



HALIFAX

Community College

LEARNING COMES TO LIFE IN PURSUIT OF EXCELLENCE

Final Institutional Effectiveness Plan

2013-2014

Office of Institutional Effectiveness, Planning and Assessment

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					<p>Commerce Pre apprenticeship for HVAC (4) Department of Commerce Pre apprenticeship for Energy Specialist (5) NC Refrigeration Resulting in 15 new class offerings in 2014 equating to 6.9% of the previous years credentialed classes. These new credentials represent 15.6% of the credentials taken by students in 2014.</p>	<p>up with the needs of the community. Without these new third party credentials, the drop in students would have been greater. The department will continue to explore new and desired 3rd party credentials to offer the community.</p>
<p>Goal II (2.3, 2.4, 2.5) Academic Programs Ensure effectiveness in Instructional Programs</p>	<p>Meet requirements for NCCCS performance indicators</p>	<p>Scores on NCCCS performance indicators will meet or exceed system goals</p>	<p>2013-14 NCCCS performance measures</p>		<p>There are eight (8) performance measures: HCC exceed the NCCCS goal (45.6) in the area of Curriculum Completion Rate at 46.2% <u>Below the goal, but above the average in 4 areas:</u></p> <p>Basic Skills 45.5%/51.2%</p> <p>Developmental English</p>	<p>These results were shared campus-wide during convocation and academic departments use these results to gauge student learned outcomes and set benchmarks for the 2014-15 academic year.</p>

					<p>Subsequent Success 6.7%/74.9 Licensure Pass Rate 83.3%/91.7%</p> <p>Transfer Performance Rate 90.9%/93.8% <u>Above the <i>baseline</i></u> in two (2) areas: Developmental Math Subsequent Success 64.2%/47.5%</p> <p>One Year Progress 65.7%/53.2% <u>Below the <i>baseline</i>:</u> GED Pass Rate 48.5%/49.3%</p>	
<p>Goal V (5.4) Public Awareness Increase Public Awareness</p>	Annual Report Publication	Annual Presidents Report			Published Fall 2014- distributed campus and community-wide.	Report highlights strategic priority accomplishments and student success. This will be used as a marketing and promotional tool for the college.
<p>Goal I, II, III, IV, V, VI Strategic Plan: Oversee strategic plan implementation</p>	Meet mission and goals HCC college strategic plan through 2017	Results from Institutional Effectiveness planning	I.E. plans 2013-14 NCCCS Performance Measures		IE plans submitted by units and discussed with President and Dean of I.E, and	Results of IE will be used for IE planning for academic 2014-15 and setting

to meet the HCC mission and goals					Unit Head in Spring 2014. Final results discussed with Dean of I. E. August 2014.	strategic priorities. Strategic plan update used to plan yearly priorities and I. E.
Goal II (2.3) Student Development Plan sustained programs for student enrollment, development, satisfaction and success.	Meet 10-year enrollment projection by 2020	8-week Mini-Semester enrollment 2% increase in enrollment above prior year and a 2% increase in the retention rate. Increase the graduation rate by 2%.	Enrollment data and academic program reports Internal enrollment/retention data and NC Performance Indicator Report		Fall enrollment declined from fall 2012 (1556) to fall 2013 (1357) resulting in a -1.63 % decrease. Fall 2012 retention rate was 53% and for fall 2013 the rate was at 52%-which is a -1% decrease.	An enrollment management committee was formed for the 2014-15 academic year to address enrollment and retention. The committee's task is to develop strategies campus-wide to increase enrollment and retention.
Goal V Budget Prepare a data-driven institutional budget based on sound educational planning	The annual budget will be approved by the Board of Trustees Budget panning and expenditures will be aligned with NCCCS guidelines.	An approved annual budget and distribution of budget allocations	Budget plan, reports and minutes of board meeting		The annual budget was approved by the board of trustees in August 2013 and reflected in board meeting minutes. Budget reports were given at every monthly board of trustees meetings. Budgets were officially allocated to units September	Budget allocations, will be adjusted for the 2014-15 academic year according to 2013-14 budget/ expenditures patterns and 2014-15 strategic plan priorities.

					2013 and all expenditures were aligned with NCCCS guidelines.	
<p>Goal IV Institutional Effectiveness 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>		<p>IE plans submitted in September 2013; mid-year report submitted February 2014.</p> <p>Meetings held with all units to establish VFA metrics.</p> <p>Strategic Plan approved by Board of Trustees June 2013.</p> <p>Final IE Reports submitted May 2014, results reviewed and revisions made as needed.</p>	<p>Results were used to plan for 2014-15.</p> <p>Data collection process were identified to begin August 2013</p>



2013-2014

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

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

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Enroll 50 men in the PRIDE program	Identify 50 potentially at risk men in and provide a learning coach (LC) mentor to assist with adjustment	100% of participants will be assigned a learning coach to provide personal, social and academic support	LC Assignment roster Applications Needs assessments Event sign-In forms	\$7,000	Enrolled 62 men in the PRIDE program	To ensure maintenance and leadership program to increase retention and graduation rates. Reduced participant numbers in concert with a 28% reduction in state funds over last 2 years
Establish more effective/result-oriented recruitment strategies	Increase number of men who complete PRIDE participation contracts by October 1, 2012.	75% of participants will complete a contract by October 1.	Number of contracts completed Number/frequency of contract attendance at program activities	\$8,000	Hired 2 part time learning coaches to assist with recruitment, students success, and mentoring Hired 2 work-study students to assist with office and database management.	To ensure HCC meets NCCCS 30 student participants' requirements. To ensure accurate database management for reporting. To determine if LC support increases student success

						outcomes vs. non participants
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	\$1,000	To date, 48 of 62 participants have contracts; however this represents 96% of original goals vs. total participants	To determine individual needs and if involvement/participation increases students success and retention rates
Design strategies to increase retention	Increase number of men return in subsequent semesters	83% of men will return 2 nd semester 68% will return for year 2	Registration schedules, class rosters, Financial Aid awards Scholarships	\$1,000	<p>Provided assistance with advising, registration, personal/environment stressors (MORE), and arranged tutoring.</p> <p>Of the original 62 students 2 completed graduation, 3 joined PTK, 8 are receiving scholarships, 11 have completed the problem solving inventory.</p>	<p>To determine if increased assistance with advising, registration, personal development and tutoring increased student adjustment and performance.</p> <p>In Jan 2014, will collect numbers: spring retention rate, number in good standing, dropout, academic difficulty compared to participation rates</p>

Increase number of financial aid application submitted by April 1 st .	Reduced number of men who leave due to lack of funds	75% of participants will submit applications by April 1 st .	Percent who submit apps during aid workshops, number presenting proof of Financial aid app completions forms.	\$1,000	This activity begins in January 2013.	Will be reported during final reporting cycle.
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2013-2014

HCC TITLE III PROGRAM
Daniel Lovett, Director

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

Goal	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results	Use of Results
Coordinate Title III and Sponsored program support and reporting processes	Establish efficient structured grant planning, training, reporting program	Increase number of grant training opportunities, submissions, and approvals	Number of Training opportunities, grant submission, grant revenues	\$5,000	Coordinated 4 grant training sessions. Grant submissions increased by 62% & revenues increased \$764,000.	Will insure measureable progress toward goals, help establish benchmarks compared to peer institutions and establish grant seeking culture at HCC
Assist project managers (PM) with activity management	Project managers (PMs) will understand projects expectations and reporting requirements. Project 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	\$200	100% of PMs attended Title III training or training make-up sessions. 100% of PM initiated project management or planning activities. All PMs attend Training Part II or trained one-on-one with the director. Collected quarterly results.	To ensure efficient and effective protect management and adherence to federal grant policies. To increase on time report submissions, rosters will be sent to VP academic affairs, and president. Recommend offenders not be given top priorities for future REP requests. Currently, the office publishes and shares the

					Updated Title III Manual (resides on the HCC Title III "I" Drive.	date during training, places it on the "I" drive, and send 2/3 reminders Late submitters will receive an official letter.
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	Established an internal tracking system and financial database to remain current on all reporting and budgeting transactions. Submitted 2013-14 PBI: Financial Eligibility Report, Annual Performance Report, Budget Closeout Report, HRSA Annual Performance Report	To ensure timely and accurate submission of all Title III reports. Review monthly report from accounting office to balance reconcile budget. Director and administrative assistant now have access to online accounting system.
Remain current with Title III and U.S. Department of Education policies and grant terms/conditions to insure program compliance.	Remain aware of existing and new grant opportunities, and regulations that govern Title III eligibility	Title III guidelines will be adhered to. HCC will be in full compliance.	New policies and regulations will be collected and placed in Title III notebook and on web page	\$1,000	Attended grant update sessions at 2013-14 AACC and NISOD conferences. Attended Title III Annual Conference and 3 Title III Grant Webinars Attended 3 Golden Leaf Grant management workshops. Attended Grant workshop with	To ensure efficient and effective project management and adherence to federal; grant policies. Identify 2 webinars annually and invite PMs to attend. Set aside funds for PMs to attend local, area or state training and workshops. Attend DOE annual

					<p>Elizabeth City Representative met with Grant Coordinator at Virginia Union University.</p> <p>Submitted HRSA Annual and financial closeout reports.</p>	<p>conferences to improve Title II operations and performance overall.</p>
<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</p> <p>Timely report submissions</p>	<p>\$200</p>	<p>Submitted 2013-14 PBIF Grants, 3 Golden Leaf Grants, assisted with Duke Energy Grant.</p> <p>HCC submitted PBIF 2011-12 Final report- accepted by DOE. Director preparing 2012-13 Final report for Sept 15 submissions. Worked with resources development officer and customized Learning coordinator to prepare grants:</p> <ol style="list-style-type: none"> 1. Blue Cross Blue Shield (partnership with Easter Seals/Cerebral Palsy approved) 2. National Science 	<p>To ensure efficient and effective project management and adherence to federal grant policies.</p> <p>Information suggests the need for a grants preparation page to help navigate officials through the grants writing process.</p> <p>To establish a grant training program for faculty and staff.</p>

					<p>Foundation (not approved)</p> <p>3. Preparing Dept. Labor TAACCCT with Wayne Community College & 14 other NCCCS schools</p> <p>4. Kate B. Reynolds Fitness Interactive Trail (FIT) Funded at 150,000.</p> <p>5. Three (3) Golden Leaf grants (Advance manufacturing (\$450k) Sustainable Energy, & Northampton County Industrial Center.</p> <p>6. Preparing Duke Power Grant for 250,000</p> <p>7. Two Upper Coastal Plains Learning Councils grant (total 8,000)</p> <p>8. Preparing First In the World Competition grant for 3 million</p> <p>9. Received 6,000 from turning point</p> <p>Represents 750,000</p> <p>Submitted the 2014-15 PBIF Eligibility</p>	
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					Application and 2014 Title III, Part A, PBIF Program Award Letter, and ED 524 Budget Forms for 250,000 in awards, 2014-15	
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2013-2014

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

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

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Co st	Assessment Results / Outcomes	Use of Results
Goal I (1.1) Ensure the financial viability of the child care center.	The child care center will operate at a profit.	The child care center will operate at a profit.	Child enrollment will be increased.	Grants, budget	The center did not operate at a profit due to lack of enrollment.	The center will partner with Head Start to increase enrollment and 1 year olds will be accepted into the center.
Goal I (1.1, 1.4) Provide access to the latest technology	Enhance the students learning abilities	Students learning abilities will be enhanced.	Student graduation rates will increase.	eBooks, laptops, etc.	More time needed to access.	
Goal I & V (1.1, 5.6) Develop New Hiring Process	Recruit high performing employees and retain and train them to provide excellent education support to students and staff	Reduce cost of recruitment advertising and reduce attrition.	Research online software for the application process	Committee. Software procurement and training (\$5000) Use free resources for making such as "INDEED".	Still developing new process. Have contracted with a nationwide community college job website to	

					advertise job openings.	
Goal II (2.1) Properly classify positions to ensure that the job postings align with the goals of the college.	Design and conduct job description workshop on a quarterly basis for supervisors and managers.	Organized records	Personnel records will be organized and complete meeting SACS, federal and college regulations	Letter box, preprinted box labels, box tape	Record Management is ongoing. Once all current job descriptions are organized, HR can analyze to properly classify positions. Workshops will be conducted once descriptions are organized.	Result will be used for SACS, Performance Management to align the job description with the performance measures and outcomes.
Goal II (2.1) Professional Development for Supervisors and Managers	For faculty and staff to become more informed	Training of faculty and staff and consistent application of policies	Analyze college policies and write modules to align with goals.	Clerical support, notebooks, tabs, and printing.	Faculty and staff have become more knowledgeable about policies as evidenced by more timely processing of purchase requests and travel documents.	We will continue to educate faculty and staff about policies via email, direct interaction and group meetings.

Goal V (5.4) Install campus information system	Faculty and staff are better informed about events, news, and alerts.	Faculty and staff are better informed	Student/faculty survey to determine satisfaction with technology.	\$19,000 - PBI funding to purchase 9 screen monitors	Still in the development stage.	
Goal V & VI (5.4, 6.2) Renumber buildings for ease of identifying buildings for students, guest, and emergency workers.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier.	Students, guest, and emergency workers will be able to find classrooms and meeting rooms easier	Student and visitors survey. Feedback from emergency workers.	\$2,500 parking budget	Still in the development stage.	
Goal V (5.6) To increase profit margin	Double profit margin	Double profit margin	Fiscal year-end report	Bookstore, and accounting personnel	Profit margin increased 6%	Access factors that led to the increase in profit margin and continue to apply these factors.
Goal VI (6.2) Install security locks on all classrooms and offices in the 100 and 600 buildings.	Faculty, staff, and students will be better protected from uninvited guest entering classrooms and offices.	Locks are installed	Students survey addressing safety	\$5,500 - PBI funding	Locks were installed. No incidences of uninvited guest in the classrooms or offices have been noted.	Will continue to monitor effectiveness.
Goal VI (6.2) All exterior lights are operational and set to work on timers.	Faculty, staff and students will feel safe at night when entering and exiting buildings.	Faculty, staff and students will feel safe at night when entering and exiting buildings.	Student survey addressing safety	\$5,000 state budget	The upgrade to the lights has not been done.	

<p>Goal IV (4.1, 4.3) Policy Management</p>	<p>Produce a revised policies and procedures manual to keep faculty and staff informed.</p>	<p>An updated manual is produced.</p>	<p>Analyze college, and state policy, rewrite and submit to Board of Trustees for approval.</p>	<p>Committee</p>	<p>Still in the developmental stage.</p>	
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2013-2014

ACADEMIC AFFAIRS

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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resource s/Cost	Assessment Result / Outcomes	Use of Results
Goal I & II (1.7, 1.9, 2.2) Provide high quality programs to ensure a qualified workforce and transfer programs to a diverse student population.	All programs of study will be reviewed and updated to address current workforce needs and criteria of the four-year colleges Refinement of programmatic directions and priorities and resource allocation	00% of the school's academic programs undergoing five year program review will be reviewed per their schedule. 100% of programs will have solid evidence of effective assessment, including documented use of results. 100% of programs will properly have appointed advisory committees by the President.	Annual Program Review Program Assessments Program questionnaires developed in collaboration with the Director of Institutional Effectiveness VP will generate a summary report for the President of the program evaluations VP will present completed program evaluations to the	no added costs	Annual Program Review was conducted for Lateral Teacher Education, Industrial Systems, Computer Information Technology, Tillery Correction program, and AGE for 2013-2014. Review results were presented to Pres. And Board of Trustees at February 2014 Board Meeting.	Use the results to make decisions regarding expansion, modification, suspension or termination. We also use the results to ensure that we are offering current skills training and to inform new program ideas or strategies

	<p>Ensure existing programs meet current needs.</p>	<p>100% of programs will have an advisory meeting during the year with minutes on file.</p> <p>100% of programs will be aligned with current community needs and job market.</p>	<p>Board of Trustees.</p> <p>Program reviews, occupational outlook, Surveys, Needs analysis and job placement results.</p>	<p>\$500</p>	<p>Advisory meetings were held during the academic year. Advisory meetings are to be held once per semester. The School of Arts and Sciences does not have advisory committees. Out of the AAS programs, diplomas and certificates, 80% of the program areas held meetings and submitted minutes with the exception of 4 programs in the School of Legal and Public Services. Through program review, the alignment to the current community and job market needs are monitored.</p>	<p>Advisory committees help with developing and maintaining relationships with business and industry. Members help the college to know the trends and type of training and skills needed and when changes are expected. They are also instrumental in ensuring we are current in our offerings.</p> <p>While 100% programs are aligned, the market is continuously changing and requiring new workforce needs. We have begun to create stackable certificates and certifications to respond to changes and give students more options for job opportunities.</p>
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<p>Goal I & II (1.7, 1.9, 2.2) To increase enrollment and retention of students across academic programs.</p>	<p>Assess current advising model and Restructure for intensive and intentional advising for all students</p> <p>Require advising prior to registration.</p> <p>Mandatory orientation</p> <p>Require all students to take ACA 111 or 122.</p> <p>Create clear pathways for all programs</p>	<p>All students will be enrolled in the correct classes necessary for matriculation.</p> <p>All students will be properly informed of degree progression, financial aid, campus resources, etc.</p> <p>70% or more of students receive career counseling during first year at the college to ensure appropriate major.</p>	<p>Student advising feedback</p> <p>Student Satisfaction survey results</p> <p>Students successfully complete (C or better) of at least 12 curriculum credits by end of first year.</p> <p>60% of students register for at least 15 credits each semester.</p> <p>80% of continuing students register prior to the end of each term for the following term.</p>		<p>90% of students very satisfied/satisfied with advising per SSS 2014.</p> <p>Chairs and Dean currently registering students for 14 - 16 credits. Some students have scheduling conflicts and other limitations due to work, family, night school, etc. that prevent them from taking more than 9-12 credit hours.</p> <p>58% of the 900 (approx.) continuing students registered prior to the end of the semester as of 5/9/14.</p>	<p>Faculty will be expected to participate fully in the advising process. In the Fall, we will offer professional development training courses- Advising 101 and Advising-Advanced to ensure that everyone knows how to advise. During the summer, School Chairs advised on a regular schedule.</p> <p>The effectiveness of the advising services will be reviewed and revised based on data results. This data provides evidence for identifying the right focus and developing the appropriate strategies for addressing retention and improving</p>
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						results
<p>Goal II (2.1) Provide professional development opportunities for all employees, including opportunities for cross-training.</p>	<p>All employees will complete at least twenty clock hours of professional development.</p> <p>College will provide professional development opportunities on campus to meet the continuing needs of employees in their varied and changing roles.</p>	<p>At least 2 professional development days outlined in the college calendar.</p> <p>Use of faculty development funds throughout the year.</p> <p>90% of the faculty and staff will participate in twenty clock hours of professional development annually</p>	<p>Employee surveys</p> <p>Professional Development schedule</p> <p>Professional development committee developed activities</p>	\$5000	<p>The college is offering a variety of professional development opportunities, Spring 2014.</p> <p>Advisor training will be offered Fall 2014.</p> <p>Ruby Payne training on “the under-resourced” student occurred in fall 2013. This training provided us with information to better help our student population.</p>	<p>Feedback from faculty revealed that the opportunity to engage in training over an extended period of time would be more beneficial.</p> <p>Attendance at National Conferences and national membership.</p> <p>Faculty and staff are continuously attending and presenting at conferences, seminars and attending the disciplinary area conferences and meetings. Ideas are generated to enhance our programs and services.</p>
<p>Goal II (2.3) To increase enrollment and retention of students across academic</p>	<p>Implement a common first year experience program.</p> <p>Implement Completion by Design initiatives</p>	<p>ACA courses will contain common modules of information for First Year Students and career information</p>	<p>Curriculum updates</p>	<p>Most are activities already offered. Will re-position when</p>	<p>CBD committee developing action plan inclusive of faculty and staff. Will be presented in May to college-wide</p>	<p>Representative from across the college, although most were from Academic Affairs, gathered at “The Big Meeting on May</p>

<p>programs.</p>	<p>Develop Enrollment Management Plan based on trend data</p>			<p>necessary</p>	<p>faculty and support development and support staff. Enrollment Management Plan completed, including data. Will use this data to strategize and target recruitment and retention</p>	<p>13,2041 and were given an overview of CBD. The second part of the day was completely devoted to developing strategies to implement CBD. A team of individuals are identifying common threads and priorities during summer 2014. Will implement priority strategies in Fall 2014.</p>
<p>Goal II & III (2.7, 3.1, 3.2, 3.3) To increase the level of awareness of services provided by the Continuing Education and Workforce Development throughout the college and community.</p>	<p>Publicized information about continuing education Establish partnerships and strategies that mirror NC Back to Work to address skills gaps Develop adult career pathways that begin in Basic Skills and path through credits toward a certificate, diploma or degree</p>	<p>Growth of Workforce Development area. Develop a Workforce Development Strategic Plan Increased collaboration of continuing education, curriculum programs, and student services</p>	<p>Continuing education services input in Colleague New program collaborations Develop pathways for students to earn credits through non-credit offerings. Develop more 3rd party credentials opportunities</p>	<p>No added costs</p>	<p>No Workforce development plan in place yet. Will hire new dean NC Back to work at success. 109 students served, 50 graduated, 20 secured jobs Joshua Hall and Jason Shotwell trained in welding certification.</p>	<p>Lessons learned from NC Back to Work will apply across curriculum and continuing education. Use this data to create and offer more stackable credentials and pathways for student achievement and completion Since the faculty have certifications,</p>

		<p>Transition more students from GED and ABE to college level programs</p>	<p>Create shorter and more stackable training opportunities through certificates that ladder to higher level training</p>		<p>Employer feedback very positive regarding HRD</p> <p>Job placements from our Career Center</p> <p>Worked with 25 individuals directly from July 8, 2013 through May 5, 2014.</p> <p>Only 13 people participated in the survey.</p> <p>Of the 13 participants, 23% are employed.</p> <p>Since receiving job placement services, 46% submitted an application for a job.</p> <p>Since receiving job placement services, 38% forwarded their resumes to employers.</p> <p>Since receiving job placement services, 8%</p>	<p>HCC can offer these to our students at little to no cost. Will enhance employability.</p> <p>Used evidence to show that students need CRC and HRD. Employers have reported the great need and the big difference when students have taken these course and received these certifications.</p>
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					hired for a job. Number of 3 rd Party credentials earned	
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2013-2014

CURRICULUM PROGRAMS

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

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

Goal I & II	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Develop and implement strategies to strengthen student learning outcomes and raise academic achievement.	1. Insure valid, relevant instructional feedback to the faculty in order to provide them with the quantity and quality of information necessary to maintain ongoing continuous course improvement.	Contract with outside firm to provide a course evaluation management system Implement the new Course Evaluation tool and management system in the fall 2013 including multiple DMA's and mini semester courses The numbers of students responding to the Course surveys will increase by 20% over fall 2012	Evaluation results	\$	Contracted with IOTA Solutions to provide course management system. The new course evaluation tool was implemented in fall 2013. A total of 9294 evaluations were launched to students for courses conducted in fall and spring. For academic	We achieved the results we initially indicated in terms of increasing the percentage of student responses. However the overall percentage of response rate was 33.64%. I would like to see that increase to 40%. Plan for the upcoming year include training

					year 2012-2013 we had a total of 3059 responses, for 2013-2014 we had a total of 3655 responses. This is an increase of 19.5%	faculty on how to better use this tool; coordinate faculty taking classes to the library to conduct surveys.
Goal II (2.2) Seek and develop new curriculum programs.	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 2014 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	The Curriculum Committee approved a new Paralegal C&CPP and a new Industrial Systems C&CPP	We will monitor the success of these two programs. The IST program can be taken by HS students beginning 9 th grade the paralegal beginning the 10 th . Add health science pathway and possibly a criminal justice pathway for 2014-2015.
To increase the employability of our graduates by reviewing technical curriculums and courses to incorporate expressed	Students will demonstrate positive non-technical skills applicable in the workplace.	90% of technical programs will incorporate the use of the NC-NET <i>Employability Tools Resource Toolkit</i> in one or more of their courses.	Program Student Learning Outcomes	\$0	To be carried over to 2014-2015.	Conduct training during Professional development days in August

employer needed soft skills						
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2013-2014

SCHOOL OF ARTS AND SCIENCES

English, Health and Physical Education, Humanities and Social Sciences, Mathematics, & Science

Calvin Stansbury, School Chair

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal II (2.3,2.6) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population	Increase the number of college transfer students who graduate from the Associate in Arts (AA), Associate in General Education (AGE), and Associate in Science (AS) programs	Graduates (May, 2013) in : Associate in Arts: 9 Associate in General Education: 8 Associate in Science: 2 Increase the existing number of graduates by 5 in Associate in Arts, 4 graduates in Associate in General Education, and 2 graduates in Associate in Science	Critical Success Factors Report, Graduation Report, Advising Report	N/A	May 2014: Associates in Art: 35 (MET); Associates in General Education: 7 (NOT MET); Associate in Science: (NOT MET)	Continue to market the AA and AS program to RVEC students; incorporate intrusive advising practices as part of the completion by design initiative (professional development to faculty advisor in division); utilize completion guide for advisees to identify a course and study and anticipated completion date.
Goal I (1.2) To promote academic excellence in teaching and learning;	Increase the number of college transfer students who are advised by their assigned advisor that leads to	100% of college transfer advisors will advise their advisee and refer other advisees to the appropriate advisor within the division	Advisee sign-in/appointment sheets; use of new co-advising model (Fall 2013)	N/A	NOT MET - advisees were sent to other advisors in the absence	Have faculty advisors promote the use of the pair-advisor model to ensure that advisees are being advised by the appropriate advisor;

<p>Goal II (2.3,2.6) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population</p>	<p>increased graduation rates</p>				<p>of their assigned advisor due to enrollment challenges or schedule conflicts</p>	<p>encourage the use of sign-up sheets (posted on faculty offices) to schedule registration And advising session with the faculty advisor; collect advise sign-in rosters at the conclusion of each semester.</p>
<p>Goal II (2.3) To ensure a qualified workforce by providing high quality, accessible, and flexible educational programs to a diverse student population</p>	<p>Students will demonstrate preparedness for university studies.</p>	<p>95% of students transferring to a four-year university with an associate degree or 24 articulated college transfer credit hours will have a GPA equal to or greater than 2.00 after two semesters at the university</p>	<p>Critical Success Factors, State Report</p>	<p>N/A</p>	<p>90.9% Standard Not Met</p>	<p>Use the new ACA122 College Transfer Success courses to incorporate intensive study and life skills.</p> <p>Partner with Student Success Center to promote academic success in -year institutions via workshops that target college transfer students.</p>
<p>Goal I (1.4) To promote academic excellence in teaching and learning</p>	<p>Students will demonstrate mastery of the computer skills needed to succeed in a non-information-system college program</p>	<p>85% of <i>all</i> Associate and Diploma graduates will score “proficient” in general education technical assessments.</p>	<p>Research papers, essays, and accompanying rubrics.</p>	<p>N/A</p>	<p>50% Standard Not Met</p>	<p>Incorporate the technical assessment outcomes within the division to ensure that faculty are appraised of specific criteria used in conjunction with the technical assessment.</p> <p>To eliminate plagiarism and establish a more unified, campus-wide effort at improving students’ technical</p>

						<p>skills in documentation, we will increase Turnitin usage throughout the faculty. An account will be provided to each member of the HCC faculty.</p> <p>A workshop in Turnitin will be available faculty-wide though it will be particularly geared toward English, Humanities, and Social Science.</p>
<p>Goal IV (4.2) To execute a comprehensive institutional effectiveness plan and process of evaluation and assessment</p>	<p>Students will demonstrate they have mastered college-level reading and writing skills.</p>	<p>80% of college-level English course completers with previous developmental coursework will complete the subsequent college-level English course with a grade of “C” or better on first attempt.</p>	<p>Final grades in ENG 111, Critical Success Factors, State Report, NCCCS performance measures</p>	<p>N/A</p>	<p>66.7% Standard Not Met</p>	<p>Incorporate intensive use of Edsphere in DRE courses to support learning outcomes that promote success in subsequent ENG courses.</p> <p>Will provide professional development in Edsphere for the Program- in particular for the English instructors.</p> <p>Create a center to support DRE and other English courses - center to be staffed with ENG faculty during respective office hours.</p>
<p>Goal I (1.7) To promote academic</p>	<p>Students will demonstrate they have mastered</p>	<p>80% of college-level mathematics course completers with previous</p>	<p>Final grades in MAT 101, MAT 115, MAT 140,</p>	<p>N/A</p>	<p>64.2% Standard Not Met</p>	<p>Utilize more web-based applications to tech mathematical concepts</p>

excellence in teaching and learning	college-level math concepts.	developmental coursework will complete the subsequent college level mathematics course with a “C” or better on first attempt.	MAT 161, MAT 175; Critical Success Factors Report, NCCCS performance measures			to promote the learning of course outcomes without reliance on unnecessary formulas and calculators; align new assessment rubric with new math courses MAT 143, MAT 110, MAT 171 and MAT 172
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate they have mastered college-level math concepts.	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in general education math assessments.	Exams/Rubrics	N/A	82% Standard Not Met	Use the redesigned MAT 143 to make content more relevant to students’ program of study to ensure that learning transfer occurs. Utilize more web-based applications to make connections within curriculum-level math courses.
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level writing skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in writing assessments.	Essays, research papers, response papers and accompanying rubrics.	N/A	79% Standard Not Met	Offer professional development to faculty to increase the use of TurnItIn anti-plagiarism software. Create a center to support English courses - center to be staffed with ENG faculty during respective office hours.
Goal I (1.1, 1.2, 1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level reading skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in reading assessments.	Research papers, response papers, and accompanying rubrics	N/A	76% Standard Not Met	Will provide professional development in Edsphere for the Program- in particular for the English

learning						instructors. Create a center to support English courses - center to be staffed with ENG faculty during respective office hours.
Goal I (1.1, 1.7) To promote academic excellence in teaching and learning	Students will indicate preparedness for university studies.	In surveys sent to AA/AS and AGE graduates after their first year of transfer to a four-year school, 90% of respondents will indicate they were adequately or more than adequately prepared in oral communications/math/science/writing and reading.	Surveys	N/A	In-Progress	Will send surveys to graduates at the beginning of May to ensure the receipt of graduate responses.
Goal I (1.1,1.7) To promote academic excellence in teaching and learning	Students will demonstrate mastery of college-level oral skills	85% of <i>all</i> Associate and Diploma graduates will score “proficient” in oral assessments	Recordings of Oral Presentations	N/A	52% Standard Not Met	Will “correct” the current oral archive, which is skewing results by over-emphasizing ENG 114 courses and under-emphasizing COM 231 courses. Will send semester reminders and will meet speech instructors to ensure collection of artifacts.
Goal I (1.8) To promote academic excellence in teaching and learning	Students will demonstrate preparedness for university studies	75% of students enrolled in BIO 111 and CHM 151 will receive satisfactory score on critical thinking essay	Artifacts/Rubric	N/A	In-Progress	Develop an assessment rubric for BIO 111 and CHM 151



2013-2014

SCHOOL OF BUSINESS

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

Lateef Balogun, Chair

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal III (3.2) Provide graduates with the technical and interpersonal skills necessary to be successful in the workforce.	Graduates will acquire basic Skills of functionality in their Discipline and demonstrate basic knowledge of Business environment. <ul style="list-style-type: none"> Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry. Provide graduates with up-to-date technology required for the successful completion of the program. Students will validate their working knowledge of the subject matter and proficiency in the use of medical 	80% of students will receive ratings of greater than or equal to 80% on the Exams, Lab activities and Projects.	Exercises, Assignments, Comprehensive Problems, Projects, Tests, Portfolio and Exams. 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		<u>Business Admin:</u> <u>Criteria Not Met</u> 78% met the criteria for Associate degree completers <u>Medical Office Admin:</u> Not Met. 69% of Certificate, Diploma, and Associate Degree graduates received grade	<u>Business Admin:</u> The completion requirement to complete the program has been revised. <u>Medical Office Admin:</u> 82% of Diploma & Degree students received a grade of A or B in medical

					<u>Office Admin.:</u> Met. 85% of Certificate graduates received a grade of A or B in Office Administration on courses.	<u>Office Admin.:</u> Seek continued success by working with certificate graduates pursuing a Diploma/Degree in Office Administration by applying exercises, assignment, critical thinking applications, projects, exam view quiz/test, and portfolios.
Goal I (1.4) Students will acquire basic computer Skills	Graduates will acquire basic skills of functionality in their discipline and demonstrate basic knowledge of Business environment	1. Ability to use computers. 2. Use of internet to conduct research 3. Conducting Research using Social Networks	Exercises, Assignments, Comprehensive Problems, Projects, Tests, and Exams		A25120 graduates met this criteria	
Goal III (3.2) Prepare students for employment in a global and	Graduates will acquire the tools necessary to meet industry standards and compete for employment in their field of studies.	<u>100%</u> of degree graduates will earn a rating of “Very Good” or “Outstanding” in	Successful completion of COE-111 and COE-110 with a grade of “C” or		100 percent of the students successfully completed COE 111 and their	Goals met. The department will continue to maintain

digital environment so that they will be gainfully employed in their areas of specialty.		the HCC Cooperative Education Workbook, as determined by their co-op work supervisor and the faculty co-op coordinator.	better as evaluated by their immediate supervisors and Advisors Completion of their respective curriculum guide		respective curriculum guide.	and explore more opportunities for student coop work experience.
Goal III (3.2) Provide graduates with the technical and interpersonal skills necessary to be successful in Medical Office Administration.	Medical Office Administration degree graduates will acquire the tools necessary to meet industry standards and compete for employment in the health care industry.	The faculty co-op coordinator and the Co-op work supervisor will evaluate the work experience of each degree graduate at least twice during the cooperative work experience.	<u>100%</u> of degree graduates will earn a rating of “Very Good” or “Outstanding” in the HCC Cooperative Education Workbook, as determined by their co-op work supervisor and the faculty co-op coordinator.	Advisor time (4 hours per student, each semester), vehicle and cost of gas.	Met 100% of Fall 2013 and Spring 2014 Medical Office Administration students received a rating of “Very Good” or “Outstanding” on their evaluation.	Continue to incorporate employer suggestions and/or comments in future course preparation.
Goal III (3.2) To provide students with the knowledge and skills necessary for employment and growth in the accounting field.	Students will apply a comprehensive knowledge of generally accepted accounting principles that is appropriate in the recording and reporting of financial information necessary for gaining and maintaining employment in the accounting field.	Eighty percent of accounting graduates will receive ratings of “excellent”, “above average”, or “average” on the accounting graduate core courses performance checklist.	Exercises, Assignments, Comprehensive Problems, Projects, Tests, and Exams.	N/A		

<p>Goal III (3.2) To prepare graduating students with the necessary artwork and digital documents to gain employment.</p>	<p>Associate Degree graduates of the program will prepare a portfolio of projects that exemplify the design process and solutions to a variety of graphic design problems using current software packages.</p>	<p>100% of graduates of the Associate Degree program will complete portfolios with project work that summarizes the course work learned in classes.</p>	<p>Portfolio reviews will be handled by the Department Head at the completion of benchmark courses.</p>	<p>N/A</p>	<p>100% of graduates completed their portfolio designs and have made these portfolios available for public viewing along with contact information.</p>	<p>Goal met Result of portfolio reviews are used in a comparative format to ensure the quality of work is at industry standards.</p>
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2013-2014

SCHOOL OF LEGAL AND PUBLIC SERVICE TECHNOLOGY

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

Michael Earl, Chair

Purpose: Empowering the community through a variety of services.

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources / Cost	Assessment Result / Outcomes	Use of Results
Goal I & II (2.2) Complete the first phase of the NAEYC Self-Study by December 2, 2013	To acquire Early Childhood Associate Degree Accreditation from NAEYC	Submit all 12 criteria to the system office by March 30, 2014	ECADA Self-Study Template	Paid by ECADA Grant	ECADA Self-Study Still in progress of completing for submission in Sept. 2014.	To become accredited by NAEYC. To understand the strengths and weaknesses of the Early Childhood Education Program.
Goal II (2.5) Increase number of NC Early Childhood Credential Certificate completers	All EDU 119 students will complete application for NC Early Childhood Credential Certificate	75% of students in EDU119 will meet requirements for the NC Early Childhood Credential Certificate	NCECC application forms from the Division of Child Development		Fall 2013 11 Students completed the course. 10 met requirements for NC Early Childhood Credentials. Spring 2014 9 students completed course; 7 met	To assure that students are employable and able to apply knowledge in a practical setting.

					requirements for NC Early Childhood Credential 85% met NC Early Childhood Credential requirements for 2013-2014. Total 17 out of 20 or 85% met NC Child Care Credential.	
Goal III (3.2) Graduates will be prepared to enter the workforce as competent legal assistants and office managers.	To attract quality students and future paralegals	A.A.S. and Certificate program total enrollment increase by 20% by end of 2014-2015 school year.	FTE reports, class enrollment statistics (per semester)	\$0	-30% Attrition between FA2013 and SP2014. +30% Enrollment for SP2014. Most non-returning students from FA2013 were single class students and attendance failures.	Short-term: Research individual non-returning students to determine any preventable attrition. Long-term: Refine current, functional recruiting efforts.*
		A.A.S. and Certificate program retention rate of 80% or higher for 2013-15 school year, annually (not factoring graduating students)	FTE reports, class enrollment statistics (per semester)		+/- 0% from FA2013-SP2014. (See above)	*see above

	Improve passage rates on certification exams (NC Certified Paralegal, NALA Certified Legal Assistant).	<p>Passage rate for NC Certified Paralegal Exam of 80% or higher.</p> <p>Passage rate for NALA CLA/CP Exam of 80% or higher.</p>	<p>Certification board test result reports</p> <p>Evaluate methods of teaching CLA Review Course and build of the program to increase focus on key elements as necessary without sacrificing overall effectiveness.</p>		No graduating student has yet taken a certification examination. Data to be gathered later this calendar year.	Action to be determined. Currently planning to assist recent graduates with study.
	Increase number of students who will meet or exceed expectations in overall program and individual classes	<p>100% of students will earn a "B" or greater in <i>at least one</i> enrolled LEX class annually.</p> <p>80% of students will pass <i>all</i> enrolled LEX courses</p>	<p>Course final grades</p> <p>Evaluate and critique methods of instruction and examination. (Increase student achievement, not decrease standards for program.)</p>		<p>FA2013 - 80% "B" or greater, 80% passed all courses.</p> <p>SP2014 - 80% "B" or greater, 85% passed all courses.</p>	<p>Continue constant open door availability.</p> <p>Further refine current, successful practical application instruction methods.</p>
Goal II & III (2.5, 3.2) Provide a strong technical training program which enables the successful student to achieve state certification and relative employment as a law enforcement officer	The cadet will demonstrate knowledge of all thirty-five instructional topics within the program as demonstrated on individual topic tests and the comprehensive state exam qualifying the student for state certification. (Knowledge)	80% of Basic Law Enforcement Training (BLET) graduates will achieve an overall passing score on the state BLET exam.	<p>Weekly assessment exams will be administered which covers all 35 topical instructions for the previous period of instruction.</p> <p>A newly developed mid-term exam will be given each semester to benchmark student's progress</p>		SP2014 - 75 % of cadets achieved an overall passing score on state exam	Revamp topical test to coincide with revised state lesson plans. Mandate mandatory study hall. Incorporate study guide

<p>Goal II (2.6) To provide a high quality, accessible, flexible educational program resulting in the A.A.S. degree</p>	<p>The student will demonstrate legal knowledge of criminal law, constitutional law, and court procedure and evidence. (Knowledge)</p> <p>The student will utilize knowledge gained to design, outline, define, and evaluate an effective organizational structure chart for a public safety agency of 100+ employees. (Skill)</p>	<p>85% of graduates will achieve a mean score average of "C" or better on the Criminal Justice Associate Degree Graduation Checklist.</p>	<p>Exit Interview</p> <p>Graduate Record</p> <p>Capstone courses (CJC 111, 141, 212, 121)</p> <p>Grade distribution analysis</p>	<p>\$1,300.00</p>	<p>85 % of graduates achieved a "C" or better</p>	<p>Students will apply knowledge in a practical setting</p>
<p>Goal II & III (2.3, 3.2) Graduates will obtain employment or transfer to a four year institution in order to continue their education in the human services field.</p>	<p>Graduates will develop an understanding of the human service profession and different avenues of training and education.</p>	<p>75% of known graduates will be employed, in military service, or continuing their education within 6 months of graduation.</p>	<p>Graduate Follow-Up Survey</p>		<p>Able to make contact with 8 out of the 11 who graduated. 7 out of the 8 or 88% are enrolled in a 4 year institution. 3 out of the 8 or 38% are working in the Human Service Field now</p>	<p>Ensure that all graduates have an updated way of getting in contact with them.</p> <p>Meet with Advisory Committee to inquire about HCC Human Service Students marketability.</p>
<p>Goal II (2.6) To improve compliance of State Board</p>	<p>Students will acquire the concepts and the skills in sanitation and disinfection</p>	<p>Routinely maintaining work kits, tools, equipment,</p>	<p>Continual Instructor observation, sanitation and kit check evaluations</p>	<p>2012 Textbooks- Chapter 5 (Sanitation</p>	<p>Fall 2013 17 COS 111 students took Chapter test</p>	<p>Students will apply all material learned in a</p>

<p>sanitation and disinfection procedures.</p>	<p>practices to matriculate through the program.</p>	<p>surfaces, and work areas to the standard set by North Carolina State Board for the prevention of the spread of disease.</p> <p>Students that score an average of 80% or above on sanitation/disinfection evaluations and Kit checks will advance to the next level.</p>	<p>and/or theory test.</p> <p>Students must maintain an average of 80% on sanitation/disinfection and student work kit evaluations</p>	<p>/Disinfections), CD's and video tape demonstrating proper procedures .</p> <p>2012 Textbooks, video tapes, CD's and demonstrations</p>	<p>and all scored 80% or higher 1 student had withdrawn when the test was given. 10 of the students advanced to the next level (COS 113).7 students withdrew .</p> <p>Spring 2014 17 COS 111 students were enrolled 14 of the 17 students scored 80% or higher on the chapter test.1 student had withdrawn and 2 students scored less than 80%. 6 students advanced to the next level and 10 additional students were withdrawn.</p>	<p>practical setting. Continue to follow disinfection procedures</p>
<p>Goal I (1.8) To prepare students for entry level positions in</p>	<p>Student will gain non-technical skills appropriate for the workplace</p>	<p>84% of graduates will score average or above on all items on the</p>	<p>Graduate Performance Checklist</p>	<p>\$0</p>	<p>Eighty-four percent of students graduating</p>	<p>Restructured checklist reflects a more realistic</p>

the field of horticulture		behavioral component of the Graduate Performance Checklist (attendance, positive attitude, close attention, time management and teamwork)	Roll Sheets Time logs		have achieved average or above on the behavioral component of the graduate performance checklist	non-technical skill value
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2013-2014

SCHOOL OF VOCATIONAL AND INDUSTRIAL TECHNOLOGY

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

Purpose: The School of Vocational and Industrial Technology shall provide quality instructional programs that will prepare students to fully participate in educational, occupational, economic, and social opportunities. These include: certificates, diplomas, and/or degree programs. Up-to-date curricula Employ and retain faculty who, at a minimum, meet the qualification requirements set by accrediting associations and regulatory bodies. Meet the educational, occupational, and developmental needs of a diverse student population.

Goal	Intended Student-Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results	Use of Results
Goal II (2.6) Prepare graduates for entry level employment in their area of study.	Graduates will meet the standards set up by each program to measure competencies.	100% of programs will have met their student progress goals for the year.	Lab Assessments Tests Homework/Assignments Outside certifications (where applicable)		6/8 programs, or 75% achieved all their stated goals.	The improvements listed in the welding and industrial systems programs will be implemented next year.
Goal II (2.6) Increase retention in all programs within the school.	School will host events throughout the year to foster community building among students..	3 events will be held for students by the end of Spring 2014 focusing on employment opportunities in the area.	3 seminars	\$0	We did not do this in this academic year.	We plan to try again in the upcoming academic year.

<p>Goal III (3.2) To prepare students for entry-level employment in the automotive repair industry.</p>	<p>The student will know the fundamentals of automotive technology and maintain a safe work environment.</p> <p>The student will be able to apply knowledge to diagnose, disassemble, and repair various automotive systems and subsystems.</p> <p>Graduates will demonstrate positive non-technical skills applicable in the workplace</p>	<p>Task Checksheets: Graduates cumulative average task check sheet score will be 80% or higher.</p> <p>Vehicles: Program will pursue avenues for the acquisition of hybrid vehicles such as state funds, Perkins funds, and insurance companies to correct deficiency indicated by the advisory board and by the students in last year's focus group.</p> <p>Student Focus Group: Feedback from students on program</p> <p>Advisory Board Surveys: 80% of returned surveys will indicate "Strongly Agree" or "Agree" or on all items.</p> <p>Soft Skills Checklist: Graduates will have an average score of 70% or higher on the Soft Skills Checklist.</p>	<p>Task Checksheets Student Focus Group Advisory Board Surveys</p> <p>Task Checksheets Student Focus Group Advisory Board Surveys</p> <p>Soft Skills Checklist</p>	<p>Supplies - \$5,000 Service Information: \$975 Office Supplies: \$800 Overhead Door: \$2000 Exhaust Ventilation: \$8000 Field Trips (\$2000) Brochures/print material (\$750) Vehicles (\$20,000)</p>	<p>Graduate avg. score: 88.3%</p> <p>Program acquired a vehicle from the City of Roanoke Rapids and is working on a grant to bring more training vehicle to the program.</p> <p>We did not do the student focus group this year.</p> <p>100% of advisory board surveys indicated Strongly Agree or agree</p> <p>Soft skills checklist</p>	<p>We will continue to use the same checksheet to evaluate our students.</p> <p>We are continuing searching avenues for acquiring vehicles.</p> <p>The student focus group will be removed as we are already doing course surveys that provide the same information.</p> <p>Advisory board surveys will continue to be given.</p> <p>The soft skills checklist will continue to be used in the future.</p>
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<p>Goal III (3.2) To prepare students to gain employment at parts supply houses, maintenance companies, and with electrical contractors</p>	<p>Graduates will be able to Identify and properly use hand and portable electric tools found in the electrical trade.</p> <p>Identify and use standard devices, fittings, wire and fixtures through related lab projects according to the NC Electrical code</p> <p>Demonstrate positive nontechnical skills such as resume writing, proper interviewing skills and preparedness, workplace attire, accountability and ethical decision making.</p>	<p>Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Electrical (certificate)</p> <p>Performance Checklist soft Skills Checklists.</p>	<p>Performance checklists</p>	<p>Materials \$5,000.00</p> <p>Tools \$2,000.00</p>	<p>Eighty-five percent received rating of excellent, above average or average on each item on the Electrical (certificate) Performance Checklist.</p> <p>Materials in the amount of 1,000.00 were purchased by Dept. of Correction and HCC for a total of 2,000.00</p> <p>No tools were purchased.</p>	<p>Corrections removed students in accordance with Corrections policy.</p> <p>We will continue to keep students in class as far as the things in the Colleges control.</p> <p>The purchase of material helped in a big way with labs and hands on.</p> <p>Tools are the next items needed as far as replacement and new tools for the next class. Since the Program is changing to include courses not previously offered.</p>
<p>Goal II & III (2.5, 3.2) To prepare students for catering operations, contract food</p>	<p>Graduates will: Demonstrate diverse cooking and baking skills in various scaled industrial settings</p>	<p>100 % of graduates will receive ratings of Above Average, or Average on the Food Service Technology Graduate</p>	<p>8 written exams with a 80% success rate</p> <p>75% proficiency on all Lab performances</p>	<p>\$5,000.00 for food supplies not provided by DOC.</p> <p>\$2,000.00 for new computer</p>	<p>100% success rate.</p> <p>76% on Lab Performances overall.</p>	<p>Continue to graduate efficient food service employees.</p>

<p>service operation and health care facilities</p>	<p>Identify the fundamentals of food service production in a variety of institutional environments.</p> <p>Students will pass the ServSafe exam upon completion of FST-103/103A.</p> <p>Students will earn the DOL apprenticeship certificate</p>	<p>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 Hazard Analysis and Critical Control Points (HACCP) plan as well as the ServSafe Course, to execute the necessary measures to maintain a sanitary food service facility</p> <p>Enroll 50% of the class in an apprenticeship program in similar facilities across the state.</p>	<p>Food Service Technology Graduate Performance Checklists</p> <p>Serve safe exam</p> <p>Enrollment of students in DOL apprenticeship program</p>	<p>and printer.</p> <p>\$2,000.00 for new math books</p>	<p>25% of students entered the apprentice's hip program after completion of program.</p>	
<p>Goal III (3.2) Graduates will demonstrate skills suitable for employment as a mason's helper or mason.</p>	<p>Students will identify the fundamentals of masonry, including brick and block types, blueprint reading, maintaining a safe work environment,</p>	<p>Task Check sheet: Graduates cumulative average on task check sheet score will be C or higher.</p> <p>Pre-test/Post-test: The average grades</p>	<p>Task check sheet</p> <p>Post and pre test, to determine the success of the students.</p>	<p>\$6,500.00 to offset the cost of material, tools, equipment and instructional supplies not provided by DOC</p>	<p>Graduates: Spring 2013 completed with an average of 75% or more on the lab check sheet.</p>	<p>Continue to instruct using the same successful method as previous terms</p>

	<p>mortar mixing and brick and block cutting techniques</p> <p>Graduates will be able to follow county and state codes and regulation required to successfully lay brick , correct mortar strength</p> <p>Student will demonstrate skills in laying a corner, laying a line, various combinations of laying corners and lines, mixing mortar using accurate measurements</p>	<p>on graduates post-test will be 60% higher than the average pre-test grades.</p>			<p>Graduates scored at least 80 to 85 on testing.</p> <p>Graduates completed all required projects</p>	
<p>Goal II & III (2.5, 3.2) To prepare student to obtain employment at parts supply houses, maintenance companies, and with plumbing contractors</p>	<p>Graduates will be able to: Identify and properly use hand and portable electric tools found in the plumbing trade. Identify and use standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code</p>	<p>1. Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist</p>	<p>Performance checklist.</p>	<p>\$6,500.00 to offset the cost of material and equipment not provided by DOC</p> <p>\$3,056.00 to purchase new Textbooks</p>	<p>Eighty percent of graduates received ratings of excellent, above average on each item on the Plumbing (certificate) Performance Checklist.</p>	<p>Result will be reviewed to determine improvement needed in overall program.</p> <p>Advisory Committee will be advised of specific needs of Program that are essential if improvement is to peak.</p>

<p>Goal II & III (2.5, 3.2) To prepare student to obtain employment at parts supply houses, maintenance companies, and with plumbing contractors</p>	<p>Graduates will be able to: Identify and properly use hand and portable electric tools found in the plumbing trade. Identify and use standard pipes, fittings, and fixtures through related lab projects according to the NC Plumbing code.</p>	<p>Eighty percent of graduates will receive ratings of excellent, above average, or average on each item on the Plumbing (certificate) Performance Checklist.</p>	<p>Performance checklist.</p>	<p>NC PLUMBING CODE BOOKS \$1800.00 TEXT BOOKS \$1800.00 Plumbing Supplies and Materials \$1500.00</p>	<p>One hundred percent of graduates received a rating of average, above average or excellent on the Plumbing (certificate) Performance Checklist.</p>	<p>The Instructor will continue to incorporate emerging technology and Plumbing Code changes into the subject matter and seek out continuing education to keep abreast of as many of such changes as possible.</p>
<p>Goal I & III (1.8, 3.2) To prepare students for entry level employment in the field of industrial maintenance</p>	<p>The student will demonstrate knowledge of the fundamentals of industrial systems technology and maintaining a safe work environment.</p>	<p>Performance Check sheets. 85% of students will average a score of 5 or better on the basic skills and basic knowledge check sheet for any given course. Soft Skills check sheet 90% of graduating students will average a score of 4 or better.</p>	<p>Performance check sheets. Soft Skills check sheet</p>	<p>Instructional supplies - \$3000 HVAC Trainers - \$10,000 Industrial Wiring Training System - \$30,000 repairs in machine shop - \$6000 PLC Trainer - Control Logix 5000 - \$21,000 program brochures - \$200</p>	<p>84% of the students met the Basic Knowledge and Skills criteria for their respective course with a score of 5. 91% of the students met the Workplace Skills (Soft Skills) criteria with a score</p>	<p>Will maintain criteria for another year as we were 1% shy of our goal. Performance sheets will be evaluated to ensure they give accurate results. Will criteria for another year as we just did meet our goal this year after changing it last year.</p>

					of 4 or better.	Performance sheets will be evaluated to ensure they give accurate results.
<p>Goal II & III (2.1,3.2) To prepare students for entry level employment as a welder or metal working employee.</p>	<p>The students will know the fundamentals of welding technology and maintain a safe work environment</p> <p>The student be able will apply knowledge to prep, assemble, and weld a variety of welding applications and to perform repairs</p> <p>Graduates will demonstrate positive non-</p>	<p>Written Assignments: 90% of students who complete WLD 116 and WLD 121 will have an average score of 80 or better on all written exams.</p> <p>80% of students who complete WLD 131 will demonstrate fundamental knowledge to prepare and setup a weld specimen using GTAW.</p> <p>Lab Assignment/Checklist: 80% of students who complete WLD 121 will demonstrate their accumulated welding skills by obtaining a AWS D1.1 Welder Qualification in the 3G position with</p>	<p>Written Assignments End of course setup written assessment. Advisory Committee Surveys</p> <p>Certification Exam Advisory Committee Surveys</p> <p>Individual Progress Assessments</p>	<p>Equipment \$67,000</p> <p>Consumables \$8,000</p> <p>Cylinder Leasing and Exchanging \$6,000</p> <p>Steel \$4,000</p> <p>Power/Hand Tools and Replacement Parts \$2500</p> <p>Office Supplies \$200</p> <p>Marketing \$500</p> <p>Professional Development \$4000</p> <p>Field Trips \$500</p> <p>Equipment Repair \$2000</p> <p>Install Air</p>	<p>84% of the students who completed the WLD 121 course made an 80 or better on all written exams.</p> <p>87% of students who completed the WLD 116 course made an 80 or better on all written exams.</p> <p>100% of students who completed the course demonstrated proper preparation and setup of specimens.</p>	<p>The weak areas will be reviewed so that new strategies can be implemented.</p> <p>The weak areas will be reviewed so that new strategies can be implemented.</p> <p>No action needed.</p>

	<p>technical skills applicable in the workplace.</p>	<p>GMAW</p> <p>80% of student who complete WLD 116 will demonstrate their welding skills by obtaining an AWS D1.1 Welder Qualification in the 3G position with SMAW</p> <p>Advisory Board Surveys: 85% of returned surveys will indicate “Strongly Agree” or “Agree” on all items.</p> <p>Soft Skills Checklist: Graduates will have a score of 80% or higher on the Soft Skills Checklist by their graduation.</p>		<p>Filtration \$15,000</p> <p>Modify Existing Welding Booths \$2,500</p>	<p>73% of students who completed the WLD 121 course obtained the weld qualification.</p> <p>85% of students who completed the WLD116 course obtained the weld qualification.</p> <p>4 out of 5 surveys had disagree for adequate equipment and facility (Main Concern Space)</p> <p>The average soft skills was 89.82%</p>	<p>Results reflect welder technique that will require extensive practice. New strategies will be looked into by the instructors.</p> <p>No action needed but above statement will be implemented as well to improve pass rate.</p> <p>The space limitation is a reoccurring issue and the program review reflects the concern</p> <p>Will locate weak areas on the soft skills checklist and continue to work closely with student to enhance their soft skills.</p>
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2013-2014

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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/Outcomes	Use of Results
Goal V (5.4) Develop, implement & evaluate a comprehensive public relations plan to enhance community relations and college visibility.	Enrollment numbers will remain at capacity in Health Science programs, meeting the needs of the community.	Each Health Science program will start the academic semester with at least 90% capacity.	-Enrollment and retention data. -Local High School recruitment. -Continue information sessions for each program. -Community outreach. -Career Fairs. -Revise minimal re-admission requirements. -Each faculty member will bring in one student to HCC per year.	N/A	Participated in JLAC -Job shadowing high school students -Presented at Halifax H.S., Southeast Halifax H.S., Everetts Elementary School & Northampton H.S. -Presented to GED instructors. Nursing Dept. Head held 8 information	Continue to visit high school and job fairs in an effort to recruit potential students. Collaborate with high school to offer CTE for high schools students to receive a certificate in health science. Information sessions will continue to be utilized for all potential health science

					<p>sessions for potential incoming students.</p> <p>-Dental held 4 information sessions for potential incoming students.</p> <p>-Flu clinic - hosted by Halifax County Health Dept.</p> <p>-HRMC Balloon Release</p> <p>-Participated in NCCU Diabetes Family Project</p> <p>-Dental presentation at Roanoke Valley Adult Day Center.</p> <p>-Dental presentation at HRMC Diabetes support group</p> <p>-Job Fair at HCC</p> <p>-Job Fair at Hollister Elementary</p>	<p>students.</p> <p>All health science faculty & students will continue to participate in community activities.</p> <p>Each Department Head will work closely with admissions on reviewing policies and revising as needed. This has already begun; all Health Science programs for Fall 2014 are anticipated to begin at full capacity.</p>
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					<p>Results Pending</p> <p>Outcome Fall 2013</p> <p>-AND program accepted 35 students (35 capacity)</p> <p>-PN program accepted 15 students (18 capacity)</p> <p>-Transition program accepted 16 normally accepts 8-10</p> <p>-MLT program accepted 8 students (10 capacity)</p> <p>-PBT no students (no instructor to teach Fall 2013)</p> <p>Outcome Fall 2014 Pending for all programs</p>	
<p>Goal II (2.6) Set and meet yearly NCCCS/HCC benchmarks to increase the number of students graduating.</p>	<p>Students accepted into the Health Science programs will complete their program of study on time.</p>	<p>On-time graduation rates will increase from 41% to 50%</p>	<p>-Matriculation and graduate data. -Utilize student services. -Advising students according to HCC policy.</p>	<p>N/A</p>	<p>All students were provided remediation for a score of 76 or lower on unit test.</p> <p>Documentation remediation found with each individual unit test</p>	<p>Tutoring will be done for all Health Science students in need by faculty after class time and in turn receive FTE's.</p> <p>The nursing simulation lab</p>

					<p>Student Support Service was utilized by students. Documentation of time is in the Student Support Service department.</p> <p>-Faculty continuously provides advising for students according to HCC policy and will continue to participate in advising PD.</p> <p>Fall 2013 graduates rate Outcome</p> <p>Dental Hygiene - 16/16 = 100%</p> <p>AND - 18/35 = 51.42%</p> <p>Transition - 4/8 = 50%</p> <p>Total Transition & Traditional 22/43 = 51.16%</p> <p>PN - 12/16 = 75%</p> <p>MLT - 5/7 = 71.4%</p>	<p>now has a full time coordinator so it will be used to its full potential and provide students a place to remediate, practice skills, and be tutored.</p> <p>Faculty is scheduled to participate in State and National/Regional board reviews and conferences to learn how to better prepare students for examinations & knowledge to work in their respective fields.</p> <p>All faculty will continue to utilize Student Support Services.</p> <p>Faculty will collaborate with other schools that have high board examination pass rates to</p>
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					<p>PBT - 4/4 = 100%</p> <p>Fall 2014 graduation rate Outcome</p> <p>Dental Hygiene complete rate = 9/10 = 90%</p> <p>AND completion rate = 8/8 = 44.4%</p> <p>Transition completion rate = 11/16 = 68.75%</p> <p>Total complete rate (Traditional & Transition) = 19/34 = 55.85%</p> <p>PN = Pending</p> <p>MLT - 7/10 = 70%</p> <p>PBT = none (no instructor)</p>	develop strategies.
<p>Goal II (2.5) Set and meet yearly benchmarks to increase the number of students passing licensure and certification pass rates to meet NCCCS Performance</p>	Health Science graduates will pass licensure, certification, and registry examinations on the first attempt	92% of 2014 graduates will pass licensure, certification, and registry examinations on the first attempt, based on State and National Board Exam standards	<ul style="list-style-type: none"> -Offer and encourage review course. -Remediation -Practice/mini-mock exams. -Statistical results of practice mini-mock exams. -Statistical results of State and National Board Exam 	N/A	<p>Students are utilizing HURSY; Kaplan, National Council, and Dental faculty for review courses.</p> <p>-9 Dental students participated in a mini mock exam offered by Dental faculty.</p>	<p>Faculty will encourage all students to take a review course for all State and National/Regional examinations.</p> <p>Nursing will try to offer a NCLEX review course here at HCC for future</p>

<p>Measure Goals.</p>					<p>Spring 2013 Mini Mock (DH) -80% or better = 4 students -75% or better = 5 students Spring 2014 Mini Mock (DH) -5 students scored 55% or better -4 students scored less than 55%</p> <p>Outcome results for State or National/Regional Boards 2013 Pass Rates</p> <p>Dental Hygiene 10/15 = 66.6%</p> <p>PN - 16/16 = 100%</p> <p>AND - 20/23 = 87%</p> <p>MLT ---- PBT -----</p> <p>Outcome results for State or National/Regional Boards 2014 Pass Rates</p> <p>Dental Hygiene 9/9 passed National Boards</p> <p>PN - pending</p>	<p>nursing students.</p> <p>Dental Hygiene students will continue the mini mock and mock exams.</p>
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					AND - pending MLT---- PBT ----	
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2013-2014

Marc L. Finney, Director of Learning Resource Center

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resource s/Cost	Assessment Results/ Outcomes	Use of Results
Goal I (1.1) Provide instructional support for patrons.	The library provides instruction that supports the faculty, students, and the needs of the curriculum.	70% of ACA students will score at least 80% or better on the LRC post test. 92% of the faculty will be satisfied with LRC resources 85% of the students will be satisfied with LRC resources.	Library Orientation Pre-test and Post-test LRC student , faculty and staff surveys	\$0	70% of the ACA students scored 89% on the Post-test	The LRC will continue to provide Information Literacy programs for our students.



2013-2014

STUDENT SERVICES and ENROLLMENT MANAGEMENT

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

Barbara Hasty, Dean of Student Services and Enrollment Management

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

Goal	Intended Student Learning Outcomes	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Results/ Outcomes	Use of Results
	Intended Outcomes	Measure against "what"?	Measure with "what"?	Budget	What does the measurement say?	Application/How will you use what you learned?
<p>G1:To promote academic excellence in teaching and learning</p> <p>1.1 Development strategies to strengthen student learning outcomes and raise academic achievement</p>	<p>Students will have access to available resources for which they qualify through continued institutional participation in federal and state programs. Through a program of grants, scholarships, and employment, students enrolled will be able to supplement their own resources and those of their family to complete a course of study.</p>	<p>Students will submit the Free Application for Federal Student Aid (FAFSA) to determine federal and state grant eligibility. The Financial Aid Office will maintain a computer lab for student access to the online process. Individual assistance is available to students. Policy literature and counseling will be provided to students, ensuring continued eligibility for funding.</p>	<p>Utilizing Colleague software, student applications will be imported, processed, and monitored for eligibility. 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 from one academic year to the next.</p>	<p>\$ 0</p>	<p>For the 2013-14 AY, 2,131 HCC applicants/students submitted their FAFSA results to HCC. To date, 1,356 students have been awarded aid. A total of 1,080 unduplicated students have been disbursed aid.</p> <p>SAP policies were applied accurately and consistently among financial aid recipients. At the end of spring 2014, 88% of students remained eligible, a 7% increase over 2013.</p>	<p>Students have access to federal and state funding to supplement their own resources. Annual audit ensures compliance and the accuracy of disbursements.</p> <p>There continue to be increases in the percentage of students that are meeting SAP requirements. Efforts will continue to educate students on the SAP policies.</p>

	Students in SSS will utilize the tutoring and academic advising services to help them persist towards graduation.	In 2014, SSS will increase the tutorial services benchmark from 20% to 25% by the end of the year.	Weekly tutorial sign-in sheet and end of semester grade report	(1) \$ 0	Of the 43 students enrolled in tutoring, 77% (33) successfully completed tutorial services for 2013-2014	The data supports the theory that one-on-one and small group sessions are effective when working with learning
	In 2014 - 20% of the 2010-11 SSS cohort will graduate from HCC	20% of students in the 2010-11 SSS cohort will complete a degree completion plan by the beginning of Spring 2014	SSS Academic Advancement Plan/Mid semester report HCC transcript	\$0	Of the 159 new SSS participants in 2010-2011, 39 (25%) graduated by May 2014, which exceeds the goal of 20%	The data will assist SSS staff in assessing the average number of students graduating per cohort and the data will be used to advise/encourage students to graduate on time.
	Freshmen will matriculate with at least 32 credit hours towards degree completion.	100% completion of 32%+ hours among freshmen at the end of the academic year	Data gathered through Datatel on outcomes of Freshmen. Log in sheet	\$50.00 Printing Costs	3 out of 934 freshmen had 32 or over hours. 147 out of 934 freshmen had between 24 to 31 hours.	Contact the 147 by phone, postcard or email for academic advising or career counseling.
	Sophomores will matriculate towards degree completion and graduation within 2 years	100% of sophomores will complete academic programs and graduate at the end of 2 years	Log in sheet. Datatel Registrar's report on graduation.	\$50.00 Printing Costs	218 out of 848 sophomores graduated. 333 sophomores have 55+ credit hours. This leaves 297 sophomores between 32 and 54	218 out of 848 sophomores graduated. 333 sophomores have 55+ credit hours. This leaves 297 sophomores between 32 and

					credit hours.	54 credit hours.
	Students in the transfer track will apply colleges 6 months before they graduate from HCC	100% of college transfer students will know where they plan to attend college by HCC graduation in May	Student reports. Tracking AA, AGE, and AS majors to graduation thru Datatel. Survey/query of and phone calls to CT student/perspective graduates for post-graduation plans	\$500.00 Travel funds to visit colleges. \$50.00 Printing costs.	3 CT students graduated out of 174. 30 CT student have over 60 hours.	Contact the 30 by phone, postcard or email for academic advising or career and college transfer counseling. Find out many are approaching max time for Pell, how many on suspension, and how many already at max for Pell.
	Eligible high school students recruited will enroll in the CCP program at HCC	100% of eligible high school students will chose a pathway and follow it to graduation from high school and HCC.	CCP Log and Colleague Roster	Novelty and promotional literature cost estimated at \$1000.	89.25% or 75 out of 119 eligible enrolled in the CCP program.	Need to recruit on a continuous basis in order to increase CCP enrollment.

	<p>SSC Students passing rate will increase through one-on-one, small groups, and study group sessions with related course work, as referred by instructor or student request.</p>	<p>At least 60% of SSC Students passing rate will increase through one-on-one, small groups, and study group sessions with related course work, as referred by instructor or student request.</p>	<p>SSC weekly, monthly, and yearly Reports, Midterm grades and end-of-Semester grades (Fall 2013-Summer 2014)</p>	<p>One (1) nine months 30 hours a week with benefits position= (\$17,000), 13-18 tutors and salary = (\$40,000), partitions = (\$335.00 per partition x8 = \$2,680) to offer privacy during tutoring, and math graph boards = (\$500.00), a computer = (\$900.00) Marketing and advertising and (\$300.00), Textbooks for tutors usage = (\$1,000.00). Chairs (10) = \$1,150.00) and additional tutoring space.</p>	<p>Waiting to receive data to complete data through Spring 2014. Summer 2014 will be included at the end of summer semester upon receiving summer grades.</p>	
	<p>Usage of the SSC will increase</p>	<p>Usage of the SSC will increase by 20%</p>	<p>Referral Cards</p>	<p>Student Referral Cards - FTE and Student FTE Attendance Record Cards = (\$400.00).</p>	<p>In comparison to fiscal year 2012-2013 to 2013-2014 usage of the SSC increased by 7%. This information is inconclusive in comparison to fiscal year 2012-2013 to</p>	

					2013-2014 because the summer 2014 semester will begin on 5-20-14 and will end on 7-15-14.	
	Students will complete a minimum of 15 hours in the Literacy Education Lab.	Students who score below a 3 in DMA 010 will report to the Literacy Education Learning Lab and complete the self-improvement class.	The list of students who have completed the self-improvement class in the Literacy Education Learning Lab.	\$2.78 per real of paper to print the test result and Referral Forms.	101 students were referred to the Learning Lab from May 8, 2013 to May 12, 2014. 7% completed all learning lab requirements. 15% started, but did not finish. 19% reported to the lab to take the Pre-Test (TABE). 3% completed 15+ hours, but are unable to pass the Post-Test. 6% scored 8.1 or higher on the Pre-Test and did not need remediation. 48% never reported to the lab. 1% never tested. 1% opted out and changed major. 1% could not enroll in the self-improvement course because the advisor enrolled the student in DMA 010.	In an effort to increase the percentage of students who complete all of the learning lab requirements, I will follow up with students via phone call, e-mail, and letter. I will continue to utilize Google Docs to collaborate with Ms. Cousins concerning students who are referred to the lab I will get the Registrar to run a query to see if students who did not complete all learning lab requirements enrolled in DMA 010. I will request updated contact information from students referred

						to the lab so I can follow-up and address further questions and/or concerns they may have about the process.
	Student and graduates will have the opportunity to search and apply for jobs via HCC's job placement website.	Students and graduates will receive weekly job posting via e-mail or HCC's job placement website.	Students and graduates will participate in an online survey to "report a submitted application, an interview, or hire" via our job placement website.	\$0	Worked with 25 individuals directly from July 8, 2013 through May 5, 2014. Only 13 people participated in the survey. Of the 13 participants, 23% are employed. Since receiving job placement services, 46% submitted an application for a job placement services, 38% forwarded their resume to employers. Since receiving job placement services, 8% was hired for a job. 85% reported that the service & assistance provided through the job placement office was "Excellent". 15% reported that the service & assistance provided through the job placement office was "Good".	I will network with more employers to acquire jobs and internship opportunities for our students. I will continue to post jobs via our job placement website. Expand our job placement website to

<p>1.4 Strength and expand the role of technology in the curriculum and online courses.</p>	<p>Students will be able to access the National Student Clearinghouse from the HCC website to access and print enrollment and degree verifications.</p>	<p>Self Service link will be activated</p>	<p>Registrar will use the National Student Clearinghouse database to determine how many students have accessed enrollment and degree verification services.</p>	<p>National Student Clearinghouse database. It is a free service.</p>	<p>Has not yet been implemented. The System Office is working on a “Self-Service” for all campuses and WebAdvisor will phase out. Once it is available Halifax Community College will make it available for all active students. A mobile app will also be available for students.</p>	<p>Implementation expected by September 2014. HCC’s implementation of this is contingent upon the North Carolina Community College System.</p>
	<p>All faculty will maintain attendance using WebAttendance tracking effective Fall 2013.</p>	<p>100% of XATT reports from Colleague will indicate that distance faculty is maintaining web attendance for classes taught.</p>	<p>Colleague computer system (reports)</p>	<p>Colleague computer system. WebAdvisor</p>	<p>All faculty in the Vocational/Technical School used WebAttendance Spring 2014.</p>	<p>The Pilot was successful. WebAttendance will be implemented campus wide Fall 2014.</p>

	(3) Increase use of web registration among student population.	(3) 500 or more students will use WebAdvisor for registration during early registration for Spring 2014.	(3) Query the number of students who used WebAdvisor to register for spring 2014 classes.	(3) \$0	243 students registered themselves through WebAdvisor or Spring 2014.	Increase the use of WebAdvisor registration by sending emails, posting reminders on social media (facebook, twitter) and announcements in class by faculty.
	Active VA files will be scanned and made paperless this year.	By August 2014, 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	Has not been completed.	Plan to implement by December 31, 2014.

<p>Goal III: To Enhance the quality of life and support economic development Roanoke Valley.</p>	<p>Students are able to enroll in school at Halifax Community College.</p>	<p>Increase the number of students enrolled by 2.5% each academic year</p>	<p>Census taken at beginning of each semester</p>	<p>Marketing Materials \$25,030 Annually</p>	<p>In addition the H.S. and GED graduates, admissions developed other target audiences, i.e., CFNC college redirection pool, applied for FAFSA and listed HCC as 1 of 10 college choices, For Fall 2013, CFNC- college redirection pool enrollment was 14% (5 of 36)</p> <p>For Fall 2013- Applied for FAFSA and listed HCC as 1 of 10 college choices was 8% 23 out of 281 enrolled.</p> <p>For Fall 2013- One outreach event produced enrollees, i.e., Job Fair at the Becker Village Mall (35 names and 3 new enrolled) about 9%</p>	<p>In addition the H.S. and GED graduate admissions developed other target audiences, i.e., CFNC college redirection pool enrollment was 14% (5 of 36)</p> <p>For Fall 2013- Applied for FAFSA and listed HCC as 1 of 10 college choices was 8% 23 out of 281 enrolled.</p> <p>For Fall 2013-One outreach event produced enrollees, i.e., Job Fair at the Becker Village Mall (35 names and 3 new enrolled) about 9%</p>
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<p>3.4 Build a collaborative plan with admissions and continuing education to increase articulation to degree attainment.</p>	<p>Increase the number of GED graduates enrolling in Curriculum programs</p>	<p>Increase the number GED graduates enrolling in Curriculum programs by 10%</p>	<p>a. List from Continuing Education b. Verification from Registrar</p>	<p>\$0</p>	<p>Admissions actively participate in the monthly GED orientation. Admissions Office coordinated with School Chairs and Financial Aid and SSS Director to share their curriculum programs FAFSA process, and resources with Adult Education staff to enlighten them more of HCC's resources. GED sends list to admissions on a monthly basis of GED graduates. Post cards and periodic follow-up calls are made. For Fall 2013, HCC enrolled 20% of the GED graduates (9 of 45).</p>	<p>Admissions actively participate in the monthly GED orientation. Admissions Office coordinated with School Chairs and Financial Aid and SSS Director to share their curriculum programs FAFSA process, and resources with Adult Education staff to enlighten them more of HCC's resources. GED sends lists to admissions on a monthly basis of GED graduates. Post cards and periodic follow-up calls are made. For Fall 2013, HCC enrolled 20% of the GED graduates (9 of 45)</p>
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2013-2014

WORKFORCE DEVELOPMENT, CONTINUING EDUCATION and COMMUNITY SERVICES

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

Tamba Thompson, Acting Dean of Workforce Development, Continuing Education, & Community Service

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria For Success	Assessment Tools	Resources/ Cost	Assessment Results	Use of Results
Goal II (2.7) Creating pathways of success by increasing third party credentialing of our students	To increase the third party credentialing and employability of students	Increased # of class offerings that lead to third party credentialing by 5% for 2013-14	Number of additional courses offered above the 2012-13 offerings		The department has added 5 new credentials. (1) OSHA outreach for industry standards (2) National Safety forklift (3) Department of Commerce Pre apprenticeship for HVAC (4) Department of Commerce Pre apprenticeship for Energy Specialist (5) NC Refrigeration Resulting in 15 new class offerings in 2014 equating to 6.9% of the previous	The additions of the new 3 rd party credentialed classes show the need to continually search for new offerings for area students to keep up with the needs of the community. Without these new third party credentials, the drop in students

					years credentialed classes. These new credentials represent 15.6% of the credentials taken by students in 2014.	would have been greater. The department will continue to explore new and desired 3 rd party credentials to offer the community.
<p>Goal III (3.4) To support economic development in the Roanoke Valley by building a collaborative plan with Student Services/ Admissions and Workforce Development /Literacy Education to increase articulation to degree attainment</p>	Workforce Development/Literacy Education students will be admitted into curriculum programs for degree attainment	Baseline has been established for increasing enrollment of Workforce Development/Literacy Education students, who enrolled in curriculum programs	Identification of effective strategies to increase Workforce Development/ Literacy Education student enrollment in curriculum programs		<p>The department has added Curriculum Program Informational Meetings whereas the curriculum departments shares information with literacy education personnel.</p> <p>The department has coordinated and established faculty visitations during New Student Orientation (NSO). Faculty provides curriculum programs information to literacy education personnel. Feedback from the NSO survey results will be compiled and reported at the</p>	<p>The department should continue to increase communication and collaboration with Student Services by providing Admissions with literacy education completion lists throughout the semester.</p> <p>Jointly, the department and Admission should continue to follow-up with literacy with literacy</p>

					<p>end of the semester.</p> <p>Fall 2013 and Spring 2014, 31 literacy education on-campus and off-campus graduates enrolled in curriculum programs. This equates to 59% of on-campus and off-campus literacy education graduates.</p>	<p>education graduates about enrolling in curriculum programs for future semester.</p> <p>Propose an articulation agreement Workforce Development/ Continuing Education/ Community Service and Curriculum which could be useful to assist future students enroll into curriculum programs.</p>
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2013-2014

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

QEP Circle Program
Marcus Lewis, QEP Director/Research Associate

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/ Cost	Assessment Result/Outcomes	Use of Results
Goal IV: (4.1) Develop, implement and evaluate a comprehensive institutional effectiveness and assessment plan.	Assessment of institutional and student learning outcomes data will be documented. Institutional effectiveness process will promote and facilitate collaboration in and between units. Data results will be available to various constituents.	Data will be collected and analyzed for reporting. Institutional Effectiveness plans Data will be available on webpage, in fact book and publications	Annual institutional effectiveness report and use of results. Unit institutional effectiveness plan results. Discussion meetings on plans and results. Fact book, Web page, and publications	Printing	Institutional Effectiveness Plan Summary for 2012-13 was completed December 2013. Meetings were held with all units about results and planning for 2013-14. Results posted to Planning and Research site on HCC Web page and distributed to	Results were used to prepare initiatives for 2013-14 in alignment with the strategic plan. Results are used for continuous quality improvement and planning.

					<p>President to VPs, Deans and School Chairs. New I. E. for 2013-14 completed December 2013.</p> <p>HCC Fact Book completed February 2014 and distributed to President, VPs Deans, School Chairs, and Board of Trustees.</p> <p>Course evaluations were administered using IOTA and results distributed. Student Satisfaction Survey and Graduating Student Survey was administered and report distributed.</p>	<p>Fact Book available for internal and external data use.</p> <p>Evaluation data utilized for employee annual evaluations, to identify areas needing improvement and recognize excellence in service and performance.</p> <p>Issues identified for improvement are prioritized to be addressed each year.</p>
(4.3) Implement QEP to meet the quality enhancement plan goals and SACSCOC requirements.	To provide skills necessary for students to matriculate and complete their certificate, diploma, and/or degree Institutionalize	Comparable retention, persistence, and graduation rates of students that have taken learning community	Overall Success Rates of LC courses Retention Rates Persistence Rates Graduation Rates (100%,		<p>ACA 085 LC/TR Overall success: 49%/46% Retention: 57%/57% Persistence:</p>	The QEP will incorporate an enhanced ACA 111/122 course (CIRCLE 1) strongly recommended for all incoming

	foundational practices that positively impact student completion rates.	courses versus those that did not.	150%, & 200% time frames)		<p>86%/81%</p> <p><u>DMA 010-040</u> <u>LC/TR</u> Overall success: 49%/46% Retention: 57%/57% Persistence: 86%/81%</p> <p><u>ENG 095</u> <u>LC/TR</u> Overall success: 61%/82% Retention: 64%/86% Persistence: 94%/96%</p> <p><u>HUM 115</u> <u>LC/TR</u> Overall success: 50%/NA Retention: 100%/NA Persistence: 50%/NA</p> <p><u>ENG 111</u> <u>LC/TR</u> Overall success: 60%/61% Retention: 100%/73% Persistence: 60%/84%</p> <p><u>Graduation Rates/Timefra</u></p>	<p>students to equip them with foundational and self-regulated learning skills needed to be successful academically. This will have a greater impact on success rates for not only developmental courses but for subsequent courses as well.</p> <p>Interventions will include a heavier focus on SRL skills (time mgmt, goal setting & monitoring, strategic planning), resources, WebAdvisor, BB, study skills, and intro. to critical thinking.</p>
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	Successfully prepare for SACSCOC 5 th year interim report due 2016.	Prepare a plan for completing impact report for implementation beginning Spring 2014.	Established plan	<p>mes 2010-11 Cohort: 12/71 = 17% 100%=3, 150%=5, 200%+=4</p> <p>2011-12 Cohort: 3/67 = 4.5% 100%=0, 150%=1, 200%+=2</p> <p>2012-13 Cohort: 8/154 = 5.2% 100%=6, 150%=0, 200%=2</p> <p>Plan completed and presented to President and Board of Trustees- February 2014; report planning kick-off held campus-wide March 2014; leadership teams established May 2014.</p>	Leadership teams are working on report criteria to ensure a timely completion for 2016.
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2013-2014

INSTITUTIONAL ADVANCEMENT

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

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

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

Goal	Intended Student Learning Outcome Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Result / Outcomes	Use of Results
Goal V. To strengthen private and public financial support for the college and students.	A faculty/staff/board (College and Foundation) fund drive annually.	An annual Foundation fund drive. Raise at least \$25,000 each year an increase of 40% or more.	To review total dollars raised for overall Campus Fund Drive 2012 and determined strategies needed to meet criteria outlined.	Cost to be determined after January 1, 2014	Goal met for the year 2013-2014. The goal was set at \$25,000, total raised was \$28,449. During 2012-2013 \$17,500 was the goal.	We will look at the data and plan this year's goal and increase giving.
(5.1) Develop, implement and evaluate a comprehensive plan for external fund-	A successful alumni/community fund drive will be held annually.	Raise at least \$15,000 each year.	To review total dollars raised for overall Campus Fund Drive 2012 and determined	Cost to be determined after January 1, 2014	An alumni/com munity fund drive was conducted	This years result will be reviewed. Next year we will separate alumni/commu

raising to increase restricted and non-restricted funds.			strategies needed to meet criteria outlined.		with \$81,780 being raised. Our goal of reaching was far reached.	nity totals. We will work with alumni to establish chapter and increase fund raising among alumni.
(5.2) Set yearly benchmarks for increasing foundation funds to 2 million by 2017	Increase scholarships by 30%	Raise at least \$30,000 in new scholarships funds.	To review total dollars raised for overall Campus Fund Drive 2012 and determined strategies needed to meet criteria outlined.	No cost associated	Our goal was reached. New scholarships totaled \$23,950 and matching PBI funds totaling \$25,000 dollars brought totals to \$48,950.	We will visit churches, organizations and business to educate them on the needs of Halifax Community College and the needs of our students to promote an increase in scholarship dollars.
	Increases grants and projects total dollar to 25%.	Raise at least \$300,000. annually in grants	To review total grant dollars raised for 2012 and determined strategies needed to meet criteria outlined.	No cost associated	Our goal was reached. We secured \$743,000 in grants this year.	This year created a position that had heavy emphasis on grant writing. We will concentrate even more emphasis on grant writing during the 2014-2015 year

						to increase our grant funding totals.
(5.3) Develop and implement a plan to increase alumni engagement and community support	To develop an HCC Alumni Association that function as a body to assist with the mission and goals of the college	To establish three chapters in the Roanoke Valley	Established chapter membership and develop chapter Bylaws, Polices and Procedures	A cost of \$300.00 to handle refreshment for chapter initial meeting.	This goal was not reached. More work will be done in this area.	We are working to grow the alumni. We have had our second annual presidential and alumni breakfast and will continue to build relationship with alumni through community events. We have found that inviting alumni to events label alumni does not produce a good turnout. We will go out into the community to events and reach alumni through civic, cultural and church events.
(5.4) Develop, implement and evaluate a	To increase awareness about Halifax Community College to campus	Number of news releases distributed with increase of 2%.	Tabulated number of news releases .	Cost to be determined after January 1, 2014.	Goal met. Number of news release increased by 2 percent	We will use results to continue to communicate with students

<p>comprehensive public relations plan to enhance community relations and college visibility.</p>	<p>and community.</p>				<p>2012-2013 we had 191 2013-1014 releases were 234.</p>	<p>by increasing and enhancing our current marketing plan.</p>
<p>(5.4) Develop, implement and evaluate a comprehensive public relations plan to enhance community relations and college visibility.</p>	<p>General public and HCC faculty, staff and students will read about HCC events and happenings online and in the area media.</p>	<p>Number of updates posted on social media sites will increase by 3 percent</p>	<p>Tabulated number of postings on Facebook and Twitter</p>	<p>Cost to be determined after January 1, 2014.</p>	<p>Goal met. Number of posting on Facebook increased from 52 in 2012-2013 to 125 in 2013-2014. Number of posting to Twitter increased from 53 in 2012-2013 to 207 in 2013-2014.</p>	<p>Use results to generate more interest in Facebook and Twitter.</p>
	<p>General public and HCC faculty, staff and students will receive updates. To increase activity on Facebook and Twitter.</p>	<p>Number of photos and photo albums posted online, especially to social media sites, will increase by 3 percent</p>	<p>Tabulated number of photo postings on the News and Events webpage as well as Facebook</p>	<p>Cost to be determined after January 1, 2014.</p>	<p>Number of photos and photo albums online to social increased 3 percent. The number of photos on Facebook</p>	

<p>(5.5) Develop, implement and evaluate a campus-wide outreach activity plan for service units and academic schools.</p>	<p>General public and HCC faculty, staff and students will view events and happenings through photographic representations</p> <p>To present HCC and its students, president and staff accurately and effectively to all stakeholders and to provide HCC staff the resources critical to the success of the college.</p> <p>Provide services that are needed by faculty and staff.</p>	<p>To provide needed assistance with request for design, copying and printing to administration, faculty and staff.</p> <p>Identification of faculty and staff needs.</p>	<p>Annual survey to determine customer satisfaction.</p> <p>Survey faculty and staff to determine print copy and design needs.</p>	<p>Cost to be determined after January 1, 2014.</p> <p>No cost associated</p> <p>No cost associated</p>	<p>increased from 22 in 2012-2013 to 80 in 2013-2014.</p> <p>Twitter photos was 0 in 2012-2013 and totaled 94 in 2013-2014.</p> <p>This objective was not met. We will complete a survey during the 2013-2014 for the area of Printing/graphics, PR, The Centre and IA.</p> <p>This objective was not met. We will complete a survey during the 2013-2014 for the area of Printing/graphics, PR, The Centre and IA.</p>	<p>We will use the results from this survey to determine future needs of faculty, staff and students.</p> <p>We will use the results from this survey to determine future needs of faculty, staff and students</p>
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<p>(5.6) Develop, allocate, and evaluate a planned budget of our financial resources from all sources to assure that we are utilizing our fiscal resources wisely to meet our mission, goals and strategic initiatives.</p>	<p>Increase the awareness and appreciation of American culture and International cultures through artistic presentations</p>	<p>Offer 2-3 Children’s Theatre performances that include educational components to be shared with the teachers prior to the performance.</p>	<p>Schools participation and “Study Buddy” components that are provided for the educators through the presenting organization. Surveys will be taken at each event.</p>	<p>Cost \$6,000.00</p>	<p>This series served 1,531 students from Halifax County Schools, Weldon City Schools and the Roanoke Valley Early College along with participants from Weldon’s Adult Daycare. Total income for the series was \$7,485.00</p>	<p>We will continue to work with the school districts to see how we can increase district participation by:</p> <p>Meeting more frequently with the school districts</p> <p>Establish a key contact person for each district</p> <p>Develop a children’s theatre contact email group</p> <p>Focus on the academic calendar of each school.</p> <p>We will increase our marketing research plan to collect data to see determine the needs for this targeted area. This will help us target the</p>
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	<p>To increase the number of outside rentals annually</p>	<p>The number of outside rentals will increase by 20%</p>	<p>To review rental costs and create a strategy to keep our venue competitive with other facilities in the community</p>	<p>No direct cost associated with this goal.</p>	<p>This goal was met. We had a 23.07 increase. In 2012-2013 we had 39 rentals, in 2013-2014 we had 48 rentals.</p>	<p>clients that this area serves.</p> <p>We will continue to increase visibility via social network by:</p> <p>Keeping both Facebook and Twitter updated</p>
	<p>To increase The Centre's 'presence within the community</p>	<p>Increase presence on Social Network and Publications</p>	<p>Creation of "fan pages" on Facebook and Twitter. Work with Public Relations on publicity to increase. The Centre's visibility.</p>	<p>No direct cost associated with this goal.</p>	<p>This goal was met. A Facebook and twitter fan page was created. We currently have 126 "likes" and have seen 169 visits to the page. On twitter we have 5 followers and are following 17 performing arts organizations that offer</p>	<p>Promote the facility on each page.</p> <p>Utilize each page to promote upcoming events</p> <p>Display photos of events that have taken place at The Centre.</p> <p>Upload rental and seating information onto each page.</p>

					information that can help enhance The Centre at Halifax Community College.	
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