



HALIFAX

Community College

LEARNING COMES TO LIFE IN PURSUIT OF EXCELLENCE

Institutional Effectiveness Plan

2013-2014

Office of Institutional Effectiveness, Planning and Assessment

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2013-2014

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

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

Goal I,II, III, IV, V, VI	Intended Student Learning Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Results / Outcomes	Use of Results
	Intended Outcome					
Goal III (3.1, 3.2, 3.3) Economic Development Support economic development in the Roanoke Valley.	Academic and Con Ed course offerings will support the needs of the business & industry workforce.	Establish 3 WFDE articulations with Vocational Education Increase customized training offerings Increase number of third party credentials	WFDCE articulation agreements established Training schedule and funded Credentials awarded and increase in completion rate performance			
Goal II (2.3, 2.4, 2.5) Academic Programs Ensure	Meet requirements for NCCCS performance indicators	Scores on NCCCS performance indicators will meet or	2013-14 NCCCS performance measures			

effectiveness in Instructional Programs		exceed system goals				
Goal V (5.4) Public Awareness Increase Public Awareness	Annual Report Publication	Annual Presidents Report				
Goal I, II, III, IV, V, VI Strategic Plan: Oversee strategic plan implementation to meet the HCC mission and goals	Meet mission and goals HCC college strategic plan through 2017	Results from Institutional Effectiveness planning	I.E. plans 2013-14 NCCCS Performance Measures			
Goal II (2.3) Student Development Plan sustained programs for student enrollment, development, satisfaction and success.	Meet 10-year enrollment projection by 2020	8-week Mini-Semester enrollment 2% increase in enrollment above prior year and a 2% increase in the retention rate. Increase the graduation	Enrollment data and academic program reports Internal enrollment/retention data and NC Performance Indicator Report			

		rate by 2%.				
Goal V Budget Prepare a data-driven institutional budget based on sound educational planning	The annual budget will be approved by the Board of Trustees Budget panning and expenditures will be aligned with NCCCS guidelines.	An approved annual budget and distribution of budget allocations	Budget plan, reports and minutes of board meeting			
Goal IV Institutional Effectiveness Implementation of campus wide institutional effectiveness plan, guide strategic planning and institutional growth and development	Monitor campus wide institutional effectiveness Establish Voluntary Framework of Accountability (VFA) metrics Insure HCC overall planning is aligned with SACS requirements	Unit implementation of IE plans VFA metrics identified for each unit. A board approved HCC Strategic Plan for 2013-17	Institutional Plans submitted by each unit/Mid-year report submitted A completed published Strategic Plan Board of Trustees meeting minutes		IE plans submitted in August 2012; mid-year report submitted Dec/Jan. Meetings held with all units to establish VFA metrics. Strategic Planning is in progress.	



2013-2014

P. R. I. D. E. MALE LEADERSHIP PROGRAM
Daniel Lovett, Director

Purpose: To enhance enrollment management and increase public awareness of the college.

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Enroll 50 men in the PRIDE program	Identify 50 potentially at risk men in and provide a learning coach (LC) mentor	100% of participants will be assigned a learning coach to provide personal, social and academic support	LC Assignment roster Applications Needs assessments Event sign-In forms	\$7,000		
Establish more effective/result-oriented recruitment strategies	Increase number of men who complete PRIDE contracts by October 1, 2012.	75% of participants will complete a contract by October 1.	Number of contracts completed Number/frequency of contract attendance at program activities	\$1,000		
Design strategies to increase student participation	Increase participant attendance at PRIDE, SSS, and SGA sponsored	Contracts and permanent folders/record will reflect 65% participation	Attendance rosters from PRIDE, SSS, SGA sponsored	\$1,000		

in program activities	activities	rates	activities			
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2013-2014

HCC TITLE III PROGRAM
Daniel Lovett, Director

Purpose: Build a clear framework between Enrollment Management, Institutional Effectiveness, and Student Learning Outcomes to guide decisions and priorities and assess accountability measures.

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Assist project managers (PM) with activity management	Project managers (PMs) will understand projects expectations and reporting requirements. Projects will be launched and completed according to implementation timeline	All PMs will submit quarterly reports by deadlines All PMs will implement projects according to timelines	Report submission dates Email submissions stamp date/time Data collection instruments, i.e., surveys & evaluations	\$500		
Oversee the preparation and monitoring of fiscal and technical reports	PMs reports will reflect proper use of funds PMs will submit documentation to populate monthly reports for grantors	PMs expenses will correlate to budgets Reports will arrive by timelines and include quantitative information	Submission of interim and final report on time; Use of data collection instruments, i.e., surveys &	\$200		

			evaluations			
Remain current with Title III and U.S. Department of Education policies and grant terms/conditions to insure program compliance.	Remain aware of existing and new grant opportunities, and regulations that govern Title III eligibility	Title III guidelines will be adhered to. HCC will be in full compliance.	New policies and regulations will be collected and placed in Title III notebook and on web page	\$1,000		
Coordinate writing/submissions for annual performance reports.	Ensure quality submissions that meet all title III reporting guidelines.	Submissions will meet all grant reporting, budgetary, outcome, and assessment expectations	Timely report completion Timely report submissions	\$200		



2013-2014

ADMINISTRATIVE AFFAIRS, FINANCIAL SERVICES, PHYSICAL PLANT
Human Resources, Information Systems, Physical Plant, Security, Bookstore, Child Care Center
Debra Smith, VP Administrative Affairs, AVP of Finance/Controller

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results / Outcomes	Use of Results
Goal I (1.1) Ensure the financial viability of the child care center.	The child care center will operate at a profit.	The child care center will operate at a profit.	Child enrollment will be increased.	Grants, budget		
Goal I (1.1, 1.4) Provide access to the latest technology	Enhance the students learning abilities	Students learning abilities will be enhanced.	Student graduation rates will increase.	eBooks, laptops, etc.		
Goal I & V (1.1, 5.6) Develop New Hiring Process	Recruit high performing employees and retain and train them to provide excellent education support to students and staff	Reduce cost of recruitment advertising and reduce attrition.	Research online software for the application process	Committee. Software procurement and training (\$5000) Use free resources for making such as "INDEED".		
Goal II (2.1) Properly classify positions to ensure that the job postings align with the goals of	Design and conduct job description workshop on a quarterly basis for supervisors and	Organized records	Personnel records will be organized and complete meeting	Letter box, preprinted box labels, box tape		

the college.	managers.		SACS, federal and college regulations			
Goal II (2.1) Professional Development for Supervisors and Managers	For faculty and staff to become more informed	Training of faculty and staff and consistent application of policies	Analyze college policies and write modules to align with goals.	Clerical support, notebooks, tabs, and printing.		
Goal V (5.4) Install campus information system	Faculty and staff are better informed about events, news, and alerts.	Faculty and staff are better informed	Student/faculty survey to determine satisfaction with technology.	\$19,000 - PBI funding to purchase 9 screen monitors		
Goal V & VI (5.4, 6.2) Renumber buildings for ease of identifying buildings for students, guest, and emergency workers.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier	Student and visitors survey. Feedback from emergency workers.	\$2,500 parking budget		
Goal V (5.6) To increase profit margin	Double profit margin	Double profit margin	Fiscal year-end report	Bookstore, and accounting personnel		
Goal VI (6.2) Install security locks on all classrooms and offices in the 100 and 600 buildings.	Faculty, staff, and students will be better protected from uninvited guest entering classrooms and offices.	Locks are installed	Students survey addressing safety	\$5,500 - PBI funding		
Goal VI (6.2) All exterior lights are	Faculty, staff and students will feel	Faculty, staff and students will feel	Student survey	\$5,000 state		

operational and set to work on timers.	safe at night when entering and exiting buildings.	safe at night when entering and exiting buildings.	addressing safety	budget		
Goal IV (4.1, 4.3) Policy Management	Produce a revised policies and procedures manual to keep faculty and staff informed.	An updated manual is produced.	Analyze college, and state policy, rewrite and submit to Board of Trustees for approval.	Policy Management	Produce a revised policies and procedures manual to keep faculty and staff informed.	An updated manual is produced.



2013-2014

ACADEMIC AFFAIRS

Curriculum Programs, Student Services & Enrollment Management, Learning Resources Center, Institutional Effectiveness/QEP, Wellness Center, Workforce Development, Continuing Education and Community Services
Dr. Deryl 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)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Result / Outcomes	Use of Results
<p>Goal I & II (1.7, 1.9, 2.2) Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population.</p>	<p>All programs of study will be 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</p>	<p>00% 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>100% of programs will properly have appointed advisory committees by the</p>	<p>Annual Program Review</p> <p>Program Assessments</p> <p>Program questionnaires developed in collaboration with the Director of Institutional Effectiveness</p> <p>VP will generate a summary report for the President of the program evaluations</p> <p>VP will present completed program evaluations to the Board</p>	<p>no added costs</p>	<p>Annual Program Review was conducted for Lateral Teacher Education, Industrial Systems, Computer Information Technology, Tillery Correction program, and AGE for 2013-2014. Review results were presented to Pres. And Board of Trustees at February 2014 Board Meeting.</p>	

	Ensure existing programs meet current needs.	<p>President.</p> <p>100% of programs will have an advisory meeting during the year with minutes on file.</p> <p>100% of programs will be aligned with current community needs and job market.</p>	<p>of Trustees.</p> <p>Program reviews, occupational outlook, Surveys, Needs analysis and job placement results.</p>	\$500		
<p>Goal I & II (1.7, 1.9, 2.2) To increase enrollment and retention of students across academic programs.</p>	<p>Assess current advising model and Restructure for intensive and intentional advising for all students</p> <p>Require advising prior to registration.</p> <p>Mandatory orientation</p> <p>Require all students to take ACA 111 or 122.</p> <p>Create clear pathways for all programs</p>	<p>All students will be enrolled in the correct classes necessary for matriculation.</p> <p>All students will be properly informed of degree progression, financial aid, campus resources, etc.</p> <p>70% or more of students receive career counseling during first year at the college to ensure appropriate major.</p>	<p>Student advising feedback</p> <p>Student Satisfaction survey results</p> <p>Students successfully complete (C or better) of at least 12 curriculum credits by end of first year.</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>Arts and Sciences faculty implemented new advising model to serve students better.</p>	<p>The effectiveness of the advising services will be reviewed and revised based on data results.</p>
<p>Goal II (2.1) Provide professional</p>	<p>All employees will complete at least twenty clock hours of</p>	<p>At least 2 professional development days outlined in the college</p>	<p>Employee surveys</p>	\$5000	<p>The college is offering a variety of professional</p>	<p>Feedback from faculty revealed that the</p>

development opportunities for all employees, including opportunities for cross-training.	professional development. College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles.	calendar. Use of faculty development funds throughout the year. 90% of the faculty and staff will participate in twenty clock hours of professional development annually	Professional Development schedule Professional development committee developed activities		development opportunities, Spring 2014.	opportunity to engage in training over an extended period of time would be more beneficial. Attendance at National Conferences and national membership
Goal II (2.3) To increase enrollment and retention of students across academic programs.	Implement a common first year experience program. Implement Completion by Design initiatives Develop Enrollment Management Plan based on trend data	ACA courses will contain common modules of information for First Year Students and career information	Curriculum updates	Most are activities already offered. Will re-position when necessary	CBD committee developing action plan inclusive of faculty and staff. Will be presented in May to college-wide faculty and support development and support staff	In progress
Goal II & III (2.7, 3.1, 3.2, 3.3) To increase the level of awareness of services provided by the Continuing Education and Workforce Development throughout the college and	Publicized information about continuing education Establish partnerships and strategies that mirror NC Back to Work to address skills gaps Develop adult career pathways that begin in	Growth of Workforce Development area. Develop a Workforce Development Strategic Plan Increased collaboration of continuing education, curriculum programs,	Continuing education services input in Colleague New program collaborations Develop pathways for students to earn credits through non-credit offerings.	No added costs	In progress Employer feedback	

community.	Basic Skills and path through credits toward a certificate, diploma or degree	and student services Transition more students from GED and ABE to college level programs	Develop more 3 rd party credentials opportunities Create shorter and more stackable training opportunities through certificates that ladder to higher level training		Job placements Number of 3 rd Party credentials earned	
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2013-2014

CURRICULUM PROGRAMS

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

Purpose: Curriculum programs exist to support and promote the mission, vision, and values of the college in improving the quality of life and the educational/economic base of the service area and to prepare individuals for the workforce through diploma, certificate, and associate degree programs or to successfully transfer to a four year college or university.

Goal I & II	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Develop and implement strategies to strengthen student learning outcomes and raise academic achievement.	1. Insure valid, relevant instructional feedback to the faculty in order to provide them with the quantity and quality of information necessary to maintain ongoing continuous course improvement.	Contract with outside firm to provide a course evaluation management system Implement the new Course Evaluation tool and management system in the fall 2013 including multiple DMA's and mini semester courses The numbers of students responding to the Course surveys will increase by 20% over fall 2012	Evaluation results	\$		
Goal II (2.2) Seek and	To increase area high school	By the end of spring 2014 We will have	NC Community College System	\$0		

develop new curriculum programs.	students' opportunities to pursue career of choice and provide seamless transition to earning associate's degree	been approved to offer 2 new C&CPP certificate programs for high school students.	approval for 2 pathways.			
To increase the employability of our graduates by reviewing technical curriculums and courses to incorporate expressed employer needed soft skills	Students will demonstrate positive non-technical skills applicable in the workplace.	90% of technical programs will incorporate the use of the NC-NET <i>Employability Tools Resource Toolkit</i> in one or more of their courses.	Program Student Learning Outcomes	\$0		



SCHOOL OF ARTS AND SCIENCES
English, Health and Physical Education, Humanities and Social Sciences, Mathematics, & Science
Calvin Stansbury, School Chair

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal II (2.3,2.6) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population	Increase the number of college transfer students who graduate from the Associate in Arts (AA), Associate in General Education (AGE), and Associate in Science (AS) programs	Graduates (May, 2013) in : Associate in Arts: 9 Associate in General Education: 8 Associate in Science: 2 Increase the existing number of graduates by 5 in Associate in Arts, 4 graduates in Associate in General Education, and 2 graduates in Associate in Science	Critical Success Factors Report, Graduation Report, Advising Report	N/A		
Goal I (1.2) To promote academic excellence in teaching and learning; Goal II (2.3,2.6) To ensure a qualified workforce by	Increase the number of college transfer students who are advised by their assigned advisor that leads to increased graduation rates	100% of college transfer advisors will advise their advisee and refer other advisees to the appropriate advisor within the division	Advisee sign-in/appointment sheets; use of new co-advising model (Fall 2013)	N/A		

providing high quality, accessible, and flexible educational programs to a diverse student population						
Goal II (2.3) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population	Students will demonstrate preparedness for university studies.	95% of students transferring to a four-year 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	N/A		
Goal I (1.4) To promote academic excellence in teaching and learning	Students will demonstrate mastery of the computer skills needed to succeed in a non-information-system college program	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in general education technical assessments.	Research papers, essays, and accompanying rubrics.	N/A		
Goal IV (4.2) To execute a comprehensive institutional effectiveness plan and process of evaluation and assessment	Students will demonstrate they have mastered college-level reading and writing skills.	80% of college-level English course completers with previous developmental coursework will complete the subsequent college-level English course with a grade of “C” or better on first attempt.	Final grades in ENG 111, Critical Success Factors, State Report, NCCCS performance measures	N/A		

Goal I (1.7) To promote academic excellence in teaching and learning	Students will demonstrate they have mastered college-level math concepts.	80% of college-level mathematics course completers with previous developmental coursework will complete the subsequent college level mathematics course with a “C” or better on first attempt.	Final grades in MAT 101, MAT 115, MAT 140, MAT 161, MAT 175; Critical Success Factors Report, NCCCS performance measures	N/A		
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate they have mastered college-level math concepts.	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in general education math assessments.	Exams/Rubrics	N/A		
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Essays, research papers, response papers and accompanying rubrics.	N/A		
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Research papers, response papers, and accompanying rubrics	N/A		
Goal I (1.1, 1.7) To promote academic excellence in teaching and learning	Students will indicate preparedness for university studies.	In surveys sent to AA/AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than	Surveys	N/A		

		adequately prepared in oral communications/math/science/writing and reading.				
Goal I (1.1,1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level oral skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in oral assessments	Recordings of Oral Presentations	N/A		
Goal I (1.8) To promote academic excellence in teaching and learning	Students will demonstrate preparedness for university studies	75% of students enrolled in BIO 111 and CHM 151 will receive satisfactory score on critical thinking essay	Artifacts/Rubric	N/A		



SCHOOL OF BUSINESS

Business Administration, Medical Office Administration, Advertising and Graphic Design, Computer Information Technology, Office Administration

Lateef Balogun, Chair

Purpose: The School of Business and its various departments will prepare students with the necessary skills to be gainfully employed in their field of studies by providing quality instructions and experiences that are adaptable to a changing social, economic, demographical, dynamic and educational environment.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal III (3.2) Provide graduates with the technical and interpersonal skills necessary to be successful in the workforce.	<p>Graduates will acquire basic Skills of functionality in their Discipline and demonstrate basic knowledge of Business environment.</p> <ul style="list-style-type: none"> Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry. 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 medical software. All graduates will demonstrate knowledge 	80% of students will receive ratings of greater than or equal to 80% on the Exams, Lab activities and Projects.	<p>Exercises, Assignments, Comprehensive Problems, Projects, Tests, Portfolio and Exams.</p> <p>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</p>			

	<p>of medical terminology and how correct usage is vital in the medical office.</p> <ul style="list-style-type: none"> • Degree graduates will demonstrate their knowledge of medical terminology with proficiency in medical transcription. • Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field. • Students will acquire knowledge that will give them the added advantage of entering the IT workforce with proven technical skills. • Office Administration graduates will acquire the level of skills necessary to meet industry standards to successfully compete for employment. • Students will acquire level of skills necessary to produce written communications and business financial transactions. 					
Goal I (1.4)	Graduates will acquire basic	1.Ability to use	Exercises,			

Students will acquire basic computer Skills	skills of functionality in their discipline and demonstrate basic knowledge of Business environment	computers. 2.Use of internet to conduct research 3.Conducting Research using Social Networks	Assignments, Comprehensive Problems, Projects, Tests, and Exams			
Goal III (3.2) Prepare students for employment in a global and digital environment so that they will be gainfully employed in their areas of specialty.	Graduates will acquire the tools necessary to meet industry standards and compete for employment in their field of studies.	<u>100%</u> of degree graduates will earn a rating of “Very Good” or “Outstanding” in the HCC Cooperative Education Workbook, as determined by their co-op work supervisor and the faculty co-op coordinator.	Successful completion of COE-111 and COE-110 with a grade of “C” or better as evaluated by their immediate supervisors and Advisors Completion of their respective curriculum guide			
Goal III (3.2) Provide graduates with the technical and interpersonal skills necessary to be successful in Medical Office Administration.	Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry.	The faculty co-op coordinator and the Co-op work supervisor will evaluate the work experience of each degree graduate at least twice during the cooperative work experience.	<u>100%</u> of degree graduates will earn a rating of “Very Good” or “Outstanding” in the HCC Cooperative Education Workbook, as determined by their co-op work supervisor and the faculty co-op	Advisor time (4 hours per student, each semester), vehicle and cost of gas.		

			coordinator.			
Goal III (3.2) To provide students with the knowledge and skills necessary for employment and growth in the accounting field.	Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field.	Eighty percent of accounting graduates will receive ratings of “excellent”, “above average”, or “average” on the accounting graduate core courses performance checklist.	Exercises, Assignments, Comprehensive Problems, Projects, Tests, and Exams.	N/A		
Goal III (3.2) To prepare graduating students with the necessary artwork and digital documents to gain employment.	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 program will complete portfolios with project work that summarizes the course work learned in classes.	Portfolio reviews will be handled by the Department Head at the completion of benchmark courses.	N/A		



2013-2014

SCHOOL OF LEGAL AND PUBLIC SERVICE TECHNOLOGY

Early Childhood Education, Paralegal Technology, Criminal Justice Technology & Training, Human Services, Cosmetology, Greenhouse and Grounds Maintenance

Michael Earl, Chair

Purpose: Empowering the community through a variety of services.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal I & II (2.2) Complete the first phase of the NAEYC Self-Study by December 2, 2013	To acquire Early Childhood Associate Degree Accreditation from NAEYC	Submit all 12 criteria to the system office by March 30, 2014	ECADA Self-Study Template	Paid by ECADA Grant		
Goal II (2.5) Increase number of NC Early Childhood Credential Certificate completers	All EDU 119 students will complete application for NC Early Childhood Credential Certificate	75% of students in EDU119 will meet requirements for the NC Early Childhood Credential Certificate	NCECC application forms from the Division of Child Development			
Goal III (3.2)	To attract quality students and future paralegals	A.A.S. and Certificate program total enrollment increase by 20% by end of 2014-2015 school year.	FTE reports, class enrollment statistics (per semester)	\$0		
		A.A.S. and Certificate program retention rate of	FTE reports, class enrollment statistics (per semester)			

<p>Graduates will be prepared to enter the workforce as competent legal assistants and office managers.</p>		80% or higher for 2013-15 school year, annually (not factoring graduating students)				
	<p>Improve passage rates on certification exams (NC Certified Paralegal, NALA Certified Legal Assistant).</p>	<p>Passage rate for NC Certified Paralegal Exam of 80% or higher.</p> <p>Passage rate for NALA CLA/CP Exam of 80% or higher.</p>	<p>Certification board test result reports</p> <p>Evaluate methods of teaching CLA Review Course and build of the program to increase focus on key elements as necessary without sacrificing overall effectiveness.</p>			
	<p>Increase number of students who will meet or exceed expectations in overall program and individual classes</p>	<p>100% of students will earn a "B" or greater in <i>at least one</i> enrolled LEX class annually.</p> <p>80% of students will pass <i>all</i> enrolled LEX courses</p>	<p>Course final grades</p> <p>Evaluate and critique methods of instruction and examination. (Increase student achievement, not decrease standards for program.)</p>			
<p>Goal II & III (2.5, 3.2) Provide a strong technical training program which enables the successful student to achieve state certification and relative</p>	<p>The cadet will demonstrate knowledge of all thirty-five instructional topics within the program as demonstrated on individual topic tests and the comprehensive state exam qualifying the</p>	<p>80% of Basic Law Enforcement Training (BLET) graduates will achieve an overall passing score on the state BLET exam.</p>	<p>Weekly assessment exams will be administered which covers all 35 topical instructions for the previous period of instruction.</p> <p>A newly developed mid-term exam will be given each semester to</p>			

employment as a law enforcement officer	student for state certification. (Knowledge)		benchmark student's progress			
Goal II (2.6) To provide a high quality, accessible, flexible educational program resulting in the A.A.S. degree	The student will demonstrate legal knowledge of criminal law, constitutional law, and court procedure and evidence. (Knowledge) The student will utilize knowledge gained to design, outline, define, and evaluate an effective organizational structure chart for a public safety agency of 100+ employees. (Skill)	85% of graduates will achieve a mean score average of "C" or better on the Criminal Justice Associate Degree Graduation Checklist.	Exit Interview Graduate Record Capstone courses (CJC 111, 141, 212, 121) Grade distribution analysis	\$1,300.00		
Goal II & III (2.3, 3.2) Graduates will obtain employment or transfer to a four year institution in order to continue their education in the human services field.	Graduates will develop an understanding of the human service profession and different avenues of training and education.	75% of known graduates will be employed, in military service, or continuing their education within 6 months of graduation.	Graduate Follow-Up Survey			
Goal II (2.6) To improve compliance of State Board	Students will acquire the concepts and the skills in sanitation and disinfection	Routinely maintaining work kits, tools, equipment,	Continual Instructor observation, sanitation and kit check evaluations and/or	2012 Textbooks-Chapter 5 (Sanitation/		

sanitation and disinfection procedures.	practices to matriculate through the program.	surfaces, and work areas to the standard set by North Carolina State Board for the prevention of the spread of disease. Students that score an average of 80% or above on sanitation/disinfection evaluations and Kit checks will advance to the next level.	theory test. Students must maintain an average of 80% on sanitation/disinfection and student work kit evaluations	Disinfections), CD's and video tape demonstrating proper procedures. 2012 Textbooks, video tapes, CD's and demonstrations		
Goal I (1.8) To prepare students for entry level positions in the field of horticulture	Student will gain non-technical skills appropriate for the workplace	84% of graduates will score average or above on all items on the behavioral component of the Graduate Performance Checklist (attendance, positive attitude, close attention, time management and teamwork)	Graduate Performance Checklist Roll Sheets Time logs	\$0		
Goal III (3.2) To find newest trends in horticulture technology	Apply newest trends in horticulture technology to students' learning	Attend Horticulture Trade Show. Attend Horticulture Instructors Association meeting.	Complete attendance of trade show and HIA meeting	\$15.00		



2013-2014

SCHOOL OF VOCATIONAL AND INDUSTRIAL TECHNOLOGY

**Automotive Systems Technology, Electrical/Electronics Technology, Food Services Technology, Industrial Systems Technology, Masonry, Plumbing, Welding Technology
Hunter Taylor, Chair**

Purpose: The School of Vocational and Industrial Technology 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. Up-to-date curricula Employ and retain faculty who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies. Meet the educational, occupational, and developmental needs of a diverse student population.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Goal II (2.6) Prepare graduates for entry level employment in their area of study.	Graduates will meet the standards set up by each program to measure competencies.	100% of programs will have met their student progress goals for the year.	Lab Assessments Tests Homework/Assignments Outside certifications (where applicable)			
Goal II (2.6) Increase retention in all programs within the school.	School will host events throughout the year to foster community building among students..	3 events will be held for students by the end of Spring 2014 focusing on employment opportunities in the area.	3 seminars	\$0		

<p>Goal III (3.2) To prepare students for entry-level employment in the automotive repair industry.</p>	<p>The student will know the fundamentals of automotive technology and maintain a safe work environment.</p> <p>The student will be able to apply knowledge to diagnose, disassemble, and repair various automotive systems and subsystems.</p> <p>Graduates will demonstrate positive non-technical skills applicable in the workplace</p>	<p>Task Checksheets: Graduates cumulative average task check sheet score will be 80% or higher.</p> <p>Vehicles: Program will pursue avenues for the acquisition of hybrid vehicles such as state funds, Perkins funds, and insurance companies to correct deficiency indicated by the advisory board and by the students in last year's focus group.</p> <p>Student Focus Group: Feedback from students on program</p> <p>Advisory Board Surveys: 80% of returned surveys will indicate "Strongly Agree" or "Agree" or on all items.</p> <p>Soft Skills Checklist: Graduates will have an average score of 70% or higher on the Soft Skills Checklist.</p>	<p>Task Checksheets Student Focus Group Advisory Board Surveys</p> <p>Task Checksheets Student Focus Group Advisory Board Surveys</p> <p>Soft Skills Checklist</p>	<p>Supplies - \$5,000 Service Information: \$975 Office Supplies: \$800 Overhead Door: \$2000 Exhaust Ventilation: \$8000 Field Trips (\$2000) Brochures/print material (\$750) Vehicles (\$20,000)</p>		
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<p>Goal III (3.2) To prepare students to gain employment at parts supply houses, maintenance companies, and with electrical contractors</p>	<p>Graduates will be able to Identify and properly use hand and portable electric tools found in the electrical trade.</p> <p>Identify and use standard devices, fittings, wire and fixtures through related lab projects according to the NC Electrical code</p> <p>Demonstrate positive nontechnical skills such as resume writing, proper interviewing skills and preparedness, workplace attire, accountability and ethical decision making.</p>	<p>Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Electrical (certificate)</p> <p>Performance Checklist soft Skills Checklists.</p>	<p>Performance checklists</p>	<p>Materials \$5,000.00</p> <p>Tools \$2,000.00</p>		
<p>Goal II & III (2.5, 3.2) To prepare students for catering operations, contract food service operation and health care facilities</p>	<p>Graduates will:</p> <p>Demonstrate diverse cooking and baking skills in various scaled industrial settings</p> <p>Identify the fundamentals of food service production in a variety of</p>	<p>100 % of graduates will receive ratings of Above Average, or Average on the Food Service Technology Graduate Performance Checklists (Breakfast Lunch , Dinner Settings,(5 different baking techniques, 3</p>	<p>8 written exams with a 80% success rate</p> <p>75% proficiency on all Lab performances</p> <p>Food Service Technology Graduate Performance Checklists</p>	<p>\$5,000.00 for food supplies not provided by DOC.</p> <p>\$2,000.00 for new computer and printer.</p> <p>\$2,000.00 for new math books</p>		

	<p>institutional environments.</p> <p>Students will pass the ServSafe exam upon completion of FST-103/103A.</p> <p>Students will earn the DOL apprenticeship certificate</p>	<p>different meat preparation, vegetables ,starches, gravies 5 bread preparations)</p> <p>Know and understand the Hazard Analysis and Critical Control Points (HACCP) plan as well as the ServSafe Course, to execute the necessary measures to maintain a sanitary food service facility</p> <p>Enroll 50% of the class in an apprenticeship program in similar facilities across the state.</p>	<p>Serve safe exam</p> <p>Enrollment of students in DOL apprenticeship program</p>			
<p>Goal III (3.2) Graduates will demonstrate skills suitable for employment as a mason's helper or mason.</p>	<p>Students will identify the fundamentals of masonry, including brick and block types, blueprint reading, maintaining a safe work environment, mortar mixing and brick and block cutting techniques</p> <p>Graduates will be able to follow</p>	<p>Task Check sheet: Graduates cumulative average on task check sheet score will be C 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 pre test, to determine the success of the students.</p>	<p>\$6,500.00 to offset the cost of material, tools, equipment and instructional supplies not provided by DOC</p>		

	<p>county and state codes and regulation required to successfully lay brick , correct mortar strength</p> <p>Student will demonstrate skills in laying a corner, laying a line, various combinations of laying corners and lines, mixing mortar using accurate measurements</p>					
<p>Goal II & III (2.5, 3.2) To prepare student to obtain employment at parts supply houses, maintenance companies, and with plumbing contractors</p>	<p>Graduates will be able to: Identify and properly use hand and portable electric tools found in the plumbing trade. Identify and use standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code</p>	<p>1. Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist</p>	<p>Performance checklist.</p>	<p>\$6,500.00 to offset the cost of material and equipment not provided by DOC</p> <p>\$3,056.00 to purchase new Textbooks</p>		
<p>Goal II & III (2.5, 3.2) To prepare student to obtain employment at parts supply houses, maintenance</p>	<p>Graduates will be able to: Identify and properly use hand and portable electric tools found in the plumbing trade. Identify and use</p>	<p>Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance</p>	<p>Performance checklist.</p>	<p>NC PLUMBING CODE BOOKS \$1800.00</p> <p>TEXT BOOKS \$1800.00</p> <p>Plumbing Supplies and</p>		

companies, and with plumbing contractors	standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code.	Checklist.		Materials \$1500.00		
Goal I & III (1.8, 3.2) To prepare students for entry level employment in the field of industrial maintenance	The student will demonstrate knowledge of the fundamentals of industrial systems technology and maintaining a safe work environment.	Performance Check sheets. 85% of students will average a score of 5 or better on the basic skills and basic knowledge check sheet for any given course. Soft Skills check sheet 90% of graduating students will average a score of 4 or better.	Performance check sheets. Soft Skills check sheet	Instructional supplies - \$3000 HVAC Trainers - \$10,000 Industrial Wiring Training System - \$30,000 repairs in machine shop - \$6000 PLC Trainer - Control Logix 5000 - \$21,000 program brochures - \$200		
Goal II & III (2.1,3.2) To prepare students for entry level employment as a welder or metal working employee.	The students will know the fundamentals of welding technology and maintain a safe work environment The student be able will apply knowledge to prep, assemble, and weld	Written Assignments: 90% of students who complete WLD 116 and WLD 121 will have an average score of 80 or better on all written exams. 80% of students who complete WLD 131 will demonstrate	Written Assignments End of course setup written assessment. Advisory Committee Surveys Certification Exam Advisory Committee	Equipment \$67,000 Consumables \$8,000 Cylinder Leasing and Exchanging \$6,000 Steel \$4,000 Power/Hand		

	<p>a variety of welding applications and to perform repairs</p> <p>Graduates will demonstrate positive non-technical skills applicable in the workplace.</p>	<p>fundamental knowledge to prepare and setup a weld specimen using GTAW.</p> <p>Lab Assignment/Checklist: 80% of students who complete WLD 121 will demonstrate their accumulated welding skills by obtaining a AWS D1.1 Welder Qualification in the 3G position with GMAW</p> <p>80% of student who complete WLD 116 will demonstrate their welding skills by obtaining an AWS D1.1 Welder Qualification in the 3G position with SMAW</p> <p>Advisory Board Surveys: 85% of returned surveys will indicate “Strongly Agree” or “Agree” on all items.</p> <p>Soft Skills Checklist: Graduates will have</p>	<p>Surveys</p> <p>Individual Progress Assessments</p>	<p>Tools and Replacement Parts \$2500</p> <p>Office Supplies \$200</p> <p>Marketing \$500</p> <p>Professional Development \$4000</p> <p>Field Trips \$500</p> <p>Equipment Repair \$2000</p> <p>Install Air Filtration \$15,000</p> <p>Modify Existing Welding Booths \$2,500</p>		
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		a score of 80% or higher on the Soft Skills Checklist by their graduation.				
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2013-2014

SCHOOL OF NURSING AND ALLIED HEALTH
Nursing, Dental Hygiene, Phlebotomy, MLT
Stephanie Terry, Chair

Mission: The Halifax Community College Health Science programs provides accessible, affordable, and high-quality health education to meet the diverse and changing health-care needs of the service area, and promote the development of qualified students prepared for the professional role of health care at the entry level. Graduates of the Health Science programs meet the education requirements to take State National Board Examinations.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Goal V (5.4) Develop, implement & evaluate a comprehensive public relations plan to enhance community relations and college visibility.	Enrollment numbers will remain at capacity in Health Science programs, meeting the needs of the community.	Each Health Science program will start the academic semester with at least 90% capacity.	-Enrollment and retention data. -Local High School recruitment. -Continue information sessions for each program. -Community outreach. -Career Fairs. -Revise minimal re-admission requirements. -Each faculty member will bring in one student to HCC per year.	N/A		
Goal II (2.6) Set and meet yearly NCCCS/HCC benchmarks	Students accepted into the Health Science programs will complete their program of study	On-time graduation rates will increase from 41% to 50%	-Matriculation and graduate data. -Utilize student services. -Advising students	N/A		

to increase the number of students graduating.	on time.		according to HCC policy.			
Goal II (2.5) Set and meet yearly benchmarks to increase the number of students passing licensure and certification pass rates to meet NCCCS Performance Measure Goals.	Health Science graduates will pass licensure, certification, and registry examinations on the first attempt	92% of 2014 graduates will pass licensure, certification, and registry examinations on the first attempt, based on State and National Board Exam standards	-Offer and encourage review course. -Remediation -Practice/mini-mock exams. -Statistical results of practice mini-mock exams. -Statistical results of State and National Board Exam	N/A		



2013-2014

LIBRARY

Marc L. Finney, Director of Learning Resource Center

Purpose: The purpose of the Learning Resources Center (LRC), as a collective unit that includes the library and two computer labs—the Electronic Resources Center (ERC) and the Learning Assistance Center (LAC)--is two-fold. First, it is an academic library that supports the college curriculum by providing print and non-print materials for students and staff. Second, the LRC is a public library that encourages life-long learning for its patrons by providing materials of interest as well as the skills necessary for locating, evaluating, and applying information in their daily lives.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
Goal I (1.1) Provide instructional support for patrons.	The library provides instruction that supports the faculty, students, and the needs of the curriculum.	70% of ACA students will score at least 80% or better on the LRC post test. 92% of the faculty will be satisfied with LRC resources 85% of the students will be satisfied with LRC resources.	Library Orientation Pre-test and Post-test LRC student , faculty and staff survys	\$0		



2013-2014

STUDENT SERVICES and ENROLLMENT MANAGEMENT

Admissions, Counseling, Financial Aid, Registrar, Student Success Center, Student Support Services

Barbara Hasty, Dean of Student Services and Enrollment Management

Purpose: The mission of Student Services is to provide essential services that contribute significantly and directly to the furtherance of education, graduation, and total development of students.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Goal I (1.1) To develop a plan to more effectively decrease the number of students who drop	Student will receive intervention prior to becoming a non-completer	The percentage of decrease in the non-completer	Strategic Intervention Plan	\$0	Increased number of faculty referrals to Counseling Center, resulting in 91% Semester Retention Rate for Fall 2012. A 1.5% increase over Fall 2011.	
Goal I (1.1) Evaluate the implementation for New Student Orientation (NSO) Strategies	Determine the effectiveness of the strategies	What New Student Orientation Strategies were most effective	Surveys from NSO NSO Task Force	\$0	Feedback from Fall 2011 New Student Orientation (NSO) and Spring 2012 NSO surveys resulted in a more coherent Fall (2012) NSO and Spring (2013) with fewer sessions. The NSO Task Force will compile the results of the Spring 2013 survey and the results will be reported at the end of the semester.	



2012-2013

WORKFORCE DEVELOPMENT, CONTINUING EDUCATION and COMMUNITY SERVICES

Adult Basic Education, General Education Development, Learning Lab, Compensatory Education, Business & Industry Services

Vera J. Palmer, Dean of Workforce Development, Continuing Education, & Community Service

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Goal II (2.7) Creating pathways of success by increasing third party credentialing of our students	To increase the third party credentialing and employability of students	Increased # of class offerings that lead to third party credentialing by 5% for 2013-14	Number of additional courses offered above the 2012-13 offerings			
Goal III (3.4) To support economic development in the Roanoke Valley by building a	Workforce Development/Literacy Education students will be admitted into curriculum programs for	Baseline has been established for increasing enrollment of Workforce Development/Literacy Education students, who	Identification of effective strategies to increase Workforce Development/Literacy			

collaborative plan with Student Services/ Admissions and Workforce Development /Literacy Education to increase articulation to degree attainment	degree attainment	enrolled in curriculum programs	Education student enrollment in curriculum programs			
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2013-2014

OFFICE OF INSTITUTIONAL EFFECTIVENESS, PLANNING, & ASSESSMENT
Dr. Adriane Leche, Dean of Institutional Effectiveness, Planning and Assessment

QEP Circle Program
Marcus Lewis, QEP Director/Research Associate

Purpose: The QEP Circle Program addresses barriers or weaknesses in student learning that impact their ability to self-regulate learning and solve problems. The Circle Program utilizes two sets of Learning Communities (LC's) to facilitate the development of skills necessary to self-regulate learning and solve problems. In compliance with HCC's Strategic Planning Goal IV (4.3), SACS requirements, and QEP goals, the following I.E. plan has been developed to assess the effectiveness of the current QEP model and utilize results to increase its effectiveness and number of students impacted going forward.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Result/Outcomes	Use of Results
Goal IV: To execute a comprehensive institutional effectiveness plan and process of evaluation and assessment. (4.1) Develop, implement and evaluate a comprehensive institutional effectiveness and assessment plan.	Assessment of institutional and student learning outcomes data will be documented. Institutional effectiveness process will promote and facilitate collaboration in and between units. Data results will be available to various constituents.	Data will be collected and analyzed for reporting. Institutional Effectiveness plans Data will be available on webpage, in fact book and publications	Annual institutional effectiveness report and use of results. Unit institutional effectiveness plan results. Discussion meetings on plans and results. Fact book, Web page, and publications			

<p>(4.3) Implement QEP to meet the quality enhancement plan goals and SACS requirements.</p>	<p>To provide skills necessary for students to matriculate and complete their certificate, diploma, and/or degree</p> <p>Institutionalize foundational practices that positively impact student completion rates</p>	<p>Comparable retention, persistence, and graduation rates of students that have taken learning community courses versus those that did not.</p>	<p>Overall Success Rates of LC courses</p> <p>Retention Rates</p> <p>Persistence Rates</p> <p>Graduation Rates (100%, 150%, & 200% time frames)</p>			
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2013-2014

INSTITUTIONAL ADVANCEMENT

**The Foundation, Public Relations & Marketing, Printing & Graphics, Resource Development, The Centre
Dr. Dianne Rhoades, Vice President of Institutional Advancement, Executive Director of the HCC Foundation**

Purpose: Institutional Advancement is the process of encouraging all college stakeholders to play a role in promoting and supporting their college.

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 V)

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Goal V. To strengthen private and public financial support for the college and students. (5.1) Develop, implement and evaluate a comprehensive plan for external fund-raising to increase restricted and non-restricted funds.	A faculty/staff/board (College and Foundation) fund drive annually. A successful alumni/community fund drive will be held annually.	An annual Foundation fund drive. Raise at least \$25,000 each year an increase of 40% or more. Raise at least \$15,000 each year.	To review total dollars raised for overall Campus Fund Drive 2012 and determined strategies needed to meet criteria outlined. To review total dollars raised for overall Campus Fund Drive 2012 and determined strategies needed to meet criteria outlined.	Cost to be determined after January 1, 2014 Cost to be determined after January 1, 2014		

<p>(5.2) Set yearly benchmarks for increasing foundation funds to 2 million by 2017</p>	<p>Increase scholarships by 30%</p> <p>Increases grants and projects total dollar to 25%.</p>	<p>Raise at least \$30,000 in new scholarships funds.</p> <p>Raise at least \$300,000. annually in grants</p>	<p>To review total dollars raised for overall Campus Fund Drive 2012 and determined strategies needed to meet criteria outlined.</p> <p>To review total grant dollars raised for 2012 and determined strategies needed to meet criteria outlined.</p>	<p>Cost to be determined after January 1, 2014.</p> <p>Cost to be determined after January 1, 2014.</p>		
<p>(5.3) Develop and implement a plan to increase alumni engagement and community support</p> <p>(5.4) Develop, implement and evaluate a comprehensive public relations plan to enhance community relations and college visibility.</p>	<p>To develop an HCC Alumni Association that function as a body to assist with the mission and goals of the college</p> <p>To increase awareness about Halifax Community College to campus and community. General public and HCC faculty, staff and students will read about HCC events and happenings online and in the area media.</p> <p>General public and</p>	<p>To establish three chapters in the Roanoke Valley</p> <p>Number of news releases distributed with increase of 2%.</p> <p>Number of updates posted on social media sites will increase by 3 percent</p>	<p>Established chapter membership and develop chapter Bylaws, Polices and Procedures</p> <p>Tabulated number of news releases</p> <p>Tabulated number of postings on Facebook and Twitter</p>	<p>A cost of \$300.00 to handle refreshment for chapter initial meeting.</p> <p>Cost to be determined after January 1, 2014.</p> <p>Cost to be determined after January 1, 2014.</p>		

<p>(5.4) Develop, implement and evaluate a comprehensive public relations plan to enhance community relations and college visibility.</p>	<p>HCC faculty, staff and students will receive updates. To increase activity on Facebook and Twitter.</p> <p>General public and HCC faculty, staff and students will view events and happenings through photographic representations</p> <p>To present HCC and its students, president and staff accurately and effectively to all stakeholders and to provide HCC staff the resources critical to the success of the college.</p>	<p>Number of photos and photo albums posted online, especially to social media sites, will increase by 3 percent</p> <p>To provide needed assistance with request for design, copying and printing to administration, faculty and staff.</p>	<p>Tabulated number of photo postings on the News and Events webpage as well as Facebook</p> <p>Annual survey to determine customer satisfaction.</p> <p>Survey faculty and staff to determine print copy and design needs.</p>	<p>Cost to be determined after January 1, 2014.</p> <p>Cost to be determined after January 1, 2014.</p> <p>Cost to be determined after January 1, 2014.</p>		
<p>(5.5) Develop, implement and evaluate a campus-wide outreach activity plan for service units and academic schools.</p>	<p>Provide services that are needed by faculty and staff.</p> <p>Increase the awareness and appreciation of American culture and International cultures through</p>	<p>Identification of faculty and staff needs.</p> <p>Offer 2-3 Children's Theatre performances that include educational components to be shared with the</p>	<p>Schools participation and "Study Buddy" components that are provided for the educators through the presenting</p>	<p>Cost to be determined after January 1, 2014.</p>		

<p>(5.6) Develop, allocate, and evaluate a planned budget of our financial resources from all sources to assure that we are utilizing our fiscal resources wisely to meet our mission, goals and strategic initiatives.</p>	<p>artistic presentations</p> <p>To increase the number of outside rentals annually</p> <p>To increase The Centre's 'presence within the community</p>	<p>teachers prior to the performance.</p> <p>The number of outside rentals will increase by 20%</p> <p>Increase presence on Social Network and Publications</p>	<p>organization. Surveys will be taken at each event.</p> <p>To review rental costs and create a strategy to keep our venue competitive with other facilities in the community</p> <p>Creation of "fan pages" on Facebook and Twitter. Work with Public Relations on publicity to increase. The Centre's visibility.</p>	<p>Cost to be determined after January 1, 2014.</p> <p>Cost to be determined after January 1, 2014.</p>		
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