



# Institutional Effectiveness Plan

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**2012-2013** (Annual Assessment Plan Report 08/31/12)

Planning/Assessment/Outcomes

*Office of Institutional Effectiveness, Planning and Assessment*

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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results / Outcomes	Use of Results
<b>Economic Development</b> Support economic development in the Roanoke Valley.	Academic and Con Ed course offerings will support the needs of the business & industry workforce.  Enhance regional economic activities.	Academic continuing education and service programs will support on-going workforce training and support employment demands.  Participation in economic development activities.	No of graduates & credentials  Con Ed. course offerings  New programs  Small business development reports  Addition of new program offerings			
<b>Academic Programs</b> Insure effectiveness in Instructional Programs	Systematic Program Review processes will ensure quality of programs offered  Implement Voluntary Framework of Accountability	Change in number of old and new programs.  Success indicators will be determined for each unit. increase	Submission of curriculum program review. Program viability established.  VFA will be established for implementation fall			

	(VFA)  Meet requirements for NCCCS performance indicators	Average scores on indicators will meet system goals	2013.  NCCCS performance measures			
<b>Public Awareness</b> Increase Public Awareness	Publish President's Annual Report to inform the public	Annual Presidents Report  HCC Strategic Plan  Create crisis communication plan  Produce President's Radio Show	Data of events , activities and accomplishments  A completed HCC 2013-17 Strategic Plan approved by the board.  An approved crisis communication plan			
<b>Strategic Plan:</b> Establish a strategic plan to meet the HCC mission.	The publication of the HCC Strategic Plan for 2013-17.	A board approved HCC Strategic Plan for 2013-17.	A completed published Strategic Plan  Board of Trustees meeting minutes			
<b>Student Development</b> Plan a 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 rate by 2%.	Enrollment data and academic program reports  Internal enrollment/retention data and NC Performance Indicator Report			

<p><b>Budget</b> Prepare a data-driven institutional budget based on sound educational planning</p> <p>Identify alternative sponsored programs funding resources</p>	<p>The annual budget will be approved by the Board of Trustees</p> <p>Budget panning and expenditures will be aligned with NCCCS guidelines.</p>	<p>An approved annual budget and distribution of budget allocations</p> <p>Submission of grant proposal(s) and funding.</p>	<p>Budget plan, reports and minutes of board meeting</p> <p>Title III documents Documentation of funded grants</p>			
<p><b>Institutional Effectiveness</b> Implementation of campus wide institutional effectiveness plan, guide strategic planning and institutional growth and development</p>	<p>Monitor campus wide institutional effectiveness</p> <p>Establish Voluntary Framework of Accountability (VFA) metrics</p> <p>Insure HCC overall planning is aligned with SACS requirements</p>	<p>Unit implementation of IE plans</p> <p>VFA metrics identified for each unit.</p> <p>A board approved HCC Strategic Plan for 2013-17</p>	<p>Institutional Plans submitted by each unit/Mid-year report submitted</p> <p>A completed published Strategic Plan</p> <p>Board of Trustees meeting minutes</p>			



2012-2013

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

**P.R.I.D.E**

**Daniel Lovett, Director- PRIDE Male Leadership Program**

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



		<p>B. Provide a healthy, safe, and aesthetic campus environment that is inviting to all.  C. Establish a strong alumni association.  D. Increase public awareness of the college through electronic and print advertisement.  E. Create promotional materials that bridge generational technology gaps and cultural differences.</p>				
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 participation contracts by October 1, 2012.	75% of participants will complete a contract by October 1.	Number of contracts completed  Number/frequency of contractee attendance at program activities	\$1,000		
Design strategies to increase student participation in program activities	Increase participant attendance at PRIDE, SSS, and SGA sponsored activities	Contracts and permanent folders/record will reflect 65% participation rates	Attendance rosters from PRIDE, SSS, SGA sponsored activities	\$1000		
Design strategies to increase retention	Increase number of men who return in subsequent semesters	83% of men will return 2 <sup>nd</sup> semester 68% will return for year 2	Registration schedules, class rosters, Financial Aid awards	\$1,000		

Increase number of financial aid application submitted by April 1 <sup>st</sup> .	Reduce number of men who leave due to lack of funds	75% of participants will submit applications by April 1 <sup>st</sup> .	Percent who submit apps during aid workshops, number presenting proof of Financial aid app completions forms,	\$1,000		
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Dr. Ervin V. Griffin, Sr. President and CEO, Halifax Community College

**TITLE III**

**Daniel Lovett, HCC Title III Program**

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

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Assist project managers (PM) with activity management	Project managers 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 & evaluations	\$200		
Remain current with Title III and U.S. Dept. of Education policies, 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		

<p>Coordinate writing/submissions for annual performance reports.</p>	<p>Insure quality submissions that meet all title III reporting guidelines.</p>	<p>Submissions will meet all grant reporting, budgetary, outcome, and assessment expectations</p>	<p>Timely report completion  Timely report submissions</p>	<p>\  \$200</p>		
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2012-2013

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

**Robert Howard, VP Administrative Affairs**

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

<b>Goal</b>	<b>Intended Student Learning Outcome Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cost</b>	<b>Assessment Result / Outcomes</b>	<b>Use of Results</b>
Academic departments to receive access to their financial report in Colleague.	Training to be provided by Accounting staff by mid-October.	Managers having access to their own financial statements.		Staff time		
Complete capital project to improve the campus buildings	Complete the projects by June 2013.	Quality projects.		\$241k transferred from FY11-12 state budget.		
Complete 2 roof projects on campus.	To be completed by mid- September 2012.	Quality projects.		\$240k from Halifax County funds.		
Business office to continue improving Datatel Colleague skills including using Informer.	Business office personnel and technology personnel to continue with Colleague training, particularly Informer.	Exploiting the power of Colleague for efficient operations.		Staff time		

Complete the EAGLE program to assess internal controls.	Program to be begun in October 2012 by new AVP/controller and VP administration and completed by May 2013 to comply with NC Office of Controller rules.	Successful timely completion of the Eagle program.		Staff time		
Complete the financial organization by hiring a well-qualified AVP/Controller	Complete by October 2012.	A well-qualified AVP/Controller to lead the accounting department.		Filling budgeted vacancy.		
Hire a part-time housekeeper	Complete during August –September 2012.	Improved cleanliness of buildings, particularly the Early College.		Funded by Weldon City Schools		
Prepare the all funds College Budget on state form DCC2-1; get approvals from HCC board; Halifax County commissioners; submit to NCCC system office.	Complete according to required deadlines by September 2012.	An all funds budget that makes best use of available resources.		Staff time		
Budget and process staff increases as	To be completed in time for August 2012 payroll.	Employees are paid properly.		\$116k annually budgeted.		

provided by State funding and College policy.						
Budget 2 new faculty members: one science and one English instructor.	Provides needed science curriculum and additional capacity for English instruction consistent with the College strategic plan.	Additional faculty members are budgeted and hired.		\$120k annually budgeted.		

Oversee the FY11-12 College audit	A timely audit with minimal audit findings. (January – March 2013)	Successful completion of the audit on time.		Staff time		
Oversee the FY11-12 Foundation audit	A timely audit with minimal audit findings. (September – November 2012)	Successful completion of the audit on time.		Staff time		
Update 5 year capital plan which will be attached to FY13-14 county budget	Revise deferred maintenance plan in preparation for the County budget preparation.	An updated plan that realistically reflects the College deferred maintenance problems.		Staff time		
Improve campus food service.	During summer 2012, work with faculty committee to consider improvements	Increased student, faculty, and staff satisfaction with the Café.		Staff time		



	needed with the Café. Further evaluate in fall 2012.					
Seek funding to bring several county funded employees to the state minimum salary.	HCC has 9 employees with an annual salary of \$20,121. This could be a multi-year endeavor.	When every full time staff member (regardless of fund source) is paid at least the state published minimum.		\$27k annually, outside current budget.		
Seek county approval to proceed with the summer 2013 roof projects.	Additional projects have already been bid. We will seek county permission in May 2013 to do the work during the summer break.	Permission of county to fix the roofs.		TBD		
Assess alternative employee benefit plans and implement a new plan.	Criteria are better benefits for employees; lower cost to employees and College; lower administrative burden for College. Assess plans and recommend to Executive staff and Faculty senate by November 2012.	A new improved plan in place for employees.		TBD		



**Administrative Affairs**  
**AUXILIARY SERVICES**  
**Doris Garner, Associate Bookstore Managers**

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

<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 ensure that the bookstore is operated to its highest potential of efficiency.	That the annual audit report will find no discrepancies related to the bookstore.	Reports on all activities	Annual audit report, Graduation Assessment			
Start a textbook rental program in the bookstore	Provide the most cost effective textbooks allowable.	Follett Book Company	Fiscal year reports			
To provide a variety of merchandise in support of the academic needs of our students while maintaining customer satisfaction.	Offer for sale textbooks, technical and reference books, study aids, general and special school supplies, laptops, imprinted clothing and gifts, stationery items, and special services, including class ring sales, academic regalia, and special orders.	Attend the CAMEX show which is a nationwide sales conference and other bookstore related conventions	Annual inventory report  Fiscal year report  Student Services Assessment			

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



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

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

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
To successfully complete the Child Care Center's three-year assessment by the N. C. Rated License Project in order to maintain the Center's five-star license, the highest rating awarded by the State of N. C.	Expose children in the Child Care Center to a high-quality program that fosters all areas of child development: cognitive, emotional, language, physical, and social	Using the Early Childhood Rating Scale (ECERS) with 43 items expressed as a 7-point scale with indicators for 1 (inadequate), 3 (minimal), 5 (good), and 7 (excellent), obtain an overall score of 5.0 or higher	Early Childhood Environment Rating Scale (ECERS) – a program quality assessment instrument	ECERS training/\$0.00  Technical Assistance from training coordinator with Halifax-Warren Smart Start/\$0.00  Classroom furnishings and toys/ approximately \$10,000.00		



**INFORMATION TECHNOLOGY RESOURCES and SERVICES**

**Jerry Thompson, Information Systems Manager**

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

<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>
Replace 24 PCs in Lab 126.	Students will have the latest desktop technologies.	Students are satisfied with lab computers.	Student survey.	\$24,000		
Install Campus Portal.	Students, faculty and staff will have a single entry into campus resources.	Students, faculty and staff are satisfied with Portal access.	Student survey, faculty and staff feedback.	Still unclear, 2 new servers on hand. May require additional servers. Forefront server required. Training in Forefront, SQL and SharePoint all required.		
Increase HCC WiFi from 5 Mbps to 10 Mbps.	Increased throughput on open wireless will improve user experience.	Students are satisfied with increased speed.	Student survey.	\$600 per year.		
Install campus information system.	Install 9 screen monitors at strategic locations around campus. Content will include current events, news and alerts.	Students are satisfied with campus information system.	Student survey.	\$60,000 on time.		



**PERSONNEL OFFICE**

**Delois Mercer, Personnel Officer**

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

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Res/Cost	Assessment Results / Outcomes	Use of Results
To provide excellent customer service to administrators, faculty, staff, students, and to the Roanoke Valley community	<p>Vacancy announcements will be posted when open positions become available in order to maintain the required staff and faculty that provide services to the students and the College.</p> <p>New hires will attend orientation.</p> <p>Employee documentation process will be completed.</p> <p>Employees will receive updated information about federal/state</p>	<p>Send electronic emails to website, NCCCS, faculty, staff, personnel officers, employment security commission and local newspapers.</p> <p>Continue to update bulletin board for employment opportunities for your information, OSHA requirements and regulations, wage and hour information and other info. pertaining to personnel.</p> <p>Provide employment information to employees. Employee personnel files will be maintained to have required employment information.</p> <p>Record verification for all</p>	<p>Monitor positions to ensure that they are still posted.</p> <p>Monitor to ensure that postings are current by doing periodic checklist.</p> <p>Verification assessed by using excel spreadsheet to monitor information. Will be monitored for current and updated materials (Pending).</p> <p>Checklist to verify</p>			

	<p>regulations.</p> <p>Positions will be filled to continue the workflow of the college.</p> <p>Professional development will be provided to faculty and staff; and changes will be made to current policies and manuals.</p>	<p>employees.</p> <p>Continue to participate in trainings, webinars, seminars to stay abreast of modern techniques.</p> <p>Continue to update information pertaining to State Health Plan and any other benefits offered by the College.</p> <p>Personnel policies manual and ARPM will be updated and also posted on the intranet for quick review and easy access to all employees.</p> <p>Provide notices to employees regarding flu shot clinics and/or other clinics to be held for informational purposes. Set up plans for all new hires in Colleague (ie, leave plans, leave accruals, longevity dates, and etc.)</p> <p>Memos are sent to employees monthly (ie, new hires longevity dates and services transferred from other state agencies and also to the departments.</p>	<p>information has been received.</p> <p>Checklist to verify information has been received and updated with current information.</p>			
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<p>To technologically update the employment application process.</p>	<p>A web page site for Human Resources for quick reference materials needed for various topics and/or issues will be available.</p> <p>Links will be added to the HR webpage to include, state health plan, dental, vision, retirement system &amp; etc.</p> <p>Applicants will be able to electronically complete an employment application on the HCC Human Resources website.</p>	<p>OSHA report is completed and submitted to state annually to include any accidents by employees.</p> <p>Workers Compensation report is completed annually and submitted.</p> <p>All new hires are registered in e-verify/I-9 verification / requirement from the State via internet.</p> <p>All new hires are reported to state new hire reporting via internet.</p> <p>100% of the software and technologically programming will be implemented on the website by June 2013.</p>	<p>Software</p>			
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**ACADEMIC AFFAIRS**

**Dr. Erica Holmes, 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	<u>Intended Student Learning Outcome</u> 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>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>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>100% of programs will properly have appointed advisory committees by the President.</p>	<p>Annual Program Review</p> <p>Program Assessment Plans</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 of Trustees</p>	<p>Conducted within normal workloads; no additional costs</p>		
	<p>Ensure existing programs meet current needs.</p>	<p>100% of programs will have an advisory meeting during the</p>	<p>Program reviews, occupational outlook, Surveys, Needs analysis.</p>	<p>\$500.00</p>		

		year with minutes on file.  100% of programs will be aligned with current community needs and job market.				
Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population (Goal I & IIA & B)	Establish new program in Computer Technology Integration.	Full implementation of a new program: Computer Technology Integration (A25500).	Feasibility Study  Program planning meetings  New adjunct faculty  Instructional Supplies	\$500.00   \$10,000  \$5,000		
Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population (Goal I & IIA & B)	Establish new program in Health Business Informatics (A25510)	Full implementation of a new program: Health Business Informatics (A25510)	Feasibility Study  Program planning meetings  New adjunct faculty  Instructional Supplies	\$500.00   \$10,000  \$5,000		
Provide high quality programs to ensure a qualified workforce to a diverse student population (Goal I & IIA & B)	Establish new program in Barbering	Full implementation of a new program: Barbering (Diploma) (D55110)	Feasibility Study  Program planning meetings  New faculty position  Instructional Equipment Facility Renovations	\$500.00   \$44,000  \$19,000 \$30,000		
Provide high quality programs to	Increase the number of programs/courses	Increase the number of evening courses by	New staff position	\$50,000		

ensure a qualified workforce to a diverse student population (Goal I & IIA & B)	offered in the evenings and on weekends.	20% in the first year.  Implement at least one mini semester for evening offerings in the first year.	Instructional/office Supplies	\$10,000		
To increase enrollment and retention of students across academic programs. (Goal IV)	Establish a full-time advising center.  Provide professional advising to students.	All students will be enrolled in the correct classes necessary for matriculation. All students will be properly informed of degree progression, financial aid, campus resources, etc.	Student questionnaires  Student schedules  Student advising feedback			
Provide professional development opportunities for all employees, including opportunities for cross-training. (Goal I & IIA & B)	All employees will complete at least twenty clock hours of professional development.  College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles	At least 2 professional development days outlined in the college calendar.  Use of faculty development funds throughout the year.  90% of the faculty and staff will participate in twenty clock hours of professional development annually	Employee surveys  Professional Development schedule  J.U.M.P. survey and participation	\$5,000		
To increase enrollment and retention of students across academic	Implement a common first year experience program.	100% of ACA courses will contain common modules of information for First Year Students.	Curriculum updates	\$5,000		

programs. (Goal IV)						
Track and report on the college's progress on implementing an institutional effectiveness plan that uses best methods and structures for delivering services to students and college planning. (Goal VI)	100% of programs of study and units in the college will actively participate in college planning and assessment processes	Published institutional effectiveness plan and assessment results 100% of programs and units in the college will submit required assessment and planning reports	Vice President will work with the Dean of Institutional Effectiveness and others as needed to develop a strong institutional effectiveness plan	Conducted within normal workloads; no additional costs.		
To increase the level of awareness of services provided by the Continuing Education Division throughout the college and community. (Goal V).	Publicized information about continuing education	Growth of awareness of continuing education services  Increased collaboration of continuing education, curriculum programs, and student services	Continuing education services input in Colleague  New program collaborations	Conducted within normal workloads; no additional costs.		



**Academic Affairs**

**ROANOKE VALLEY EARLY COLLEGE**

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

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

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
<p>Successfully register early college students in the appropriate college courses.</p>	<p>ALL students that are eligible to take the ASSET Placement Test will complete the test to determine appropriate courses to enroll.</p> <p>All Cohorts (<i>Not all students</i>): Students will be registered for college courses by the completion of the Fall 2012 semester, in preparation for the Spring 2013.</p> <p>C4: Students will register for their first</p>	<p>At least 90% of students will place out of developmental courses. (<i>RVEC is only allowed to have 10% of its student population enrolled in developmental courses.</i>)</p> <p>All students will meet all public school curriculum requirements set by the North Carolina Department of Public Instruction.</p> <p>All students will meet</p>	<p>ASSET Placement Test</p> <p>Grade Point Average (GPA)</p> <p>HCC College Transcripts</p> <p>Academic Tracking Sheets</p>	<p>ASSET Placement Testing Center</p> <p>Datatel Software</p> <p>Cost of supplies for printing transcripts to place in their file.</p>		

	college course(s) by the end of the Fall 2012 semester. They will enroll in their first college course(s) in the Spring 2013 semester.	all collegiate curriculum requirements set by the North Carolina Community College System and the Career and College Promise Pathway, which was effective July 1, 2011.				
Promote opportunities for RVEC/HCC interaction in an effort to unify the mission of two institutions, familiarize the students with the facilities and the services offered at HCC.	<p>ALL students will work with HCC faculty and staff to complete community service requirements on HCC's campus, as well as the Roanoke Valley community based on educational goals/interests. (<i>1<sup>st</sup> year students must complete 20 hours. All other students are required to complete a total of 25 hours of community service.</i>)</p> <p>Students will actively participate in events associated with HCC (<i>Community Service, Student Support Services (Grades 11-13), P.R.I.D.E., Honor Society, Amazing Voices (HCC Choir), etc...</i>).</p>	RVEC participation in HCC events (programs, student activities, etc...).	Compare previous levels of participation, involvement, or interactions with HCC and/or HCC faculty and staff.			

Maintain accurate, up-to-date records of early college student progress and achievements.	Students will be able to review their academic progress in the early college program.	Student records will be maintained and up-to-date at all times.	RVEC student files Tracking Sheets			
Establish an effective communication system with the early college students, RVEC faculty and staff, HCC faculty and staff, and the community.	Students will meet with College Liaison/Advisor to discuss educational goals and concerns about their collegiate experience.  Provide updates of RVEC achievements and important information to HCC faculty/staff.	Documentation of communications between RVEC and HCC (meetings with faculty, staff, administrators, students, and parents).	Communication Logs  Memos  Bi-monthly meeting minutes and agendas.			



**STUDENT SERVICES**

**Barbara Hasty, Dean of Student Services**

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

<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 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		
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		





**Student Services**  
**TESTING and JOB PLACEMENT**  
**Julia Horsley, Coordinator**

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

Institutional Goals:

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

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

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide testing requirements for potential students in a comfortable environment.	Students are able to utilize test results to secure enrollment at Halifax Community College.	To provide students with the results which determines the classes the student will be enrolled in at Halifax Community College.	The students will be given an evaluation form to complete at the end of the testing session. The computer/Scranton machine will generate the results for each student tested.	\$2.78 per ream of paper to print the testing evaluation form and the test results for the students being tested.  \$2.78 per ream of paper to maintain listings.		

<p>To provide students and HCC graduates with a weekly list of job openings in the Roanoke Valley area.</p>	<p>Students will have the opportunity to see the available job openings in the Roanoke Valley. Students and graduates will benefit from receiving assistance completing job applications, preparing a resume, and interview tips.</p>	<p>Each student or graduate will be asked to complete a Job's Card when he or she requests employment assistance. The Job Placement coordinator will speak with potential graduates during graduation meetings to provide employment supportive services. The Job's Board with job listings will be updated as job listings are received. The job listings will be maintained in a Job Listings' book in Room 312.</p>	<p>80% of those students listed in the log will be surveyed and satisfied with services.</p>	<p>.20 cents per survey to survey students.</p>		
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**Student Services**

**REGISTRAR**

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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Implement WebAttendance tracking for faculty by the start of Fall 2013	All faculty will maintain attendance using Web Attendance tracking effective Fall 2013.	XATT reports from Colleague will indicate that distance faculty are maintaining web attendance for classes taught.	Colleague computer system (reports)	Colleague computer system. WebAdvisor		
Students will use WebAdvisor for registration.	Increase use of web registration among student population.	500 or more students will use WebAdvisor for registration during early registration for Spring 2013.	Query the number of students who used WebAdvisor to register for spring 2013 classes.	Colleague computer system.		
Student Self Service through the National Student clearinghouse will be implemented by the Fall of 2013	Students will be able to access the National Student Clearinghouse from the HCC website to access and print enrollment and	Self Service link will be activated.	Registrar will use the National Student Clearinghouse database to determine how many students	National Student Clearinghouse database. It is a free service.		

	degree verifications		have accessed enrollment and degree verification services.			
State and Federal reports will be submitted on time as indicated by the Annual Reporting Schedule.	All State and Federal reports will be submitted on time as indicated by the Annual Reporting Schedule.	The 2012-2013 System Office report will indicate no reports assigned to the HCC Registrar's office were submitted late.	NCCCS Reports webpage – status of reports	Attend annual, regional FTE audit meetings conducted by the System Office.		
Veterans folders will become paperless.	One-half of the active VA files will be scanned and made paperless.	By August 2013, ½ of the VA files will have been scanned and those files will be maintained electronically.	½ of active VA files will be electronic.	Purchase desktop scanner for the Registrar's Office/cost of scanner		



**Student Services**  
**ADMISSIONS OFFICE and RECRUITMENT**  
**James B. Washington and Antonio Squire**

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

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

<b>Goal</b>	<b><u>Intended Student-Learning Outcome</u></b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/ Cost</b>	<b>Assessment Results/Outcomes</b>	<b>Use of Results</b>
Increase student enrollment at HCC	Students are able to enroll in school at Halifax Community College.  Recruitment Materials to be utilize at events, presentations, High School Career decision day and, recruitment activities.	Increase of the number of students enrolled by 5 % increase for fall 2013 in comparison to fall 2012	Census taken at beginning of each semester  Compare growth for each applicable semester. Continue to assess methods that generate more students. To determine effectiveness of	In an effort to enhance relationships with the High schools \$3000.00 Materials, supplies to keep community cognizant of HCC's		

	Development of a collection plan.		recruitment plan and strategies in meeting enrollment goals.	growth.		
Use data base of College Foundation of North Carolina (CFNC) to use additional recruitment opportunities for HCC.	Students who were denied admissions to four year institutions will be able to enroll at HCC. Students in our service delivery area that may not ordinarily apply to HCC are made aware of HCC's resources.	Number of students recruited from the data base pool.  Follow-up with students that did not enroll at HCC and discuss transfer opportunities.	CFNC College Redirection Report will provide information on potential students. This report provides additional opportunities for applicants to be matched with a college they may not have initially considered.			
Fully integrate the College Foundation of North Carolina's (CFNC) College Foundation, Inc. software to provide full services to students. Encourage and promote the use of technology in our digital century.	Potential students will benefit from immediate HCC communication, once an on-line application is submitted.	Measure ____% of students that submit their applications on-line.  Admissions log-in sheet will record the number of walk-ins that apply on-line in comparison to walk-ins filling-out hard copy applications.  80-85% apply to HCC on-line	The College Foundation of North Carolina (CFNC) application management tool will provide the number of CFNC on-line applications in comparison to students that fill-out hard copy applications.  Run periodic reports of on-line applications versus hard copy applications submitted.	Data Entry person to assist with the entry of college applications into colleague, download applications follow-up with Students. immediate responses to student emails, and establishing file folders.  <b>\$18,500.00</b>		



**Student Services  
FINANCIAL AID**

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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
1) To participate, as an eligible institution, in federal and state aid programs which will enable students to supplement their own resources and those of their family to complete a course of study.  2) To maintain an accurate,	1) Students will have access to all available resources for which they qualify as a result of continued institutional eligibility and participation in federal and state programs.  2) A successful reconciliation with the Business Office and US Department of Education at year end.	1) The Program Participation Agreement (PPA), which authorizes participation in the Title IV student financial assistance programs, was approved in 2010, expiring March 31, 2015.  2) The Financial Aid staff will stay abreast of new and ongoing	1) Approved PPA by US Department of Education.  2) The annual financial audit report will indicate no findings in the accounting of financial aid			

reliable accounting system of federal and state aid programs.	Maintain compliance with all audit requirements.	federal regulations affecting the delivery of aid. Ongoing reconciliations with the Business Office and US Department of Education will be performed throughout the academic year to maintain an accurate accounting system.	resources.			
3) To maintain current policies and procedures and to accurately manage and deliver the financial aid resources to students.	3) Students will be knowledgeable of financial aid policies. Accurate student application data and records will be maintained. Accurate account of student satisfactory academic progress data will be maintained. All eligible students will be awarded aid.	3) Students will be informed of financial aid policies through printed materials, HCC website, and oral communication. Warning counseling is a requirement for all students with a financial aid warning status, in order to assist and inform the student of solutions for maintaining satisfactory academic progress. Students will have access to funding upon application completion for aid eligibility.	3) Evaluations of student data (academic) at the end of each semester will be performed. There will be a reduction in the percentage of students not maintaining satisfactory academic progress.	3) Marketing and printing services cost estimated at \$1,000.00. Supplies & materials cost estimated at \$1,000.00. (Total expense \$2,000.00)		
4) To provide professional	4) Financial aid personnel will successfully educate	4) Staff should attend a North Carolina Association of	4) Attendance in professional development	4) Conference and travel cost estimated at		



<p>development opportunities for financial aid personnel so they can be knowledgeable of current information that will assist them in advising and awarding students.</p>	<p>students on resources available and policies, maintain accurate student data, and award eligible students.</p>	<p>Student Financial Aid Administrators (NCASF AA) conference and US Department of Education training during the academic year. In addition, staff should attend online webinar training opportunities.</p>	<p>activities.</p>	<p>\$3,000.00.</p>		
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**Student Services**  
**CAREER AND COUNSELING CENTER**  
**Teresa Mayle, Director of Counseling**

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

Goal 2011/2012	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Conduct an anxiety needs assessment.	Students with anxiety issues will be addressed.	Identify anxiety needs.	Develop a needs assessment survey and interview 3 focus groups of 8 students.	\$50 for refreshments. \$100 for printed materials.		
To determine the effectiveness of career counseling services offered in the Counseling Center.	Students will enroll in appropriate career paths.	Benchmark will be determined by the analysis of the data from the 2011-2012 College year.	Compare career counseling, what they majored in, and if student is still enrolled. Will need enrollment information from fall 2011	Work-study assistance with gathering data.		

			and spring 2011 to track student progress.			
Provide onsite and distance counseling services that contribute to an increase in student retention.	Student retention issues will be addressed before withdrawing from a class or from the college.	Benchmark will be determined by the analysis of the data from the 2011-2012 College year.	Student Surveys, Onet Career Profile, MBTI Non-completer form, Disability services plan, Academic Success/Persistence Plans, Log sheets, Behavioral contracts.  Enrollment information from fall 2011 and spring 2012 to track student progress.	\$500 for computer generated forms. Non-completer forms, MBTI/Onet forms, Disability Services plans, Academic Persistence, student surveys, behavioral contracts.		



the 2009-10 cohort in graduating by 2013	cohort will graduate from HCC	____% of students in the 2009-10 SSS cohort will complete a degree completion plan by the beginning of Spring 2013	SSS Academic Advancement Plan Mid-semester reports HCC transcript			
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**Student Services**

**JOBLINK**

**John Foriest, Director**

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

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To insure a qualified workforce by providing high quality training programs to economically disadvantaged adults in order to support economic development in the Roanoke Valley.</p>	<p>JobLink enrollees will be able to earn diplomas or certificates at program completion (exit)</p> <p>The JobLink Program will prepare enrollees for employment through staff assistance and training</p> <p>JobLink enrollees will obtain unsubsidized employment after program completion (exit)</p>	<p>55% of Joblink enrollees will earn diplomas or certificates</p> <p>80% of the program participants surveyed will agree that the JobLink Intake process was satisfactory</p> <p>80% of the participants surveyed will agree that the JobLink Case manager provided satisfactory orientation, training access and counseling assistance</p>	<p>Workforce Plus records (A state level computerized assessment tool for JobLink programs)</p> <p>The JobLink Evaluation tool/ Survey</p> <p>The JobLink Evaluation tool/ Survey</p> <p>The JobLink Evaluation tool/ Survey</p> <p>Workforce Plus records</p>			

	<p>JobLink enrollees, who leave the program with employment, will remain employed</p> <p>JobLink enrollees will earn a suitable wage for the first year after program exit.</p>	<p>80 % of the program participants surveyed will agree that the JobLink services they received, overall, were satisfactory exit.</p> <p>79 % of JobLink enrollees will be able to obtain employment after program completion</p> <p>82% of JobLink enrollees will retain their jobs for at least 12 months after program exit</p> <p>Enrollees who exit will average at least \$8,976.00 semi-annually (Averaged on total wages from the second and third quarters after exit)</p>	<p>Workforce Plus records</p>			
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**Student Services**  
**STUDENT SUCCESS CENTER**  
**Iris Johnson, Coordinator**

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

Goal	Intended Outcomes	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result	Use of Results
Provide tutoring services to HCC students, supplemental instructional support, and academic enhancement to students referred by faculty and/or students request.	Assist students one-on-one and small group, and study group sessions with related course work, as referred by instructor or student request.	At least 60% of SSC Students passing rate will increase by utilizing peer, professional and faculty tutoring services, supplemental instructional support and academic enhancement.	SSC weekly, monthly, and yearly Reports, Midterm, End-of-Semester grades (Fall 2012 – Summer 2013)	One (1) nine months 30 hour a week with benefits position = <b>(\$17,000)</b> , 13-18 tutors and salary = <b>(\$36,000)</b> , office supplies and materials = <b>(\$800.00)</b> , partitions = <b>(\$335.00 per partition x 8 = \$2,680)</b> to offer privacy during tutoring, and math graph boards = <b>(\$500.00)</b> , Paper Shredder = <b>(\$50.00)</b> . A copier = <b>(\$6000.00)</b> , a computer = <b>(\$900.00)</b> for the color printer and scanner = <b>(\$5,000.00)</b> . A telephone and line hook-up = <b>(\$500.00)</b> . Book shelf = <b>(\$350.00)</b> for textbooks, Marketing and advertising and Business Cards for FT staff = <b>(\$250.00)</b> , Signage to identify the SSC and office location = <b>(\$300.00)</b> , Student Referral Cards – FTE and Student FTE		



Goal	Intended Outcomes	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result	Use of Results
<p>Evaluate SSC, SSC staff and tutors, as well as students in order to better serve the academic demands and needs of students and faculty. Increase communication among faculty, students, and staff.</p> <p>Provide staff/tutor professional development to better serve students in order to increase student learning outcome.</p>	<p>Implement and indicate the need for a state-of-the-art SSC with more computers, more room and more staff in order to meet student academic and tutoring needs.</p> <p>Increase the passing rates, retention, and graduation rates. Better student participation and learning outcome. This will increase FTE for HCC.</p>	<p>Students are assigned and utilize tutoring services through faculty referrals (Student Referral (FTE) Card) and student participation. Usage of the SSC will increase by 30%.</p> <p>Professional development, conferences, Webinars, seminars, and workshops.</p>	<p>SSC Student/tutor Evaluations will be administered two times per semester (mid-term and end of the semester) during Fall and spring semester)</p>	<p>Attendance Record Cards = <b>(\$400.00)</b>. Textbooks for tutors usage = (\$500.00). Software used in classroom Adobe CS 5 Licenses = (\$1,000.00). Chairs (10) = (\$115.00 X 10 = \$1,150.00) and additional tutoring space.</p> <p>Funds for two (2) SSC staff to attend a tutoring NCTLA conference = <b>(\$1,000.00)</b> includes conference registration, meals, travel, and lodging. Attend the College Reading and Learning Association conference = (\$1,300.00) includes conference registration, meals, travel, and lodging. Attend the National Tutoring Association (NTA) Conference = (\$1,200.00) This will assist in staff and tutor professional development.</p>		



**CURRICULUM PROGRAMS**

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

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

<b>Goal</b>	<b><u>Intended Student Learning Outcome</u> 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>
To Create a more informative Student Course Evaluation	Faculty will be provided with quality information to make course improvements	Implement a new Course Evaluation tool in the spring 2012	evaluations	\$0		
To increase number of Career and College Promise Pathways	To increase area high school students' opportunities to pursue career of choice and provide seamless transition to earning associate's degree	By the end of spring 2013 We will have been approved to offer 2 new C&CPP certificate programs for high school students	NC Community College System approval for 2 pathways.	\$0		



**Curriculum**

**DISTANCE LEARNING**

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

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

Goal	Intended 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-		

<p>To provide Halifax Community College faculty training in Blackboard 9.1. (Institutional Goal I; Objectives A &amp; B)</p>	<p>HCC faculty will use the new Blackboard 9.1 version to deliver curriculum course content.</p>	<p>100 % of faculty (full time and adjuncts) will successfully use Blackboard 9.1 to deliver all or part of curriculum course content. The official class schedule will identify courses offered Fall Semester 2012 and Spring 2013. The director of distance learning will verify that these courses used Blackboard 9.1 to deliver all or part of curriculum course content.</p>	<p>The official class schedule and course verification</p> <p>Faculty training records.</p>	<p>-0-</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>To attend the NC3ADL conference to glean information related to distance learning and online teaching. (Institutional Goal VI; Objective C)</p>	<p>To disseminate current trends in distance learning and online teaching to Halifax CC faculty.</p>	<p>Halifax CC faculty will receive a summary of information gathered from conference presenters regarding current trends in distance learning and online teaching.</p>	<p>Electronic copy of summary shared with faculty.</p>	<p>\$900.00</p>		
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**SCHOOL OF ARTS AND SCIENCES**  
**Calvin Stansbury, School Chair**  
**GENERAL EDUCATION**

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Institutional Goal: I-B	Students will demonstrate preparedness for university studies.	83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.	Critical Success Factors, State Report	NA		
Institutional Goal: I-D	Students in developmental English courses will demonstrate they have mastered the writing and reading skills needed to be successful in the next English course.	75% of developmental course completers in English will complete with a grade "C" or better.	Critical Success Factors, State Report	NA		
Institutional Goal: I-D	Students in developmental math courses will demonstrate they have mastered the	75% of developmental course completers in Math will complete with a grade of "C" or better.	Critical Success Factors, State Report	NA		

	mathematical competencies needed to be successful in the next math course					
Institutional Goal: II-D	Students will demonstrate mastery of the computer skills needed to succeed in a non-information-systems college program	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in Gen Ed technical assessments.	Research papers, essays, and accompanying rubrics.	NA		
Institutional Goal: I-D	Students will demonstrate they have mastered college-level reading and writing skills.	80% of college level English course completers with previous developmental coursework will complete the subsequent college level English course with a grade of "D" or better.	Critical Success Factors, State Report	NA		
Institutional Goal: I-D	Students will demonstrate they have mastered college-level math concepts.	80% of college level mathematics course completers with previous developmental coursework will complete the subsequent college level mathematics course with a grade of "D" or better.	Critical Success Factors, State Report	NA		
Institutional Goal: II-B	Students will demonstrate they have mastered college-level math concepts.	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in Gen Ed math assessments.	Exams / Rubrics	NA		

Institutional Goal: II-A	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Essays, research papers, response papers and accompanying rubrics.	NA		
Institutional Goal: II-A	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Research papers, response papers, and accompanying rubrics	NA		
Institutional Goal: I-B	Students will indicate preparedness for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications/math/science/writing and reading.				





2012-2013

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

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

<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>
Institutional Goal: II-A	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Archived essays, research papers, response papers and accompanying rubrics.	NA		
Institutional Goal: II-A	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Archived research papers, response papers and accompanying rubrics.	NA		
Institutional Goal: II-A	Students will demonstrate mastery of college-level oral-communication skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in oral-communication assessments.	<b>Recordings of oral presentations and accompanying rubrics.</b>	NA		
Institutional Goal: I-D	Students in developmental English courses will demonstrate they have mastered the writing and reading skills needed to be successful in the next English course.	75% of developmental course completers in English will complete with a grade "C" or better.	Critical Success Factors, State Report	NA		
Institutional Goal: I-D	Students will demonstrate they have mastered college-level reading and	80% of college level English course completers with previous developmental	Critical Success Factors, State Report	NA		

	writing skills.	coursework will complete the subsequent college level English course with a grade of "D" or better.				
Institutional Goal: I-B	Students will be prepared for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in writing.	Surveys	<b>Negligible</b>		
Institutional Goal: I-B	Students will indicate preparedness for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in reading.	Surveys	<b>Negligible</b>		
Institutional Goal: I-B	Students will indicate preparedness for university studies.	In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications.	Surveys	<b>Negligible</b>		



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

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

Goal	Intended Student-Learning Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
	<u>Intended Outcome</u>					
To increase the pass rate for students in Math 115.	The students in Math 115 will demonstrate they have the mathematical skills needed to be successful.	80% of students passing Math 115 make at least a 70 on a comprehensive final exam given at the completion of the course.	final exam	Paper		
. To increase the percent of students in developmental math courses that pass the exit test with at least a 78.	Students in developmental math courses will demonstrate they have mastered the mathematical competencies needed to be successful in the next math course	At least 80% of students successfully completing a developmental math course will make at least a 78 on the exit test.	Exit test	Paper		



2012-2013

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

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

<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>
College-Transfer students will employ the creative, rhetorical, technical, mathematic, scientific, and critical-thinking skills needed to succeed in a baccalaureate program.	Students will have an awareness of the value that life-long physical activity and healthy living plays in their overall-well-being.  Students will be able to discuss and perform skills, techniques, and strategies to incorporate and adopt a healthy lifestyle.	At least 80% of students will “strongly agree” or “agree” with the following statement: “Life-long physical activity and a healthy lifestyle is important to my overall well-being.”	Survey	Multi-gym, 1 treadmill, 1 elliptical(\$10,000), Maintenance/Service Agreement for existing fitness equipment (\$750 + needed repairs), Tennis rackets, tennis balls, first aid kits, cones, stopwatches, dumbbell sets, workout benches, gym bacterial wipes (\$999.00)		



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

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

<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>
Institutional Goal: 1B &IIA	HUM 120- Analyze the impact of popular culture of dress, music, television and social thought and how they intersected with American society.	At least 70% of students meet minimum standards of achievement according to instructor generated rubric.	Written assignment regarding any of the elements of popular culture and its influence.			
Institutional Goal: 1B &IIA	HUM 160 - Identify the basic elements of the filmmaking process (screenplay,	At least 80% of students meet minimum standards of achievement according to instructor	Wiki Page	.		

	storyboards, direction, editing, etc.)	generated rubric.				
Institutional Goal: 1B &IIA	PSY 281--#8, Utilize the current system for the classification and assessment of mental disorders to identify psychological and personality disorders	At least 80% of students meet minimum standards of achievement instructor generated rubric.	<p>Role Playing Exercise</p> <p>Rubric for accurate display of symptoms related to psychological disorders.</p> <p>Rubric for accurate use of classification and assessment system.</p>			
Institutional Goal: 1B &IIA	SOC 210 - #9 Consider the personal relevance of course material, including an understanding one's own development of self and how sociological forces shape our life and the lives of others, and an appreciation of	At least 80% of students meet minimum standards of achievement instructor generated rubric.	Rubric for Introspection essay assignment			

	the practical value of sociology					
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**School of Arts & Science**  
**SCIENCE**  
**Julie Galvin**

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

**INSTITUTIONAL GOALS**

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training programs to a diverse student population.
- B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today’s high skilled, global workforce.

Goal	Intended Student - Learning Outcome <u>Intended Outcome</u>	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Institutional Goal: I-B	Students will demonstrate preparedness for university studies.	83% of students transferring to a university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university.	Critical Success Factors, State Report	NA		



<p>Institutional Goal: I-B</p>	<p>Students will indicate preparedness for university studies in science.</p>	<p>In Surveys sent to AA / AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications/math/science/writing and reading.</p>	<p>Surveys</p>	<p><b>Negligible</b></p>		
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**SCHOOL OF BUSINESS, School Chair – Lateef Balogun  
ACCOUNTING**

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

<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 students with the knowledge and skills necessary for employment and growth in the accounting field.	Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field.	Eighty percent of accounting graduates will receive ratings of “excellent”, “above average”, or “average” on the accounting graduate core courses performance checklist.	Accounting graduate core courses performance checklist.			



School of Business

ADVERTISING and GRAPHIC DESIGN

Johnnie Rascoe, Program Head

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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To facilitate the employment of Associate in Applied Science Degree students, make changes in skills, course offerings, and make purchases indicated to enable graduates to meet industry standards.	Associate Degree graduates of the program will prepare a portfolio of projects that exemplify the design process and solutions to a variety of graphic design problems using current software packages.	100% of graduates of the Associate Degree will complete portfolios with project work that summarizes the course work learned in class.  Projects completed in the benchmark courses will be included in the portfolio review at the end of the semester. 90% will be judged appropriate to the current job market standards by the Department Head.  Students will	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	N/A		

		informally discuss projects and the design process within small groups in the classroom or discussion board in HCC Blackboard.	the Instructor of record.			
	Diploma graduates of the program will prepare a portfolio of projects that exemplify the design process and solutions to a variety of graphic design problems.	<p>Portfolio Design will be included in the portfolio and exit interview. 90% will be judged as acceptable for the current job market by the department head.</p> <p>Students will informally discuss projects and the design process within small groups in the classroom or in discussion boards in HCC Blackboard.</p> <p>Upgrade to ten Pentium chip iMac workstations to allow students to move to the current generation of software and hardware utilized in the industry.</p>	<p>Review portfolio of graduates and create a digital portfolio for graduates. Department Head will update tracking sheets on individual students.</p> <p>Portfolio and exit interview is mandatory completion of the diploma program and overseen by the department head.</p> <p>Students will be proficient in CS5, new suite of Mac products developed for the Pentium iMac hardware and peripherals that include multiple processors and wireless technology. Students will be given a series of</p>	N/A		

			tests, exams and projects to assess their knowledge of the iMac software and hardware.			
Provide Graphic Design graduates with improved soft and technical skills as well as presentation skills.	<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 CS 5 Premium Suite software.</p> <p>Students will use Internet technologies to do research on a variety of projects, and compete in local, state and regional exhibitions and competitions.</p> <p>Students will expand on their skills by utilizing scanners, digitalizing tablets, and access to a large format color printer to</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,</p>	<p>N/A</p> <p>\$4,000 - \$8,000 graphics tablets for workstations.</p> <p>Printers and scanners, \$600 Upgrade to CS 5 Premium Software, \$8,000 (14 upgrades needed for the computer lab) Large format color printer, \$3,000 DVD player consistent with use in Macintosh video editing</p>		

<p>To improve quality of instruction using digital media within a well-constructed classroom/lab environment.</p>	<p>Graphic Design students will improved presentation skills and converse in a professional manner.</p> <p>Students will produce promotional materials to enrich the college and high school academic culture.</p>	<p>experiment with hard copy output as well as digital presentation of projects.</p> <p>Materials produced by students will be on display on HCC website and on the college and high school area campuses.</p> <p>Students will show multimedia projects using projection equipment.</p> <p>Students will prepare images and writings in multimedia presentations using the Basic Design process and Adobe CS 5 Premium Suite software.</p> <p>Students will use Internet technologies to do research on a variety of projects, and compete in local, state and regional exhibitions and competitions.</p>	<p>and participate in campus exhibitions.</p> <p>Students generate designs for non-profit organizations and also for the HCC Design programs.</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>software, \$400</p> <p>Nine workstations to fill and complete a lab in B183. Also, have heating/air conditioning ducts lowered, the ceiling capped on the room, and insulation added to the walls to provide an acceptable design area for students.</p>		
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		<p>Students will expand on their skills by utilizing scanners, digitalizing tablets, and access to a large format color printer to experiment with hard copy output as well as digital presentation of projects.</p>	<p>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>			
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2012-2013

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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Students will develop Critical Thinking Skills	Student will be able to use critical thinking skills to solve Business problems	80% of students will demonstrate at least an average understating of how to apply business formulas to hypothetical business problems.	<ol style="list-style-type: none"><li>1. Essay/Business document composition</li><li>2. Business Problem Drills</li><li>3. Homework assignments</li><li>4. Quiz and Test</li><li>5. Discussion Forum</li></ol>			





**School of Business**  
**COMPUTER INFORMATION TECHNOLOGY**  
**Emmanuel Obi, Program Head**

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results / Outcomes	Use of Results
To increase students’ employability by offering hands-on skills and experience that today’s graduates need to succeed in information technology careers.	Students will acquire knowledge that will give them the added advantage of entering the IT workforce with proven technical skills and an internationally-recognized Microsoft Certification.	80% of students will receive ratings of greater than or equal to 80% on the Exams, Lab activities and Projects.	Skills Assessment Manager  Blackboard Test Bank Lab worksheets	State-of-the-art computers (30) \$30-35,000 [every 3 yrs]  Update to Adobe CS6 Web Premium \$11,000 [every two years]  Supplies \$2000  Microsoft Advanced IT Academy \$1750.00 per year		



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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Provide quality education to ensure the student will be able to meet the industry standards for employment in their field of expertise upon graduation.	<p>The student will be prepared for a variety of job opportunities that acquire knowledge of design principles, concepts and history in preparation for working in diverse environments.</p> <p>The student will employ creative, articulate, and critical-thinking skills needed in diverse environments in the workplace.</p> <p>The student will</p>	<p>90% of students who complete assignments/projects and presentations will receive ratings of <math>\geq 70\%</math> on the Interior Design Performance Checklist.</p> <p>Projects/Presentations —90% of projects will be based on research from internet research, or trade shows.</p> <p>Real-life projects (when available) will consist of design principles, concepts</p>	<p>Course and program checklist.</p> <p>Projects/presentations (electronic &amp; traditional) reality projects (when available) portfolio, internship</p>	<p>AutoCAD was updated in Fall 11 and will not be updated due to program closing</p> <p>Update 20/20 software: has been updated and will be available until Aug. 2013</p>		

	exhibit positive non-technical skills applicable in the workplace.	and history the student has completed.  100% of students will complete a Portfolio/internship				
Provided field trips for hands-on experience.	Students will experience different areas of Interior Design through field trips.	95% of students in the Interior Design program will attend the field trips that are provided.	Completing an essay of their experience on the field trip attended.	Travel cost for students to attend High Point Furniture Market and other field trips.		
Prepare graduates with enhanced soft and technical skills to be able to maintain a professional attitude for the workforce.	Students will become proficient in presentation skills, both orally and visually.  The student will become familiar with software skills that are required in the workplace.	90 % of Projects/Presentations will be included in DES 135, 220, DES 120, DES 230 DES 240 and DES 250.	Course and program checklist.  Projects/presentations (electronic & traditional)	Students will purchase form boards and mat boards for traditional presentations.  For electronic presentations, students will use PowerPoint.		



**School of Business**  
**MEDICAL OFFICE ADMINISTRATION**  
**Deborah Boone, Program Head**

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

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Provide graduates with the technical and interpersonal skills necessary to be successful in Medical Office Administration .	Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry.	The faculty co-op coordinator and the Co-op work supervisor will evaluate the work experience of each degree graduate at least twice during the cooperative work experience.	<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.	Advisor time (4 hours per student, each semester), vehicle and cost of gas.		
	Provide graduates with up-to-date technology required for the successful completion of the program. Students will validate their working knowledge	Using medical office simulation software, students will apply skills required to perform appropriately in a simulated medical office. Student will perform	<u>80%</u> of graduates will complete OST-243, Medical Office Simulation, a capstone course, with a grade of C or better.	Remote USB for Projector in lab: \$ 100.00  Computer upgrades every		

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

	<p>medical terminology with proficiency in medical transcription.</p>	<p>various dialects using the appropriate medical report formats, terminology, grammar, and punctuation. They will establish an individual process for researching terms they do not recognize during their transcription.</p> <p>Methods: Evaluate Transcription Progress, Quizzes, and Proofreading Medical Reports.</p>	<p>Medical Transcription I, with a grade of C or better.</p>			
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**School of Business**  
**OFFICE ADMINISTRATION TECHNOLOGY**  
**Beverly Sessoms**

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Provide graduates with the technical and interpersonal skills necessary to be successful in an Office Administration Position	Office Systems Technology graduates will acquire the level of skills necessary to meet industry standards and successfully compete for employment in the Professional Office Administration field.	80% of students who graduate will demonstrate proficiency in the use of office equipment.  Exercises in the individualized programs require the application of technical skills with a high degree of accuracy.  80% of students will meet the North Carolina Community College System's Standards in the OST field of study.  Increase employment	Students work is evaluated throughout the program using different instruments, i. e., test/quizzes, timed exercises, group projects, oral presentations, written reports, portfolio etc., CO-OP work books are monitored for completion and accuracy by the CO-OP Supervisor. Will use HCC's current tracking system to determine number of students	\$300 Printing & Binding  \$1,000 Professional Development		

		placement in OST by 2% compared to previous graduates rate of employment.	employed after graduation. Comparing last year's graduation employment placement to this year.			
		Students will demonstrate their working knowledge of the subject matter and proficiency in the use of Office Systems Software packages.	Students are required to work in the Office Administration field as part of the curriculum's work experience during the last semester in school. Students are required to participate in a mock interview process during the last semester of school after completing multiple assignments related to the work experience. Mock interviewer reports will be reviewed to determine level of student preparedness when participating in mock interview process.			





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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resource /Cost	Assessment Results	Use of Results
Provide a strong technical training program which enables the successful student to achieve state certification and relative employment as a law enforcement officer.	<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 student for state certification.</p> <p>Provide quality student employment to public safety agencies with BLET graduates</p>	<p>80% of Basic Law Enforcement Training (BLET) graduates will achieve an overall passing score on the state BLET exam.</p> <p>100% of graduates will complete all 35 topic test with a grade of 75% or better.</p> <p>Success criteria demonstrated by 85% of BLET graduates achieving an overall</p>	<p>Weekly assessment exams will be administered which covers all 35 topical instructions for the previous period of instruction. Mandatory study hall implemented to on Monday and Wednesday to ensure successful completion of the program</p> <p>Individual grading, and record retention</p>	<p>-0-</p> <p>-0-</p>		

		<p>passing score on the state BLET exam.</p> <p>90% of criminal justice employers will report satisfaction on HCC employer satisfaction survey.</p>	<p>of each block grade for each student thereby meeting state mandate that each student must score a minimum of 70% on each of the 35 block tests</p> <p>Employment satisfaction survey with sheriffs &amp; chiefs of police</p>	<p>-0-</p> <p>-0-</p>		
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**School of Legal and Public Service Technology**  
**CRIMINAL JUSTICE TECHNOLOGY**  
**Clara Faison, Program Head**

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

Goal	<b>Intended Student-Learning Outcome</b> <b>Intended Outcome</b>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To provide a high quality, accessible, flexible educational program resulting in the A.A.S. degree	<p>The student will demonstrate legal knowledge of criminal law, constitutional law, and court procedure and evidence.            [Knowledge]</p> <p>The student will use the prescribed professional standards of conduct and ethics to make legal and informed decisions when relating to various members of the community</p>	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 Review & Summary  Capstone courses (CJC 111, 141, 212, 121)			



2012-2013

**School of Legal and Public Service Technology**

**COSMETOLOGY**

**Kenneth Harris, Program Head**

**Pat Fuller**

**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.

<b>Goal</b>	<b><u>Intended Student Learning Outcome</u> 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>
To improve sanitation and disinfection practices of students on the clinic floor.  Students maintain an average of 80% or above	Students will consistently practice the proper sanitation and disinfection procedures  Students will acquire the concepts and the practical skills needed to successfully pass the NC State Exam.	Habitually maintaining sanitized implements and storing them properly, Disinfecting stations before and after each client and the proper cleansing of hand to ensure the protection from diseases for student and client.  Students that score and 80 or above and all other requirements will graduate	Daily station checks, weekly kit checks and observation..Students will be given a weekly sanitation grade  Fall outcome practical project sheets to complete with a score of 80% or above on each area of study and final exams			



**School of Legal and Public Service Technology**

**EARLY CHILDHOOD**

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

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

Institutional Goals:

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
The goal of the Early Childhood Education program for 2012-2013 is to continue working on ECADA and increase our enrollment and	Students will visit highly recognized childcare facilities in our service area and learn of the many rewarding opportunities awaiting them in the field of early education.	80% of students enrolled in EDU 119 will complete the course successfully and continue to work on their associate degree in Early Childhood Education.	Students will enroll in early childhood courses Upon completing EDU 119, students will continue in the Early Childhood Program a	School van for field trips	Students will pass EDU 119 with a satisfactory grade and receive their Early Childhood Credential from the Division of Child	

graduation rate.					Development in Raleigh.	
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2012-2013

**School of Legal and Public Service Technology  
GREENHOUSE and GROUNDS MAINTENANCE**

**Peggy Lynn, Program Head**

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry level positions in the field of horticulture.	The student will practice proper plant propagation, inside and outside plant watering, use of industry related hand tools, pruning woody plants in the landscape, fundamentals of field container stock production, and maintenance techniques for seasonal plantings.	84% of students graduating will achieve average or above on all items on the identified technical-skills component of the Graduate Performance Checklist.	Graduate Performance Checklist (propagation, watering, pruning, etc.)	\$ 32,000.00  (Costs of materials for instruction; tools, gloves, plant plugs, seed, soil, hoses, pots, aprons, payroll, etc.		
	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	Graduate Performance Checklist  Roll Sheets  Time logs	\$ 0		

		attitude, close attention, time management and teamwork)				
To find newest trends in horticulture technology.	<u>Apply newest trends in horticulture technology to students' learning</u>	Attend Horticulture Trade Show. Attend Horticultural Instructors Association meeting.	Complete attendance of trade show and HIA meeting.	\$ 800.00		.
Earn required CEU's for licensing and learn skills in landscape design.	<u>Students will learn landscape design skills.</u>	Attend landscape design class at Horticulture Conference.	Complete design class	\$ included in above \$ 800.00 (trade show, HIA meeting and conference all are same dates and location)		





2012-2013

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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare graduates for a career in the human services profession.  Students will	Students will gain experience through 320 hours of organized, supervised and quality internship.  Students will develop “effective helper skills” through didactic class experiences through role-playing, interviewing, and code of ethics, professionalism and multiculturalism.	80 % of graduates will receive ratings of satisfactory or above on supervisor’s final co-op evaluation.  80% of graduates will obtain a “C” or better on their COE 125 Final paper.  80% of graduates will	Co-op work book “Supervisor and Faculty Coordinator Evaluations”  Co-op workbook “Student’s Self-Evaluation”  Grading rubrics for COE 125 paper  Rubric for Clinical	Copy co-op workbook		

<p>demonstrate competency in effective helping skills as a generalist in Human Service</p>		<p>receive C or better on grading rubric for Clinical Interviewing and Counseling Role Plays</p> <p>80% of graduates will receive C or higher on “The Art and Science of Helping” paper project.</p> <p>80% students will receive a C or higher on their Working with Diversity Research paper</p> <p>80% students will conduct at least (1) interview with a professional in the field.</p> <p>80% of students will participate in at least (1) field trip or (3) agency site visits and obtain a C on the</p>	<p>Interviewing and Counseling Role-plays</p> <p>Rubrics for scoring “The Art and Science of Helping”</p> <p>Rubric for Research Paper</p> <p>Rubric for Interview</p> <p>Reflection Paper on</p>	<p>Rubric/Peer Review Rubrics</p> <p>Rubric not completed <b>(Put in budget \$650)</b></p> <p>(Rubric) <i>Reduced from research paper to 5 page paper. Majority of class having problems w/ APA style, plagiarism, paraphrasing, computer skills, etc...</i> Completed</p> <p>Field trips to a variety of human service settings and higher education institutions</p>		
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		Reflection Paper.	field trip of agency visit	<i>(not utilized) Put in budget</i>		
Graduates will obtain employment or transfer to a four year institution in order to continue their education in the human services field	Graduates will develop an understanding of the human service professional and different avenues of training and education	75% of known graduates will be employed, in military service, or continuing their education within 6 months of graduation.	Graduate Follow-Up Survey	Completed		



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

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

Institutional Goals:

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
<p><b>The goal of the Paralegal Technology Department is to provide students with the training and skills necessary to become competent, and proficient paralegal professionals.</b></p>	<p>The Paralegal Technology Program will increase enrollment.</p>	<p>The enrollment for the Associates' Degree program will increase by 25% of its current enrollment by end of the next two school years.</p> <p>The enrollment for the Certificate Degree program will increase by 25% of its current enrollment by the end of next two school years.</p>	<p>FTE reports, class enrollment statistics (per semester)</p>	<p>\$800-per budget requested</p>		

	The Paralegal Technology program will increase student retention.	The retention for the currently enrolled students will be maintained at a rate of 75% or more for both programs (Associates' Degree and Certificate)	FTE reports, class enrollment statistics (per semester)	\$800-per budget requested		
	The Paralegal Technology program will increase its passage rates for graduates who take the Certified Legal Assistant Exam.	The passage rate for graduates from the Paralegal Technology program will be 60% or greater for the total number of graduates who took the exam that year.	The minimum score required for successful exam passage.	Costs vary individually for students initiating private study. The program budget allots \$16,400, providing instructional supplies, technology software, and course materials.		
	The Paralegal Technology program will improve student time management, as exercised in courses taken in the curriculum.	70% of students within the Paralegal Technology program will receive ratings of good, satisfactory, or better on 90% of items assignments, exams and quizzes throughout the semester. Late and missed assignments are measured at a rate of 90-95% maximum score; zero score assessed if no completion.	Assignments, Quizzes, Exams, Class Evaluations, GPA, Final portfolio	The program budget allots \$16,400, providing instructional supplies, technology software, and course materials.		



2012-2013

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

**On Campus Programs**

**AUTOMOTIVE SYSTEMS TECHNOLOGY**

**Hunter Taylor, Program Head**

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry-level employment in the automotive repair industry.	The student will know the fundamentals of automotive technology and maintain a safe work environment	<b>Task Checksheets:</b> Graduates cumulative average task check sheet score will be 80% or higher.	Task Checksheets Student Focus Group Advisory Board Surveys	Supplies \$5, 000  Service Information: \$975  Office Supplies: \$800		
	The student will be able to apply knowledge to diagnose, disassemble, and repair various automotive systems and subsystems.	<b>Vehicles:</b> Program will pursue avenues for the acquisition of hybrid vehicles such as state funds, Perkins funds, and insurance companies to correct deficiency indicated by the advisory board and by the students in last year’s focus group.	Task Checksheets Student Focus Group Advisory Board Surveys	Overhead Door: \$2000  Exhaust Ventilation: \$8000		
	Graduates will demonstrate positive non-technical skills applicable in the workplace.		<b>Student Focus Group:</b> Feedback from students	Soft Skills Checklist		

		<p>on program</p> <p><b>Advisory Board Surveys:</b> 80% of returned surveys will indicate “Strongly Agree” or “Agree” or on all items.</p> <p><b>Soft Skills Checklist:</b> Graduates will have an average score of 70% or higher on the Soft Skills Checklist.</p>		<p>Vehicles (\$20,000)</p>		
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<p>Skills Check sheets to ensure accurate results.</p>	<p>Graduates will demonstrate positive non-technical skills applicable in the workplace.</p>	<p><b>Soft Skills check sheet</b> 80% of graduating students will average a score of 5 or better.</p>	<p>sheet</p>	<p>ERC computers- \$5000  1 copy of Camtasia - \$300  Program brochures - \$200</p>		
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**School of Vocational and Industrial Technology**  
**On Campus Programs**  
**WELDING TECHNOLOGY**  
**Jason Shotwell, Program Head**

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare students for entry level employment as a welder or metal working employee.	The students will know the fundamentals of welding technology and maintain a safe work environment.	<b>Written Assignments:</b> 90% of students who complete WLD 115 will have an average score of 80 or better on all written exams.  Deficiencies from past WLD 121 course will be restructured to achieve the following goal: 80% of students who complete the course will have an average score of 75 or better on all written test.	Written Assignments  Student Focus Group  Advisory Board Surveys	Equipment \$31,500 Consumables \$8,000 Cylinder Leasing and Exchanging \$6,000 Steel \$4,000 Power/Hand Tools and Replacement Parts \$2500 Office Supplies \$200 Marketing \$500 Professional Development		
	The student be able will apply knowledge to prep, assemble, and weld a variety of welding applications and to perform repairs.		Lab Checklist  Student Focus Group  Certification Exam  Advisory Board Surveys			
	Graduates will		Soft Skills			

	<p>demonstrate positive non-technical skills applicable in the workplace.</p>	<p>and weaknesses to improve program.</p> <p>In the 2011-2012 focus group, students suggested that more steel was needed. This year, the program will look for more opportunities to receive donated steel.</p> <p><b>Lab Assignment/Checklist:</b> 80% of students who complete course WLD 115 will have an average score of 80 or better on lab assignments</p> <p>80% percent of students who complete WLD 131 will have an average score of 75 or better on lab assignments</p> <p><b>Certification:</b> The certification process will be revamped this year due to last year's outcome. More time and restructured parameters</p>	<p>Checklist</p>	<p>\$2,500 Field Trips \$500 Equipment Repair \$2000 Install Air Filtration \$15,000 Modify Existing Welding Booths \$2,500</p>		
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		<p>will be provided to the student so that 80% of students who complete WLD 116 will obtain a vertical weld certification.</p> <p><b>Advisory Board Surveys:</b> 85% of returned surveys will indicate “Strongly Agree” or “Agree” on all items.</p> <p>On the 2011-2012 advisory committee surveys, one rating of disagree on the following statement was chosen: The program’s equipment and facilities are adequate.... For the 2012-2013 school year, the program will locate ways to improve this area.</p> <p><b>Soft Skills Checklist:</b> Graduates will have an average score of 80% or higher on the Soft Skills Checklist.</p>				
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2012-2013

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

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
The program prepares an incarcerated student population to work at related maintenance jobs in the prison. When individuals are released from the prison system they are qualified for employment at parts supply	Graduates will be able to demonstrate the following: 1. Identify and properly use hand and portable electric tools found in the electrical trade.  2. Identify and use standard devices, fittings, wire and fixtures through related lab projects according to the NC Electrical code.	Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Electrical (certificate) Performance Checklist.	Performance checklist	Materials 2,500  Textbooks and Code books 5,000		

houses,  
maintenance  
companies, and  
with electrical  
contractors.



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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To prepare and graduate highly motivated students for catering operations, contract food service operation and health care faculties</p> <p>To prepare more students for the National Apprenticeship Program.</p> <p>To increase</p>	<p>Upon graduation students will have diverse skills in cooking and baking for small to large scale industrial settings</p> <p>Student will have knowledge of the fundamentals of food service Technology, including concepts, skills and techniques' for different level of food production in institutional environments.</p> <p>To enroll at least 50% of the class in the Apprenticeship Program across the state.</p>	<p>100 % of graduates will receive ratings of Above Average, or Average on the Food Service Technology Graduate Performance Checklists (Breakfast Lunch , Dinner Settings,( 5 different baking techniques, 3 different meat preparation, vegetables ,starches, gravies 5 bread preparations)</p> <p>Know and understand the HACCP plan as well as the ServeSafe Course, as well as be able to execute the</p>	<p>10 written exams with a 80% success rate</p> <p>75% proficiency on all Lab performances</p>	<p>\$5,000.00 for supplies not provided by DOC</p>		

the class size to a maximum of 20 student per semester	Have the students ready for the Servsafe exam upon completion of FST-103/103A.	necessary measures to maintain an sanitary food service facility				
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**School of Nursing and Allied Health**  
**ASSOCIATE DEGREE NURSING (Integrated)**  
**Kelly W. Harvey, Program Head**

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

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Student enrollment in the ADN Program will increase to full acceptance capacity (35) for fall 2013	<p>High school students in Health Science Classes will attend a tour and information session about enrolling in the HCC Nursing program</p> <p>Prospective students will attend a nursing information session to obtain information on enrolling in the ADN program</p> <p>Prospective students will be given recruitment and application materials</p>	<p>20 high school students will attend the tour and information session for HCC</p> <p>100 students will attend a nursing information session at the college</p> <p>70 students will complete minimal admissions</p>	<p>Sign-in sheet from tour and information session indicating a minimum of 20 high school students attended</p> <p>Sign-in sheets from nursing information sessions indicating a minimum of 100 students attended</p> <p>Admissions department files for a minimum of 70 students will demonstrate completion of admissions</p>	Increase advertisement by using the school marquee (\$150 for banner sign)		

<p>Increase the number of generic ADN students who complete the program by 20% of the previous year</p> <p>(May 2012 graduates (10 of 47) = 21% retention)</p>	<p>for HCC ADN Program</p> <p>Students entering the HCC Associate Degree nursing program will complete the program on the first attempt.</p>	<p>requirements for the HCC ADN Program</p> <p>14 of 34 (41%) students graduating May 2013 will complete the ADN program with a C or better in each NUR course.</p> <p>11 out of 18 (61%) students graduating May 2014 will complete the ADN program with a C or better in each NUR course.</p> <p>90% of students from generic cohort no longer enrolled in NUR- courses will have Persistence forms completed prior to withdrawal/failure of NUR-course.</p>	<p>requirements for the ADN program (minimum of 70 students ranked for program)</p> <p>NUR course grades at the end of each semester demonstrating a minimum of 14 generic students with C or better (May 2013 graduates)</p> <p>NUR course grades at the end of each semester demonstrating a minimum of 11 generic students with C or better (May 2014 graduates)</p> <p>Copy of HCC Persistence Forms for ADN nursing students on file in Counseling office</p>	<p>Online resources for students (HESI and ATI products)</p> <p>Nursing Simulation Lab</p> <p>Open Labs, Review Sessions</p>		
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**School of Nursing and Allied Health**  
**DENTAL HYGIENE**  
**Verna High, Program Head**

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

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Student enrollment in the DH Program will increase to full acceptance capacity for fall 2013	Junior and Senior high school students attend a career day at two local schools to gain information about enrolling in the HCC Dental Hygiene Program  Students will be given recruitment materials and application packet for HCC Dental Hygiene Program	<u>20</u> students will attend the career day fair information session for HCC  <u>2</u> students will enroll in the Dental Hygiene Program from Martin Community College in fall 2013  <u>30</u> students will complete minimal admissions requirements for the HCC Dental Hygiene	Increase advertisement by using the school marquee  Attend recruitment event at Martin Community College  Host Dental Hygiene Information Sessions on campus			

<p>Increase the number of DH students who pass the National Dental Hygiene Examination on the first attempt by 20% of the previous year</p>	<p>16 Dental Hygiene students will be eligible to apply for the National Board Dental Hygiene Examination</p>	<p>Program</p> <p>12 out of 16 (75%) students will successfully pass the National Board Dental Hygiene Examination at the first attempt</p>	<p>Course Tests</p> <p>Course Final Exams</p> <p>Mock Board Exams</p> <p>Statistical Results of the Dental Hygiene</p> <p>National Board Exam Remediation</p> <p>Classroom Assessment Surveys</p>	<p>Online Board Review Courses for the National Dental Hygiene Board Examination \$1,300.00</p> <p>Computer and ceiling mounted projector in dental classroom</p> <p>Dental Hygiene Faculty Continuing Education</p>		
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2012-2013

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

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

Goal 2012-13	Intended Student-Learning Outcome <hr/> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Graduates of the Medical Laboratory Technology Program will be able to demonstrate a sound grasp of basic skills and knowledge in basic sciences, medical laboratory sciences, and general education courses.	Provide Medical Laboratory Technology students with education in academic and current laboratory procedures and practices  Educate and protect students in safety procedures.  Faculty will have the opportunity to participate in professional development	NAACLS Accreditation fees  Provide continuing Education, travel and registration fees and for Full-time Medical Laboratory Technology faculty.  Purchase Audio/Video, computer programs Educational equipment and practice exams  Printing and binding of manuals and	100% of the Medical laboratory students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above  85% of the Medical Laboratory Technology Program graduates taking the Medical Laboratory Technician National Board will pass the board on the first attempt.	\$ 1400.  2000.  500.  500.		

	<p>activities and conferences to remain current and active in the field of Medical Laboratory Technology.</p> <p>Faculty will satisfy the NAACLS requirements for continuing education.</p>	educational materials	<p>100% of faculty will participate in professional development activities related to medical laboratory technology and/or education during each calendar year.</p>			
<p>Graduates of the Medical Laboratory Technology Program will be able to demonstrate technical proficiency in medical laboratory technical skills.</p>	<p>Provide students with education in current laboratory equipment and technical use</p> <p>Provide Safe Environment for Faculty, and Students.</p>	<p>Purchase laboratory Supplies.</p> <p>Equipment Repair expense</p>	<p>Students will be able to demonstrate use of instruments and current equipment with 78% or above accuracy</p> <p>Evaluate Clinical proficiency through clinical facility checklists</p> <p>At the close of their final term, 100% of the graduates will be able to practice as a Medical Laboratory Technician with 78% proficiency as directed by the Medical Laboratory faculty.</p> <p>85% of the graduates taking a Regional/State</p>	<p>\$ 3000.</p> <p>1000.</p>		

			Licensure Examination will pass on the first attempt.			
Graduates of the Medical Laboratory Program will be employed in the field.		Provide survey instrument and postage	90% of graduates responding will report satisfaction with technical proficiency a year after graduation as indicated on the <u>Medical Laboratory Technology Program Graduate Program Evaluation.</u>	\$ 100.		
		Provide survey instrument and postage	90% of the graduates will report employment in the field on the <u>HCC Graduate Follow-up Survey</u> administered one year after graduation.	\$ 100.		



2012-2013

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

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

<b>Goal 2012-13</b>	<b>Intended Student- Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources/Cos t</b>	<b>Assessment Results</b>	<b>Use of Results</b>
Graduates of the Phlebotomy Program will be able to demonstrate a sound grasp of basic skills and knowledge in basic phlebotomy.	Provide Phlebotomy students with education in academic and current laboratory procedures and practices  Educate and protect students in safety procedures  Faculty will have the opportunity to participate in professional development activities and conferences to remain current and active in the field of Phlebotomy.	NAACLS Accreditation fees  Provide continuing Education with travel and registration fees and for Part-time Phlebotomy faculty.  Purchase Audio/Video, computer programs Educational equipment and practice exams  Printing and binding of manuals and educational materials	100% of the Phlebotomy students will demonstrate competency in all course curriculum with a semester end pass rate of 78% or above  85% of the Phlebotomy Technology Program graduates taking the Phlebotomy National Board will pass the board on the first attempt.  <u>100%</u> of faculty	\$ 1400.  1500.  500.  500.		



	Faculty will satisfy the NAACLS requirements for continuing education.		will participate in professional development activities related Phlebotomy and/or education during each calendar year.			
Provide students with education in current laboratory equipment and technical use  Provide Safe Environment for Faculty, and Students.	Provide students with education in current laboratory equipment and technical use  Provide Safe Environment for Faculty, and Students.	Purchase laboratory Supplies.  Equipment Repair expense	Students will be able to demonstrate use of instruments and current equipment with 78% or above accuracy  Evaluate Clinical proficiency through clinical facility checklists At the close of their final term, 100% of the graduates will be able to practice as a Phlebotomist with 78% proficiency as directed by the Phlebotomy faculty. 85% of the graduates taking a Regional/State Licensure Examination will pass on the first attempt.	\$ 2,000.  500.		

<p>Graduates of the Phlebotomy Program will be employed in the field.</p>	<p>Provide survey instrument and postage</p>	<p>90% of graduates responding will report satisfaction with technical proficiency a year after graduation as indicated on <u>Phlebotomy Program Graduate Program Evaluation</u>.</p>	<p>\$ 100</p>		
	<p>Provide survey instrument and postage</p>	<p>90% of the graduates will report employment in the field on the <u>HCC Graduate Follow-up Survey</u> administered one year after graduation.</p>	<p>\$ 100.</p>		



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

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

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Provide PNE students a variety of useful clinical experiences	<p>Students in the HCC PNE program will attend clinical at various sites throughout the service area</p> <p>Students in the PNE program will report satisfaction with the learning obtained during clinical rotations</p>	<p>100% of students in the PNE program will attend clinical at a minimum of 3 different clinical sites during the program</p> <p>90% of students in the PNE program will respond “Agree” or “Strongly Agree” that each clinical agency met their learning needs</p>	<p>Clinical rotation schedules for each NUR course</p> <p>Student clinical site evaluation forms</p>	Adjunct faculty salary for Additional Clinical Agencies (AHEC Site Development Grant funding)		

<p>Increase the number of generic PNE students who complete the program by 15% of the previous year</p> <p>(July 2012 graduates (10 of 18) = 56% retention)</p>	<p>Students entering the HCC Practical Nursing Education program will complete the program on the first attempt.</p>	<p>12 of 17 (71%) students graduating July 2013 will complete the PNE program with a C or better in each NUR course.</p> <p>90% of students from generic cohort no longer enrolled in NUR- courses will have Persistence forms completed prior to withdrawal/failure of NUR-course.</p>	<p>NUR course grades at the end of each semester demonstrating a minimum of 11 generic students with C or better</p> <p>Copy of HCC Persistence Forms for PNE nursing students on file in Counseling office</p>	<p>Online resources for students (HESI and ATI products)</p> <p>Nursing Simulation Lab</p> <p>Open Labs, Review Sessions</p>		
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**LIBRARY**

**Marc Finney, Director of Learning Resources**

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/ Outcomes	Use of Results
1) Provide instructional support for patrons.	The library provides instruction that supports the faculty, students, and the needs of the curriculum.	Guidelines as stated in the Selection Policy [HCC Administrative Rules and Procedures Manual, sections 700 and 800] SACS standards (Southern Association of Colleges and Schools)  ACRL guidelines (Association of College and Research Libraries)	Library Orientation Pre-test and Post-test LRC student , faculty and staff surveys	\$0		



**INSTITUTIONAL EFFECTIVENESS, PLANNING & ASSESSMENT**

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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
<p>To provide 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 incorporates Assessment and monitoring processes of all units.</p> <p>Annual publication of Institutional Effectiveness Report.</p> <p>Published report/data affirmation that the institutional statement and purpose, mission, vision, and values are being accomplished through assessment</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>Compilation of reports that reflect the activities of all units of the institution.</p>	<p>Portfolio of data and reports</p> <p>Maintain and 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>Provide data services to NCCCS</p>	<p>results that show that the educational, research, services, administrative and intended program outcomes are being accomplished.</p> <p>Compliance with NCCCS on needed reports and data on a timely basis.</p>		<p>Monitoring the end of the planning cycles to determine accomplished results with 100% of needed data.</p> <p>NCCCS data collection plan calendar: monitoring .</p>			
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**Office of Institutional Effectiveness, Planning and Assessment**  
**QEP CIRCLE PROGRAM**  
**Josephine Reid, Research Associate/QEP Director**

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
<b><u>Enhanced Study Skills Course</u></b> Improve students' ability to achieve academic goals by developing self-regulated learning and problem-solving	As a result of participation in the College's Quality Enhancement Plan, students will acquire the knowledge to:  (1) develop an academic goal management plan that will enhance academic success  (2) implement and monitor effectiveness of an academic goal management plan	95% of CIRCLE One LC students will achieve the "accomplished" level of competency on Goal Management Student Learning Outcomes as scored on the capstone essay and self-regulated rubrics.	<b>CIRCLE One: (ACA 085)</b> Capstone Essay Rubric  Self-regulated Rubric  Portfolio Assessment	\$0		
		80% of CIRCLE One LC students will take the GSES and MSES administered each semester	Retention and persistence rates for LC students in both CIRCLE One and CIRCLE Two LCs	\$50		
		80% of CIRCLE One LC students will	Student Survey on Learning			



	<p>(3) Manage environmental, behavioral, and cognitive stressors that impact student success</p>	<p>complete the LC online survey (SELLC)</p> <p>60% of CIRCLE One students will take the PSS and SRRS.</p> <p>70% of CIRCLE One LC students will enroll in CIRCLE Two LC next semester</p>	<p>Communities (SELLC)</p> <p><b>(ENG 095)</b> Capstone Essay Rubric</p> <p>Social Readjustment Rating Scale (SRRS)</p> <p>Perceived Stress Scale (PSS)</p> <p>General Self-Efficacy Scale (GSES)</p> <p>Stress Diary</p> <p>Student Survey on Learning Communities (SELLC)</p> <p><b>(MAT 060)</b> Math Self-Efficacy Scale (MSES)</p> <p>Self-Monitoring Reflection Form</p> <p>Exit Exam</p>	<p>\$0</p>		
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<p><b><u>Learning Communities</u></b> To invite first year developmental students to enroll in CIRCLE One or Two and increase number in both each semester</p>	<p>(4) Utilize critical thinking skills to analyze available information to solve problems</p> <p>(5) Relate personal academic self-efficacy to academic goal achievement</p>	<p>95% of CIRCLE Two LC students will achieve the “accomplished” level of competency problem-solving essay as scored by problem-solving rubric</p> <p>90% of CIRCLE Two LC students will take the Test of Everyday Reasoning (TER)</p> <p>60% of CIRCLE Two LC students will take the internally developed CT test</p>	<p><b>CIRCLE Two: (ACA 111)</b></p> <p>Retention and persistence rates for LC students</p> <p><b>(ENG 111)</b> Problem-solving rubric</p> <p>Capstone essay rubric</p> <p><b>(COM 231)</b></p> <p>Essay Rubric</p> <p><b>(HUM 115)</b></p> <p>Critical Thinking Rubric</p> <p>Essay</p> <p>Self-regulation Reflection Form</p> <p><b>(MAT 070)</b> Pre/Post Test</p> <p>Exit Exam</p>	<p>\$0</p>		
<p><b><u>Student Services</u></b> To target academic self-</p>	<p>Impact student learning</p>	<p>Conduct eight workshops per semester in ACA classes</p>	<p>Workshop Schedule</p> <p>SSI Workshop Evaluation</p>	<p>TBD</p>		

efficacy, stress management and problem solving skills by infusing special workshops and projects						
<b><u>Professional Development</u></b> To provide education and support to faculty and staff	Encourage best practices and professional opportunities to enhance student learning	85% of faculty and staff will attend Learning Community workshops, Self-Regulated Learning workshops, and Assessing Learning Communities workshop	Agenda  Sign-in sheet  Workshop Evaluation	TBD		



2012-2013

**CONTINUING EDUCATION and COMMUNITY SERVICES**

**Vera J. Palmer, Dean of Continuing Ed and Community Services**

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

<b>Goal</b>	<b>Intended Student - Learning Outcome</b> <b>Intended Outcome</b>	<b>Criteria For Success</b>	<b>Assessment Tools</b>	Resources /Cost	<b>Assessment Results</b>	<b>Use of Results</b>
To implement a new Continuing Education program In the area of culinary arts	Students will receive training in the culinary arts area(s)	Classes developed and functioning	Colleague Student Report, which shares Info on number of classes held during 2012-13	Marketing - Con Ed Fall & Spring Brochures (2 times per year \$3,800 for Documents & Postage X 2 = \$7,600)Instructional supplies (\$10,000)		



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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>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.</p>	<p>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</p>	<p>Training programs that have been approved by the North Carolina Community College System</p>	<p>Customized Training Criteria for the North Carolina Community College System</p>	<p>Productivity Enhancement            7,500.00 Resource             Job Growth            -0-             Technology            -0-</p>		



**Continuing Ed and Community Services  
CAREER READINESS CERTIFICATION**

**Larry Crisafulli, Coordinator**

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To communicate and provide the Career Readiness Certificate (CRC) program in the Halifax Community College (HCC) service area.</p> <p>Create and implement an annual plan to increase CRC program and participation in the Halifax Community College service area.</p>	<p>HCC would be able to offer the North Carolina Career Readiness Certification (NCCRC) Program to those in its service area.</p> <p>Employment skills of applied math, reading comprehension, and locating information are enhanced for CRC participants</p> <p>Employer skills for applied math, reading comprehension, and locating information are documented</p>	<p>Employees - Incumbent or perspective to earn a CRC.</p> <p>Employers – Job profiles to be completed for employment opportunities.</p> <p>Criteria is to have a match of employees skills and employment opportunities.</p>	<p>CRC assessments</p> <p>CRC job profiles</p> <p>NCCRC program criteria and reports</p>	<p>-0-</p> <p>-0-</p> <p>-0-</p>		



**Continuing Ed and Community Services**  
**CERTIFIED NURSING ASSISTANT PROGRAM (CNA)**  
**Sheila Aycock, Coordinator (Previously Janet Humphries, RN)**

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

Goal	Intended Student - Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
To provide students with strong foundation on the skill of Passive Range of Motion Exercises	Students will be instructed in proper techniques for Range of Motion exercises	Hands on instructions and demonstrations by instructor	National Nurse Aide Assessment Program (NNAAP) and quarterly reports from NNAAP	none		
Provide testing sites at HCC for students	Students provided In facility testing sites in Weldon, Enfield and Scotland Neck	Weldon site-3-9-2012 Enfield site-6-16-2012 Scotland Neck-6-23-2012	# of students testing at HCC sites	\$ 150.00		



2012-2013

**Continuing Ed and Community Services**

**COMMUNITY SERVICES**

**Donna Giles, Coordinator**

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

<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 contribute to the quality of life by offering enrichment and special interest courses.	Students will participate in more special interest classes.	The number students participating in special interest classes will increase over previous year's number	Datatel /Status of Class Reports	\$1,000 per year for instructional supplies		



**Continuing Ed and Community Services****COMPUTER SKILLS****Ellen Grant, Coordinator**

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

<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>
Provide relevant computer training.	Clients will be proficient using job specific computer applications	80% of students will check goal met in continuing education survey	Continuing Education survey	\$0		
Increase the part-time pay of instructors dependent upon their educational level.	Clients will have a positive experience learning computers because the instructors will feel valuable since they will get a raise based on their education.	Instructors get a \$1.00 an hour raise for advanced degrees.	Paycheck	\$180		
Update Computer lab on campus	Clients will have access to the newest Microsoft technology	Computers updated in 505	Windows 8 as the operating system and Office 10.	\$16,200		



2012-2013

**Continuing Ed and Community Services  
EMERGENCY MEDICAL SERVICES (EMS)**

**Kevin D. Kupietz, Coordinator**

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

Goals	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
1) To increase retention rate in EMT basic initial classes	Increasing the number of students in the EMT Basic class who can successfully pass the state certification board on the first attempt more EMTs will be available for an open local job market.	Increase retention rate by 50% while maintaining a first attempt state exam pass rate of greater than 80%	Retention numbers and state exam results	Coordinators time / smaller instructor to student ratio		
2) For the EMS program director meeting to attend professional development and stay up	Students will have access to current trends and up to date changes in educational rules and guidelines to increase their chance of testing success and obtaining employment	EMS program director achieving EMS professional development and upgrade	Letters of completion or certifications	Attend annual NC EMS conference. \$600		

<p>on changes in state and federal rules for EMS education.</p> <p>3) To examine the need for an up to date pay scale for instructors</p> <p>4) Update HCC EMS course offerings to include ASHI certified ACLS and PALS programs</p>	<p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their opportunity for success.</p> <p>Allow another certification to be given to students in need as well as provide a backup to current certifications.</p>	<p>Conduct an analysis of HCC instructor pay in comparison to other area community colleges</p> <p>Obtain an upgrade in HCC training site to include ACLS and PALS from ASHI certification committee</p>	<p>Surveys</p> <p>ASHI accreditation update process</p>	<p>Misc. travel for meeting and schools \$500</p> <p>Coordinator's time</p>		
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**Continuing Ed and Community Services**

**EMERGENCY MANAGEMENT (EPT)**

**Kevin D. Kupietz, Coordinator**

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

Goal	<u>Intended Student Learning Outcome</u>	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To determine if there is a need to offer new federally mandated offered online programs (NIMS 701-704) classes in a traditional classroom setting to area responders who are not comfortable with online courses</p> <p>To be able to offer an</p>	<p>Students should have a good comprehension of federally mandated training in able to properly and lawfully respond to emergencies. If this information is not in a usable format for responders in the current online form HCC can offer these classes in a traditional format if need is identified</p> <p>To provide students with more</p>	<p>Determination of student need will be based on the numbers still needing the training and the retention of material by students who have taken the online courses</p> <p>The ability to offer one additional NIMS compliant course through the EPT program</p>	<p>Survey of area response organizations</p> <p>Has HCC been able to obtain one additional train the trainer certification from EMI.</p>	<p><b>Time of coordinator</b></p> <p>Send Coordinator to national EMI train the trainer \$300</p>		

<p>expanded field of NIMS compliance courses</p>	<p>educational choices within the field of emergency management</p>					
<p>To examine the need for an up to date pay scale for instructors</p>	<p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their by increasing their opportunity for success.</p>	<p>Conduct an analysis of HCC instructor pay in comparison to other area community colleges</p>	<p>Surveys</p>	<p>Coordinator's time</p>		



**Continuing Ed and Community Services**

**FIRE SERVICE (FIP)**

**Kevin D. Kupietz, Coordinator**

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

Goal	<u>Intended Student Learning Outcome</u>	Criteria For Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
<p>To provide a liquefied petroleum fire class</p> <p>To update out of date video instructor library</p> <p>To have fire program director attend 4<sup>th</sup> year of executive fire officer training professional development</p>	<p>Students will get experience and knowledge on how to safely combat an LP fire to help them with their current job skills</p> <p>Students will have access to video education of skills that are not able to be demonstrated in the class room due to safety and financial concerns.</p> <p>Allows for new firefighting information and research to be passed down to the students to further the benefits of their education</p>	<p>Students will be able to pass a skills assessment on fighting a live LP fire that will help</p> <p>Obtaining an up to date firefighting skills video library</p> <p>Certification of class</p> <p>Conduct an analysis of HCC instructor pay in comparison to other</p>	<p>Skills check off sheets</p> <p>HCC Student evaluation forms</p> <p>HCC Instructor evaluation forms</p> <p>Completion of</p>	<p>Propane for live burns 1500 x \$2 = \$3,000</p> <p>Update FF video library approximately \$7000.00</p> <p>Send staff member to national Fire</p>		

<p>To examine the need for an up to date pay scale for instructors</p>	<p>To ensure that students have access to the most qualified and proficient instructors available to enhance the quality of their education and their by increasing their opportunity for success.</p>	<p>area community colleges</p>	<p>EFO program  .  Surveys</p>	<p>Academy \$300  Coordinator's time</p>		
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2012-2013

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

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

Goal	Intended Student-Learning Outcome <u>Intended Outcome</u>	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>Students will attend HRD classes that will help them to obtain employability skills that will help them become more marketable</p>	<p>Number of students successfully completing HRD classes will increase over previous year's number of students</p>	<p>Datatel Informational System (Tracks students registered for class)</p>	<p>More instructors            Pay average of \$20/hr. per instructor</p> <p>Purchase books, DVDs, videotapes, etc.            \$3,000.00</p> <p>Purchase laptop computer/software            \$1,500.00</p> <p>Recruitment materials (flyers, posters and brochures)            \$1,000.00</p>		





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

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

<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>
Offer additional <u>advanced</u> level courses	Students will be better prepared for career advancement opportunities	Students will complete courses required for advancement within their respective agencies	Compare class offerings to agency advancement requirements	Hire advanced level instructors  Equipment:: Ammo, Target systems, and supplies \$5000.00		
Maintain adequate pool of qualified instructors	Students will have access to qualified instructors and will receive training at HCC instead of having to travel outside of the area to access classes	Increase instructor hourly pay rate to be comparable with BLET and surrounding Community Colleges.  Compensate instructors for specialized training and related cost	Reduce the number of classes that HCC cannot offer because instructors will not agree to teach for the current hourly rate offered by HCC	Additional hourly pay \$15,000.00		



2012-2013

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

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

Goal	<u>Intended Student-Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
To prepare literacy education students for academic success meeting individual and workforce needs	Literacy education students will compare favorably with other literacy students  Literacy education students will be able to transition to college level courses  Literacy education students' reading, writing, and mathematical skills will improve  Literacy education classes will be offered at convenient and	The average number of GED graduates will be at or near the percentile compared to the state average	Pre-tests, Post-tests, Portfolios, and GED Tests	Literacy Education text books, videos, computerized instruction, and targeted lessons \$10,000.00		

	accessible locations within the service area					
	Literacy education students will successfully complete their GED					



**Continuing Ed and Community Services**

**SAFETY (SAF)**

**Kevin D. Kupietz, Coordinator**

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

<b>Goals</b>	<b><u>Intended Student-Learning Outcomes</u> <u>Intended Outcome</u></b>	<b>Criteria for Success</b>	<b>Assessment Tools</b>	<b>Resources /Cost</b>	<b>Assessment Results/ Outcomes</b>	<b>Use of Results</b>
<p>To obtain certification to teach OSHA compliant 40 hr 501 courses for area industry and businesses</p> <p>To begin working on obtaining Certified safety Professional certification for safety program</p>	<p>To instruct students in the certified 501 40 hr program which will help local industry and businesses to meet / exceed federal and state safety requirements</p> <p>Students will have access to better and more up to date safety information taught by a credentialed professional giving more credibility to their education</p>	<p>HCC achieve OSHA 501 training status for another 4 years</p> <p>Begin and map out the process for obtaining a CSP certification</p>	<p>Certification</p> <p>Certification progress</p>	<p>Send coordinator / instructor to class to regain (Occupational Health and Safety Administration OSHA 501 instructor status \$1,000</p> <p>Send coordinator / instructor to class to work on obtaining Certified Safety Professional (CSP) for class development and strengthen program offerings \$1,000</p>		



**Continuing Ed and Community Services**

**SELF SUPPORTING CLASSES (SEF)**

**Kevin D. Kupietz, Coordinator**

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

Goal	Intended Student -Learning Outcome	Criteria For Success	Assessment Tools	Cost	Assessment Results	Use of Results
To replace the aging CPR mannequin training cache over the next five years	Students will have access to more modern training tools that are more realistic and reliable to further enhance their education.	Purchase mannequin and replacement parts one a year for the next five years	Purchasing of a cpr mannequin	<i>Cost</i> \$1500		



2012-2013

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

**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
<p>To better equip entrepreneurs and prospective small business owners, and future entrepreneurs to be successful and effective in starting and growing businesses in North Carolina.</p> <p>To ensure success the business owner or entrepreneurs will be provided education, through seminars, conferencing, and counseling.</p> <p>Provide relevant business training for</p>	<p>To increase the economic impact of Halifax County; resulting in retention of small businesses, and the creation of new businesses in Halifax County.</p> <p>To ensure that all seminar participants receive effective training and tools needed to</p>	<p>Increase the number of seminar participants and counseling hours: by 10% over the previous Years resulting in more job creation.</p> <p>* Seek qualified professional presenters            * Promote seminars.            * Conduct the</p>	<p>Measure the number of entrepreneurs or future entrepreneurs attending seminar, and are receiving advising from the SBC that result in the development of a business enterprise that will create jobs and economic growth.</p> <p>Number of small businesses</p>	<p><b>Promotional:</b></p> <ul style="list-style-type: none"> <li>• Newspaper: \$1200/yr.</li> <li>• Print of flyers: \$500/yr.</li> <li>• Postage: \$150/yr.</li> </ul> <p>Cost is not accrued</p>		

<p>those wanting to expand or start a business in Halifax County.</p>	<p>successful in business operations and start-up.</p>	<p>seminars, approximately 20 per semester. This would include on-site and offsite seminars (e.g., places of business, area libraries, churches).</p>	<p>reporting business start-up/expansion and jobs created.</p>			
<p>To further assist the entrepreneur and the aspiring business owner to succeed in business by providing readily accessible resources in an on-campus resource center.</p>	<p>To ensure that all necessary resources are availed to the entrepreneur with quality products that are relevant to business i.e. magazines, books, tapes, computer access &amp; other materials.</p>	<p>Number of people utilizing the Resource Center located in the library; 10 entrepreneurs or seminar participants using the Resource Center per month.</p>	<p>Number of participants who sign into the resource center via the sign-in log and responded assessment client management report.</p>	<p>\$350.00/year</p>		
<p>Promote economic development and business start-ups by cultivating an environment of entrepreneurialism in Halifax County.</p>	<p>Entrepreneurs and future business will have the tools and resources to understand the grant, finding resource process in NC to fund business &amp; create jobs.</p>	<p>Measures for these partnerships will be evaluated via the participation increase from local businesses &amp; increased employment in the communities served.</p>	<p>Number of businesses and future entrepreneurs using resources from SBC, and the # of jobs created.</p>			



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

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

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

<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 provide needed resource development for HCC consistently and on time.	Carry out an annual faculty/staff fund drive.  Carry out a successful community fund drive.  Increase the overall prospect pool.	Raise at least \$17,500 for the year.  Raise at least \$8,000 for the year.  Increase total number of names in software by 10%.	Total dollars raised for overall Campus Fund Drive 2011  Total dollars raised for overall Annual Fund Drive 2010 in software.  Total number of prospects on 7/1/2012 compared			



			with total number on 7/1/2011			
To develop an HCC Alumni Association	<p>Receive email/street addresses/phone for each alum upon graduation.</p> <p>Develop association officers and bylaws.</p> <p>Develop an alumni telethon.</p>	<p>Develop usable list of 3,000 names.</p> <p>Official slate of officers and printed bylaws.</p> <p>Train 15 volunteers.</p> <p>Complete 100 calls.</p> <p>Raise \$500</p>	<p>.A: List of flagged alumni in software.</p> <p>Slate of officers and bylaws approved by College Trustees.</p> <p>At least 15 volunteers make documentable calls.</p> <p>100 documentable calls made.</p> <p>\$500 in software attributable to Phonathon10 in software.</p>			
Communicate more effectively with HCC donors	Send out quarterly thank you letters and fund reports to donors.	Provide correspondences with fund balances for end of the year reporting.	4 mass correspondences sent out for the year.			



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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
To increase awareness about Halifax Community College to campus and community	Students, campus and community will be able to read about recent happenings on campus	Circulation for the electronic newsletter will increase by 2 percent	E-mail addresses from Groupwise, G-mail and other sources	0		
To increase awareness about Halifax Community College to campus and community	The Halifax Community College community will receive updates on Facebook and Twitter	The number of friends, fans or followers will increase by 3 percent	Social networking sites tracking of friends, fans, and followers	0		
To increase awareness about Halifax Community College to campus and community	Students, faculty, staff and the community will receive information on Halifax Community College's	Annual report will be created and distributed within budget. Mailing and electronic distribution will increase by 2 percent during 2012-13	Annual report publication	\$5,000 for publication and mailing		

	accomplishments and annual happenings					
To increase awareness about Halifax Community College to campus and community	General public will read about Halifax Community College in the area media (there is no guarantee of news placement)	Number of news releases distributed will increase by 1 percent	Tabulated number of news releases	0		
To increase awareness about Halifax Community College to campus and community	General public will read about Halifax Community College in the area media (there is no guarantee of news placement)	Event attendance will increase by 1 percent	Tabulated attendance at events as well as sponsors for the events	0		



**Institutional Advancement**  
**THE CENTRE**  
**Joanne Jolly**

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

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

Goal	<u>Intended Student Learning Outcome</u> Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
1.To continue to reduce The Centre’s deficit	To reduce The Centre’s deficit by \$10,000.00	Hold a fundraising event during the current Fiscal Year	Receipts from fundraising events	\$5,500.00		
2. To see to it that all events are properly staffed and carried out in an efficient and professional manner	To continue to build business relationships with the general public and organizations of the Roanoke Valley  To continue to increase the number “repeat clients”	Continue to score at least 85% approval rating on customer satisfaction surveys	Congratulatory letters from clients  Visitor surveys created and housed at <a href="http://www.surveymonkey.com">www.surveymonkey.com</a>	0		
3. To continue to enhance the educational growth and	An increased awareness and appreciation of American culture	Offering 2-3 theatrical performances that include educational components to be	Visitor surveys and correspondence between The Centre and local educators	\$6,000.00		

cultural awareness of the students of the Roanoke Valley	and International cultures through artistic presentations	shared with the teachers prior to the performance.				
4. To review rental costs and create a strategy to keep our venue competitive with other facilities in the community	To increase the number of rentals annually	Review rental costs of other facilities in the Northeastern North Carolina region.  Compare our costs with the costs of other venues in our area comparable in size	Utilizing customer satisfaction surveys  Market research of other rental facilities within our region	0		



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

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

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

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