased by 51 percent	Results will be used to better promote the special events



2012-2013

**Institutional Advancement**

**THE CENTRE**

**Joanne Jolly**

**Purpose/Mission:** Built in 2003 to serve as Northeastern North Carolina’s premiere multi-purpose venue, The Centre was aptly named for its mission: “To enhance the history and legacy of Halifax Community College and to contribute to the welfare of the people of the Roanoke Valley through educational, cultural and community programming.”

The goal of the Centre is to continue to support the growth of the Roanoke Valley by offering services that will support business and industry of our area. During this fiscal year, The Centre will strive to increase the number of rentals that occur in the facility. To help with that, we will also continue to take part in regional economic development & networking activities which can aide in increased awareness of our facility and the services offered.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To continue to reduce The Centre’s deficit	To reduce The Centre’s deficit by \$10,000.00	Hold a fundraising event during the current Fiscal Year	Receipts from fundraising events	\$5,500.00	The Centre’s deficit balance of \$36,660.00 has been completed	Document the financial outcome and completion of the Centre’s deficit
To see to it that all events are properly staffed and carried out in an efficient and professional manner	To continue to build business relationships with the general public and organizations of the Roanoke Valley  To continue to increase the number “repeat clients”	Continue to score at least 85% approval rating on customer satisfaction surveys	Congratulatory letters from clients  Visitor surveys created and housed at <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>	0	The Centre is currently operating at a 100% satisfaction rating	Document the satisfaction survey results. Continue to send the surveys to rental clients and visitors
To continue to	An increased	Offering 2-3 theatrical	Visitor surveys and	\$6,000.00	Research results	School districts are

enhance the educational growth and cultural awareness of the students of the Roanoke Valley	awareness and appreciation of American culture and International cultures through artistic presentations	performances that include educational components to be shared with the teachers prior to the performance.	correspondence between The Centre and local educators		show that 4 shows geared to grades k-9 will have a total cost of \$10, .00 (all 4 shows)	very interested in partnering to bring the shows during the 2013-14 school years. The cost per student should not exceed \$5 per student per show.
To review rental costs and create a strategy to keep our venue competitive with other facilities in the community	To increase the number of rentals annually	Review rental costs of other facilities in the Northeastern North Carolina region.  Compare our costs with the costs of other venues in our area comparable in size	Utilizing customer satisfaction surveys  Market research of other rental facilities within our region	0	A review of The Centre's fee structure has begun and will continue to assure that we remain a viable entity for our community	Continue to remain competitive with other venues in our region of comparable size



2012-2013

**Institutional Advancement**  
**GRAPHIC ARTS and PRINT SHOP**  
**Kimberly Edwards, Graphic Artist**

**Purpose** Provide quality design and printing services within a timely manner to assist HCC administration, faculty and staff in their endeavors to:

1. educate and serve its student population, and
2. promote a consistent, professional image of the College to its service area.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To present HCC and its students, president and staff accurately, attractively, and effectively to all stakeholders.	Provide attractive internal printed material for faculty/staff on time and within budget.	95% of all black and white copying jobs will be completed on time as determined by date listed on print shop request form and annual Print Shop faculty/staff satisfaction survey.	Print shop request form	Variable	96% of all black and white copying jobs were completed on time.	To provide attractive internal printed material for faculty/staff on time and within budget.
To be the graphic artist and print shop of choice for HCC faculty, staff, administration, and students.	Assist faculty/staff in developing and designing attractive and effective printed material for external use.	90% of all publications intended for external consumption will be handled by the HCC Print Shop.	Develop and implement procedure for tracking individual departments printing and distributing their material outside of the HCC print shop.	Variable	92% of all publications intended for external consumption were handled by the HCC Print Shop.	To ensure the faculty/staff utilize the print shop services to design attractive and effective printed material for external use

<p>To serve the HCC faculty and staff effectively and efficiently.</p>	<p>Provide effective and efficient services as needed by HCC faculty and staff.</p>	<p>The HCC Print Shop will have the equipment necessary to provide effective and efficient services to HCC faculty and staff.</p>	<p>Purchase a computer system designed graphics software that is capable of handling large files that require more memory.</p>	<p>\$1303.81</p>	<p>High-end computer purchased with updated graphics software and large memory purchased</p>	<p>Used to provide effective and efficient services as needed by HCC faculty and staff.</p>
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