



# Institutional Effectiveness Plan & Assessment (IEPA)

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2016-2017 (*End of Academic-Year-Cycle Report*)

Planning/Assessment/Outcomes

*Office of Institutional Effectiveness and Planning – 2017*

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OFFICE OF THE PRESIDENT 2016-2017

Dr. Michael A. Elam, 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, and 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 .	Graduation/Completers  Graduate employment  Demand for graduates/completers	No of graduates & credentials  Con Ed. course offerings/completers  New programs of opportunities  Small business development reports		<u><b>Spring 2017</b></u> Submitted/received Pre-Application approval to submit application for \$2,million Economic Development Association Grant to match \$3.18 million bond new Technology Building  <b>Fall 2016</b> Serves as board chair of Roanoke Valley Chamber of Commerce, Member of Halifax Economic Development Board,	Continuous enhancements of Roanoke Valley economy and workforce training and employment opportunities

					<p>Expanded Turning Point Workforce Development partnership</p> <p><b><u>Spring 2017</u></b> Spring enrollment grew 5%, FTE remained flat</p> <p><b><u>Fall 2016</u></b> Raised \$83,000 for HCC Scholarship program</p> <p>Received Weldon City approval to build NEW HCC New Entrance Way to improve safety</p>	
<p><b>Academic Programs</b> Insure effectiveness in Instructional Programs</p>	<p>Continuous Systematic Program Review processes</p> <p>Meet requirements for NCCCS performance indicators</p>	<p>No. of Success indicators will increase</p> <p>Average scores on indicators will meet system goals</p>	<p>Curriculum Program Applications requests submitted for approval.</p> <p>NCCCS performance measures</p>		<p><b><u>Fall 2016</u></b> Reviewed and discussed SAC-COC 5<sup>th</sup> Year Interim Report, Aspen Report</p> <p>Student Course Satisfaction Survey results with 94-96% satisfaction.</p>	
		<p>Annual Presidents Report HCC Strategic Plan</p>			<p><b><u>Fall 2016/Spring 2017</u></b></p> <p>Sponsored HCC's</p>	

<p><b>Public Awareness</b> Increase Public Awareness</p>	<p>Publish Annual report to inform the public</p>	<p>Create crisis communication plan</p> <p>Produce President's Radio Show</p>			<p>50<sup>th</sup> Anniversary Gala that included 260 guests</p> <p>Sponsored the HCC Indian Heritage Program</p> <p>Conducted quarterly President's Perspective radio shows</p> <p>NC Med Assist program assisted 878 residents with free medicines</p>	
<p><b>Strategic Planning</b> Establish a strategic plan to meet the HCC mission.</p>	<p>Identify alternative Sponsored programs funding resources</p>				<p><u>Spring 2017</u></p> <p>Received \$250,000 PBIF,</p>	

<p><b>Student Development</b> Plan sustained programs of enhanced student enrollment, development satisfaction, and success</p>	<p>Meet 10-year enrollment projection by 2020</p>	<p>8-week Mini-Semester course offerings</p> <p>2% increase in enrollment over the prior year and a 2% increase in the retention rate.</p> <p>Increase the graduation rate by 2%.</p>	<p>Enrollment data and academic program reports</p> <p>Internal enrollment/retention data and NC Performance Indicator Report</p>		<p><b><u>Spring 2017</u></b></p> <p>Project Success: One of 5 colleges chosen to participate and receive support for student success, retention, financial aid, default management, testing, career services, and other supports.</p> <p><b>Fall 2016</b> Conducted 2 graduations at Caledonia Institute for 234 graduates</p> <p>Fall enrollment increased 7.6% and Spring 5%.</p>	
<p><b>Budgeting</b> Prepare a data-driven institutional budget based on sound educational planning</p>	<p>The annual budget will be approved by the Board of Trustees</p> <p>Budget planning and expenditures will be aligned with NCCCS and SACs guidelines</p>	<p>An approved annual budget and distribution of budget allocations</p>	<p>Budget plan, reports and minutes of board meeting</p>		<p><b><u>Fall/Spring 2017</u></b> Received proposed budget of \$8,948,780-\$9,202,388</p> <p><b><u>Submitted grant</u></b> Trustees approved 2016-17 budget:</p> <p>NC 2016 ConnectNC Bond funds of \$6.5 million were</p>	



					<p>approved to finance various projects including safety, HVAC/air handlers boiler chillers, roof, plumbing, repaint, floor coverings, bathrooms, lighting, &amp; New Workforce Development/Technology building</p> <p>Halifax County/Weldon approved NEW HCC New Entrance Way to increase safety at \$5000,000</p>	
<b>Institutional Effectiveness</b>	<p>Prepare a data-driven educational planning</p> <p>Insure HCC overall planning is aligned with SACS requirements</p>				<p><b>Fall 2016</b> Conducted Board Retreat w/Strategic plan session</p> <p>Discussed feedback on SAC-COC 5<sup>th</sup> Year Interim Report with Trustees</p>	



**FREEDOM TO LEARN INITIATIVE**

**Daniel Lovett, Project Director, Freedom to Learn Program – P.R.I.D.E. OF HALIFAX**

**Purpose:** To improve the quality of life for all HCC students. By preparing students for academic success and responsible citizenship, we will help transform our educational environment and strengthen the social and economic development in our communities.

Department	Office of the President
<p><b>Function</b></p> <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 2016-17</b></p>
<p><b>Purpose of the Function</b></p>	<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>
<p><b>Relevant Institutional Goals and Objectives</b></p>	<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> <p>B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all.</p> <p>C. Establish a strong alumni association.</p> <p>D. Increase public awareness of the college through electronic and print advertisement.</p> <p>E. Create promotional materials that bridge generational technology gaps and cultural differences.</p>
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Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
1. Design strategies to increase retention	Increase number of men who return in subsequent semesters	80% of men will return 2 <sup>nd</sup> semester  68% will return each year	Registration schedules, class rosters, Financial Aid awards Scholarships	\$5,000	One semester return rates were 83.3%.  One year return rate was 62% Spring 2017 Spring to all return rates available in Aug 2018.	
2. Design strategies to increase graduation rate	Encourage students to enroll in 15 hours each semester. Decrease number of students ineligible for financial aid	60% of students will enroll in 15 hours  Decrease number of students on financial aid suspension by 5% yearly	Registration schedules, Cass rosters, Financial Aid awards Transcripts	10,000	Data still being collected. Spring 2017	
3. Design strategies to increase 4-year transfer rates	25% of associate graduates will enroll in 4 year institutions	Number of students who enroll at 4 year institutions	Acceptance Letters Financial aid awards Registration Schedules Clearinghouse	10,000	Data still being collected awaiting Clearinghouse report. Spring 2017	



**FREEDOM TO LEARN INITIATIVE**  
**Daniel Lovett, Project Director, HCC Title III Program**

<p><b>Department</b></p>	<p><b>Office of the President</b></p>
<p><b>Function</b></p> <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>HCC Title III Program 2016-17</b></p>
<p><b>Purpose of the Function</b></p>	<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>
<p><b>Relevant Institutional Goals and Objectives</b></p>	<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>

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
1. Coordinate preparation of PBIF financial eligibility reports	Ensure continued eligibility to receive yearly allocation.	HCC will receive yearly allocations throughout 2016.	US DOE PBI award letter with approved allocation	10,000	<p>To date, all expenditures are accurately accounted for through quarterly meetings (more often when necessary) with Senior Grant Accountant and AVP for Administrative Services/Controller.</p> <p><b>Spring 2017</b> All expenditures are accurately accounted. Found two projects underspent, Basic Literacy and EMS. Will discuss with the President and redistribute per recommendation.</p>	<p>To ensure accurate reporting and maximize use of funds.</p> <p><b>Spring 2017</b> Will ensure redirected funds are spent by Sept 30.</p>
2. Coordinate preparation and monitoring of fiscal and technical reports	<p>PMs reports will reflect timely implementation and proper use of funds</p> <p>PMs will submit documentation to populate quarterly reports for grantors</p>	<p>PMs expenses will correlate to budgets</p> <p>Reports will arrive by timelines and include quantitative information</p>	Submission of interim and final report on time; Use of data collection instruments, i.e., surveys & evaluations	\$15,000	<p>Reports have been submitted on time; however, survey analyses have not.</p> <p><b>Spring 2017</b> Title III and HCC budget officers met bimonthly to reconcile expenditures and balances. Unspent funds will be redirected to new priorities.</p>	<p>Need to work closer with PM to ensure compliance so that final reports can be submitted.</p> <p>Need to increase reminders and follow-up with PM to get full compliance.</p> <p><b>Spring 2017</b> Bimonthly meetings increased accuracy of budgeting creating proactive budget processes, per SACS</p>

						where budgeting informs the strategic planning processes.
3. Prepare annual/yearly performance reports.	Insure fully compliant report submission that meets all title III reporting guidelines.	Submissions will meet reporting, budgetary, objective/outcome, and assessment expectations	Report completed 7 days before deadline  Report submitted 3-5 days before deadline	\$12,000	Reports will be submitted on time.  <b>Spring 2017</b> Reports are required in Dec 2017 to Jan 2018 when report portal is open by US DOE.	To ensure timely/accurate submission of required externally funded grants reports.



2016-2017

**ADMINISTRATIVE AFFAIRS**

**Thomas Henry, VP of Administrative Services**

**Purpose/Mission:** The purpose of the Office of the Vice President of Administrative Services is to coordinate the functions of information technology resources and services, financial services, auxiliary services, physical resources, and payroll and personnel services for Halifax Community College. (Institutional Goals: I-C, VI-B&C, VII-B)

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results



**INFORMATION TECHNOLOGY RESOURCES**

**Jerry Thompson, Information Systems Manager**

**Purpose/Mission statement that relates to the mission of the institution:** To promote academic excellence in teaching and learning.

<b>Goal</b>	<b>Intended Student-Learning Outcome</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>
To ensure distance learning classes proceed uninterrupted by upgrading the HDX Codec in room 143.	Students will receive timely instruction.	The current codec, which has reached end of life, is replaced with the latest, state of the art codec.	Actual replacement	\$8,477.72	The old codec was replaced on November 4, 2016 with a new state of the art codec which will have a life span of 5 years.	Distance learning classes continue uninterrupted.
Increase digital storage capacity for all faculty and staff.	Faculty and staff will have increased digital storage that will include space for richer content.	Increase storage capacity from 1 GB to 50 GB.	Actual storage capacity.	\$22,894.26	The storage server has been ordered. Installation has not been scheduled.	





**PERSONNEL OFFICE**

**Margaret Murgua, Human Resources Director**

**Purpose:** The mission of the Human Resources department is to manage, interpret and apply federal, state and community college personnel policies and procedures.

<b>Goal</b>	<b>Intended Student-Learning Outcome</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>
New Hiring Process Recruitment	High performing employees will be recruited, retained and trained to provide excellent education support to students.	Revise current hiring process and streamline for efficiency and effectiveness.  Research online software for the application process.	Review current processes in HR by outlining each area's process and review for consistency.  Applications, resumes, cover letters, transcripts, reference letters and I-9 verification.	Committee  Software procurement and training. (\$15,000)	Current process is done manually.  Shortened the manual process by reducing timeline for reference letters  Some job descriptions have been updated using the current process.	Applications are screened quicker.  Personnel files are approx. 90% complete after reviewing records from as far back as 1960's.  Apply updates from NCCCS office to updated benefits
Classification Analysis	Design and conduct job description workshops (all day) on a quarterly basis for supervisors and	Properly classifying positions will ensure that the job postings align with the goals of the college.	Implement new job classification process and form to outline purpose, job functions and tasks,	Hire Personnel Technician to perform admin functions.	Personnel Records are maintained on a consistent basis with required documentation and	State and federal reports are filed on time to avoid penalties and fines.

	managers.		Knowledge, Skills, and Abilities (KSAs), and training and education required of job.		follow the NCCCS record retention schedule.  Several policies have been updated.  Updated Disciplinary Policy approved by Legal Counsel of college. Provided Title IX Training to all Faculty and Staff	2016-2017 Reports were submitted to NCCCS Office and to Federal Gov. before deadlines.
Records Management	Personnel Records will be reviewed for completeness and will include information required by SACS, federal regulations and college.	Record Management -Organized records will assist with future SACS audit.	Implement proper format for personnel records.	Retain HR Asst. to perform filing on a daily basis.		
Policy Management	Update Personnel policies and procedures.	Review current policies and procedures to ensure that they follow college, state, and federal rules and regulations.	Analyze college, and state policy, rewrite and submit to Board for approval if necessary.	None	Changes in all benefits are communicated on a regular basis to employees.  Successful monitoring of college compliance with state and federal policies and procedures.	
Professional Development	Develop training modules that cover:		Analyze college policies and	HR Asst. to assist with admin		

for Faculty and Staff	Title IX Training	Provide training for consistent application of policies.	procedures and write training modules to align with goals.	duties.	Participated in free webinars and HR Directors Meetings regarding changes to policies and procedures	
Benefits Admin	Consult with employees on a wide variety of benefits such as State Health Plan, Supplemental Benefits, Family Medical Leave Act, Workers Compensation, Retirement, Short-term Disability, Unemployment Insurance, Voluntary Share Leave and Longevity	Keep abreast of current policies and procedures related to benefit admin by attending webinars, reviewing new information from the NC Community College System (NCCCS)	State Health Plan and Dept. of State Treasurer websites.  Conferences – Association of Community College Business Officers (ACCBO).	Appx. \$2,000 yr.	Successful monitoring of college compliance with state and federal policies and procedures.  Provided required federal and state reports annually.  Participated in all Webinars and onsite trainings for reporting purposes	
HR Reporting	Integrated Post-Secondary Education Data System (IPEDS), Staff Information, Longevity, OSHA, Voluntary Share Leave and other Federal Reports.	Updates for the NCCCS Office through webinars and online training.	NCCCS Training site.	None		



**ADMINISTRATIVE AFFAIRS**

**Jason Dorman, Follett Bookstore Manager**

**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.

<b>Goal</b>	<b>Intended Student-Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources /Cost</b>	<b>Assessment Results / Outcomes</b>	<b>Use of Results</b>
To operate the bookstore in the most efficient way. Keeping the customers best interest in mind, and provide exceptional customer service.	To ensure there are no issues from the bookstore and we serve the customer in the most professional manner.	Students and Faculty feedback. Making sure each student gets what they need from the bookstore.	Customer service surveys. Conversations with faculty regarding student issues.		No complaints thus far with the performance of the bookstore	Continue to do our part and ensure HCC is happy with our performance.
To provide students with textbooks and materials needed for their educational success	To give students the most affordable options when it comes to textbooks and materials.	Educate the faculty on all the benefits that Follett has to offer.	Sales reports		We offer New, Used, Rental and Digital books to our students.	Continue to offer the most up to date materials for the lowest cost.
Implement new Follett programs that will increase the chance of success for our students.	For HCC to take advantage of the exceptional benefits Follett has to offer.	ConnectOnce, Follett Discover, and the Included program	Conversations with faculty informing them of the benefit of these programs.		Initial conversations have taken place to bring these elements to HCC.	To lower the cost of textbooks and ensure every student has a textbook on the first day of class



**ADMINISTRATIVE AFFAIRS**

**Café 300**

**Tony Vaughan, Owner**

**Purpose:** Maintain an on-campus eatery and catering services for HCC.

<b>Goal</b>	<b><u>Intended Student-Learning Outcome</u></b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/ Cost</b>
Provide an eatery on campus that fits the needs of HCC's students and staff.	Availability of on campus food options.	Repeat customers.	Surveys and comment cards.  Student and Staff input.	N/A
Exploring healthy options to ensure Café 300 patrons maintain a good work/study/life balance.		Acknowledgment of healthier choices on menu.	Surveys and comment cards.  Student and Staff input	
Delivery quality catering service for campus events.		Stellar catering events.	Surveys and comment cards.  Student and Staff input	



**Administrative Services**  
**CHILD CARE CENTER (CADA)**  
**Eunice Hill, Director**

**Purpose:** The Center provides quality care giving and developmentally appropriate activities for children ages 3 to 5 who are enrolled in the Head Start. Students in the field of Early Childhood Education and, High School Students from Halifax Public School, gain experience interacting with preschool age children through practicum assignments. The Head Start at HCC Center provides communities served by Halifax Community College with a model, licensed head start facility that can be observed and emulated. (The Head Start at the Halifax Community College 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	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Continue providing quality child care.  Continue motivating teacher to increase level of education	Expose children enrolled in the Head Start program to learn at an early age a second language (Spanish)  Continue improving our program that fosters all area of child development: Including cognitive, socialization, mental health, language, physical and social	Utilizing the Early Childhood Environment rating scale (ECER'S) obtained: Staff Education 7 out of 7 Program Standard 7 out of 7 Quality Point 1 out of 1 Grand Total 15 out of 15	Early Childhood Environment rating scale (ECER'S) a Quality assessment instrument	ECER'S Training \$0.00  Technical Assistance \$0.00  Classroom furnishing and toys/ Approximately \$500.00	The North Carolina License, we obtained the three year's assessment results on 2/24/2017, On a 7.0 scale, the program scores 5.7.  Final grand total of 15 out of 15, center maintained its five start status.	The Head Start program at HCC will continue to meet/exceed the required enhance program standards as outlined by the NC Division of Child Development. In addition it is our promise to the children and families to continue to offer high quality program.



**STUDENT SERVICES & ENROLLMENT MANAGEMENT/TESTING**

**Barbara Hasty, Vice President of Student Services & Enrollment Management**

**Purpose/Mission statement that relates to the mission of the institution:** To provide essential services that contributes significantly and directly to the furtherance of education, graduation and total development of students.

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To increase student enrollment at Halifax Community College.	Increase the number of students who enroll at Halifax Community College	Halifax Community College's student enrollment will increase by <u>5%</u> for Fall 2016 compared to Fall 2015, and <u>5%</u> for Spring 2017 compared to Spring 2016.	Enrollment data from Registrar's Office	\$25,000	Fall 2016 increased by <u>7.6%</u> compared to Fall 2015. Spring 2017 increased by <u>4.6%</u> compared to Spring 2016.	Based on the results, strategies have been developed to do more outreach with area high schools
	The percentage of students dropping all of their courses will decrease	The % of student drops will decrease by 3% when comparing Fall to Fall and Spring to Spring of total enrollment.	Enrollment data from Registrar's Office	\$0	<u>8.5%</u> of students enrolled Fall 2016 dropped all courses, compared to <u>6.5%</u> of 2015 enrollment ( <u>29</u> more students dropped Fall 2016 compared to Fall 2015)  <u>7.3 %</u> of the students enrolled Spring 2017 dropped all courses compared to <u>5.4%</u> of Spring 2016 enrollment ( <u>24</u> more students	The list generated indicated more students dropped each semester. Strategies have been developed to add remedy to the situation.

					dropped Spring 2017 compared to Spring 2016)	
	Students are able to utilize test results to secure enrollment at Halifax Community College.	<u>100 %</u> of student will have their test results at the end of test. They will be satisfied with the testing process and distribution of results.	Evaluation forms	\$0	<u>100%</u> of the students receive their test results at the end of testing. Data isn't available on student's satisfaction with testing because a survey was not created.	A survey has been created to measure students to satisfaction with the testing process and the distribution of results.





**Student Services**

**ADMISSIONS**

**Chalisa Harrell, Director of Admissions**

**Purpose/Mission statement that relates to the mission of the institution:** To provide essential services that contributes significantly and directly to the furtherance of education, graduation and total development of students.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To increase student enrollment at Halifax Community College.	Admissions: Recruit students that are able to enroll at Halifax Community College. HCC has an open door policy.	Increase the number of students enrolled by <u>2.5%</u> each academic year.	Census taken at the beginning of each semester after students have been registered	Marketing Materials \$25, 480.17 Annually	Fall 2016 enrollment was 1,247 in comparison to Fall 2015 enrollment of 1,182. There was a 5.5% increase in enrollment from Fall 2015 to Fall 2016.	Based on the results, determine target audience that yielded the greatest results and exercise similar methods to yield better results in the other target areas.
Build a collaborative plan with Continuing Education/ Workforce and Economic Development to increase articulation to degree attainment.	Increase the number of GED graduates enrolling in Curriculum programs.	Increase the number of GED graduates enrolling in curriculum programs by <u>10%</u>	<ol style="list-style-type: none"> <li>1. List from Adult Basic Education</li> <li>2. Verification from Registrar</li> <li>3. List from ABE includes 10 students for May 2017.</li> <li>4. Registrar is not able to verify yet for end of spring.</li> </ol>	\$0	New student enrollment for fall 2015 was 308 in comparison to fall 2016's enrollment of 425. <u>(41%)</u> GED students enrolled at HCC. There were <u>28</u> students that completed their GED for 2016-2017	The Admissions team has partnered with Adult basic Education Staff and identified students eligible to take the test leading to their GED. Early outreach has taken place with those specific students in an effort to increase the percent of GED graduates enrolling in curriculum programs.

					<p>year. Out of the 28 students to complete their GED for 2016-2017 13 <u>(46%)</u> students have applied to HCC for curriculum programs. Of the 13 students that have applied to HCC 2 <u>(15%)</u> have registered for the summer classes.</p>	
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**Student Services**  
**EDUCATIONAL OPPORTUNITY CENTER**  
**Michael Bailey, Director of EOC**

**Purpose:** The Educational Opportunity Center provides essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results										
<p>Enhance the quality of life and support economic development in specified counties (Halifax, Herford, Northampton, and Bertie) by annually serving one thousand (1000) participants.</p>	<p>1) Participants served during the project year, who do not have a secondary school diploma or its equivalent, will receive a secondary school diploma or its equivalent during the project year.</p> <p>2) Participants served during the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school graduates; or 3) have obtained a high school equivalency</p>	<p>1) Secondary School Diploma: <b>25%</b> of participants served during the project year, who do not have a secondary school diploma or its equivalent, will receive a secondary school diploma or its equivalent during the project year.</p> <p>2) Financial Aid Applications: <b>75%</b> of participants served during the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school</p>	<p>1) Schedule and conduct regular advising sessions to assist participants with college course selection (a list will be kept)</p> <p>2) A list of participants who visit Postsecondary institutions</p> <p>3) A list of participants who participate in workshops, (including financial aid and admission)</p> <p>4) A list Career counseling and assessment participants</p> <p>5) Document and monitor participant progress</p> <p>6) A list of participants</p>	<p>The EOC Budget is based on several factors which included the needs of the participants, the objectives established for the participants.</p> <p>Halifax Community College is requesting funds for the five-year EOC Project.</p>	<p><b>1) Secondary School Diploma:</b></p> <table border="0"> <tr> <td>Percentage</td> <td>End Results</td> </tr> <tr> <td>27.87%</td> <td>Received a secondary school diploma or its equivalent</td> </tr> <tr> <td>22.95%</td> <td>Enrolled in high school but did not complete</td> </tr> </table> <p><b>2) Financial Aid Applications:</b></p> <table border="0"> <tr> <td>Percentage</td> <td>End Results</td> </tr> <tr> <td>7.76%</td> <td>Of those who completed a Financial Aid Application. 7.76% received a secondary</td> </tr> </table>	Percentage	End Results	27.87%	Received a secondary school diploma or its equivalent	22.95%	Enrolled in high school but did not complete	Percentage	End Results	7.76%	Of those who completed a Financial Aid Application. 7.76% received a secondary	<p>One of the most important objectives of the program is to counsel participants on financial aid options, including basic financial planning skills, and to assist in the application process.</p> <p>The goal of the EOC program is to increase the number of adult participants who enroll in postsecondary education institutions.</p>
Percentage	End Results															
27.87%	Received a secondary school diploma or its equivalent															
22.95%	Enrolled in high school but did not complete															
Percentage	End Results															
7.76%	Of those who completed a Financial Aid Application. 7.76% received a secondary															

	<p>certificate, will apply for college admission during the project year.</p> <p>3) Participants served during the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school graduates; or 3) have obtained a high school equivalency certificate, will apply for college admission during the project year.</p>	<p>graduates; or 3) have obtained a high school equivalency certificate, will apply for financial aid during the project year.</p> <p>3) ___ Post-secondary Education Admissions: <b>65%</b> of participants served during the project year who are not already enrolled in a postsecondary education program and who: 1) are high school seniors; 2) are high school graduates; or 3) have obtained a high school equivalency certificate, will apply for college admission during the project year.</p>	<p>who participate in college fair(s)</p> <p>7) Provide SAT workshops and document participants</p> <p>8) Document and follow up to assure that participant(s) are enrolled and making progress</p>		<p>school diploma or its equivalent</p> <p>14.227% Of those who completed a Financial Aid Application. 14.22% applied for admission to a postsecondary education program.</p> <p>* 4.18% Completed a financial aid application.</p>	
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**Student Services**  
**Center for Academic Excellence**  
**Iris Johnson, Coordinator**

**Mission:** Center for Academic Excellence provides essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To provide services to ensure the retention of HCC students	CAE Students passing rate will increase with the assistance of academic enrichment (one-on-one, small group tutoring sessions, and/or study group) sessions that relate to course materials.	At least <u>65</u> of the students receiving tutoring in the Center for Academic Excellence (CAE) will be successful in their coursework.	CAE weekly, monthly, and yearly Reports, Midterm grades and end-of-semester grades (Fall 2016, Spring 2017, and Summer 2017).	To offer privacy during tutoring, Marketing and advertising (\$300.00), Textbooks for tutors usage = (\$2,000.00). Software used in classroom Adobe CS 2 Licenses = (\$400.00). Additional tutoring space (\$0.00).	Transcript data received from the Datatel Colleague and Registrar's office was incorporated to complete student academic outcome data report for Fall 2016. The pass rates exceeded <u>65%</u> fall semester. Pass rate for fall 2016 was <u>74.14%</u> (compared to fall 2015 was <u>73.85%</u> ). The overall CGPA was <u>2.48</u> (compared to the fall 2015 overall CGPA was <u>2.88</u> ) below for the fall 2016 results.	Based on the results generated, the strategies used were successful. The CAE used those results as a benchmark for the need to continue to collaborate and interact with faculty in order to provide quality instructions and academic enrichment through tutorial services, to retain students. In addition, the CAE will continue to work closely with the counseling and academic success department, financial aid office, and Student Support Service (SSS) (referral process), to retain students.

<p>To provide services to ensure the retention of Career College Promise students.</p>	<p>Student usage of the CAE will increase.</p>	<p>Usage of the CAE will increase by <u>10%</u>.</p>	<p>Student Referral Cards (SRC) signed by instructors and students attendance and participation. Additional HCC resources and programs (Students Support Services (SSS), Counseling Center, DREC, PRIDE, WOE, etc.) will refer students who need academic enrichment (tutoring) assistance.</p>	<p>Student Referral Cards (SRC) and Student FTE Attendance Record (SAR) Cards and Tutor Assignment Notification (TAN) for Tutor/Students costs = (\$900.00) from HCC Print Shop.</p>	<p>In Fall 2015, <u>166</u> students used the CAE, Fall 2016 <u>170</u> students used the CAE. There was an increase of <u>3%</u> from Fall 2015 to Fall 2016.</p> <p>Spring 2016, <u>141</u> students utilized the CAE. There was increase of <u>10.6%</u> between Spring 2016 and Spring 2017.</p>	<p>The results yielded an increase and the need for continuous development of strategies that will increase the number of students who use the CAE.</p>
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**Student Services**  
**COUNSELING**  
**Charice Rosser, Director, MSW**

**Mission:** Counseling provide essentials services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcome	Use of Results
Provide effective counseling services to all HCC students	Students receiving disability and counseling services will complete their courses with a “C” or higher	80% of the Students receiving disability and counseling services will complete their course with a “C” or higher.	<ul style="list-style-type: none"> <li>• Student transcripts</li> <li>• Program evaluations</li> <li>• List from registrar</li> </ul>	\$0	87% of students receiving disability and counseling service completed their courses with a “C” or higher.	
To provide services to ensure the retention of HCC students	Students receiving disability and counseling on academic probation will maintain a 2.0 GPA	80% of students on academic probation who receive counseling service will maintain 2.0 GPA	<ul style="list-style-type: none"> <li>• Student transcripts</li> <li>• Program evaluations</li> <li>• List from registrar</li> </ul>		89% of students receiving disability and counseling services on academic probation have maintained a 2.0 GPA	Based on results, Students on academic warning were contacted by SSS and the Counseling Center staff when notified by the registrar to develop an academic success plan and/or

						intervention
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**Student Services  
FINANCIAL AID**

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

**Mission:** Financial Aid provides essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To decrease the cohort default rate	To ensure the Cohort Default Rate continues to decrease. This will give HCC continued eligibility in federal Title IV and state aid programs.	The evidence will show that the college’s published cohort default rate will be below <u>30%</u> for 2014 cohort year	Ed Financial and HCC FA staff use: <ul style="list-style-type: none"> <li>• Skip Tracing</li> <li>• E-mails</li> <li>• Forbearance Forms</li> <li>• Loan Rehab forms</li> </ul>	\$10,000	The 2013 Official Cohort Default Rate was released in September 2016 at <u>27.5%</u> . The 2014 Draft Cohort Default Rate will be released in February 2017 is expected to be below <u>30%</u> based on preliminary calculations by FA Staff.	A remedy was established to continue default management activities according to the plan established by the Default Prevention Taskforce including contractual services through a Third Party Servicer. The Third Party Servicer was responsible for skip tracing services and contacting delinquent and defaulted borrowers to assist them in managing repayment options and/or loan rehabilitation.



Student Services

REGISTRAR

Dawn Veliky, Registrar

**Mission:** The Registrar provides essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To use technology to better serve students	Faculty will use student self-service to monitor their advisees' progress and to register advisees. Faculty will use Student Self Service to review and approve student schedules before allowing student to register online.	At least <u>40%</u> of faculty will use Student Self Service to register their students during early registration for Fall 2017.	Informer software/Colleague student data system	Registrar will conduct training with faculty. Registrar will create instructional videos for faculty and staff.	<u>2</u> advisors registered their students through Self-Service/WebAdvisor . The remaining registered through Colleague desktop (Out of <u>68</u> advisors registering 2 did so through WebAdvisor/Self Service = <u>2%</u> )?	Goal of <u>40%</u> was not met. Only <u>2%</u> used WebAdvisor/Self Service. Results indicated that more faculty training is needed and will be scheduled for Fall 2017 when they return in August.
To use technology to better serve students	Students will use Student Self Service to monitor their own progress and register for classes using Student Self Service.	At least <u>25%</u> of students will use Student Self Service to register themselves during early registration for fall 2017.	Informer reports, Colleague student data systems and graduation data.	\$0	71 students used WebAdvisor/Student Self Service to register themselves for Spring 2017 ( <u>6%</u> )	Goal of <u>25%</u> was not met. Only <u>7%</u> registered themselves through WebAdvisor/Self Service. Results indicated that more workshops and emails communications should be scheduled throughout Fall 2017 for students. "How to" video will be published to HCC website.



**Student Services**  
**CAREER COLLEGE PROMISE**  
**Jennifer Jones, Director**

**Mission:** Career College Promise provides essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide services to ensure the retention of Career and College Promise students	Career and College Promise: CCP students currently enrolled will complete courses with a “C” or above in order to continue in the program	<u>100%</u> of CCP students who enroll in a curriculum pathway will complete courses with a “C” or higher.	Transcripts, Weekly Counseling Center Students Google Sheets	\$1500 to purchase academic advising software.	49 out of 345 ( <u>14.2%</u> ) students did not make 80 or above in all their classes. <u>85.8%</u> students did make 80 or above.	Based on the results, the CCP Director has planned to visit high schools and work with counselors to get the <u>49</u> students back on academic track.
To increase student enrollment at Halifax Community College.	Increase number of high school students in the Career and College Promise Program	The CCP Promise program will increase by 50% for the 2016-2017 school-years.	Enrollment printout provided by the Registrar’s Office.	\$0	There were <u>123</u> students enrolled in Fall 2015 and <u>134</u> enrolled Fall 2016. This is an increase of <u>8.9%</u> . There were <u>91</u> students enrolled spring 2016 and <u>134</u> enrolled spring 2017. This is an	Based on the results, the CCP Director has planned to continue visits to the high schools to introduce and promote all

					increase of <u>47%</u> . Overall CCP enrollment increased by <u>76.5%</u> .	CCP pathways.
To increase student enrollment at Halifax Community College.	Increase number of students in the Career and College Promise Career and Technical Education (CTE) pathways.	The Career and College Promise Career and Technical Education programs will increase by 10% for the 2016-2017 school-years.	Enrollment printout provided by the Registrar's Office.	\$0	There were <u>38</u> students enrolled in Fall 2015 and <u>28</u> enrolled Fall 2016. This is a decrease of <u>-26.3%</u> . There were <u>31</u> enrolled Spring 2016 and <u>25</u> enrolled Spring 2017. This is a decrease of <u>-19.35%</u> .	Based on the results, the CCP Director has planned to continue to visiting high school counselors and HCC faculty to introduce and promote CCP/CTE pathways to high school students through high school visits and HCC events.



**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	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
1.1 Development strategies to strengthen student learning outcomes and raise academic achievement	30% of students in the 2013-2014 SSS cohort will graduate from HCC	SSS Academic Advancement Plan/Mid-semester report/HCC transcript		\$0	Of the 33 new SSS students for the 2013-2014 cohort, (23) or <u>69%</u> graduated by May, 2017.	Strategies used assisted the SSS staff in assessing the average number of students graduating per cohort & the data was used to assist in increasing the graduation rate.



2016-2017

**ACADEMIC AFFAIRS / CURRICULUM PROGRAMS**

**Dr. Deryl Davis Fulmer, Vice President Academic Affairs**

**Purpose:** The Vice President of Academic Affairs oversees the coordination of curriculum programs, financial aid, student services, the library, institutional research, strategic planning, continuing education, and the wellness center. (Goal I) *Beginning in December, 2016, the Vice President of Academic Affairs' responsibilities include curriculum programs, distance education, the library, workforce and economic development, the Roanoke Valley Early College liaison, the wellness center and Perkins Coordination. This report reflects the current responsibilities.*

Goal	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)	<p>Programs of study reviewed and updated to address current workforce needs and criteria of the four-year colleges</p> <p>Refinement of programmatic directions and priorities and resource allocation based on current and future workforce needs</p>	<p>100% of the school's academic programs undergoing five year program review will be reviewed per their schedule</p> <p>100% of programs will have solid evidence of effective assessment, including documented use of results</p>	<p>Annual Program Review</p> <p>Program Assessments</p> <p>Curriculum mapping process developed to identify program outcomes and where Student Learning Outcomes are introduced,</p>	No added costs	<p>5 programs reviewed according to the schedule submitted each year. All programs reviewed this year were recommended to continue at the level 2, which identifies some corrective action.</p> <p>Presented program reviews to Board of Trustees and the president</p>	Advising recognized as key.

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
	<p data-bbox="310 979 632 1049">Complete SACSCOC 5<sup>th</sup> Year Report</p> <p data-bbox="310 1349 617 1482">Seeking a policy changed to articulate transfer of credit from continuing education to</p>	<p data-bbox="657 870 919 976">SACSCOC 5<sup>th</sup> Year Report submitted by September 15, 2016</p> <p data-bbox="657 1349 905 1482">To obtain approval to articulate credit from non-credit programs and</p>	<p data-bbox="955 177 1285 386">assessed and reviewed. Process developed in collaboration with the VP of Institutional Effectiveness/ Advancement</p> <p data-bbox="955 435 1285 938">VP of Academic Affairs will present completed program reviews to the Board of Trustees: Programs to review in 2016-2017 are: Associates in Science (AAS) Phlebotomy (Certificate) Plumbing (Certificate) Food Service Technology (Certificate) Early Childhood Education (AAS)</p> <p data-bbox="955 984 1247 1117">Submission and then confirmation that the report was received on time</p> <p data-bbox="955 1458 1241 1482">Courses and programs</p>		<p data-bbox="1480 834 1751 1195">Results from the review indicated that the college needed to develop and implement the curriculum mapping process as indicated in the 5<sup>th</sup> year report Results due by September 8, 2017.</p> <p data-bbox="1480 1312 1751 1482">Policy approved by Board of Trustees on January 9, 2017 to allow for the articulation of credit</p>	

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
	curriculum based on set guidelines	courses	must meet curriculum standards and will be assessed on a case by case basis		from non-credit to credit programs.	
	<p>Ensure existing programs meet current needs.</p> <p>Roanoke Valley Early College (RVEC) students graduate with a</p>	<p>100% of programs will have established advisory committees and meetings and hold at least one meeting during 2016-17</p> <p>100% of programs will be aligned with current community needs and job market</p> <p>Early College students graduate with the credential</p>	<p>Program reviews, occupational outlook, surveys, needs analysis and job placement results</p> <p>Graduation rate and acceptance into 4-year institution</p>		<p>All programs have advisory committees. Not all have solid committee members and some are in the process of reestablishing their committee membership. Only 40% of the programs held advisory committee meetings and 3 plan to hold a meeting this summer.</p> <p>Programs stay abreast of community needs and job market.</p> <p>19 graduated with associate degree,</p>	<p>Revisit the advising handbook and be more specific with meeting times for these advisory committees. Ensure that there are ample and appropriate members for each of these committees.</p>



Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
	certificate, diploma or associate degree within 5 years	from HCC and the High School diploma in the appropriate amount of time			certificate or diploma.	
	<p>Develop new programs to meet the local workforce and economic development needs. Therapeutic and Diagnostic Services and Associate in Engineering are two new programs</p> <p>Meet Statewide Performance Measure goals that are “above the college average but below the goal” in all areas 7 areas.</p> <p>Meet the “met or exceeded the goal” in at least 2 of the 7 areas.</p>	<p>Achieve the goals that at least “above the college average, but below the goal in all areas.</p>	<p>Advisory committee suggestions and needs analysis from the HCC Division of Workforce and Economic Development. Planning to submit application to Start up the Emergency Management Services program in Fall 2017 or Spring 2018</p> <p>Yearly Performance Measures for Student Success by the NCCCS and that the college reaches the above the goal in all area—a yellow or green indication.</p>	<p>Start- up costs for new programs (varies)</p>	<p>Therapeutic and Diagnostic Services and Associate in Engineering were both started. SACSCOC was notified of each program and approved. Continue to develop the Emergency Management-will open Spring semester 2018.</p> <p>2016-2017 preliminary results show that all areas were red for the second year in row. No area achieved the goal of “above the college average,” only below the goal,.</p>	
To increase retention of students across academic	Restructured advising model for intensive and intentional advising for all students	All students will be enrolled in the correct classes necessary for	Student advising feedback Student Course Feedback and any student		Participation in the course feedback is very low. Need to increase	Added correction students into the mix to collect course feedback—ensure

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
<p>programs. (Goal IV)</p>	<p>All students receive advising prior to registration. Faculty signed up on grid to be available for advising during critical times</p> <p>All students required to take ACA 111 or 122. Submit request for approval for all programs to offer the ACA 122 option so that all CCP pathways can incorporate this course.</p>	<p>matriculation.</p> <p>All students will be properly informed of degree progression. Structured pathways developed and communicated.</p> <p>E-advising developed and piloted in the Business department. Plans to scale this initiative and way of advising to Arts and Sciences as well as the other departments.</p> <p>All AAS programs include ACA 122 as a program requirement so that the course can be included in the Career and College Promise pathway</p>	<p>satisfaction surveys administered</p> <p>Students attend mandatory orientations that are more divisionally or program focused and engaging</p> <p>Fulltime and part time students successfully complete course with a C or better. Full time complete at least 12 curriculum credits by end of first year.</p> <p>Programs submit program of study changes through appropriate channels and gain approval</p>		<p>participation by a minimum of 30% overall.</p> <p>Faculty advise students. An advising grid developed to ensure advising coverage. Students are required to see an advisor prior to registering.</p> <p>E-advising piloted this year with the Business division. Preliminary data indicates it is working and provides support to institute this college wide,</p> <p>Programs submitted a program change to add ACA 122. ACA 122 has been added to several CCP/CTE programs as well. As programs are approved, then the ACA 122 will be added in an effort to only teach ACA 122.</p>	<p>that it occurs each semester.</p> <p>Continue to establish adult and youth pathways.</p> <p>Continue to enroll students for upcoming semester</p>

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
	Students complete within 2 years for associate degree and 1 year for diploma and 1 year or less for certificates	<p>Full-time students register for a minimum of 15 credits</p> <p>Continued focus to increase number of students earn certificates and certifications</p> <p>Increased use of Library, DREC and Student Success Center (Perkins)</p>	<p>60% of students register for at least 15 credits each semester.</p> <p>80% of continuing students register prior to the end of each term for the following term</p> <p>Comparative completion/graduation data of number of certificates and certifications earned from semester/year to previous semester/year.</p> <p>Comparative data from semester/year to previous semester/year</p>		<p>Approximately, 80% of the students registered prior to leaving in Spring 2016.</p> <p>603 certificates, diplomas and associate degrees awarded in May 2017. 628 awarded in 2016.</p> <p>Library usage increased from 133,350 in July 2015 to 135,591 in July 2016.</p>	<p>Continuing to increase opportunities for stackable credential attainment</p> <p>While library usage as increased, steadily find ways to improve and offer the same services online and via distance education</p>
Provide	All faculty and	At least 2	Participation in		112 out of 125	To provide support

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
<p>professional development opportunities for all employees, including opportunities for cross-training (Goal I &amp; IIA &amp; B)</p>	<p>Academic Affairs employees will complete at least twenty clock hours of professional development</p> <p>College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles</p> <p>Faculty earn certifications</p> <p>All faculty know how to use the technology available</p> <p>That the Wellness Center becomes more beneficial to faculty, staff and students</p>	<p>professional development days outlined in the college calendar (The Big Meeting/Aspen Results)</p> <p>90% of the faculty and staff will participate in twenty clock hours of professional development annually</p> <p>Faculty using the technology and student performance</p> <p>Usage increases by 10% each year</p>	<p>Professional development activities</p> <p>Performance Evaluation documentation of professional development participation. Participation on college-wide committees</p> <p>Faculty provide documentation of earned certifications</p> <p>Faculty use technology to enhance courses Data on success of students in online and hybrid courses compared to traditional face-to-face delivery. (2016 and 2017 data not yet available)</p> <p>Number of people using the Center compared to previous year (data not yet available)</p>		<p>(90%) faculty and staff attended professional development in January 2017.</p> <p>All full time faculty and staff had committee assignments to at least one committee</p> <p>In Spring 2015, traditional students successfully completed courses at 91% as compared to distance learners at 87%</p> <p>Increased usage of Wellness Center</p>	<p>to close the gap between traditional and distance learner achievement</p> <p>To provide activities to encourage usage. To continue coordination of efforts with Kate B. Reynolds grant.</p>

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
<p>To increase the level of awareness of services provided by the Division of Workforce and Economic Development throughout the college and community. (Goal V).</p>	<p>Establish more partnerships throughout the service area to increase the use of HCC customized training opportunities</p>	<p>Develop a Workforce and Economic Development Strategic Plan</p> <p>Transition more students from GED and ABE to college level programs.</p> <p>Articulation of non-credit courses to credit courses for life-long learning opportunities and career advancement</p>	<p>Plan developed</p> <p>Offer more customized training to more companies. Compare data from one year to previous years</p> <p>Offer Basic Skills Plus</p> <p>Policy approval to allow the articulation via Board of Trustees</p>	<p>No added costs</p>	<p>Increase of FTE</p> <p>The number of students who transition from literacy to college level programs. Thirty-nine (39) graduates. 16 out of 39 entered into college level programs (41%).</p> <p>Policy approved on January 9, 201</p>	



**Academic Affairs**

**ROANOKE VALLEY EARLY COLLEGE**

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

**Purpose/Mission statement that relates to the mission of the institution:** Roanoke Valley Early College (RVEC) will provide students with engaging and rigorous educational opportunities and individualized support needed to complete an Associate Degree, Diploma, Certificate, or up to two years of transferable college credit at no cost to the student, within five or fewer years.

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To maintain steady enrollment, or enrollment growth of RVEC's population.		Enrollment documentation	Official school roster  Quantity of RVEC applications submitted, even though all of them may not be selected.	Power School report	Current RVEC enrollment is 153 students.	
Increase the number or percentage of completers.	To increase the number of program completers.	Percentage of 13 <sup>th</sup> & 12 <sup>th</sup> graders who complete at least one program of study.  Average amount of transfer credits earned w/o completion.	HCC Graduation List  HCC Transcripts	HCC Registrar's Office  College transcripts	May/June 2017 (Final Grades Posted, and Graduation Eligibility Confirmed)  Current graduation list, which is subject to change.  <i>*AA Only – 13 students</i> <i>*Office Admin. Cert. – 1 student</i>	

					<i>Welding Cert. – 1 student</i> <i>Welding Cert. SMAW – 1 student</i> <i>Business Cert. – 1 student</i>	
<p>To have all eligible students registered for at least one college course before the semester begins.</p>	<p>All students will be registered for the appropriate courses for their program of study, or the appropriate course determined by placement test performance.</p> <p>To have a minimum of 90% of those tested, place out of developmental courses.</p>	<p>Percentage of students enrolled at all grade levels.</p>	<p>Placement Testing (# of students who place out of dev)</p> <p>Degree audit reports for individual programs of study.</p>	<p>Placement test results report.</p>	<p>There are currently 144 out of 153 (94%) students enrolled for the spring 2017 semester.</p> <p>Early registration list &amp; college schedules</p> <p>Program tracking</p>	
<p>To continue to build relationships between RVEC and HCC.</p>	<p>To increase the level of awareness of campus resources, personnel, and students. Students should know what resources are available, and who to speak with when they need assistance with a particular issue.</p>	<p>Log of student participation in HCC programs and organizations.</p>	<p>Male/Female attendance/membership rosters.</p> <p>Program flyers/emails</p>	<p>Seminar (HCC Recruitment )</p> <p>Identification of RVEC student participation in various events on/off campus.</p> <p>Community</p>	<p>We currently have several male students that are members of PRIDE.</p> <p>We typically have two students to represent RVEC as members of SGA.</p>	.

				service opportunities available to students here on campus.		
Increase the number of students who earn academic honors or recognition.	To have more RVEC students recognized by the early college, and HCC for academic achievements at the high school and collegiate level. (PTK, President's List, Dean's List, etc...)	List of students recognized for academic success.	College transcripts  PTK Membership & eligibility lists.	Academic support systems, and communication with college instructors.	<i>Academic Standings (as of fall 2016)</i>  <i>PTK – 8 students</i>  <i>President's List – 2 students</i>  <i>Dean's List – 3 students</i>  <i>Probation – 18 students</i>	
Increase RVEC student participation in college clubs and organizations.	To increase the level of student participation in PRIDE, WOE, SGA, etc...	List of students affiliated with the clubs and organizations available here on campus.	Program rosters	Communication with program representatives to confirm participation  Male and Female Mentoring program participation	Number of RVEC students that participate in each program.	



<p>Programs of Study</p>	<p>To increase the number of college transfer degrees earned.</p> <p>To increase the number of students enrolled in other career oriented programs of study, if they're not interested in college transfer.</p>	<p>Review of graduation list.</p>	<p>College transcripts</p>	<p>Communication with the Registrar's Office.</p> <p>Review of final graduation list.</p>	<p>TBA</p>	
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**WELLNESS CENTER**  
**Scott Dameron, Director**

**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.	<p>Students will have an awareness of the value that life-long physical activity and healthy living plays in their overall-well-being.</p> <p>Students will be able to discuss and perform skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.</p>	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	Professional Development, equipment upgrades, equipment maintenance, educational resources (textbooks, videos, etc.).	97% of returned surveys answered “Strongly agree” or “agree” with the survey statement that “Life-long physical activity and a healthy lifestyle is important to my overall well-being.”.	Continue to promote healthy living for the student population through education, opportunity, facility/equipment upgrades, and grant usage and opportunities



**CURRICULUM PROGRAMS**

**Distance Learning**

**Ellen Grant, Director**

**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	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 & B)	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.	Based on the Fall 2016 and Spring 2017 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.
To provide Halifax	HCC faculty will use the Blackboard 9.1	HCC faculty (full time and adjuncts)	The official class schedule and course	-0-	The course schedules were	Based on the Fall 2016 and Spring

<p>Community College faculty training in Blackboard 9.1. (Institutional Goal I; Objectives A &amp; B)</p>	<p>to deliver curriculum course content.</p>	<p>will successfully use Blackboard 9.1 to deliver all or part of curriculum course content. The official class schedule will identify courses offered. The director of distance learning will verify that these courses used Blackboard 9.1 to deliver all or part of curriculum course content.</p>	<p>verification.</p>		<p>retrieved and courses were identified by type.  Documentation accompanies this document.</p>	<p>2017 schedules, HCC faculty (full time and adjuncts) successfully used Blackboard 9.1 to deliver all or part of curriculum course content. This goal has been met.</p>
<p>To broker instructional service agreements with partnering institutions in the NCCCS to receive curriculum courses. (Institutional Goal I; Objectives A &amp; B)</p>	<p>To provide curriculum students with courses that will enable them to meet their program requirements.</p>	<p>Halifax Community College students will register for NCIH courses received from partnering institutions.</p>	<p>The official class schedule and enrollment rosters.</p>	<p>-0-</p>	<p>The course schedules were retrieved and courses were identified by type.  Documentation accompanies this document.</p>	<p>Based on the Fall 2016 and Spring 2017 schedules, Halifax Community College received North Carolina Information Highway (NCIH) courses enabling Halifax CC students to meet their program requirements. This goal has been met.</p>



**Associates in Arts/Teacher Prep**  
**SCHOOL OF COLLEGE TRANSFER, BUSINESS AND EDUCATION**  
**Calvin Stansbury, Department Head / Charles Wilkinson (Teacher Prep)**

**Purpose:** The purpose of the Associate in Arts (AA) Program is to provide students with the necessary education skills necessary that allow them to transfer to senior institutions (four-year University) and be successful in their program of study.

<b>Goal</b>	<b>Intended Student-Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level math skills upon completion of college-level math course	At least 80% of students assessed will be proficiency in college-level math	1. Comprehensive final exam in MAT 171 2. Project-based learning assignment (MAT 143) 3. Math Rubric	NA	MAT 143 – overall pass rate 57.6%  MAT 171 – overall pass rate 62%	Required mandatory tutoring sessions at midterm to prepare for final exam  Used collaborative assignments in class to support content  Used Improved the Learning Process periodically to assess strategies that students could use to be successful  Incorporated re-test procedures for one exam
Goal I: To promote academic excellence in	Students will demonstrate proficient college-level math skills upon completion	Credit math success percentage will meet the system average of 26.9%.	1. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	

teaching and learning (1.1 and 1.7)	of college-level math course					
Goal I: To promote academic excellence in teaching and learning (1.1 and 1.7)	Students will demonstrate proficient college-level English skills upon completion of college-level English course	Credit English success percentage will exceed the system average of 46.9%.	1. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	
Goal I: Update, maintain, and evaluate annually our comprehensive academic advising model inclusive of strategies for marketing, recruitment, retention, and career/transfer opportunities	Increase enrollment in the college transfer programs (Associate of Arts)	Enrollment will increase by a minimum of 15%.	<ol style="list-style-type: none"> <li>1. Enrollment data report (registrar's office)</li> <li>2. Marketing program to CCP and Early college students</li> <li>3. Marketing college transfer program on college marquee</li> <li>4. Market the online AA program</li> </ol>	NA	<p>Goal Not Met: 2.4% increase</p> <p>Fall 2015: 92 AA majors</p> <p>Spring 2016: 82 AA majors</p> <p>Fall 2016: 96 AA majors</p> <p>Spring 2017: 84 AA majors</p>	<p>Marketed college transfer program using marquee.</p> <p>Participated in recruitment/outreach activities with admissions office</p> <p>Updated marketing materials for the college transfer program; shared with external constituents.</p> <p>Marketed program via in-house video.</p>



**Associates in Engineering**  
**SCHOOL OF COLLEGE TRANSFER, BUSINESS AND EDUCATION**  
**Annabel Anderton, Department Head**

**Purpose:** The purpose of the Associate in Engineering program is to provide students with the technical skills and knowledge base in engineering principles to transfer to an engineering program four-year university to earn a bachelor's degree in engineering..

<b>Goal</b>	<b><u>Intended Student-Learning Outcome</u></b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
Goal 1-1.1— Develop and implement strategies to strengthen student learning outcomes and raise academic achievement	Students will demonstrate proficiency in computing and analyzing basic Engineering principles.	At least 75% proficiency in computing and analyzing basic Engineering principles	4. Comprehensive final exam 5. Engineering rubric	NA	50% of the students are proficient in computing and analyzing basic Engineering principles.	Continue to encourage more students to take the program. Fifty percent (50%) of the students represent one out of two students enrolled in the program.
Goal 1-1.1— Develop and implement strategies to strengthen student learning outcomes and raise academic achievement	Students will demonstrate proficiency oral and written communication skills with little to no plagiarism.	At least 75% of students will achieve a minimum of 27 points	1. Presentation rubric 2. Safe Assign (plagiarism tool)	NA	100% of the students are proficient in oral and communication skills with little plagiarism.	Included on-site visits to engineering firms to see what is really going on in real situations.



**Associates in General Education**  
**SCHOOL OF COLLEGE TRANSFER, BUSINESS AND EDUCATION**  
**Calvin Stansbury, Department Head**

**Purpose:** The purpose of the General Education Program is to provide students in the 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 <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level math skills upon completion of college-level math course	At least 80% of students assessed will be proficiency in college-level math	6. Comprehensive final exam in MAT 171 7. Project-based learning assignment (MAT 143; MAT 110) 8. Math Rubric	NA	Not Met MAT 110 – overall pass rate 40%  MAT 143 – overall pass rate 57.6%  MAT 171 – overall pass rate 62%	Required mandatory tutoring sessions at midterm to prepare for final exam  Used collaborative assignments in class to support content  Used Improved the Learning Process periodically to assess strategies that students could use to be successful  Incorporated re-test procedures for one exam
Goal I: To promote academic excellence in	Students will demonstrate proficient college-level math skills upon completion	Credit math success percentage will meet the system average of 26.9%.	2. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	



teaching and learning (1.1 and 1.7)	of college-level math course					
Goal I: To promote academic excellence in teaching and learning (1.1 and 1.7)	Students will demonstrate proficient college-level English skills upon completion of college-level English course	Credit English success percentage will exceed the system average of 46.9%.	2. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	
Goal I: Update, maintain, and evaluate annually our comprehensive academic advising model inclusive of strategies for marketing, recruitment, retention, and career/transfer opportunities	Increase enrollment in the college transfer programs (Associate of Arts, Associate of Science, Associate in Engineering programs)	Enrollment will increase by a minimum of 15%.	5. Enrollment data report (registrar's office) 6. Marketing program to CCP and Early college students 7. Marketing college transfer program on college marquee 8. Market the online AA program	NA	Goal Met: 17% increase from 306 to 348  Fall 2015: 303 college transfer majors  Spring 2016: 306 college transfer majors  Fall 2016: 348 college transfer majors  Spring 2017: 358 college transfer majors	Marketed college transfer program using marquee.  Participated in recruitment/outreach activities with admissions office  Updated marketing materials for the college transfer program; shared with external constituents.  Marketed program via in-house video.
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level writing skills upon completion of ENG 111 and ENG 112 courses	At least 80% of students assessed will be proficiency in college-level English courses	1. Research papers (persuasive and expository)	NA	ENG 111 overall success rate: 71% NOT MET  ENG 112 overall success rate: 76% NOT MET	Used themed learning assignment to foster collaborative assignments in class to writing and research skills

					Aggregate: 73%	Required mandatory lab writing sessions to revise/edit papers and conduct research
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level communication skills upon completion of COM 231	At least 80% of students assessed will be proficiency in college-level communication courses	1. Public speaking videos (poem, persuasive or debate speech)	NA	COM 231 overall success rate: 79% NOT MET	Used Improved the Learning Process periodically to assess strategies that students could use to be successful.  Encouraged peer review of speeches as a means to solicit useful feedback. Allowed students to re-do one speech, along with modified research paper
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will display critical thinking skills and proficiency in college-level fine arts and humanities courses HUM 115, HIS 111 MUS 110	At least 80% of students assessed will be proficiency in college-level critical thinking and humanities/fine arts courses	1. Research comparisons of musical genres 2. Comparison/contrast essay (HIS 111) 3. Contemporary issues/solutions paper	NA	HUM overall success rate: 80% MET  HIS overall success rate: 50% NOT MET  MUS overall success rate: 79% NOT MET  Aggregate: 75%	Lecture time added to HIS 111 to focus on analyzing source information. Implementation Fall '17. Assessment will continue and be monitored for improvement.  HUM 115 and MUS 110 incorporated active learning strategies to foster student success and

						engagement to include collaboration, project-based learning, and peer assessments.
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level understanding of concepts in social sciences to understand human behavior PS	At least 80% of students assessed will be proficiency in college-level social science course.	<ol style="list-style-type: none"> <li>1. Research papers</li> <li>2. Psychology projects (games that connect psychology to real-world)</li> </ol>	NA	PSY 150 overall success rate: 77% NOT MET	Assigned research projects early in the semester, required a draft of research proposal, provided earlier feedback to ensure that more competencies are achieved.



**Associates in Science**  
**SCHOOL OF COLLEGE TRANSFER, BUSINESS AND EDUCATION**  
**Calvin Stansbury, Department Head**

**Purpose:** The purpose of the Associate in Science (AS) Program is to provide students with the necessary education skills necessary that allow them to transfer to senior institutions (four-year University) and be successful in their program of study.

<b>Goal</b>	<b>Intended Student-Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
Goal I: To promote academic excellence in teaching and learning (1.1)	Students will demonstrate proficient college-level math skills upon completion of college-level math course	At least 80% of students assessed will be proficiency in college-level math	9. Comprehensive final exam in MAT 171 10. Math Rubric	NA	MAT 171 – overall pass rate 62%	Required mandatory tutoring sessions at midterm to prepare for final exam  Used collaborative assignments in class to support content  Used Improved the Learning Process periodically to assess strategies that students could use to be successful  Incorporated re-test procedures for one exam
Goal I: To promote academic excellence in	Students will demonstrate proficient college-level math skills upon completion	Credit math success percentage will meet the system average of 26.9%.	3. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	

teaching and learning (1.1 and 1.7)	of college-level math course					
Goal I: To promote academic excellence in teaching and learning (1.1 and 1.7)	Students will demonstrate proficient college-level English skills upon completion of college-level English course	Credit English success percentage will exceed the system average of 46.9%.	3. Performance measures for student success 2017	NA	Awaiting release of 2017 Performance Measures report	
Goal I: Update, maintain, and evaluate annually our comprehensive academic advising model inclusive of strategies for marketing, recruitment, retention, and career/transfer opportunities	Increase enrollment in the college transfer programs (Associate of Science)	Enrollment will increase by a minimum of 15%.	9. Enrollment data report (registrar's office) 10. Marketing program to CCP and Early college students 11. Marketing college transfer program on college marquee 12. Market the online AA program	NA	Goal Not Met: Number of program majors decreased by 18%  Fall 2016: 48 AS majors  Spring 2017: 39 AS majors	Marketed college transfer program using marquee.  Participated in recruitment/outreach activities with admissions office  Updated marketing materials for the college transfer program; shared with external constituents.  Marketed program via in-house video.



**School of College Transfer, Business and Education**  
**BUSINESS ADMINISTRATION**  
**Lateef Balogun, Department Head/Instructor**

**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	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To increase the graduation rate among Business degree major students. Goal II-2.2 of strategic plan initiatives	Students will be offered different pathway to graduation	At the completion of the first 2 semesters of their program entry, each student would have met the completion criteria for at Least a certificate program.	Students will be evaluated and assessed to meeting any of the graduation pathways.		100% of students still in the program after 2 semesters and have met at least the requirements that satisfy at least one of the certificates <ul style="list-style-type: none"> <li>• 2015-2016-50 credentials were awarded.</li> <li>• 2016-2017-86+ credentials will be awarded.</li> </ul> An increase of 72% in awarded credentials.	
The creation of Different	To increase the	Availability of courses that will lead	Increase in the		Increase in the	Provided more graduation pathways

<p>completion pathway. Goal II-2.7</p>	<p>graduation rate of the students in the Business program</p>	<p>to the program completion and retention.</p>	<p>number of students applying for graduation.</p>		<p>number of graduates in the Associates, Diploma and Certificate programs.</p> <ul style="list-style-type: none"> <li>• 2016-2017- A total of 86+ credentials will be awarded</li> <li>• 2014-2015 vs 2016-2017, an increase in awarded credentials of over 200%</li> <li>• 2015-2016., an increase in awarded credentials of 72%</li> </ul>	<p>for our students.</p>
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**School of College Transfer, Business and Education**  
**COMPUTER INFORMATION TECHNOLOGY**  
**Emmanuel Obi, Department Head/Instructor**

**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
Graduates of the Computer Information Technology program will understand the role and function of computers and how to process and manage information, including computer operations, terminology, operating systems,	<b>Students should be able to:</b>  I)Use Microsoft Office 2016 Suite (Word, Excel, PowerPoint, Access) to create, format and present documents ( <b>CIS 110</b> )	70 per cent of students should show evidence of mastery (create and manage office documents with minimal or without assistance).	Skills Assessment Manager (SAM)	N/A	74 percent of the students(60 out of 81) showed evidence of ability to create and manage documents with minimal or without assistance	The syllabus has been revised to assign more class time to specific skills.
	II)Identify information security risks, create and information security policy	70 % of students should	Virtual Security Cloud Lab	N/A	60 percent (3 out of 5) students demonstrated ability to identify	With the realignment of the IT program and



<p>database, networking, security and technical support.</p>	<p><b>(SEC 110)</b></p>	<p>demonstrate the ability to identify vulnerabilities in a network using NESSUS software.</p>			<p>vulnerabilities in a network. Standard was not met.</p>	<p>addition of another security course, some of the topics will be taught in another course.</p>
	<p>III) Apply programming solutions to problems, deploy hand coded website created with mark-up language</p> <p>CIS 115</p> <p>CSC 151</p> <p>WEB 140</p>	<p>70 % of the students should be able to deploy hand coded website created with mark up language and apply programming solutions to problems</p>	<p>Programmin g projects, Case studies and Final Exam</p> <p>Web development projects</p>	<p>N/A</p>	<p>60 percent (6 out of 10) students demonstrated ability to apply programming solutions to problems (CIS 115).</p> <p>43 percent (3 out of 7) demonstrated ability to apply programming solutions to problems (CSC151).</p> <p>100 percent (9 out of 9) students demonstrated ability to deploy hand coded websites created with markup language (WEB 140).</p>	<p>Programming classes will now be offered as a hybrid with a seated component on campus. Required software will be installed in the classroom. A request will be made to include a token lab fee e for students or funds requested to purchase needed software for web classes.</p>
	<p>IV) Install configures and maintains computer information systems, including the system's</p>	<p>70 percent of the students should be able to design, configure and</p>	<p>Hands on Lab activity, Critical thinking activity,</p>	<p>N/A</p>	<p>94 percent (15 out of 16) of the students enrolled in the courses evaluated NET 125,NOS 230 and CTS 120) demonstrated</p>	<p>Request funds to renew subscription for Microsoft Imagine Academy that offers free</p>

	<p>operating systems and common computer hardware and software.</p> <p>NET 125</p> <p>NOS 230,CTS 120</p> <p>V)Work as part of a professional team to analyze design and implement computer information systems CTS 289</p>	<p>maintain system operating systems and solve hardware and software problems</p> <p>70 percent of the students should be able to analyze, design and implement computer information systems.</p>	<p>packet tracer, and Final exams</p> <p>Team Projects and Final Exam</p>	<p>N/A</p>	<p>the ability to install, configure and maintain information systems and solve common hardware and software problems.</p> <p>100 percent (5 out of 5) of the students demonstrated the ability to work as part of a team, analyze and implement computer information systems.</p>	<p>software to students.</p> <p>Seek out mini I.T projects in the service area.</p>
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**School of College Transfer, Business and Education**  
**CRIMINAL JUSTICE TECHNOLOGY**  
**Kelly Schoolcraft, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:**

The purpose of the Criminal Justice Technology Program is to provide knowledge of various aspects of the criminal justice system by exposure to general constructs and specific disciplines of the system to better prepare students for a career in policing, corrections, courts and other social/public service field.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To provide a high-quality, multi-dimensional educational program resulting in the knowledge and skills to be a professional in the criminal justice system as well as earning the credentials of the A.A.S.	<p>Establish and demonstrate a comprehensive knowledge in the five substantive areas of criminal justice: criminal justice process, criminology, law enforcement, law adjudication, and corrections.</p> <p>Demonstrate the ability to think critically.</p> <p>Exhibit the ability to conceptualize ideas.</p> <p>Exhibit basic research</p>	<p>80% of students will earn a grade of “C” or above in each Criminal Justice Technology course.</p> <p>100% of students who graduate with an earned A.A.S Degree in Criminal Justice Technology will earn a grade of “C” or above in each Criminal Justice Technology course.</p>	<p>Exams and Quizzes consisting of multiple choice and True/False questions were used to assess students’ knowledge of material content.</p> <p>Writing Assignments such as Discussion Boards, Essays, Research Assignments, Case-Study Reports and a Research Paper were used to assess knowledge of material content and exercise written</p>	<p>-\$0-</p>	<p>The total average of the qualifying 28 final grades for the evaluated courses was a “B” (87.40%).</p> <p>Of the 28 possible student grades, 25 (89.2%) earned a “C” (70%) or above.</p> <p>Assessment tool averages for the evaluated classes are as follows:            Exams “C” (78.75%), Quizzes “C” (78..57%),</p>	<p>The assessment results help to provide an analysis of student performance and depict indicators to a successful transition into a criminal justice profession and/or a higher degree program.</p>

<p>degree in Criminal Justice Technology.</p>	<p>skills by successful completion of an original research proposal.</p> <p>Display the ability to communicate effectively in oral and written form.</p> <p>Demonstrate an understanding of social problems, human behavior, and public policy.</p>		<p>communication using APA format (Rubrics were created for each assignment for consistent grading and accuracy). End-of-Course Surveys were used to assess the students' satisfaction with the course instruction and material, in addition to self-evaluations on reading and participation.</p> <p>(Evaluated Courses: CJC-113, CJC-131, CJC-120, CJC-212, CJC-231)</p>		<p>Research Assignments "C" (78.13%), Discussion Boards "C" (79.70%), Field Work "A" (93.16%), and Reflection Papers "A" (96.32%).</p> <p>Assessment Results for quizzes had a Standard Deviation of 0.20, which indicates SKU in the results (4 of the possible 20 assessment results rendered a score of 55% or below for quizzes. 1 of those 4 rendered a score of less than 30%). For comparative purposes, the Standard Deviation for the total average of the final grades was 0.12.</p>	
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**School of College Transfer, Business and Education**  
**EARLY CHILDHOOD EDUCATION**  
**Kimberly Rodwell, Department Head**

**Halifax Community College Early Childhood Department Mission Statement:** We are committed to improving the lives of all children in the Roanoke Valley through early childhood teacher preparation, which includes theory and research-based practices, reflection, building relationships, opportunities for advocacy, and promoting life-long learning.

<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>
<b>Goal I (1.6)</b> Engage students, faculty, and staff in outreach, partnerships, and co-op opportunities to enhance student employability and transferability.	Graduates will be prepared to enter the workforce as competent child care professionals.	AAS –Students will show mastery level in the oral competency interview. Certificate programs.	Oral competency interview (AAS)  Grade distribution reports (certificates)	none	100% of students graduating in Spring 2017 passed oral competency interviews.	Continue to teach competencies in EDU 119, EDU 131, EDU 144, EDU 145, EDU 146, EDU 280, EDU 221. Continue to look at NAEYC standards and 5 key assessments for our NAEYC Accreditation.
<b>Goal II (2.6)</b> Set and meet yearly benchmarks to increase the number of students passing licensure and certification pass rates to meet	All EDU 119 students will complete application for NC Early Childhood Credential Certificate. Increase the number of NC Early Childhood Credential Certificate completers by 5%.	80% of students in EDU119 will meet requirements for the NC Early Childhood Credential Certificate Students have to pass the course with a “C” or better. State requirement	NCECC application forms from the Division of Child Development and official copy of student’s transcripts.	The cost of an official copy of transcript and postage to send to DCDEE workforce unit.	Fall 2016 88% of the students enrolled in EDU 119 passed the course with a “C” or better and were eligible to submit application for NC Early Childhood Credential. 88% of those eligible submitted application with official transcripts	Continue to offer EDU 119. We have been offering this course twice a year and both evening and daytime. May need to alternate and offer evening one semester and daytime the next.

<p>NCCCS Performance Measure goal (91.7%) by 2018.</p>					<p>to DCDEE workforce unit. Spring 2017 Did not offer course not enough enrolled to make the class</p>	<p>Need to look at offering course online or maybe a mini semester course. Need to really consider offering class with low enrollment. Puts child care centers in the community at risk for not being in licensing situation if course is not offered.</p>
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**School of College Transfer, Business and Education**  
**MEDICAL OFFICE ADMINISTRATION**  
**Deborah Boone, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
<p>Provide graduates with the technical skills necessary to be successful in the health care industry.</p> <p>Strengthen and expand the role of technology in the curriculum and online courses.</p>	<p>Medical Office Administration degree students will acquire the tools necessary to successfully compete to obtain employment in the health care industry.</p>	<p>Using medical office simulation software, students will apply both task skills and technology skills required to perform appropriately in a simulated medical office. Students will perform operation for the front office, schedule/reschedule patient appointment for several doctors, provide coding, insurance claims and billing.</p> <p>Any errors must be located and all necessary corrections completed in order to</p>	<p>Methods: Software Simulation Projects, Assessment Tests, and Quizzes</p> <p>Review simulation results for each student to determine success in the skill levels for the simulation.</p>	<p>Computer upgrades every 4-5 years (for ability to handle software): \$30,000</p>	<p>Results: Five (5) out of five (5) graduates achieved a Level 2 or higher in the Medical Office capstone course, OST-243.</p> <p>This represents 100% and the goal of 85% was met.</p>	<p>Changes made in the curriculum course structure last year have made a positive impact on student outcomes. Students are more attentive to the actions that will be required in the medical office environment.</p> <p>Continue to reiterate the importance of quality work in a timely manner required in the medical office environment.</p>

		<p>move forward in the simulation.</p> <p>85% of graduates will display a Level 2 or higher success in the capstone simulation in OST-243.</p> <p>Successful completion criteria for each level is:</p> <p>Level 1 – 60%  Level 2 – 70%  Level 3 – 80%  Level 4 – 90%</p>				
<p>Prepare students for entry level positions in the health care industry.</p>	<p>All students will display their ability to analyze the structure of medical terminology to break down and define medical terms by their individual components.</p> <p>Students will use this knowledge to determine the most appropriate medical code required to meet the medical necessity requirement in insurance claims.</p>	<p>85% of students will display a Level 2 or higher success in the MED-232 and OST-148 courses.</p> <p>Successful completion criteria for each level is:</p> <p>Level 1 – 60%  Level 2 – 70%  Level 3 – 80%  Level 4 – 90%</p>	<p>Methods:  Quizzes, Tests, and coding from patient notes and statements.</p>	N/A	<p>Results:  88% of students in MED-232 and OST-148 achieved a Level 2 or higher in these courses.</p> <p>The Goal of 85% was met.</p>	<p>Additional activities in OST-148 have yielded a better understanding of material covered. Discussions regarding how the activities covered in class relate to responsibilities in the workplace has increased student's understanding of the processes involved. Continue to update each semester.</p>





**College Transfer, Business and Education**  
**OFFICE ADMINISTRATION**  
**Deborah Boone, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** The purpose of the Office Administration AAS degree program is to prepare graduates for entry-level office positions in medical and allied health facilities.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
<p>Strengthen and expand the role of technology in the curriculum and online courses. Provide graduates with the technical skills necessary to be successful in any office environment.</p>	<p>Office Administration degree students will acquire the tools necessary to successfully compete to obtain employment in any office environment.</p>	<p>Using a simulated office environment, students will apply task and technology skills, and critical thinking required to perform appropriately in a simulated office. Students will perform simulated daily operations that occur in any office environment.</p> <p>80% of graduates will display a Level 2 or higher success in the office simulation</p>	<p>Methods: Software Simulation Projects, Assessment Tests, and Quizzes</p> <p>Review simulation results for each student to determine success in the skill levels for the simulation.</p>	<p>Computer upgrades every 4-5 years (for ability to handle software): \$30,000</p>	<p>Results: Three (3) of the four (4) graduates achieved a goal of Level 2 or higher in the Office Administration capstone OST-289.</p> <p>This represents 75% and does not meet the 80% goal set.</p>	<p>While all students successfully completed the Simulation Projects, some had difficulty in submitting the projects prior to specific due dates due to medical issues in the home setting.</p> <p>Implementation of more discussion regarding the correlation between adhering to due dates in class to adhering to due dates in the work place for all classes in Office Administration.</p> <p>Add additional discussion on the negative aspects of not completing projects in a timely manner in employment and how to</p>

		<p>of OST-289.</p> <p>The successful completion criteria for each level is:</p> <p>Level 1 – 60%</p> <p>Level 2 – 70%</p> <p>Level 3 – 80%</p> <p>Level 4 – 90%</p>				adjust habits to resolve these issues.
Prepare students for entry level positions in an office environment.	Provide graduates with up-to-date technology required for the successful completion of the program. Students will validate their working knowledge of the subject matter and proficiency in the use of Microsoft software.	<p>85% of students will display a Level 2 or higher success in the Microsoft software of OST-136 and OST-233.</p> <p>Successful completion criteria for each level is:</p> <p>Level 1 – 60%</p> <p>Level 2 – 70%</p> <p>Level 3 – 80%</p> <p>Level 4 – 90%</p>	<p>Using current Microsoft software applications, students will apply skills required to perform appropriately in any office environment.</p> <p>Methods: Tests, Activities, Projects, and Exams.</p>	n/a	<p>Results: 86% of students in OST-136 and OST-233 achieved a Level 2 or higher in these courses.</p> <p>The Goal of 85% was met.</p>	<p>While all students in these courses successfully completed these courses, some did not achieve at least a Level 2 status.</p> <p>Add additional peer to peer and peer to instructor discussion into areas of concern for the students in these courses. Stress the importance of completing the basic exercises prior to beginning projects.</p>



**School of College Transfer, Business and Education**  
**PARALEGAL TECHNOLOGY**  
**Tiffany Smith, Department Head/Instructor**

**Purpose: Purpose/Mission statement that relates to the mission of the institution:** To provide articulate, knowledgeable and skilled graduates that are prepared to assist attorneys and other legal professionals in the legal field.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Results / Outcomes	Use of Results
<p>The goal of the program is to provide students with the training and skills necessary to be competent and proficient paralegal professionals, and to assist in placement in a competitive job market.</p>	<p>The students will be able to demonstrate knowledge and mastery of drafting legal pleadings, documents and other legal communications.</p> <p>The students will compare favorably with similar students on the NC CLA Exam.</p> <p>Students will be able to interview clients, witnesses and other individuals within the legal process.</p> <p>The students will be able to describe and discuss his or her role</p>	<p>Graduates will score within the state average on the NC Legal Assistant exam.</p> <p>Graduates will score and average or better on final exams in each curriculum course, including the CLA Review Seminar.</p> <p>Graduates will complete 160 hours of co-op, and receive scores of good or better on 90% of the items on supervisor's evaluation.</p>	<p>Portfolio, Co-Op with Co-op workbook, Exams, Quizzes, GPA, Certified Legal Assistant Exam</p>	<p>Westlaw, NC Report, NC Digest, NC Index, NC Gen. Stat.</p>	<p>Students took CLA review seminar scoring a B as the final grade.</p> <p>Students scored a B or better in all legal education curriculum courses. The intended outcome was met.</p> <p>Students did not meet the 90% goal for the coop. Students missed hours and as such grades were lowered.</p>	<p>Updated course syllabus and updated curriculum course structure</p> <p>Implementation of discussions on how due dates impact the legal community</p> <p>Assigned research projects earlier in the semester</p> <p>Used results to help students prepare for NC CLA Exam</p> <p>Marketed program on college's marquee</p> <p>Participated in</p>

	<p>and responsibilities in the legal field.</p> <p>The students will be able to understand and apply the rules of ethics to various situations.</p> <p>The students will be able to implement methods needed for providing proper investigation and case preparation from case beginning and continuing, displaying proficient case development skills.</p>					<p>recruitment activities with the admissions office</p>
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**School of Career and Technical Education  
ADVERTISING and GRAPHIC DESIGN  
Clifford Jones, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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 processes, technologies, 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 Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To teach students the basic elements of drawing: Line, Shape, Proportion & Perspective, Light & Shadow	DES 125  Illustrate effective use so skills in the 7 basics elements of design  Students think critically and creatively, show knowledge and skills to work with other in a professional and constructive manner		A variety of projects are assigned from design theories from book to stimulate and motivate the mind.  Many project are to help employability skills, students will be evaluated on whether they demonstrate those skills	N/A	4 of 4 or 100% will demonstrate the basic elements of drawing through art projects.  By working on projects that are not computer based, students show more of their own creativity and thinking skills.  The outcome is that it makes students a	Student can demonstrate to local businesses their skills by working on projects for the area, exploiting their skill level by having are shows and displaying work.

	Upon completion students will create and execute design that use the concepts of form, line, textures, variety, repetition and other design techniques		Rubric is given with each project as a guideline to show student what they must do to have a successful project.		stronger designer and help them relying on their own thinking and problem solving abilities in the field of graphics.	
To teach students the 7 basic elements of design: Line, Shape, Value, Space, Texture, Size and Color	<p>DES 135</p> <p>Illustrate effective use so skills in the 5 basics elements of drawing</p> <p>Demonstrate and understanding of these elements by keeping a drawing journal</p> <p>Students will demonstrate an understanding of all elements in art projects and presentations</p>		<p>A variety of projects are assigned from brainstorming pieces to large final look pieces to get the students feel for the topic at hand.</p> <p>For many projects I will take hands on approach using overhead projector showing example: Having student keep a sketch book to show each technique.</p> <p>Rubric is given with each project as a guideline to show student what they must do to have a successful project.</p>	N/A	<p>3 of 5 or 60% demonstrated the 7 basic elements of design through art projects</p> <p>By keeping a sketch book journal student got a lot of practice and could see how their creative thinking skills and techniques showed improvement.</p> <p>Brainstorming sessions requiring time away from the computer showed many of the students how to create several ideas quickly. Many students get caught up in the first thing that comes to mind without fully working through other options.</p>	<p>Next time I teach this class I will utilize the scanner and computers to show students how to ink and paint to create true digital art using the same techniques.</p> <p>I will show student how illustrations are done in a digital age using both traditional and modern techniques to create pieces show the elements of drawing.</p>

<p>Teach student how to use the computer as a design tool and specific software to create and layout designs for clients in the field of advertising.</p>	<p>GRA 151</p> <p>Utilize the computer as a design-related tool and discuss the process of page creation</p> <p>Student will demonstrate a working knowledge of the software through successful project completion</p> <p>Create comprehensive layouts using the computer and appropriate software</p>		<p>A variety of projects are assigned from books and video tutorials for current topic.</p> <p>For many project I will take a hands on approach in the area of providing possible tweaks to tighten of layout for clarity. Sometimes this is done while the project is in process – sometimes it is discussed after.</p> <p>Rubric is given with each project as a guideline to show student what they must do to have a successful project.</p>	<p>N/A</p>	<p>3 of 4 or 75% demonstrated the computer as a design-related tool and working knowledge of software</p> <p>Through step-by-step book/video tutorial based projects, students showed development in learning Adobe software.</p> <p>Thought instructions and example student were able to improve on project based learning as well as become critical thinkers for the best solution for success in projects.</p> <p>End result, student became problem solvers in the world of graphic designers</p>	
<p>To teach students the basic of working a digital camera</p>	<p>GRD 160</p> <p>Demonstrate the use of their camera through a variety of</p>	<p>The journal help students to develop knowledge of camera and photo editing, what setting work</p>	<p>A variety of projects are given to develop an understanding of using a camera</p>	<p>N/A</p>	<p>3 of 4 or 75% demonstrated the basic skills to operate digital camera and edit</p>	

<p>and the transporting, editing of photos</p>	<p>photos and settings</p> <p>Demonstrate vocabulary in photography through definitions and discussion</p> <p>Students will demonstrate an understanding of all parts of photography through photo editing and setting on camera</p>	<p>and doesn't.</p>	<p>I give demonstration on how to set up a shot to help student and use the discussion board for students to critique work.</p> <p>Rubric is given with each project as a guideline to show student what they must do to have a successful project.</p>		<p>photos.</p> <p>Students keep a weekly photo journal and label setting of camera next to each picture. This show how growth and understanding over a period of time.</p> <p>This demonstrates growth, experience and understanding photography</p>	
<p>Teach the students the many forms of advertising and how they can best serve clients by demonstrating which media to use. Show video editing along with audio and sound effects.</p>	<p>GRD 271</p> <p>Illustrate effective use of design skills in different Medias of advertising.</p> <p>Student will create 4 big projects: Poster, Video, PSA, motion poster. To show they have an understanding of the different Medias for advertisement</p> <p>Demonstrate a wider skill set as it pertains to various advertising applications.</p>	<p>Work is posted on blackboard to be critique by classmates and final composites are done based on feedback giving them a real work world experience while learning.</p>	<p>A variety of projects are assigned and posted on blackboard for view and critiques are given by fellow students.</p> <p>For many projects we will use Adobe CC software to show print, video and audio editing skills</p> <p>Rubric is given with each project as a guideline to show student what they must do to have a successful project.</p>	<p>N/A</p>	<p>5 of 6 or 83% demonstrated the basic elements of drawing through art projects</p> <p>The critiques show that student can take constructive criticism and build upon to make a stronger designer and an understanding of working with clients.</p>	<p>Future classes will incorporate more outside projects from local business to give student a more work world experience to help them better serve their clients.</p>



<p>To teach students the basic skills of Flash and how it is used to enhance websites and add animation and movement to certain elements of the site.</p>	<p>WEB 120</p> <p>Demonstrate the basic skills of Flash and how it is used in the web.</p> <p>Demonstrate skills in flash by doing step-by-step tutorials and project builders.</p> <p>Students will show projects to demonstrate the skills they learned in the book to show clients they have a understanding of Flash.</p>		<p>Student used web book that had step-by-step tutorials, chapter reviews, quizzes and tests.</p> <p>We had open discussion along with videos and students doing research and find examples of projects on the internet.</p>	<p>N/A</p>	<p>4 of 8 or 50% demonstrated the skills to use flash in creating banner, website sites and animations for the web.</p> <p>Student did project builders at the end of each chapter with vague directions to show if they really understood the chapter. This allowed them to be more creative thinkers.</p> <p>Student projects show just how much they had attained by each chapter by saving each step and doing their own projects based of skills taught in each chapter.</p>	<p>In future classes I will adopt a book that will allow student to do more than just flash</p> <p>More projects that will allow students to do more with coding and animations to give them a broader learning experience will be incorporated.</p>
<p><b>Goal</b></p>	<p><b><u>Intended Student-Learning Outcome</u></b> <b>Intended Outcome</b></p>	<p><b>Criteria for Success</b></p>	<p><b>Assessment Tools</b></p>	<p><b>Resources/ Cost</b></p>	<p><b>Assessment Results/Outcomes</b></p>	<p><b>Use of Results</b></p>

<p>Emphasis is placed on enhancing and developing the skills that were introduced in GRA 151. Build stronger layout concepts utilizing illustration, page layout, and imaging software in graphic arts</p>	<p>GRA 152</p> <p>Think practically and creatively to analyze, synthesize, and develop design solutions that meet client needs</p> <p>Demonstrate and ability to effectively troubleshoot when projects do not go as planned, be able to select and utilize appropriate software for design and layout solutions</p> <p>Effectively use relevant software and hardware to research and prepare design solutions and relate Advertising and Graphic publications</p>	<p>The outcome is to make strong designers and help them rely on their own problem solving abilities use relevant software/hardware to meet the client needs</p>	<p>A variety of projects are assigned from books to stimulate/motivate the mind for creative thinking and problem solving skills</p> <p>Many project are to help develop employable skills, students will be evaluated on whether they demonstrate skills</p> <p>Rubric is given with some projects as a guideline to show student what they must do to successfully complete a project.</p>	<p>N/A</p>	<p>By working on projects, students show their own creativity and thinking skills.</p> <p>2 of 2 or 100% demonstrated the ability to effective troubleshoot, analyze and develop design solutions while effectively using relevant software to complete project that meet client needs</p>	<p>Student can demonstrate to college and community their skills by working on projects for the school and are businesses, exploiting their skill level by having art shows and displaying work and local projects</p>
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<p>To teach students the importance of design, including interface design, color, illustration, scripting, audio, typography, and animated elements</p>	<p>GRD 180</p> <p>Upon completion, students should be able to design and produce interactive presentations.</p> <p>Demonstrate and understanding how to create hierarchy within any project for client needs</p>	<p>1 of 3 or 66% demonstrated the critical thinking skill and design principles to produce interactive presentations</p> <p>Think Break sessions: ask a rhetorical question and allow students 20 seconds to think about problem before I explain further. Students show how quickly they can adapt and solve design solutions for client</p>	<p>Students illustrate a concept, idea, or principle with real life application, model, or case study.</p> <p>Work in group activities, this technique encourages students to take part in problem-solving process together prepare them for working as a team and make them work world ready</p>	<p>N/A</p>	<p>By storytelling to illustrating concepts, idea or principles/ students get to demonstrate their solutions to problems and case-studies</p>	<p>Next time I teach this class I will use new software dealing with animation that has now be introduced by Adobe</p> <p>I will show student the basic of animation in the program to help the grow in the field of graphic</p>
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<p>Teach student to control different medias, methods, surfaces, design problems and the appropriate media selection process in laying out design pages for brochures, posters, magazine, newspapers and other print media.</p>	<p>GRA 131</p> <p>Student will show knowledge of designing a logo, a newsletter, a poster, a folded brochure, and a multiple page publication from concept to completion as well as understand the concept of “branding” and corporate identity and how to use the basic concepts of design for advertising purposes.</p>	<p>1 of 1 or 100% demonstrated how to create quality illustrations from conception throughout projects</p> <p>Through step-by-step book/video tutorial based projects, students showed development in learning Adobe software.</p> <p>Thought instructions and example student were able to improve on project-based learning as well as become critical thinkers for the best solution for success in projects.</p>	<p>A variety of projects are assigned from books and video tutorials /printed tutorials</p> <p>Many projects I will take a hand on approach in the area of providing possible tweaks to tighten of layout for clarity.</p> <p>A rubric is with each project as a guideline to show student what they must do to have a successful project.</p>	<p>N/A</p>	<p>End result, student became problem solvers in the world of graphic designers</p>	<p>In future projects I will like for student design a school newspaper/ brochure to help them with layout design.</p> <p>We will do more community based projects to create a real world environment to help students deal with clients one-on-one to develop the skills for the workforce</p>
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<p>To teach students typographic fundamentals, anatomy, measurements, composition, identification, and terminology</p>	<p>GRD 110</p> <p>Upon completion, students should be able to demonstrate proficiency in design application, analysis, specification, and creation of typographic elements.</p> <p>Demonstrate vocabulary in typography through definitions and discussion Chart showing anatomy of letters</p>	<p>3 of 4 or 75% demonstrated the basic skill of the typographic fundamentals.</p>	<p>A variety of projects are given to develop an understanding of type and how it is use to make an impact in design. This ranges from web design to all forms of print media</p> <p>I give demonstration on how to set up composition, layouts and charts with type</p>	<p>N/A</p>	<p>Student use book to learn the history of fonts and their founders.</p> <p>Students develop type charts and study the anatomy of letters.</p> <p>This demonstrates their know of different styles of fonts in project to show they understand the different types of font and how they are used in advertising and why</p>	
<p>Students are taught the use of animation and effects in video, specialized software, quality control, and cross-platform delivery, as well as problems associated with delivery media and</p>	<p>GRD 272</p> <p>Demonstrate effective understanding of the Creative Brief, including purpose, design, and implementation</p> <p>Students should be able to produce multimedia presentations and determine and adapt to technical specifications for</p>	<p>3 of 4 or 75% Demonstrated the ability to use design thinking strategies in an iterative design process associated with media and interactivity</p>	<p>A variety of projects are assigned and posted on the blackboard for students to view and fellow students give critiques.</p> <p>For many projects we will use Adobe CC software to show video and audio editing skills</p> <p>Process books are created to show how</p>	<p>N/A</p>	<p>Work is posted on blackboard to be critique by classmates and final composites are done based on feedback giving them a real work world experience while learning.</p> <p>The critiques show that student can take constructive criticism and build upon to make a</p>	<p>Future classes will incorporate more outside projects from local business to give student a more work world experience to help them better serve their clients.</p> <p>Video equipment and studio space to give student the environment needed to create quality projects for clients</p>

interactivity.	<p>delivery</p> <p>Demonstrate critical thinking by coordinating work between functions and disciplines.</p>		<p>a projects are developed from beginning to end</p>		<p>stronger designer and an understanding of working with clients.</p>	
<p>To teach students advertising development from idea through production and the interrelationship of marketing to types of advertising, media, and organizational structure.</p>	<p>GRD-281</p> <p>Upon completion, students should be able to produce advertising for various media and demonstrate an understanding of the complexities and relationships involved in advertising design.</p> <p>Student will be able to demonstrate two pitch types in advertising “The request for proposal (RFP) The invitational pitch to clients</p>	<p>3 of 4 or 75% demonstrated how to effectively apply design principles and visual elements to projects.</p>	<p>Student used book and case study to do research and find example to show understanding of advertising</p> <p>Students created scenarios and demonstrated in class to show and create an environment of the marketing world for fellow student to critique and learn about marketing and advertising</p>	<p>N/A</p>	<p>Student did project builders at the end of each chapter with directions to show if they really understood the chapter. This allowed them to be problem solvers.</p> <p>Students research and examples of products showed marketing strategies they learned from each chapter</p>	<p>In the future, I will have students to do sales pitches advertising new or rebrand a product to local business owner. I will have other teachers/business owners come in to assess them on their pitch.</p>

<p>Teach the application of visual elements and design principles in advertising and graphic design, creation of various designs, such as logos, advertisements, posters, outdoor advertising, and publication design</p>	<p>GRD 142 Students should be able to effectively apply design principles and visual elements to projects.</p>	<p>5 of 6 or 84% demonstrated the knowledge of using design principles and elements of art in creation of various designs.</p>	<p>A variety of projects are assigned and posted on blackboard for to view and fellow students give critiques.  For many projects we will use Adobe CC software to show print, video and audio editing skills  The rubric is given with some project as a guideline to show the student what they must do to have a successful project.</p>	<p>N/A</p>	<p>Students used the book with projects based on subject matter and develop design projects accordingly.  Students use blackboard to get assignment and discussion board to post work and critique each other on various parts of project to point out errors or design mistakes moving forward, until the completion of project.</p>	<p>Future project I will incorporate more community based projects.  Have students enter their work in local/state and national contest in various areas of graphic design</p>
<p>Teach students about web graphics file types, type conversion, RGB color, the browser-safe palette, elementary special effects, image maps, and other related topics.</p>	<p>WEB-111 Students will be able to create graphics such as banners, buttons, backgrounds, and other graphics for Web pages.  Student will be able the demonstrate the different type of graphic use in web advertisement</p>	<p>7 of 9 or 79% demonstrated the skills to the use of software, photo effects, web graphic file types for website development</p>	<p>Student use Physical and digital Photoshop book that had step-by-step tutorials, videos, chapter reviews, quizzes and tests.  We had open discussion along with videos and students doing research and find examples of projects on the internet.</p>	<p>N/A</p>	<p>Student did chapter objectives, and tutorial based project to develop skills for website development  Students used video tutorials to understand the basic of html and how to place photos/graphics on a webpage</p>	<p>In future classes I will adopt a book that will allow student to do more than just Adobe Photoshop  I will incorporate more projects with animated banners and use local advertisement/college ads for the web</p>

	Student will demonstrate skill obtain in Adobe Photoshop to edit photos for the web					
<b>Goal</b>	<b>Intended Student-Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
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 projects and the design process within small groups in the classroom or discussion board in HCC Blackboard.	Portfolio review will be completed by the Department Head at the completion of benchmark courses.  Class participation and HCC Blackboard activity will be reviewed by the Instructor of record.	N/A	Students that have completed benchmark courses have met with the Department Head for a review of their portfolios.  Group projects were monitored and participation was facilitated by the Instructor of record in all courses.	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 group functionality for upcoming courses and coursework.



	<p>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>	<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>	<p>N/A</p> <p>N/A</p>	<p>Department Head has updated tracking sheets and started the process of creating digital portfolios for upper-level students.</p> <p>Portfolio review has been completed, but exit interviews are scheduled until next semester.</p> <p>Students were tested on iMac software and hardware. Students were also tested on the Adobe Creative Cloud software that is utilized in the classroom.</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 CC certification test for multi-media creation.</p>
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<p>Provide Graphic Design graduates with improved soft and technical skills as well as presentation skills.</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>100% of all students will display design 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 Creative Cloud 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, Phones and access to a large format color printer to experiment with hard copy output as well as digital presentation of projects. Materials produced by students will be on</p>	<p>Students will be evaluated and their 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>N/A</p> <p>\$4,500 for drafting tables for art. (17 tables for class \$20,000 - \$30,000 graphic computer workstations . (10 new computers)</p> <p>Printers and scanners, \$700 Upgrade to CC Premium Software, \$5,500 yr. (18 upgrades needed for the computer lab)</p> <p>Wide format color printer/plotter \$10,000 DVD duplicator consistent with use in Macintosh video editing software,</p>	<p>Students have been evaluated in individual courses and have successfully maintained a 70 to 80% success rate.</p> <p>Students have participated in group projects that were community-based with tangible outcomes, such as logo designs, book covers.</p> <p>Students have submitted artwork/photos for competitive contests and exhibition opportunities.</p> <p>The Department Head has invited several visitors to campus to speak with students about industry standards and practices.</p> <p>Students have generated designs for non-profit organizations and</p>	<p>Evaluations are used to improve the course 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 courses and coursework.</p> <p>Results of artwork are 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</p>
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		<p>display on HCC website and on the college and high school area campuses.</p> <p>Students will show multimedia projects using projection equipment.</p>		\$400	<p>produced logo designs and t-shirt designs as well.</p>	<p>notice to the community of our services and the detailed work produced by students within the department.</p>
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**School of Career and Technical Education  
AUTOMOTIVE SYSTEMS TECHNOLOGY  
Keith Mumford, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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 <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>The Automotive Systems Technology curriculum prepares individuals for employment as automotive service technicians. It provides an introduction to automotive careers and increases student awareness of the</p>	<p>1. Student should be able to change oil and filter. ( TRN 110)  2. Student should be able to measure vehicle components using precision measuring tools. (Micrometers and Dial Indicators) AUT 116  3. Student should be able to access service information using ALLDATA and Identifix.com. (TRN 170)  4. Student should be able to properly rotate tires. (AUT 141)</p>	<p>75% of students will satisfactorily complete the objective rubric with a score of 3 or more.  70% of students will satisfactorily complete the objective rubric with a score of 3 or more.  75% of students will satisfactorily complete the objective rubric with a score of 3 or more.  75% of students will satisfactorily complete the objective rubric with a score of 3 or more.</p>	<p>Rubric  Rubric  Rubric  Rubric</p>	<p>Software and software renewal: \$6,000  Shop supplies: \$2,000  Tools \$3000  Equipment: \$5,000 Vehicle: \$15,000 Annual Lift inspection \$600</p>	<p>Students scored above the desired level on this objective. (86%) Of students satisfactorily met the objective.  Students scored above the desired level on this objective. (100%) Of students satisfactorily met the objective.  Students scored above the desired level on this objective. (86%) Of students satisfactorily met the objective.</p>	<p>Although the results were good. We are planning to create a check sheet for students to follow to improve consistency and quality of work.  Result exceeded expected outcome. Will continue to post in all syllabi that instructors will make themselves available by appointment for tutoring to student needing help.</p>

<p>challenges associated with this fast and everchanging field</p>	<p>5. Students should be able to Change brake pads and shoes. (AUT 151</p>	<p>70% of students will satisfactorily complete the objective rubric with a score of 3 or more.</p>	<p>Rubric</p>		<p>Students scored above the desired level on this objective. (100%) Of students satisfactorily met the objective.</p> <p>Students scored above the desired level on this objective. (83%) of all students satisfactorily met the objective.</p> <p>100% of curriculum students preformed above the expected level</p>	<p>Results were good, but In the past deficiencies with this task were related to reading comprehension skills so advisors will continue to emphasize to students the importance of enrolling in developmental courses early in their program.</p> <p>Result exceeded expected outcome. Will continue to work with students to maintain positive results.</p> <p>Although the results were good, working to motivate High School students will help improve results.</p>
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School of Career and Technical Education  
BASIC LAW ENFORCEMENT TECHNOLOGY  
Greg Parker, Department Head

**Purpose:** Basic Law Enforcement Training (BLET) is designed to give students essential skills required for entry level employment as law enforcement officers with state, county, municipal governments, or with private enterprise.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resource /Cost	Assessment Results	Use of Results
To prepare students for a career in law enforcement.	The student will be eligible to take the state certification exam.  Students will be eligible for employment in the field of law enforcement.	70% of students completing the program will pass the state certification exam. 90% of students passing the state exam will be employed in the field of law enforcement.	36 end of block tests. 10 comprehensive written tests, practical skills tests, and state exam.	\$15,000 to maintain or improve realistic scenario based training equipment.	95% of students that completed the program successfully passed the state certification exam.  95% of students passing the state certification exam are currently employed in the field of law enforcement.	All topic tests were reviewed and revised as needed.  Areas of weakness on the state exam were identified and plan for improvement was implemented.



**School of Career and Technical Education  
COSMETOLOGY  
Gail Warner, Department Head/Instructor**

**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 <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To maintain an 80 % pass rate for students taking state board exams to obtain cosmetology licensure	Students will acquire the knowledge and skill to pass both the theory and practical examination administered by D.L. Roope testing center as they progress through a continually evolving , highly structured cosmetology program	80% of students taking the North Carolina state board exams for licensure will pass on the first attempt	Students will be prepared to pass the exams by receiving quality education with a focus on state board requirements. Students will be continually observed and evaluated by Instructors on mock state board exam practices and procedures Program completing students will also take mock exit exams and maintain an 80%	Chemicals and cosmetics students use to provide various hair, skin and nail services/5,000.00	D.L.Roope Testing Center assessed the students by theory and practical examination Copies for documentation will be attached to the email  5 exams were administered for report period with 4 exams passed/80% was achieved	

			average before being recommended for state exams			
To have 80% pass rate for students completing mock Blood Exposure Incident of them cutting themselves	Students will demonstrate completion of first aid and disinfection procedure steps on tools and surfaces properly and in the proper order as required to prevent the spread of pathogens that can result in disease	80% of students being assessed will score 100% on the assessment	Students will be prepared to pass the assessment by having lecture and demonstration by instructors. Instructors will also have student participate in frequent mock assessments. Students will be continually observed and supervised with live blood exposure incidents.	First aid kits /50.00	Cosmetology Department rubric All students scored 100% on assessment	Results are used to determine weakness in students being able to carry out the procedure steps adequately and a focus to correct is placed on any identified weakness





**School of Career and Technical Education  
INDUSTRIAL SYSTEMS TECHNOLOGY  
Jason Bone, Department Head/Instructor**

**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

<b>Goal</b>	<b>Intended Student-Learning Outcome</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>
To provide the students with the necessary skills to successfully enter the workforce improve their economic base and provide industries with a skilled workforce.	<p>1. Demonstrate knowledge and understanding of robotics uses and programming procedures in industrial environments (ATR280)</p> <p>2. Demonstrate knowledge and understanding of PLC's to include programming, networking, and troubleshooting (ELC228)</p> <p>3. Demonstrate knowledge and understanding of photovoltaic systems, including modules, inverters, overcurrent devices, and grounding (ELC221)</p>	<p>85% of students will average a score of 3 or better on the on the Industrial Systems Program Course Rubric.</p> <p>85% of students will average a score of 3 or better on the on the Industrial Systems Program Course Rubric.</p> <p>85% of students will average a score of 3 or better on the on the Industrial Systems Program Course Rubric.</p>	<p>Industrial Systems Program Course Rubric.</p> <p>Industrial Systems Program Course Rubric.</p> <p>Industrial Systems Program Course Rubric.</p>	<p>1. Instructional supplies - \$3000</p> <p>2 program brochures - \$200</p> <p>3. Machine Shop supplies/tool holders - \$7,000</p> <p>4. FANUC Robot \$35,000</p> <p>5. FANUC CNC \$36,000</p> <p>6. Siemens PLC, comm cables and software \$8,500</p>	<p>88% of completers met objective</p> <p>97% of completers met objective</p> <p>91% of completers met objective</p>	<p>Will maintain 85% for another year as we just did meet the goal. New course in program, only 2<sup>nd</sup> time taught.</p> <p>Will raise goal to 90% for next year and continue training as I have.</p> <p>Will raise goal to 90% for next year and continue training as I have.</p>



**School of Career and Technical Education  
WELDING TECHNOLOGY  
Jason Shotwell, Department Head/Instructor**

**Purpose: Purpose/Mission statement that relates to the mission of the institution:** 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 <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>The Welding Technology curriculum provides students with a sound understanding of the science, technology, and applications essential for successful employment in the welding and metalworking industry.</p>	<p>1. Student will be able to set-up and adjust cutting equipment. (WLD 110)</p> <p>2. Student will be able to demonstrate safe and proper SMAW equipment setup, operation, and shut-</p>	<p>80% of students will satisfactorily complete the objective rubric with a score of 3 or higher.</p> <p>80% of students will satisfactorily complete the objective rubric with a score of 3 or higher.</p>	<p>Rubric</p> <p>Rubric</p>	<p>\$4000 Cylinder Leasing</p> <p>\$2500 Cylinder Exchanges</p> <p>\$8000 Consumables</p> <p>\$6000 Steel/Materials</p> <p>\$2500 Tools</p>	<p>(94%) of completers satisfactorily met objective.</p> <p>(94%) of completers satisfactorily met the objective.</p>	<p>Although results were strong, instructors will post set up guide in Blackboard so students can review on first day and have continuous access. Will also post video link from cutting equipment manufacture.</p> <p>Results are higher than expected; instructors will incorporate creation</p>

	<p>down practices in accordance to manufacturer's recommendations. (WLD 115)</p> <p>3. Student will be able to identify and read welding symbols. (WLD 141)</p> <p>4. Student will be able to perform a horizontal fillet weld using the SMAW welding process. (WLD 115)</p> <p>5. Student will be able to perform a vertical fillet weld using the GMAW welding process. (WLD 121)</p> <p>6. Student will be able to perform a horizontal fillet weld using the GTAW welding process. (WLD 131)</p>	<p>75% of students will satisfactorily complete the objective rubric with a score of 3 or higher.</p> <p>80% of students will satisfactorily complete the objective rubric with a score of 3 or higher.</p> <p>80% of students will satisfactorily complete the objective rubric with a score of 3 or higher.</p> <p>80% of students will satisfactorily complete the objective rubric</p>	<p>Rubric</p> <p>Rubric</p> <p>Rubric</p> <p>Rubric</p>		<p>(80%) of completers satisfactorily met objective.</p> <p>(81%) of completers satisfactorily met objective.</p> <p>(84%) of completers satisfactorily met objective.</p> <p>(81%) of completers satisfactorily met objective.</p>	<p>of welding procedure specifications into this course. This will assist students in understanding setup requirements per code.</p> <p>Will require additional welding symbol worksheets to be turned in for evaluating outside of class activities to broaden student knowledge.</p> <p>Due to the results, instructors will seek ways to increase one on one hands on training.</p> <p>Will establish more virtual simulator training so that students can enhance skill before and during live welding practice for the complexity of the vertical position.</p>
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		with a score of 3 or higher.				Improvements will be made by showing videos and by seeking ways to increase weld time, such as providing a class day for preparing specimens in order to have a full day of weld practice that does not involve time consuming preparation.
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**School of Career and Technical Education**  
*(Off Campus) Correctional Prison Programs (Tillery)*  
**ELECTRICAL / ELECTRONICS TECHNOLOGY**  
**Kent Dickerson, Department Head/Instructor**

VIT School Goal: Shall provide quality instructional programs that will prepare students to fully participate in educational, occupational, economic and social opportunities. These include; certificates, diplomas and/or degree programs.

- a. Up-to-date curricula
- b. Employ and retain faculty who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies.
- c. Meet the educational, occupational and developmental needs of a diverse student population.

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Prepares the student to work at related maintenance job, parts supply houses, maintenance companies, and with electrical contractors.  Soft skills: Resume, Interviews  Proper workplace	Graduates will be able to demonstrate the following: Identify and properly use hand and portable electric tools found in the electrical trade.  Identify and use standard devices, fittings, wire and fixtures through related lab projects according	Seventy percent of graduates to receive ratings of excellent, above average, or average on each item on the Electrical (certificate) Performance Checklist.  Initial assessment	Performance checklist	Tools 1,600.00  Tools in the amount of 1,600.00 were purchased by the Dept. of Correction	78% received rating of excellent, above average or average on each item on the Electrical (Certificate) Performance Checklist.	The percent of students not meeting the criteria was not 100% because the Dept. of Correction removed students in accordance with Corrections policy.  <ul style="list-style-type: none"> <li>• Work with DOC to stress importance of accountability in and out of the classroom</li> </ul>

<p>clothing, safety, equipment, and accountability</p>	<p>to the NC Electrical code</p> <p>Soft Skills with a daily progression of knowledge and display.</p>	<p>of Students to be a deeper evaluation of ability and previous experience</p> <p>Hands On Labs introduced sooner into program schedule</p> <p>Guest Speakers from Professional Trades to bring Students up on current trends in the Electrical Industry and future projections</p> <p>Introduce Apprenticeship Program into Electrical Program as an option.</p> <p>Current 2017 NEC Codebooks and 2017 Modern Electrical Wiring Textbook are on order.</p> <p>Correctional students will be</p>				
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		able to participate in course feedback as all students on the HCC Campus.				
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2016-2017

**School of Career and Technical Education**  
*(Off Campus) Correctional Prison Programs (Caledonia)*  
**FOOD SERVICE TECHNOLOGY**  
**Wylene Faulcon-Goins, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** The purpose of the program is to prepare students to work in the food service industry. Students will be able to obtain a job in food service requiring entry level industry skills.

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Students to achieve an entry skill level to obtain a position in a cafeteria or food service setting.	Student will be able to demonstrate basic cooking skills. (FST102-1P10)	75% of students need to obtain an average grade in the classroom and laboratory setting.	Rubric	\$5,000.00 for food ingredients	The 16 remaining students completing the course received an average rating on the basic food service skills section.	Results have been reviewed and improvements have been introduced to overall program. Improvements include more hands on participation in cooking projects. The results of the projects are compared to the learning objectives.
	Students will be able to demonstrate basic baking skills (FST101-2P1)		Rubric		12 out of 16 completed the baking check list	
	Students will be able to demonstrate basic catering skills for large groups (FST102-1P1)		Rubric		12 out of 16 completed the catering projects	





**School of Career and Technical Education**  
*(Off Campus) Correctional Prison Programs (Caledonia)*  
**MASONRY TECHNOLOGY**  
**Rodney Reid, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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 a rating of average 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 to offset the cost of material, tools, equipment and instructional supplies not provided by DOC	Graduates: Spring 2017 completed with an average rating or better.  On the lab check sheet.  Graduates scored at least average or better on testing.  Graduates completed all required projects	Instruct is using the successful approach of hands on participation of the students.  Introduce new books and tools are needed enhance the opportunity to improve their skills.



**School of Career and Technical Education**  
*(Off Campus) Correctional Prison Programs (Caledonia)*  
**PLUMBING TECHNOLOGY**  
**Donny Moseley/Joe Curley, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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
<p>The program prepares the 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.</p>	<p>Graduates will be able to demonstrate the following:</p> <ol style="list-style-type: none"> <li>1. Identify and properly use hand and portable electric tools found in the plumbing trade.</li> <li>2. Identify and use standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code.</li> </ol>	<ol style="list-style-type: none"> <li>1. Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist.</li> </ol>	<ol style="list-style-type: none"> <li>1. Performance checklist.</li> </ol>	<p>6,500.00 to offset the cost of material and equipment not provided by DOC</p>	<p>Eighty percent of graduates received ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist</p>	<p>Advisory Committee will be advised of specific needs of Program that are essential if improvement is to peak.</p>



**School of Career and Technical Education**  
*(Off Campus) Correctional Prison Programs (Caledonia)*

**Small Engine and Equipment Repair**  
**Roy Brown, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** To prepare graduates with the knowledge and skills needed to service, troubleshoot and repair two and four-stroke small engines and equipment, so that they are qualified for employment as small engine mechanics.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>The Small Engine and Equipment Repair curriculum is designed to prepare individuals with the knowledge and skills needed to service, troubleshoot, and repair small engine powered equipment. The shop is used to provide the skills to service, repair, or rebuild small engines.</p>	<p>Students will demonstrate knowledge of the fundamentals and skills to service, troubleshoot, and repair small engine-powered equipment.            ( Knowledge )</p>	<p>.Task Check sheet: Graduates cumulative average task check sheet score will be 75% or higher.</p> <p>Pre-test/Post-test: The average grades on graduates post-test will be 60% higher than the average pre-test grades.</p>	<p>Task check sheet</p> <p>Post and pretest, to determine the success of the students.</p> <p>The students will be expected to demonstrate the correct way to use the following tools:            Micrometer, Compression gauge, Spark tester, Ring compressors, Valve spring</p>	<p>\$4,500 to offset the cost of material, tools, equipment and instructional supplies not provided by DOC</p>	<p>Graduates: Fall 2016 completed with an average of 75% or more On the lab check sheet.</p> <p>Graduates scored at least 80to 85 on testing.</p> <p>Graduates completed all required projects</p> <p>Graduates: Spring 2017 completed with an average of 88% or more On the lab check</p>	<p>Continue to instruct using the same successful method of teaching uses a hands on approach. Disassembly and reassembly of engines with discussions on measurable results has enhances their educational experience.</p>

			compressors, Ring expanders, Torque wrenches and be able to read and apply specifications.		sheet.  Graduates scored at least 88% on testing.  Graduates completed all required projects	
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**School of Health Sciences and Human Services Technology**  
**ASSOCIATE DEGREE NURSING / PRACTICAL NURSING (Integrated)**  
**Judy Yates, Director/Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** The Associate Degree and Practical Nursing Education programs support the mission of the North Carolina Community College System and the mission of Halifax Community College. The faculty is committed to providing accessible high quality nursing education to meet the diverse and changing health-care needs of the service area and to promoting the development of qualified graduates prepared for the professional role of registered nurse and practical nurse at the entry level. Graduates of these programs meet the education requirements to take the respective National Council Licensure Examination (NCLEX-RN) and the National Council Licensure Examination (NCLEX-PN).

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare the graduates of the ADN/PN programs to pass licensure exams and enter the workforce with the skills to perform as competent entry level nurses.	ADN/PN students will acquire the clinical skills, the knowledge in the classroom and laboratory to be able to pass the respective National Council Licensure Exam (NCLEX) exams and enter the workforce as competent nurses.	70% of students who enter the programs in fall semester will complete their respective programs with a C or better.	Retention rates Course tests Course final exam Clinical evaluation Tests remediation Classroom quizzes Skill check-offs Simulation lab Health Education System Incorporated (HESI) standardized testing Case studies Patient reviews Assignments	Lab supplies \$1800.00  HESI standardized tests \$14,000  Testing materials \$150.00  Faculty salary  Office supplies	<u>Fall 2016</u> 30 students entered with +2 audits, end of Spring 2017- 7 of the original 30 remain (+2 audits) total=9=30%  <u>Fall 2015</u> 18 students entered PN program, 7 graduated =38% <u>Fall 2016</u> 12 students with +2 audits, end of Spring 2017- 6 of	Fall 2017 admission criteria= cumulative average of 75% on the HESI A2 for admission to nursing (either program) – also BIO 168 and BIO 169 can be no older than 5 years or they will have to be taken again – if a student does not meet the criteria to enter the nursing program they will be referred to the Therapeutic and Diagnostic program at HCC

					the original remain(+1 audit) total=7=58%	April 2017 with NC Board of Nursing approval, admission criteria was changed to 75% cumulative average on HESI for RN and 68%-74.9% for PN- this allowed students not qualified for RN program to be admitted to the PN program – This provided opportunity for both programs to admit better qualified students
		Licensure pass rates will increase by 10%	National Council Licensure Exam (NCLEX) pass rates	HURST NCLEX review offered by HCC \$3500.00	<u>NCLEX pass rates for 2015 PN graduates = 60%, 2016=71%</u>  <u>2016 = 84.6%</u>	Nursing coach has been hired to provide required tutoring for each student each time a test is failed (below 77)- this provided opportunity for student to review both content and test taking skills
To provide students with current and relevant	Employers of graduates will report knowledge and skill levels for entry level	95% of employers will report satisfaction with the knowledge and skills	Employer survey completed at Advisory Council meeting annually	N/A	100% of employers indicated “satisfied” with	Comments and evaluations from the Nursing Advisory Council are used to

nursing knowledge in an ever-changing healthcare environment	nurses in a survey	of graduates of the nursing program in a survey			HCC graduates	evaluate if students are deemed ready for the workforce by potential employees. This helped assist faculty in improvement of teaching and clinical rotations.
	Graduates will be able to acquire knowledge and skill to perform as an entry level nurse	95% of graduates will report they would “recommend this course to other students” by survey	HCC course surveys	N/A	100% of students in Fall 2016 would “recommend course to other students”	Discussed with faculty areas in which graduates report dissatisfaction for possible changes in areas such as class schedules, textbooks, or teaching methods
	Nursing faculty will participate in professional development activities that promote current, relevant nursing practice and teaching methods for classroom, lab and clinical	100% of faculty will utilize information and skills learned in professional development activities to enhance classroom, lab and clinical learning for students	Faculty surveys  Sign-in sheets from HCC professional development  Certificate of completion from professional workshops off campus	Workshop/ conference fees  Lodging  Travel  (Dependent on state budget)	Student learning enhanced through use of current relevant information and skills	Continue to provide faculty professional development opportunities – seek lower cost opportunities such as webinars to stay within department budget

**Note:** Current faculty without masters degrees are currently enrolled in masters program

Group test review to review content is done after all tests, except the exam in each course. This helped ensure content mastery and answered student questions about content

Individual students can make appointments with faculty to discuss test material in addition to being tutored by the nurse coach

Syllabi are revised each semester to ensure continuity from course to course

First level students are divided into 2 lab/clinical groups and a part-time faculty member is used to decrease the ratio of instructor to student for a more focused learning experience

Faculty have all taken a question writing workshop provided by the National Council of State Boards of Nursing. This helped ensure tests/exams reflect content and learning level of student

Instructor resources are no longer used for test questions due to students purchasing them

Use of HESI standardized exams in each course to evaluate student learning and comparison to a national standard

HESI exam remediation is used if student does not score 900. This provided method to reemphasize content





School of Health Sciences and Human Services Technology

DENTAL HYGIENE

Verna High, Department Head/Instructor

Mission Statement:

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).

Goals	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Costs	Assessment Results/Outcomes	Use of Results
1.To provide students with the basic skills and knowledge in dental hygiene sciences to successfully enter the related workforce and provide quality oral hygiene care for the public	Dental Hygiene graduates will acquire knowledge in dental hygiene education science courses and dental hygiene clinic courses to prepare them for the dental hygiene profession at entry level. <hr/> 100% of the dental hygiene students will be eligible to take the National Board Dental Hygiene Examination	Dental Hygiene graduates will complete all required curriculum courses with a grade of 77% or better <hr/> 83% (15 out 18) Dental Hygiene students will successfully pass the National Board Dental Hygiene Exam on the first attempt	1) Course Tests: Students must complete tests with a 77% or better  2) Clinic Grade Sheets: Students must complete dental hygiene treatment with each patient with a pass/fail grade  3) Case Studies: Students are required to complete case studies on live patients each semester with the exception of the	Mrs. Cathy Sykes and Dr. James E. Clark (DH instructors) took the Computer Simulated Clinical Examination (CSCE) computer based examination, which was approximately 2 hours in length at	National Board Dental Hygiene Exam Results for 2016: On the first attempt 11 of 14 students passed for 78% passing rate <hr/> National Board Dental Hygiene Exam Results for 2017: Ten students have successfully passed the NBDHE as of May 3, 2017. Eleven students have taken the exam with one failure for 91% program pass rate	Clinic professionalism-time management policy was implemented to include failure of a student if a patient was not dismissed in the allotted clinic session time <hr/> Calculus Competency was incorporated in three semesters of clinic courses with a required

		<p>3 senior students attended Dental Seminars Board Review course in Cary, NC on February 24-26, 2017 in preparation for the National Board Dental Hygiene Examination</p>	<p>summer semester. All case study grades must be completed at 77% or better</p> <p>4) Course Group Projects: Students are required to complete course group projects and complete them at 77% or better</p>	<p>a Prometric Testing Center on Friday, February 17, 2017 in Raleigh to help prepare the students for the exam</p> <hr/> <p>Verna High, Lisa Santiago, Dr. James E. Clark attended the OSHA Update 2017 on March 17, 2017 at Area L AHEC in Rocky Mount, NC</p>	<p>Clinical Dental Hygiene Exams for 2017: Twelve out of 17 students passed on the clinic exam on the first attempt for 70% program pass rate</p>	<p>passing grade of 80% or better</p> <hr/> <p>Instituted a requirement for senior students to successfully complete two patients within one clinic session</p> <hr/> <p>Each senior student had to attend a mandatory conference with the department head to review how the student was preparing for the licensing exams before being approved to take the National Board Dental Hygiene Examination.</p> <hr/> <p>Each senior student had to successfully complete a calculus competency before being approved to take the licensing</p>
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						clinical exam <hr/> Students had to review clinical case studies with Dr. Sara Grossi, clinical dentist who tutored each student on the case
<b>Goal #2</b>	<b>Intended Student-Learning Outcome</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>
To incorporate technology into the delivery of dental hygiene care	Dental Hygiene students will use the clinic electronic software to aid in the delivery of dental hygiene care	Students will expose all dental radiographs using the digital sensors and clinic computers  Students are required to complete electronic dental health documents on the clinic computers	Students will be required to expose all patient radiographs with a passing rate as stated in each clinic course syllabus using digital sensors and computers	Digital sensors are needed for student use to incorporate electronic dental radiographs in the delivery of dental hygiene treatment. Three new digital sensor would be needed in order to have a sensor for each	Summer 2016: all 18 freshman students successfully completed course radiograph requirements at 88% or better  Fall 2016: all 18 senior students completed course radiograph requirements at 90% or better  Spring 2017: all freshman and senior dental hygiene students completed digital radiograph requirements per	Graduates are more marketable for employment with electronic software knowledge and skills

				radiograph room. The cost of the additional sensors is \$26,000.	course evaluation	
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Note: Verna High attended a 6-hour credit course, “Understanding the Radiology of Dental and Maxillofacial Disease for Dental Hygienists” in Chapel Hill, NC on March 3, 2017



2016-2017

**School of Health and Human Services Technology**  
**HUMAN SERVICES TECHNOLOGY**  
**Allisha Hick, Department Head/Instructor**

**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 Final	Use of Results
The goal of the Human Services Technology Department is to provide students with the training	Students will obtain experience through 320 hours of organized and supervised internship.	<u>80%</u> of students will receive ratings of satisfactory or above on completion of co-op workbook, site visit and supervisor’s final co-op evaluation.	Co-op Workbook to include student’s self-evaluation, supervisor evaluation and faculty coordinator evaluation.	Co-op Workbook	<b>Fall 2016</b> 7 of 9 students (77%) received ratings above satisfactory on completion of co-op workbook, site visit and supervisor’s	Continue to increase and work with co-op sites in providing quality internship experiences.

<p>and skills necessary to become competent, and proficient Human Services Technology Professionals</p>					<p>final co-op evaluation. 1 student received an Incomplete.</p> <p><b>Spring 2017</b> 7 of 7 students (100%) received ratings above satisfactory on completion of co-op workbook, site visit and supervisor’s final co-op evaluation.</p>	
<p>Students will acquire an understanding of the cultural, social, economic and political well-being of the community within the human service field.</p>	<p>Students will demonstrate their ability evaluate social status and cultural events that shape individual lives. The following classes will help students navigate through this process:</p> <ul style="list-style-type: none"> <li>• HSE-110</li> <li>• HSE-112</li> <li>• HSE-123</li> <li>• HSE-125</li> <li>• HSE-210</li> </ul>	<p><u>80%</u> of students will complete Human Services Classes with a grade of “C” or higher.</p>	<p>Quizzes, Tests, Labs, and Research Projects/Paper.</p>	<p>N/A</p>	<p><b>Fall 2016</b> 39 of 45 students (86%) received a grade of “C” or higher in Human Service classes.</p> <p><b>Spring 2017</b> 3 of 3 students (100%) received a grade of “C” or higher in Human Service classes.</p>	<p>Continue to improve on course delivery and instruction to help prepare students understanding, knowledge and skills in the human service profession.</p>



2016-2017

**School of Health Services and Human Services Technology**  
**MEDICAL LABORATORY TECHNOLOGY**  
**Lonnie Baker, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:**

The purpose of the Medical Laboratory Technology Curriculum is to prepare graduates to perform clinical laboratory procedures in chemistry, hematology, microbiology, and Immunohematology in employment settings that include laboratories in hospitals, medical offices, industry, and research facilities.

Goal	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	Provide Medical Laboratory Technology students with education in academic and current laboratory procedures and practices  Faculty will have the opportunity to participate in professional development activities and	100% of the Medical laboratory students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above  75% of the Medical Laboratory Technology Program graduates taking the Medical Laboratory Technician National Board will pass the	NAACLS Accreditation fees  Provide continuing Education, travel and registration fees.  Purchase Audio/Video, computer programs Educational	\$2009. Accreditations Fee  \$2000.  \$150 Report from ASCP  \$1600 MediaLab Fee	As of May 1, 2017 100% of MLT students demonstrated competency at 78%.  As of May 1, 2017 MLT students have not taken the exam.	

<p>courses.</p>	<p>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>	<p>board on the first attempt per NAACLS Standards.</p> <p><u>100%</u> of faculty will participate in professional development activities related to medical laboratory technology and PBT and/or education during each calendar year.</p>	<p>equipment and practice exams (MediaLab) for students.</p>		<p>As of May 1, 2017 100% of faculty have participated in professional development activities for semester.</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>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>Purchase laboratory Supplies.</p> <p>Update Laboratory Equipment with new modern laboratory technology and equipment</p>		<p>As of May 1, 2017</p> <p>We have a 100% of our Students have completed clinical rotations with 78% or above proficiency.</p> <p>In 2016 we purchased a new Gel System for Blood Bank. We also have submitted in March 2017 for a request for a Small Table top Chemistry Analyzer.</p>	

<p>Program will be employed in the field.</p>		<p>NAACLS GOAL of 70% of the graduates will report employment or continued education in the field one year after graduation.</p>	<p>&gt;70% Employed one year after graduation.</p>		<p>As of December, 2016, 100% of the graduating students have employment in the field. We are on track to have 100% graduating in May 2017</p>	<p>Evaluate every year.</p>
<p>Develop, implement &amp; evaluate a comprehensive public relations plan to enhance community relations and college visibility</p>	<p>Enrollment numbers will remain at capacity in Health Science programs, meeting the needs of the community.</p>	<p>Each Health Science program will start the academic semester with at least 90% capacity.</p>	<ul style="list-style-type: none"> <li>-Enrollment and retention data.</li> <li>-Local High School recruitment.</li> <li>-Community outreach.</li> <li>-Career Fairs.</li> <li>-Revise minimal re-admission requirements.</li> </ul>	<p>Cost of printed Brochures, posters etc.</p>	<ul style="list-style-type: none"> <li>Participated in -JLAC</li> <li>-Job shadowing high school students</li> <li>-Presented at Gaston and Conway Middle school for career day.</li> <li>-Presented to GED instructors.</li> <li>-Job Fair at HCC</li> <li>-Career Fair at Northwest Halifax High School</li> <li>-STEM and Advance Manufacturing Day-a Member of the Academy Advisory Board at Weldon High School</li> </ul>	<p>Continue to visit high school and job fairs in an effort to recruit potential students. Collaborate with high school to offer CTE for high school's students to receive a certificate in health science. All health science faculty &amp; students will continue to participate in community activities. Each Department Head will work closely with admissions on reviewing policies and revising as needed.</p>





School of Health Services and Human Services Technology

**PHLEBOTOMY**

Arnette Davis, Department Head/Instructor

**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.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
<p>To provide Phlebotomy students with education in academic and current laboratory procedures and practices.</p> <p>To educate and protect students in safety procedures.</p> <p>To remain current and active in the field of Phlebotomy.</p>	<p>Graduates of the Phlebotomy Program will be able to demonstrate a sound grasp of basic skills and knowledge in basic phlebotomy.</p>	<p>100% of the Phlebotomy students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above.</p> <p>Successfully complete 100 blood collections.</p> <p>75% of the Phlebotomy Technology Program graduates taking the Phlebotomy National Board will pass the board on the first attempt.</p>	<p>NAACLS Accreditation fees</p> <p>Provide continuing Education, travel and registration fees.</p> <p>Purchase Audio/Video, computer programs Educational equipment and practice exams (MediaLab) for students.</p> <p>Note: Phlebotomy Students MediaLab will start Spring 2017</p>	<p>\$1830. Accreditation s Fee</p> <p>\$2000.</p> <p>\$150 Report from ASCP</p> <p>\$1600 MediaLab Fee</p>	<p>100% phlebotomy students passed curriculum program with a 78% or above</p> <p>NA/Phlebotomy students who took exam passed. Data not yet available.</p> <p>100% of faculty participated in professional development, and utilized knowledge to enhance student learning.</p> <p>100% of faculty will participate in professional development activities related Phlebotomy and/or</p>	<p>Continue to work with students on test taking and lab proficiencies to increase pass rates.</p> <p>Encourage students to take national boards (is not an employment requirement for phlebotomy graduates) and monitor pass rates as available</p> <p>Plan to start using MediaLab for Phlebotomy Spring 2017.</p> <p>Faculty will continue to seek out and attend professional development</p>

					education during each calendar year, resulting in improved student learning	opportunities which advance student learning.
PBT Program Placement Rates. Employment in a field of study or a closely related field (for those who seek employment) or continuation of education within one year of graduation	Graduates will have the skill to enter into the workforce or continue their education in a related field.	75% of the Phlebotomy Technology Program graduates will find work in the phlebotomy or related field or continue their education within one year of graduating.	Student follow-up phone calls or emails to gather any information.	NA	66% of the students from Spring 2016 has either received employment in the field or has continued on with their education.	
To provide students with education in current laboratory equipment and technical use To provide Safe Environment for Faculty, and Students	Graduates of the Phlebotomy Program will be able to demonstrate technical proficiency in phlebotomy skills.	Students will be able to demonstrate use of instruments and current equipment with 78% or above accuracy 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	Laboratory competencies Clinical facility checklists		100% of graduates demonstrated at least a 78% proficiency rate as directed by the faculty	Continue to monitor students' progress and ensure graduates are proficient in phlebotomy skills. Communicate with clinical sites about students proficiency in the clinical work place.

<p>Develop, implement &amp; evaluate a comprehensive public relations plan to enhance community relations and college visibility</p>	<p>Enrollment numbers will remain at capacity in Health Science programs, meeting the needs of the community.</p>	<p>Each Health Science program will start the academic semester with at least 90% capacity.</p>	<ul style="list-style-type: none"> <li>-Enrollment and retention data.</li> <li>-Local High School recruitment.</li> <li>-Community outreach.</li> <li>-Career Fairs.</li> <li>-Revise minimal re-admission requirements.</li> </ul>		<p>Participated in</p> <ul style="list-style-type: none"> <li>-JLAC</li> <li>-Job shadowing high school students</li> <li>-Presented at Gaston and Conway Middle school for career day.</li> <li>-Presented to GED instructors.</li> <li>-Job Fair at HCC</li> <li>-Career Fair at Northwest Halifax High School</li> <li>-STEM and Advance Manufacturing Day</li> <li>-a Member of the Academy Advisory Board at Weldon High School</li> </ul>	<p>Continue to visit high school and job fairs in an effort to recruit potential students. Collaborate with high school to offer CTE for high school's students to receive a certificate in health science. All health science faculty &amp; students will continue to participate in community activities. Each Department Head will work closely with admissions on reviewing policies and revising as needed.</p>
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**ENGLISH & COMMUNICATIONS**

**Other Curriculum Programs**

**Eugene Tinklepaugh, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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 and program completers are competent at communicating effectively in reading, writing, and oral communication.)

Goal	Intended Program-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results / Outcomes	Use of Results
To prepare students in Associate Degree and Diploma programs with the language skills necessary to be successful in the workforce or in the transfer to a four-year university.	Students will acquire college-level knowledge in oral communication, reading, writing, and critical thinking skills needed to succeed in a Bachelor Degree program.	80% of students will achieve 70% or higher proficiency in all competencies assessed.	Narrative Paper, Research Paper, Reader-Response Paper, Oral Presentation	Negligible-paper, copies, etc.	The 2016-17 General Education Program assessment is <b>ongoing</b> ; results will not be available until after artifacts are assessed, which does not occur until after the semester has wrapped up—Results unknown at this time.	The department continues to collect artifacts to assess writing, reading, and oral communication skills of program completers and graduates; the department is also operating a skills lab called the DREC to work one-on-one with students on reading, writing, critical thinking, and public speaking skills.

**HUMANITIES & SOCIAL SCIENCE****Other Curriculum Departments****James (Phil) Pair, Department Head/Instructor**

**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.

<b>Program Outcome</b>	<b>Intended Student learning Outcome</b>	<b>Criteria for success</b>	<b>Assessment Tools</b>	<b>Resources / Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
Students will improve their success rate in on-line format sections by increasing their rate of timely submissions	Demonstrate the ability to organize and present written assignments in a timely manner and to meet deadlines.	At least 95% of students will demonstrate the ability to meet deadlines by submitting online assignments in a timely manner.	<ol style="list-style-type: none"> <li>1. Three assignments will be chosen from 3 different PSY and SOC courses.</li> <li>2. Blackboard statistics will track date and time of submissions</li> </ol>	0	SOC 210, 213 & 240 were assessed early mid and late semester. Average for all three classes was 78.9% of assignments were submitted in a timely manner.	Results will be used to implement strategies for improvement in the 2017-18 academic year. Late assignment policies will be reviewed and adjusted to encourage timely submissions. Students will be emailed late assignment policy with encouragement. Bb will be set up to automatically send reminder emails to students before and after assignment deadlines. Assessment will continue and monitored for improvement
Students will be able Analyze	Students will identify formal structure	At least 85% of MUS 110 student will be	<ol style="list-style-type: none"> <li>1. Student assignment assessed by</li> </ol>	0	Music instructor is in process of tabulating results.	Results will be used to implement strategies for improvement in 2017-18

musical compositions through listening to them.	(forms such as the minuet and trio) as well as thematic devices, orchestration choices, and other elements.	able to demonstrate their proficiency in analyzing musical compositions	customized rubric.			academic year. Assessment will continue and monitored for improvement
Analyze significant political, socioeconomic, and cultural developments in early American History	Students will demonstrate, through class assignments, the ability to compare primary and secondary source information both critically and analytically.	At least 85% of students will be able to demonstrate the ability to critically analyze primary and secondary source information.	1. Student assignment assessed by customized rubric.	0	83% of students were be able to demonstrate the ability to critically analyze primary and secondary source information.	Lecture time will be added to HIS 131 to focus on analyzing source information. Implementation Fall '17. Assessment will continue and monitored for improvement



**MATH**

**Other Curriculum Departments**

**Nina Swink, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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 <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To provide students with the mathematical knowledge and skills necessary for their program of study.	Graduates in Associate in Arts, Associate in Science and Associate in Applied Science Programs will demonstrate that they have the mathematical skills needed to transfer to 4-yr programs or be successful in the workforce. Mat 171 Mat 143 Mat 110	MAT 171 - 80% of students passing Mat 171 with a C or better will make at least 70% on the comprehensive final exam.	Exam		80% Met Goal	
		MAT 143- 80% of students taking Mat 143 will pass the course with a C (70%) or better.  MAT 110- 80% of	Final Grade  Final Grade		56%  40%	Students that have a D or F at midterm required to get tutoring.  Require students that have a D or F at midterm to

		students taking Mat 110 will pass the course with a C (70%) or better.				get tutoring.
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**Other Curriculum Departments**  
**HEALTH & PHYSICAL EDUCATION**  
**Scott Dameron, Department Head/Instructor**

**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 Intended Outcome	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.	<p>Students will have an awareness of the value that life-long physical activity and healthy living plays in their overall-well-being.</p> <p>Students will be able to discuss and perform skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.</p>	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	Professional Development, equipment upgrades, equipment maintenance, educational resources (textbooks, videos, etc.).		Continue to promote healthy living for the student population through education, opportunity, facility/equipment upgrades, and grant usage and opportunities

**SCIENCE****Other Curriculum Departments****Dr. Julie M. Galvin, Department Head/Instructor**

**Purpose/Mission statement that relates to the mission of the institution:** 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

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
	Students will demonstrate preparedness for university studies.	80% 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	Transfer students performed at an increased level of 71.2% above NCCCS baseline (66.1%). However, performance was well below NCCCS excellence (88.7%) and HCC baseline.	HCC baseline has been assessed to be in line with the system average (83%). Performance slightly increased since 2016 possibly due to new teaching strategies based on ACS Chemistry self-study. Implemented more project-based learning in departmental courses.
	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	Surveys	Negligible	Surveys mailed to 2016 graduates but no results yet; General Education has decided to collect data during 2017SU  2015 graduate	Results will be included in General Education Assessments in August

		prepared in oral communications/math/science/writing and reading.			results too negligible to assess	
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**LIBRARY****Learning Resource Center****Lynn Allen, Director****Purpose/Mission statement that relates to the mission of the institution:**

The purpose of the Learning Resource Center (LRC) as a collective unit that includes the library and an Electric Resource Center (ERC) 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 the only mode of information exploration. Second, the LRC is a 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.

<b>Goal</b>	<b>Intended Outcomes</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Result</b>	<b>Use of Results</b>
(1) Provide materials that support the curriculum and interests of patrons	Students and patrons will have access to an updated collection of print and non-print materials that support learning purposes	Guidelines as stated in the Selection Policy of the HCC Rules and Procedures Manual, the SACS standards, and the ACRL guidelines	Item circulation records (SIRSI Library management system); “consideration file” for requests; weed/purge outdated items	Expenditures for books is undetermined at present; print journal expenditures \$8,689.90 at present	The total number of items in collection at his point for the 2016-17 fiscal year (Jul 16 – May1, 17) was 32,509; The total circulation of items at this point for the fiscal year (Jul 16-May1, 17) was 1,642. Total physical serials for fiscal year at this point (Jul 16 – May 1, 17) was 95.	Item circulation statistics were totaled end of April for the 2016-17 fiscal year; titles from “consideration file” were ordered, processed and put out for circulation; journal titles were renewed and/or added for yearly order; weeded/purged items were placed in used book sale
(2) Provide equipment & technology appropriate for use in an	Computers, laptops, printing, faxing & copying provided for	Guidelines as stated in the LRC section of the HCC Administrative Rules and	Student and patron usage statistics for the Electronic Resource Center;	No new equipment was purchased since beginning of fiscal year	ERC usage so far for fiscal year 2016-17 (July-May 1) was 13,210 (8,689 students & 4,521 patrons; fees	Usage statistics and fee totals were collected for the fiscal year so far (July 2016-May 1, 2017)

<p>academic library</p> <p>(3)Provide electronic resources that support the curriculum and interests of all patrons</p> <p>(4)Provide instructional support and awareness of resources for students, faculty and staff</p>	<p>students, staff, faculty and the community patrons to serve their learning needs Students and the public will have access on and off campus to electronic databases</p> <p>Library staff provides class instruction and individual instruction for use of library resources; Library Director creates awareness of resources and services through gmail, HCC website, faculty meetings, the HCC Book Club, and special publicity events</p>	<p>Procedures Manual Guidelines as stated in the LRC section of the HCC Administrative Rules and Procedures Manual</p> <p>Guidelines as stated in the LRC section of the the HCC Administrative Rules and Procedures Manual</p>	<p>weekly fees (printing, faxing and copying)</p> <p>ERC Lab usage statistics; online database services provided</p> <p>Class instruction statistics; student, faculty, staff &amp; public’s response to special events such as used book ales, drawings and giveaways</p>	<p>Purchase of online databases Mometrix \$899.50; Ebsco Ebooks Academic Collection \$2,387 &amp; Clinical Collection \$682; Tumble Books \$799; &amp; Credo Reference \$4,657; NC LIVE online free through State Library of NC</p> <p>Library staff conducts instruction using ERC Lab or LRC area; cost of promotion is free</p>	<p>collected for the fiscal year so far (July 16 – May 1, 17) totaled \$4,568.10</p> <p>Databases were utilized in ERC Lab and through on campus wi-fi and off campus with passwords; total number of databases available was 133</p> <p>8 instructional sessions on using online resources for classes of 20 or more were held so far during the fiscal year (July 2016-May 1, 2017); HCC Book Club continued to meet monthly through the Spring Semester; used book sales, prize giveaways, and notice of new materials available were promoted to attract student, faculty and staff awareness and use of the LRC</p>	<p>All subscription databases were renewed for the upcoming year; new databases were considered for upcoming school year.</p> <p>Student surveys were conducted after online resource instruction for feedback; the classes were also given a research “homework” assignment to turn in to their instructor; verbal feedback from faculty; participation in various promotional activities was good; HCC students, faculty and staff responded to events publicized through announcements on gmail and “HCC Happenings”</p>
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Regulations & Procedures Manual, Sections 700, 800, and the HCC Institutional Goals and Objectives I.C, III, and VI.]



2016-2017

**INSTITUTIONAL EFFECTIVENESS AND ADVANCEMENT**

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

**Purpose:** The purpose of the Office of Institutional Effectiveness and Advancement is to support institutional management, advancement 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	Resource s/ Cost	Assessment Results/ Outcomes	Use of Results
<p>To provide planning, assessment, analysis at the institutional level and incorporate assessment activities throughout the institution’s instructional, research, planning, administrative, educational, and public service functions.</p> <p>Foster accreditation/ reaffirmation activities</p>	<p>Students will receive quality instructional and program services as a result of the implementation of Institutional Effectiveness plan which incorporate Assessment and monitoring processes of all units.</p> <p>Annual publication of Institutional Effectiveness Report.</p> <p>Published report/data affirmation that the institutional</p>	<p>Completion and implementation of a yearly cycle of Institutional Effectiveness Planning and Assessment.</p> <p>Implementation of appropriate planning and assessment procedures to assure institutional effectiveness.</p> <p>Provision of reporting schedule to all units of the Institution with a follow-up monitoring process to ensure the gathering of data from all units for the compilation of</p>	<p>Portfolio of data/survey</p> <p>Maintain a monitoring reporting schedules and deadlines data base for data collection.</p> <p>Verification of data submission by units.</p> <p>Verification of performance indicator/ results through analysis of collected data.</p> <p>Verification of evidence of data in the assessment results that show success and improvement accomplished.</p>	<p>Conferences and seminars.</p> <p>Software</p>	<p>Implemented the 2016-2017 IE Plan with data from all units.</p> <p>Published 2016-2017 IE Planning and Assessment Calendar.</p> <p>Accountability to the North Carolina Community College System (NCCCs) has been met.</p> <p>Provided data to other external bodies.</p> <p>Reviewed and compiled data for the fifth-year</p>	<p>Continuous implementation of mid-year data gathering and analysis to improve quality.</p> <p>Meet with units on continuous basis to refine the quality of data.</p> <p>Performed continuous review sessions for staff and faculty on continuous improvement of the quality of data and the use of results for</p>

<p>Provide data services to NCCCS/IPEDS</p> <p>Foster the advancement of the institution through the strategic and progressive activities of the advancement units.</p> <p>Develop and execute the 2022 Strategic Plan</p> <p>Foster the visibility of HCC through Marketing/Public relation effort</p>	<p>statement and purpose, mission, vision, and values are being accomplished through assessment results that show that the educational, research, services, administrative and intended program outcomes are being accomplished.</p> <p>Use of Assessment results to improve programs and services to the students and the larger community.</p> <p>Compliance with NCCCS on needed reports and data on a timely basis.</p> <p>Utilization of different platforms to advertise and project the positive image of HCC.</p>	<p>reports that will reflect the activities of all units of the institution. Provision of assistance/ workshop as needed to units and individual.</p> <p>72% of the needed data will be collected in the first cycle (fall) of each academic year.</p> <p>Maintain constant communication with all faculty and staff.</p> <p>Media profile of presses releases of HCC activities, events, and offerings to the students and community</p>	<p>A comparative analysis of Assessment results and intended outcome across all units in the institution.</p> <p>Monitoring the end of the planning cycles to determine accomplished results with 100% of needed data.</p> <p>Constant communication, verification, and feedback with all parties involved in the process.</p> <p>Coordination and constant communication and verification with other units involved with data submission process to NCCCS &amp; IPEDS.</p> <p>Number of monthly press releases and publications in the media..</p>	<p>interim referral report.</p> <p>IPEDS and NCCCS data were submitted on time.</p> <p>Each unit executed the tasks as outlined and met targets. Institutional and community events were success as planned along with the advertised events/programs. Evaluation results of the events were in the average of 97% satisfaction.</p> <p>Executed the 2017-2022 Strategic Plan with integrated 5-year annual priorities.</p> <p>All the events and HCC major activities at the school have presses releases that were communicated to the media including</p>	<p>continuous improvement.</p> <p>All events at HC will continue to have both internal and external press releases.</p>
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					The Daily Herald.	
Foster the advancement of the institution through the strategic and progressive activities of the advancement units.	Increases in fund raising, media outlook, publications, and events at the institution.	Scholarship funding for students, Media profile of HCC, and events for the College and community.	Evidence of funding received, scholarships awarded, media profile indicators/results and evaluation results of events.		Accomplished 100% goal of faculty, staff and administration fund raising (first-time 100 % at the institution).	
Quality Enhancement Plan (QEP) & Research and data harvest for decision making	Compliance with SASCOC QEP requirement for accreditation and meeting the needs of state and institutional data needs and trends. Annual publication of the Fact book/Fast-facts and others.	Successful and measurable QEP for institutional enhancement and harvested quality data for compliance and decision making	Verifiable results of the QEP objectives. Evidence of quantifiable accomplished data results.		Completed grade reports, events survey results, end of class evaluations, etc.	





**Institutional Effectiveness**  
**INSTITUTIONAL RESEARCH**  
**Marcus Lewis, Director of Institutional Research**

**Purpose:** To collect, analyze, and disseminate accurate and timely information in support of institutional planning and decision-making. This requires utilization of a wide variety of institutional data, surveys, course evaluations, and reports.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
Coordinate, administer, analyze, and report on College-wide survey projects	In conjunction with IOTA, successfully administer the following surveys/evaluations:  1. Course evaluations for 1 <sup>st</sup> 4wk, 2 <sup>nd</sup> 4wk, 3 <sup>rd</sup> 4wk, 4 <sup>th</sup> 4wk, 1 <sup>st</sup> 8wk, 2 <sup>nd</sup> 8wk, and 16wk courses.	1. 70% response rate on each course evaluation	Response rates from IOTA		<p style="text-align: center;"><b><u>IOTA Response Rates</u></b></p> <p><b>Fall</b></p> 1. 1 <sup>st</sup> 4wk = 72% 2 <sup>nd</sup> 4wk = 64% 3 <sup>rd</sup> 4wk = 45% 4 <sup>th</sup> 4wk = 71%           1 <sup>st</sup> 8wk = 37% 2 <sup>nd</sup> 8wk = 40%           16wk = 56% <p><b>Spring</b></p> 1 <sup>st</sup> 4wk = 47% (-) 2 <sup>nd</sup> 4wk = 65%	1. In conjunction with the Director of Marketing, a plan (incremental reminders) to better inform and remind students of course evaluations was put in place to support IOTA reminders to help increase survey response rates.  Actual rates for 2 <sup>nd</sup> 8wk, 4 <sup>th</sup> 4wk,

	<p>2. Student Satisfaction Survey (fall' 16)</p> <p>3. Graduating Student Survey – GSS2017 (spring' 17)</p>	<p>2. 70% response rate on the Student Satisfaction Survey</p> <p>3. 70% response rate on the Graduating Student Survey</p>			<p>(+) 3<sup>rd</sup> 4wk = 71% (+)</p> <p>1<sup>st</sup> 8wk = 49% (+)</p> <p>2<sup>nd</sup> 8wk, 4<sup>th</sup> 4wk, and 16 wk (currently combined) = 51%</p> <p>2. Student Satisfaction Survey = 28%</p> <p>3. GSS 2017 = 59% as of 5/11/17 (56% Spring 2016)</p>	<p>and 16 wk courses will be updated upon release of final data (5/23/17)</p> <p>2. Determined incremental reminders used for course evaluations will be utilized fall 2017</p> <p>3. Final GSS 2017 will be updated after survey closes on 5/12/17</p>
Collect, summarize, and disseminate campus data for internal use	4. Provide course evaluation result reports to appropriate school chairs to be shared with departments.	4. Report completed and disseminated by mid-February/June	4. Completion and dissemination of the report		4. Fall 2016 Course evaluation reports were disseminated to to department chairs on March	4. The practice of disseminating course evaluation reports to dept. chairs continued

	<p>5. Provide course grade distribution reports (includes retention, pass, and overall success rates) to appropriate school chairs to be shared with departments</p> <p>6. Provide satisfaction survey results report to administration and divisions.</p> <p>7. Collect special event survey data for Lyceum Series</p> <p>8. Update and publish Fast Facts Brochure</p> <p>9. Update and publish HCC Fact Book</p>	<p>5. Report completed an disseminated by mid-February/June</p> <p>6. Report provided by end of February</p> <p>7. Survey at least 80% of Lyceum Series events</p> <p>8. Publication of Fast Facts brochure by end October and March</p> <p>9. Publish HCC Fact Book by end of November</p>	<p>5. Completion and dissemination of the report</p> <p>6. Completion and dissemination of the report</p> <p>7. Percentage of Lyceum Series events surveyed</p> <p>8. Publication by established deadline</p> <p>9. Publication by established deadline</p>		<p>6, 2017. Spring 2017 to be completed in June</p> <p>5. Grade distribution reports were disseminated to to department chairs on March 6, 2017. Spring 2017 to be completed in June</p> <p>6. Student Satisfaction Survey was completed and posted to IE webpage on 2/3/17</p> <p>7. 7 of 9 (78%) Lyceum Events were surveyed 2016-17 as of 5/11/17</p>	<p>5. The practice of disseminating grade distribution reports to dept. chairs continued</p> <p>6. Posting of satisfaction survey to IE webpage continued</p> <p>7. The Office of IE &amp; ADV staff ensured events were surveyed and the team effort has continued</p> <p>8. Established an operational calendar to ensure deadlines are met. Final financial aid totals will be updated upon receipt</p> <p>9. Established an operational calendar to ensure deadlines are met. The interactive fact book will save the institution dollars and be accessible wherever there is an</p>
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					8. Fast Facts brochure was completed and published in Nov. '16 and updated in April '17	internet connection
Collect, summarize, and disseminate campus data for external reporting purposes	10. Submit College Board's Annual Survey of Colleges	10. Successful submission of survey by deadline of Dec. 19 <sup>th</sup>	10. Submission of survey by established deadline		10. College Board's Annual Survey of Colleges was completed and submitted Dec. 19, 2016	10. Continued to monitor established deadlines and communicated with areas on campus that provide data at least one month ahead of due date



**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
2. Promote a consistent, professional image of the College to its service area

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
To use graphic design to promote HCC, students, and employee, creatively, accurately, and effectively.	Assist faculty and staff in developing and designing attractive and effective printed materials to positively and professionally promote HCC.	Marketing materials and publications for internal use will be designed by the HCC Print Shop personnel.	Collaborate with Marketing/PR Director to update and promote awareness of current HCC Print Shop policies and procedures.		<ul style="list-style-type: none"> <li>• Designed 2016 – 2017 HCC catalog</li> <li>• Designed various brochures, flyers and other marketing materials</li> <li>• Designed 2015 President’s Report to the People printed report and PowerPoint</li> </ul>	Distributed HCC Print Shop policies and procedures electronically and met with individual departments to promote awareness of same to encourage collaboration between print shop and faculty and staff to ensure a professional public image of HCC
To serve the HCC faculty and staff effectively and efficiently.	Provide effective and efficient services as needed by HCC faculty and staff.	The HCC Print shop personnel will stay up-to-date and trained on current design technologies and trends.	Attend two graphic design professional development workshops.	Variable	<ul style="list-style-type: none"> <li>• Attended online webinar Media 201 – Planning and Conducting an Effective Media Pitch</li> </ul>	Used webinar information to collaborate with Marketing/PR Director on recruitment marketing efforts



**Institutional Advancement**  
**HALIFAX COMMUNITY COLLEGE FOUNDATION, INC.**  
**Allen Purser, Executive Director**

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
<p>A. Increase Alumni participation and donor rate: meaningful outreach.            B. Conduct a Board Retreat to develop a strategic plan, Conduct Board orientation for new members, Have the Board participate in fundraising            C. Recruit 15 Board members to the Foundation.            D. The</p>	<p>A. Establish regular communications to the Alumni community through regular e-newsletters sent on a regular basis. Utilize an Alumni Awards Celebration and other alumni events as opportunities to encourage participation and volunteerism and Fundraising. Engage student-callers having conversations with, staff, faculty,</p>	<p>A. Alumni will join the Alumni Association, use their circle of influence to help fundraising and donate funds to the HCC Foundation            B. The Board members will assist with fundraising            C. The Board members will assist with fundraising</p>	<p>A. The number of Alumni joining the Alumni Association will be determined when the Alumni Board is determined but 50 alumni will be encouraged to join.            B. The Foundation Board will generate \$1000.00 in Foundation</p>		<p>A. Mailed 5051 letters to alumni for the Alumni and Friends Presidential Breakfast. 6 responded thus far, 5 have sent checks for \$200.00            B. The Retreat has not been held - up to this point            C. The Foundation has added 4 new members on 2016-2017 academic year            D. The Golf Tournament was held with 10 teams and 9</p>	<p>A. We corrected addresses in the alumni database which have changed and are no longer valid.            B. The Foundation will schedule a Board Retreat            C. The Foundation will continue to add members to the Board            D. The \$3758.00 in funds from the</p>

<p>Foundation will host a Golf Tournament in the Fall of 2017</p> <p>E. Scholarship Donor luncheon will be held to honor the donors</p> <p>F. a 50 for 50 Gala will be held to honor the 50<sup>th</sup> anniversary of the College.</p> <p>G. Alumni and Friends Presidential breakfast will be held to kick off the Alumni Association</p>	<p>alumni and parents creating</p> <p>B. Board members will be better educated on the needs and the direction of the Foundation</p> <p>C. Board members should have influence in the community, help strategize on efforts to raise funds for the Foundation and be cheerleaders for the College and the Foundation.</p> <p>D. The Golf Tournament will raise unrestricted funds for the Foundation</p> <p>E. The Donor luncheon will recognize donors to the Foundation and connect them with students that received scholarships</p> <p>F. The 50 for 50</p>	<p>D. The Golf Tournament will generate \$6000.00 for the General Fund</p> <p>E. The Donor luncheon will have 100 attendees and generate \$1000.00 for the General Fund</p> <p>F. The 50 for Fifty Gala will generate \$5000.00 revenue for the General Fund of the Foundation</p> <p>G. The Alumni and Friends Presidential Breakfast will be built as a networking event and a fund raiser for the Foundation</p>	<p>support</p> <p>C. The Foundation Board will generate \$10000.00 in Foundation support</p> <p>D. The Golf Tournament will generate \$3000.00 for the General Fund</p> <p>E. The Donor luncheon allowed for great interaction between donors and the scholarship recipients.</p> <p>F. The 50 for 50 Gala was held with over 250 attendees.</p> <p>G. The Alumni and Friends Presidential breakfast will be held</p>		<p>whole sponsors for revenue of \$3758.00.</p> <p>E. The Scholarship Donor Appreciation luncheon had more than 150 attendees</p> <p>F. The 50 for 50 Gala hosted 256 attendees and raised over \$6000.00 for the Foundation. 23 bricks were purchased by the faculty and staff. With Dr. Griffin donating \$50,000.00 the Dr. Ervin Griffin Presidential Scholarship was established with contributions bringing the scholarship fund over \$80,000.</p> <p>G. The Alumni and Friends Presidential Breakfast will be held on May 19. The gross amount raised thus far is \$4470.00</p>	<p>Golf Tournament were applied to the General Fund</p> <p>E. The funds from the Donor Appreciation luncheon were applied to the General Fund.</p> <p>F. The \$6000.00 funds from the 50 for 50 Gala were applied to the General Fund.</p> <p>G. The funds from the Alumni and Friends Presidential Breakfast were applied to the General Fund.</p>
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	<p>Gala will recognize the 50<sup>th</sup> Anniversary of HCC along with the retirement of the 4<sup>th</sup> President of the College</p> <p>G. The Alumni and Friends breakfast is a great networking event for alumni and an event to kick off the formation of an Alumni Association.</p>		<p>on May 19.</p>			
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**Institutional Advancement**  
**NC WORKS (WIOA) (OFF – CAMPUS)**  
**Victor Marrow, Coordinator**

**Purpose:** The purpose/mission of the NC Career Works 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.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
To insure a qualified workforce by providing high quality training and job placement services for Adults and Dislocated workers from Northampton and Halifax Counties.	NC Works Career Center enrollees will enter unsubsidized employment after program exit.	<u><b>WIOA Adult Program</b></u> 79% of NC Works Career Center Adult enrollees will be able to secure employment after program completion.	NC Works Online (A state level computerized assessment tool for NCWorks Career Center programs)	\$458,928 (Funding from Turning Point Workforce Development Board)	To date, ten (10) NCWorks Career Center/ Halifax Community College enrollees/students have received WIOA assistance.	To create a better qualified workforce
	Diploma or Certificate NCWorks Career Center enrollees will have earned diplomas or certificates at program exit.	55% of NCWorks Career Center enrollees will earn degrees or certificates	NCWorks Online records		Eight (8) enrolled in the CNA I Program.  One (1) enrolled in the CAN II Program.	To create a better qualified workforce
	NCWorks Career Center enrollees who leave the program with employment will remain employed.	82% of NCWorks Career Center Adult enrollees will retain their jobs for at least 12 months after	NCWorks Online records		One (1) enrolled in the Automotive Systems Program.	To create a better qualified workforce

	<p>NCWorks Career Center enrollees will earn a suitable wage for the first year after program exit.</p> <p>The NCWorks Career Center will prepare enrollees for employment through staff assistance and training.</p>	<p>program exit.</p> <p>Adult Enrollees who exit will average at least \$10,875.00 semi-annually (averaged on total wages from the second and third quarters after exit).</p> <p><b><u>WIOA Dislocated Workers Program</u></b> 84% of NCWorks Career Center Dislocated Worker enrollees will be able to secure employment after program completion.</p> <p>94% of NCWorks Career Center Dislocated Worker enrollees will retain their jobs for at least 12 months after program exit.</p> <p>Dislocated Worker Enrollees who exit will average at least \$15,747.10 semi-annually (averaged on total wages from the second and third</p>	<p>NCWorks Online records</p> <p>NCWorks Online (A state level computerized assessment tool for NCWorks Career Center programs)</p> <p>NCWorks Online records</p> <p>NCWorks Online records</p>		<p>Eight of the ten (80%) have completed and earned certificates.</p> <p>Nine of the ten (90%) have secured employment. One enrollee is currently a student at Halifax Community College in the CNA I Program.</p> <p>It is anticipated that 82% of the NCWorks Career Center Adult enrollees will retain their jobs for at least 12 months after program exit.</p> <p>All ten (10) of the enrollees agree that the NCWorks Career Center's services they received, overall, were satisfactory.</p>	<p>To create a better qualified workforce</p> <p>To create a better qualified workforce</p> <p>To create a better qualified workforce</p> <p>To create a better qualified workforce</p>
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		<p>quarters after exit).</p> <p>80% of the program participants surveyed will agree that the NCWorks Career Center intake process was satisfactory.</p> <p>80% of the participants surveyed will agree that the NCWorks Career Center Workforce Specialist provided satisfactory orientation, training access, and counseling assistance.</p> <p>80% of the program participants surveyed will agree that the NCWorks Career Center services they received, overall, were satisfactory.</p>	<p>The NCWorks Evaluation Tool/Survey</p> <p>The NCWorks Evaluation Tool/Survey</p> <p>The NCWorks Evaluation Tool/Survey</p>			<p>To assist in the recruitment process</p> <p>To assist in the recruitment process</p>
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**Institutional Advancement  
PUBLIC INFORMATION OFFICE  
Molly Wallace, Public Relations and Marketing**

**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 Results/Outcomes	Use of Results
To increase awareness about Halifax Community College to campus and community	<p>Students, campus and community will be able to read about recent happenings on campus</p> <p>The Halifax Community College community will receive updates on Facebook and Twitter</p> <p>Students, faculty, staff and the community</p>	<p>Development of new electronic newsletter for faculty and staff. Readership to reach 20% “click rate”</p> <p>The number of friends, fans or followers will increase by 8%</p> <p>Annual report will be created and distributed within</p>	<p>Tracking of “click rates” through Constant Contact software</p> <p>Social networking sites tracking of friends, fans, and followers</p> <p>Annual report publication</p>	<p>\$540/annually</p> <p>\$0</p> <p>Est. \$10,000 for annual report and mail distribution</p>	<p>Research into the best plan of use – determining whether to use the fundraising component – yielded a lower cost for the tool</p> <p>Dedicated Facebook pages were set up for Cosmetology, Wellness Center and Dental Hygiene, with plans awaiting approval for nursing, criminal justice, Fire/EMT, BLET, and admissions</p>	<p>This has not yet been implemented due to the difficulty in pinpointing its best use. Would be better for “roll-out” in August.</p> <p>Each department currently utilizing their Facebook pages has seen an increase in participants and “followers,” further promoting their offerings and services</p>

	<p>will receive information on Halifax Community College's accomplishments and annual happenings</p> <p>Work with the local newspapers to increase the exposure of HCC in print media</p>	<p>budget. Mailing and electronic distribution will increase by 5% during 2016-2017</p> <p>Monitor the number of printed and online news stories about HCC in all print media outlets in the area. Compare the number and the content focus to last year to increase stories about students and initiatives by 5%</p>		<p>\$0</p>	<p>The 2015-2016 annual report featured lots of photos and recaps, with very little vision for the future. Moving forward, would like to change the format to a marketing tool</p> <p>Since February, there has been a 14% increase in the number of HCC-focused articles being run. There was a 39% decrease in the number of articles run about the college president.</p>	<p>Currently, a proposal for the redesign of the annual report is taking place, in an effort to provide the President's office with multiple options</p> <p>At present, we are working with Titus Workman and Tia Bedwell at <i>The Daily Herald</i> to develop a schedule of stories for HCC, based on the academic and event calendar of the College. We have greater participation from John Dixon, which has led to more stories/publications</p>
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**Institutional Effectiveness**  
**Q. E. P. CICLE PROGRAM**  
**Marcus Lewis, Director**

**Purpose:** The QEP Circle Program addresses barriers or weaknesses in student learning that impact their ability to self-regulate learning and solve problems. In compliance with SACS requirements and QEP goals, the following I.E. plan has been developed to assess the effectiveness of the institutionalized QEP model and utilize results to increase its effectiveness.

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
Improve students' ability to achieve academic goals by developing self-regulated learning and problem-solving skills	As a result of participation in the College's Quality Enhancement Plan, students will acquire the knowledge to: <ol style="list-style-type: none"> <li>1. Develop an academic goal management plan that will enhance academic success</li> <li>2. Implement and monitor the effectiveness of an academic</li> </ol>	<p style="text-align: center;"><b><u>Direct Assessment Criteria</u></b></p> 90% of LC students will achieve the "accomplished" level of competency on goal management SLOs as scored by the Capstone Essay and SRL Rubric	<p style="text-align: center;"><b><u>Direct Assessment Tool</u></b></p> HCC Self-Regulated Learning Rubric		<p style="text-align: center;"><b><u>Direct Assessment Outcomes</u></b></p> <ol style="list-style-type: none"> <li>1. 69% (198/286) of students achieved at least the "accomplished level of competency on goal management SLO 1.</li> </ol>	All ACA courses have been converted to an 8wk format to add continuity to the courses which only met once per week for 16wks during the Fall' 16 semester.  The added continuity via 8wk sessions spring 2017 helped to marginally increase direct assessment outcomes. 8 week

	goal management plan.				2. 69% (198/286) of students achieved at least the “accomplished level of competency on goal management SLO 2.	<p>sessions will continue to be offered fall 2017.</p> <p>As of 5/15/17 rubrics for 53% of spring 2017 had be submitted. Submissions for the remaining students is being solicited at this time.</p>
	3. Implement weekly schedules for goal-oriented tasks	90% of LC students will achieve the “accomplished” level of competency on the time management SLO as scored by the Capstone Essay and SRL Rubric	HCC Self-Regulated Learning Rubric		3. 63% (179/286) of students achieved at least the “accomplished” level of competency on the time management SLO 3.	
	4. Manage environmental, behavioral, and cognitive stressors that impact student academic success	90% of LC students will achieve the “accomplished” level of competency on the stress management SLO as scored by the Capstone Essay and SRL Rubric	HCC Self-Regulated Learning Rubric		4. 74% (211/286) of students achieved at least the “accomplished” level of competency on the stress management	

					SLO 4.	
	6. Relate personal academic self-efficacy to academic goal achievement	90% of LC students will achieve the “accomplished” level of competency on the self-efficacy SLO as scored by the Capstone Essay and SRL Rubric	HCC Self-Regulated Learning Rubric		6. 71% (204/286) of students achieved at least the “accomplished” level of competency on the self-efficacy SLO 6.	
		<b><u>Indirect Assessment Criteria</u></b> 80% retention rate for LC courses 85% pass rates for LC courses	<b><u>Indirect Assessment Tools</u></b> Combined retention rate for ACA courses Combined pass rates for ACA courses		<b><u>Indirect Assessment Outcomes</u></b> Combined retention rate for ACA courses = 96% (350/377) Combined pass rate for ACA courses = 84% (293/350)	
Prepare, write and submit the QEP Impact	Successful submission of the QEP Impact Report	No recommendation or follow-up report required by SACSCOC	SACSCOC Feedback		Accepted by SACSCOC w/ no recommendations. No follow-up	Development of QEP 2.0 will begin Spring 2017 with the development of a



Report					needed	Steering Committee.  The QEP Steering Committee meeting met on April 5 <sup>th</sup> , 2017to discuss initial steps in QEP 2.0 development.
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**Institutional Advancement**  
**RESOURCE DEVELOPMENT/GRANTS**  
**John Foriest, Director**

**Purpose:** The Resource Development Unit researches, identifies, and submit grant proposals on behalf of HCC. It also manages and directs selected grants programs.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
Increase number of secured funds through Grant Seeking and Writing activities	Secure Grant funds for current or future HCC students and other Roanoke Valley residents	Raise at least \$2,000,000 in funds through Grant Seeking and Grant Writing activities  1.WIOA Program Asst. (Marrow) 2.WIOA Operations Manager (Smith) 3.WIOA Workforce Specialist (Webb) 4.WIOA Workforce Specialist (Askew) 5. WIOA Workforce Specialist (Woods) 6. WIOA Workforce Specialist (Peoples) 7. Tech Hire	A review of Grant Award letters-from:  1-US Dept. of Ed. 2-US Dept. of Labor 3-Turning Pt. WDB 4-NC Dept. Of Community Colleges	No cost associated	Raised \$2,708,000 in funding from:  EOC Grant (\$1.18 mil) (Hasty) Tech Hire Grant (\$1.0 mil) (Butcher) WIOA Grant (\$458,000) (Marrow) NC Works Career Coach Grant (\$70,000) (Hasty)  From this funding <b>13</b> positions have been created or retained. <b>11</b> positions are full-	The results will be used to set goals for the 2017-2018 fiscal year  We will propose to exceed this year's amount by 25%

	<p>Seek funding (from 1-1-17 to 6-30-17) to:</p> <p>1-Assist Halifax/Northampton residents through training and employment.</p>	<p>Coordinator (Butcher)        8.Tech Hire Program Asst. (Ingram)        9. EOC Director (Bailey)        10. EOC Outreach Specialist (Ingram)        11. EOC Outreach Specialist (Thomas)        12. Outreach Spec. (Part-time) (Vacant)        13. Admin. Spec. (Part-time) (Vacant)</p>	<p>Award Letters</p>	<p>No cost associated</p>	<p>time State positions with benefits</p> <p>4-\$559,000 WIOA Funds tentatively approved from Turning Point WFD</p> <p>2-In process of completing \$2 mil EDA Grant</p> <p>1- Upward Bound Grant not submitted</p> <p>3- Humanities Connections Grant not yet committed</p> <p>Because of illness of our Project consultant we did not submit our Upward Bound Grant</p> <p>On April 17. 2017 we received notice that HCC's Pre-EDA App was approved and received clearance to submit a \$2 mil Complete</p>	<p>(See Details for each Grant Below)</p>
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<p>2-Construct or Upgrade HCC Training facilities</p> <p>1-Upward Bound Math and Science Project (with Northampton Schools) to help students choose math and science careers</p> <p>2-Secure Economic Development Administration (EDA) Grant to assist with construction of HCC Corporate Training Center to house Advanced Manufacturing programs and training area for students and businesses</p> <p>3-Secure Humanities Connections Grant to assist with student learning/curriculum upgrades</p> <p>4-WIOA 2017-2018 Grant (with</p>	<p>Initiate, complete and submit applications and grant packages for programs totaling least \$3,000,000 (\$3 mil.) (A portion of which will be received in 2017-2018)</p> <p>Successful approval of Upward Bound Grant</p>	<p>Award Letter</p> <p>Receipt of Award Letter</p> <p>Receipt of Award Letter</p> <p>Receipt of Award Letter</p>	<p>No cost associated</p> <p>Matching funds from HCC NC Connect Bond (\$3.18 mil)</p> <p>No cost associated</p> <p>No cost associated</p>	<p>Application</p> <p>Final Grant RFP not released as of yet</p> <p>Turning Point WFB approved a tentative \$559,000 Grant. If received 6 WIOA positions and one additional position with full state benefits will be receive continued funding. Positions to be funded/retained include employees  1-Victor Marrow  2-Linda Smith  3-Fredia Webb  4. Gladys Askew  5-Sandra Woods  6-Tameka Peoples  7. Vacant (Workforce Specialist position)</p>	<p>N/A</p> <p>Will use results to complete Complete/Full EDA Application by June 12, 2017 incorporating results from our EDA Pre-App</p> <p>Will use results to complete Humanities Grant application when released (Grant due Oct 2017)</p> <p>Will use results to implement our HCC WIOA Program on</p>
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	<p>Halifax/Northampton NC Works Center) to assist Halifax/Northampton residents with employment and training and by providing Staff to Halifax/Northampton NC Works Center</p>	<p>Successful approval of EDA Pre-App and successful funding of EDA Complete/Full Grant</p> <p>Successful acquisition of National Endowment for the Humanities Grant</p> <p>Successful acquisition of NC Works WIOA Grant</p>				<p>July 1, 2017</p>
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**Institutional Advancement**  
**TECH HIRE PROGRAM**  
**Tony Butcher, Director**

**Purpose:** The purpose of the Tech Hire Program is to recruit Welding and Industrial Systems Technology enrollees (aged 17-29) and others and prepare them for long-term unsubsidized employment through a series of activities including work experience and technology.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To recruit, and provide job training and job placement activities for young adults, (17-29) and for unemployed, dislocated and incumbent workers with barriers to training and employment opportunities in Welding Technology and Industrial Systems Technology	To enroll 25 participants in Welding Technology and Industrial Systems Technology Programs annually	100% of participants will enroll in Welding or Industrial Systems	Con. Ed or Curriculum class roster	\$250,000 (annually) \$1million (4-year total)	80% of the intended enrollment was meet	Increased effects to reach enrollment goal
	18 of the participants enrolled will complete training in Welding or Industrial System courses annually	72% of participants completing education/ training activities	Registrars records or Continuing Education Records		55% of intended outcome completed either welding or industrial systems courses	Increased effects to strengthen the recruitment process
	14 of the participants enrolled will receive a degree or other credential annually	56% who complete education/training activities receiving a degree or other credential	Con. Ed. Instructor's records		136% of intended outcome received a degree or some other credential	Motivated students to work towards gaining credentials

which leads to long-term unsubsidized employment	10 of the unemployed participants, at enrollment, will obtain unsubsidized employment annually	40% of participants who are unemployed at enrollment will receive unsubsidized employment	NC Works records Check-Stubbs or Employee records		30% of the intended outcome for unemployed participants received unsubsidized employment	Helped us to recruit students into the program
	4 participants who are Incumbent Workers at enrollment will advance into a new position annually	16% of participants who are incumbent workers will advance into a new position	Employer records		0% of incumbent worker participants advanced into a new position	Helped in seeing the need to provide more counseling
	25 participants will obtain job seeking, job keeping and other workplace readiness skills annually	100% of participants enrolled will receive a (HRD) Human Resource Development training and an HRD certificate	Human Resource Development program criteria		52% of the intended outcome obtained job seeking and job keeping skills	Assisted us in obtaining higher enrollment numbers
	25 participants will earn portable credentials that will demonstrate to an employer a student's job readiness	100% of the Tech Hire participants will complete (CRC) Career Readiness Certification	Career Readiness Certification assessment		44% of the intended outcome earned Career Readiness Certification	Assisted us in obtaining higher enrollment numbers

	<p>25 enrollees will complete OSHA- 10 training annually</p> <p>25 participants yearly will enroll in the local NC Works Center</p> <p>To offer the opportunity for “Work-Experience” arrangements for 20 program participants</p>	<p>100% of program participants obtaining an OSHA 10 certificate.</p> <p>100% of participants enrolling in WIOA</p> <p>80% of the enrollee will participate in Work Experience</p>	<p>HCC instructor evaluation</p> <p>NC Works Center on-line registry</p> <p>Tech Hire Program participant files</p>		<p>48% of the intended outcome completed OSHA 10 training</p> <p>72 % of the goal for enrollment registered with NC Works</p> <p>0% of program participants have received work Experience</p>	<p>Assisted us in obtaining higher enrollment numbers</p> <p>Helped us to stress the importance of NC Works enrollment</p> <p>Made plans to dialogue with more area employers</p>
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**Institutional Advancement**

**THE CENTRE**

**Joanne Jolly, Special Events Coordinator**

**Purpose/Mission statement that relates to the mission of the institution:**

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 Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
1. To offer the community a beautiful, spacious facility for special events while providing the opportunity for our region to visit our campus	<p>Increased opportunities for recruitment</p> <p>To continue to offer networking opportunities</p> <p>To continue to build relationships with organizations within our community</p> <p>Increased number of</p>	<p>Continue to utilize the internet for visibility</p> <p>Work with the Webmaster to keep the webpage updated with current information and event schedules</p> <p>Keep the social media sites updated with photos, building</p>	<p>Customer satisfaction surveys that are available online through our social media site</p> <p>Speak to patrons that have attended events</p> <p>Remain watchful over repeat clients</p>	0	<p>We hosted 44 rental events between July 1 and December 31, 2016 and 43% of those rentals were with repeat clients</p> <p>We continue to increase our visibility on Social Media and currently maintain a 4.5 out of 5 star rating. We have replied to each patron that has</p>	<p>We will continue to work with the admissions office and encourage them to make sure we have plenty of materials on hand for rentals and when possible, have a recruiter present at the public events</p> <p>We will review the less than perfect satisfaction ratings</p>

	annual rental clients	information and schedules  Respond to people that post survey ratings online			posted a review.	and see where we can improve  We will continue to work closely with our rental clients and provide top notch customer service so as to encourage continued patronage
2. To assist the students of Halifax Community College, local school districts and the community with educational enhancement and cultural awareness opportunities through the arts	Broaden the minds of our children and adults  Increased number of students that experience Live Theatre  Possibly help someone decide on a future college or career path	Offer 1-2 Children's Theatre performances during the school year  Offer our students the opportunity to assist with events  Keep the public aware of upcoming events while offering them the opportunity to be in attendance	Educational Study Guides  One on one job shadowing opportunities through the Federal Work Study program  Website visibility. Allow the public to not only see what is upcoming, but to obtain information on what is being offered and how they can be a part	\$5,000	So far for the current school year we have offered 1 Educational Theatre performance. We had almost 400 students in attendance  We have 1 work study student through our PRIDE program that assists with events and is learning clerical and office administration  Between July and December we have hosted community awareness events such as The Army National Guard Concert and National Night Out (against crime)	We will continue to work with the local school districts to see what shows we can bring that would be in sync with the curriculum being used each year.  Continue to assist with student success by offering opportunities for our students to take part in the operations of The Centre  Continue to work and partner with local organizations that contribute to our community's growth and success through education and awareness.



**WORKFORCE AND ECONOMIC DEVELOPMENT**

**Dr. Warren Haynes, Dean of Workforce and Economic Development**

**Purpose:** To successfully develop and deliver programs that create pathways to North Carolina’s 21<sup>st</sup> Century Workforce. This includes collaborating with curriculum programs, college facilities, administrative support units and external groups to provide transformational experiences in the rapidly changing environment and globally competitive economy.

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To promote academic excellence in teaching & learning and develop/deliver programs that create pathways to the 21 <sup>st</sup> Century Workforce.	Increase the number of short-term class offerings for students.  Where appropriate, Workforce & Economic Development will partner with the curriculum program(s) to cross-collaborate/offer these and other short-term classes that would be beneficial to our student population.	Short-term class offerings and cross-collaboration will exhibit an increase.  Augment the number of class offerings that lead to third party credentialing for 2016-17 FY.	Data collection instruments will be used to analyze existing data (i.e. HCC’s Statistical Report, North Carolina Community College System/State Board of Community College performance measures, relevant state & federal reports will be utilized).	Equipment and instructional cost vary	9223 Student Registrations  11, 549 Continuing Education Membership Hours  345.05 Full-time Equivalent (FTE) student enrollments	
Create	To increase the third	Increase number of	Number of	As	Close-out files are	3 <sup>rd</sup> party

<p>pathways of success by increasing the third party credentialing of our students per the targeted industry standards.</p>	<p>party credentialing and employability of students.</p>	<p>clients &amp; industry partners that are satisfied with our training modules and/or third party credentialing.</p>	<p>additional courses offered above the 2015-16 offerings.</p>	<p>determined by our industry partners standard(s).</p>	<p>under review by the Registrar. It typically takes several weeks after the semester ends before a final count is available.</p>	<p>credentialing data will be used for continuous program improvement. WED will Cross-collaborate with industry to determine training appropriateness (i.e. Solar Workforce Focus Group).</p>
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**Workforce and Economic Development  
CUSTOMIZED TRAINING PROGRAM  
Larry Crisafulli, Director**

**Purpose:** NC Works Customized Training Program supports workforce and economic development; providing education, training and support services for new, expanding and existing business and industry in North Carolina through our network of 58 community colleges, serving all 100 counties of the state. Our goal is to foster and support three key aspects of your company’s well-being:

1. Job Growth
2. Technology Investment
3. Productivity Enhancement

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	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	Training programs that have been approved by the North Carolina Community College System	Productivity Enhancement 7,500.00 Resource Job Growth Or Technology Improvement	189 industrial students trained	Provided customized training to that enhanced employee skills for safety, leadership, and, process improvements for industrial clients.



2016-2017

**Workforce and Economic Development**  
**OCCUPATIONAL EXTENSION**  
**Larry Crisafulli, Director**

**Purpose:** Occupational Extension classes are offered to meet the needs of the community for persons interested in enhancing job skills.

<b>Goal</b>	<b>Intended Student - Learning Outcome</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>
The goal is to offer training programs that are relevant to meet the needs of the workforce.	Students will have the knowledge meet continuing education requirements required by the State of North Carolina.  Non required programs of study provide the skills training to support career needs for the workforce.	Training programs that have been approved by the North Carolina Community College System	Evaluations of students to pass written and/or hands on tests.	Full Time Equivalent (FTE) funding.	388 Occupational Extension students training.	Introduced a market analysis to assess potential student's needs.  Marketing program introduced to address the market analysis needs



**Education 2 Go – Online Distance Learning  
WORKFORCE AND ECONOMIC DEVELOPMENT  
Ellen Grant, Director**

**Purpose:** The purpose of distance learning activities in Workforce and Economic Development is to meet the diverse needs of our community by providing high-quality, accessible and affordable education and services.

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To enhance quality of life and support economic development in the Roanoke Valley.	Provide a variety of online classes that will enable students to learn information that will enhance their career goals.	Registered students in a variety of occupational fields.	List of program areas that Ed2Go classes covers.	0	The courses were retrieved and identified by program area.  Documentation accompanies this document.	Based 2016-17 course listings for Ed2Go, Halifax Community College offered 39 courses in 5 program areas. This goal has been met.



**Workforce and Economic Development  
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
Provide continuing education programs to support the on-going training and retraining needs of the area workforce within the field of Emergency Management (EM).	Students will be able to discuss and perform related emergency management concepts in relation to homeland security (HLS) / Federal Emergency Management Agency (FEMA) directives and initiatives.	Student exams scores 70% or greater. Classes performed to accepted standards as indicated by passing audits and student evaluations of 80% satisfactory Instructor's evaluations/ feedback that they have what they need for classes (80%).	HLS/FEMA exams  HCC Student evaluations  HCC Instructor Evaluations	Program lead's time	No written exams have been given in the program this year Random audits of classes are showing satisfaction rates of 100% from student and Instructor feedback surveys.	Need to develop a more efficient way to track feedback surveys.





**Workforce and Economic Development**  
**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
Provide continuing education programs to support the on-going training and retraining needs of the area workforce within the context of Emergency Medical Services (EMS).	Students will have achieved the cognitive knowledge, psychomotor skills and affective abilities to perform emergency medical service (EMS) operations within the scope of North Carolina Office of Emergency Medical Office (NCOEMS) and other certifying EMS agencies.	Student initial state exam scores > 70% for 80% of the first time test takers. Students are able to satisfactorily complete check off sheets Classes performed to accepted standards as indicated by passing audits, satisfactory student evaluations (80%) and 70% pass rate on initial classes. Satisfactory (80%) Instructors evaluations/feedback that they have what they need for classes	NCOEMS regional exams  HCC EMS check off sheets HCC student evaluation sheets  HCC Instructor evaluation sheets	Program lead's time	Paramedic state exam rate 100 % EMT classes do not test until March and May	Course materials are on the right track  Need to develop a more efficient way to track feedback surveys.



**Workforce and Economic Development**  
**FIRE / RESCUE 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
<p>Provide continuing education programs to support the on-going training and retraining needs of the area firefighters.</p>	<p>Students shall possess the cognitive knowledge, psychomotor skills and affective abilities needed to perform firefighting and related emergency tasks as advised by certifying agency such as the North Carolina Office of State Fire Marshal (NCOSFM).</p>	<p>Pass cognitive exams with a 70% minimum.</p> <p>Pass Skill check off sheets with a minimum of 70%</p> <p>Classes performed to accepted standards as indicated by passing audits, satisfactory student evaluations (80%) and 70% pass rate on initial classes.</p> <p>Satisfactory (80%) Instructors evaluations/feedback that they have what they need for classes</p>	<p>NCOSFM secured exam bank</p> <p>NCOSFM Skills check off sheets</p> <p>HCC Student evaluation forms</p> <p>HCC Instructor evaluation forms</p>	<p>Program lead's time</p>	<p>Pass rates for fire exams and practical skills are greater than 70%</p> <p>Random audits of classes are showing satisfaction rates of 100% from student and Instructor feedback surveys.</p>	<p>Need to develop a more efficient way to track feedback surveys.</p>



**Workforce & Economic Development**  
**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:</p> <ul style="list-style-type: none"> <li>Establish self-esteem and confidence in seeking and keeping employment</li> <li>Practice effective problem solving skills relative to employment and set goals</li> <li>Make the necessary connections in the community relative to jobs</li> <li>Understand the importance of continuous job skills</li> </ul>	<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>HCC Student evaluation forms</p> <p>HCC Instructor evaluation forms</p>		<p>Over 90% of students successfully completed Human Resources Development courses and received a certificate</p> <p>According to the Continuing Education surveys, over 80% of students selected “Yes” to either goals completely or partially met.</p>	<p>Need to develop a more efficient way to track feedback surveys.</p>

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2016-2017

**Workforce & Economic Development**  
**LAW ENFORCEMENT TRAINING**  
**Greg Parker, Coordinator**

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

<b>Goal</b>	<b>Intended Student-Learning Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
To provide law enforcement course offerings that meet current customer needs.	The student will be able to gain knowledge and skills from the program that will prepare them for promotion or certification in their field.	100% attendance and participation in all class activities and assignments. 70% of students will be able to successfully pass state certification examination (where applicable)	Topical tests, comprehensive exams, and practical skills tests (where applicable) will be given for each certification program.	No additional costs	100% pass rate on certification programs	75% of students were offered employment and 100% of students taking recertification courses were successfully recertified and maintained employment.



**Workforce and Economic Development  
LITERACY EDUCATION (ABE AND GED)  
Tamba Thompson, Coordinator**

**Purpose/Mission statement that relates to the mission of the institution:** 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	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
<p>Provide students with competency of literacy education and to promote a skilled workforce.</p>	<p>100% of literacy students will have an initial pre-test</p> <p>At least 65% of literacy education students will be post-tested</p> <p>At least 36% of literacy education students will meet the target average as mandated by the NCCCS</p>	<p>Each literacy education class must meet a minimum of 36% educational functioning level gains/performance measure</p>	<p>Pre-tests, Post-tests, Portfolios, and High School Equivalency assessments</p>	<p>Literacy education text books, videos, computerized instruction, and targeted lessons approx. 15,000</p> <p>Continuous professional development (i.e. travel expenses, mileage, overnight stay, etc.) \$10,000.00</p>	<p>Assessment results/outcomes are pending because the literacy education program year does not end until June 30. Therefore, the state will not provide assessment results/outcomes for the areas listed below until <b>after</b> the program year ends. Therefore, the information below is <b>pending</b>. <b>Pending:</b> State data will show 100% of literacy</p>	<p>Revised instructional requirements with a focus on each individual literacy class increasing students' academic literacy levels by using innovative instruction. For example, all literacy instructors are required to teach using contextualized instruction.</p> <p>Revised New Student Orientation (NSO) requirements with a focus on allowing on campus students to enroll in literacy</p>

					<p>students were given an initial pre- test</p> <p><b>Pending:</b> State data will show at least 65% of literacy students were post-tested</p> <p><b>Pending:</b> State data will show at least 36% of literacy education students increased their EFL (educational functioning level)</p>	<p>classes more quickly. In addition, we reduced the hour requirements for students to attend NSO. Due to the nature of our student population, (high school drop outs), it is imperative to get students started with instruction as quickly as possible.</p>
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2016-2017

**Workforce & Economic Development**  
**NURSING ASSISTANT PROGRAM I (CNA I)**  
**Sheila Aycock, RN, Coordinator**

**Purpose:** The Certified Nursing Assistants Program provides 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	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results

<p>To prepare students for careers as nursing assistants and to provide students with the skills necessary to gain employment in the medical field.</p>	<p>Students will have a strong background in basic nursing skills as a foundation to provide assistance with future employment.</p>	<p>85% of the class completers will be able to achieve a passing grade on the state exam, thus qualifying them for employment as certified nursing assistants</p>	<p>North Carolina Nurse Aide Program Competency Examination</p>		<p>Goal of 85 % met  Last 3 State Exams  August-2016  6-written-pass-5  6- skills- pass -6  Dec.15-2016  7-written-pass 7  7-skills-pass-7  Dec.22-2016  7-written-pass-7  7-skills-pass-7   March 9,2017  5-skills- pass 5  5 written- pass- 4  April 6,2017  5-skills- pass 5  5 written- pass 5</p>	<p>Our plan is working well with students and instructors. We will continue to strive for excellent pass rates.</p>
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**Workforce & Economic Development**  
**NURSING ASSISTANT PROGRAM II (CNA II)**  
**Sheila Aycock, RN, Coordinator**

**Purpose:** The purpose of the Certified Nursing Assistant II Program is 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 <i>Intended Outcome</i>	Criteria For Success	Assessment Tools	Resource s/ Cost	Assessment Results	Use of Results
To prepare students for careers and to provide students with the skills necessary to gain employment in the medical field in a higher capacity.	Students will have a strong background in skills such as sterile technique as a foundation to provide assistance with more hands on care of the patients/residents.	Students will maintain a class average of 78% on tests in order to go to clinical. Students will pass 2 check offs on each skill in order to go to clinical. 3 <sup>rd</sup> check off to be done in clinical or lab. 85% of the students who complete the class will pass with 78 average, pass all check offs and final exam	North Carolina Board of Nursing Certification process 3 class tests and a final exam test the student knowledge. 3 check-offs for each skill taught.		Students enrolled=18 14 students met the 78% average to go to clinical 14 students passed all check offs to go to clinical and 3 <sup>rd</sup> check off Pass rate= 14 =100 % 4 students dropped the class with passing grades(78%) 1-dropped because of drug screen 3- work schedule	Working well with students and instructors. We have 4 instructors who are able to teach CNA2. We will continue to strive for excellent pass rates.



**Workforce and Economic Development  
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
Provide continuing education programs to support the on-going training and retraining needs of the community in a self-supporting role.	Students will be provided specific knowledge and skills to improve work skills or personal interests in a school self-supporting format.	Classes performed to accepted standards as indicated by passing audits and maintaining an 80% satisfaction rate on student evaluations. Instructors evaluation/feedback that they have what they need for classes as indicated on the instructor evaluation form with 80% satisfaction rate	HCC Student surveys  HCC Instructor surveys	Program lead's time	Random audits of classes are showing satisfaction rates of 100% from student and Instructor feedback surveys.	Need to develop a more efficient way to track feedback surveys.



2016-2017

**Workforce and Economic Development**

**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> Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
Provide continuing education programs to support the on-going training and retraining needs of the area workforce within the context of safety.	Students will acquire an enhanced understanding of safety concepts.	<p>Quiz scores greater than or equal to 70% after remediation.</p> <p>Classes performed to accepted standards as indicated by passing audits and 80% satisfaction rate from student evaluations. Instructor's feedback that they have what they need for classes as indicated in instructor evaluations with an 80% satisfaction rate.</p>	<p>In house generated topical quizzes &amp; accredited tools such as ASHI exam bank</p> <p>HCC student evaluation survey forms</p> <p>HCC Instructor Evaluation survey forms</p>	Program lead's time	<p>No recorded failures in any safety classes to date for the year</p> <p>Random audits of classes are showing satisfaction rates of 100% from student and Instructor feedback surveys.</p>	<p>Program delivery method working</p> <p>Need to develop a more efficient way to track feedback surveys.</p>



2016-2017

**Workforce and Economic Development**  
**SMALL BUSINESS CENTER**  
**Jerry Edmonds, Director**

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

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resource/Cost	Assessment Results	Use of results
To prepare current and prospective small business owners, managers and supervisors with the tools and resources necessary for sustainable business success through classroom and online seminars, one-on-one counseling, and the small business resource center.	Consistently improve small business community awareness of educational resources and tools available to improve success rates within small business start-ups and retention rates within established small businesses.	Increase the number of seminar participants by:  10% year over year  Increase the number of one-on-one counseling sessions by:  10% year over year	NC Small Business Center Network SBCN Annual Economic Impact Report  Economic Impact specifically reports number of small business start-up / retention and jobs created	Seminar Consultants: \$9,000/yr.  Promotion: \$2,000/yr.  Membership/Dues: \$2,000/yr.	<b>Mid-year 2016-2017</b> Seminar Participants: 185  SBC Counseling Hours: 128  Business Starts: 10  Jobs Retained: 18  <b>FY 2015 – 2016</b> Seminar Participants: 341  SBC Counseling Hours: 232  Business Starts:	Continue to identify areas of improvement in offering quality business services to a wider variety of business entities including the development of campus-wide entrepreneurial initiatives.  Utilize the data to gain insight into future service areas as the needs of students and businesses accelerate at a rapid pace.

					18 Jobs Retained:32 <b>FY 2014 -2015</b> Seminar Participants: 480 SBC Counseling Hours: 219 Business Starts: 14 Jobs Retained:31	
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**Workforce and Economic Development**  
**WORKFORCE READINESS**  
**Tiffany Hale, 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	<u>Intended Student-Learning Outcome</u> 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 Level Certificates % Gold 47 30 Silver 88 57 Bronze 20 13	Employee skill levels were measured to allow employers to compare to their job requirements.
To communicate and provide the Keytrain training for CRC assessment preparation.	Training for: <ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Reading</li> <li>• Locating information</li> </ul> to achieve CRC certification	Score level	Work Keys  Keytrain	Resources of college = None Cost to student = None	Training in the areas of: <ul style="list-style-type: none"> <li>• Applied mathematics</li> <li>• Reading</li> <li>• Locating Information</li> </ul>	Students' skills training provided preparation for a CRC assessment.

