



HALIFAX *Community College*

Planning Process

2008-09



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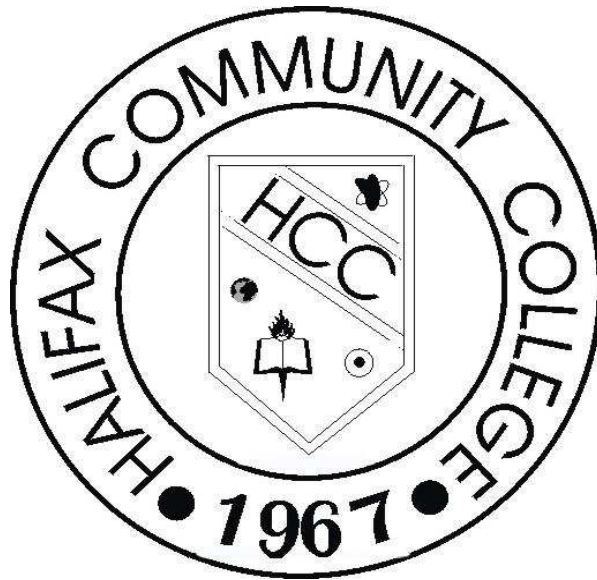
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Halifax Community College Vision, Mission and Values



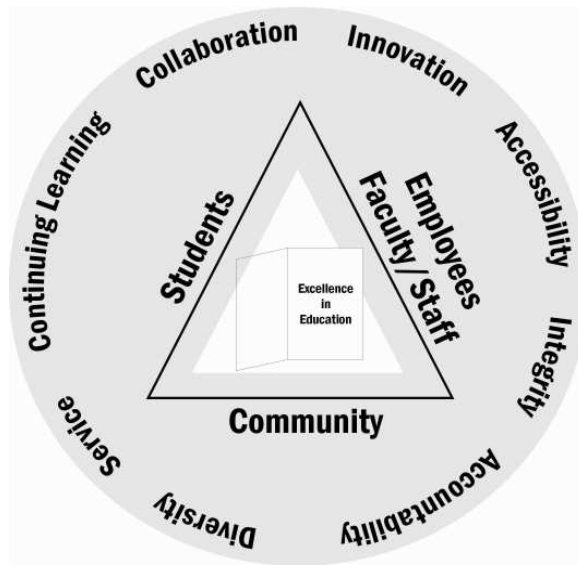
VISION

HCC will continue to be a catalyst for educational, cultural, and economic progress in the Roanoke Valley by anticipating and responding to the needs of an evolving global community.

MISSION

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

VALUES



- Integrity:** We live by a code of ethics which includes truth, humility, respect, and fair-mindedness to all people.
- Service:** We actively support the growth and development of a culture of service in our community by word, example and collaboration.
- Continuing Learning:** We value and promote the process of reaching our individual and community-related potential through a life-long pursuit of education, both formal and informal.
- Collaboration:** We promote the combined efforts of all stakeholders in accomplishing common goals of government, education, industry, and the public.
- Accessibility:** We provide opportunity and support to all who seek personal enrichment or a higher quality of life.
- Innovation:** We embrace new and creative approaches to continually improve the quality of our education and services.
- Diversity:** We believe an appreciation of differences adds to the richness of the learning environment and the personal development of all.
- Accountability:** We take responsibility for continuous quality improvement, serving the needs of our community, utilizing our fiscal and educational resources wisely, and providing quality education and services with strategic outcomes.

Approved by the Board of Trustees October 28, 2008

INSTITUTIONAL GOALS

- I. To ensure a qualified workforce by providing high quality, accessible, flexible training programs to a diverse student population.
 - A. Provide technical education in the applied sciences leading to an associate in applied science degree, and vocational education in the trades leading to a diploma or certificate that meets the employment needs of the community.
 - B. Provide a two-year college transfer program to facilitate enrollment in a four-year college or university or entry in today's high skilled, global workforce.
 - C. Provide appropriate support services for students.

- II. To ensure that graduates of the degree programs indicated will be competent in the following areas:
 - A. Associate Degree Programs (AA/AS/AAS):
 - 1. Communicate effectively in reading, writing, and oral communication.
 - 2. Demonstrate fundamental mathematics skills.
 - 3. Demonstrate positive non-technical skills applicable in the workplace.
 - 4. Demonstrate competency in the basic use of computers.
 - B. Associate in Applied Science Degree Programs (AAS):
 - 1. Perform specialized technical skills related to their program major.

- III. To support economic development in the Roanoke Valley.
 - A. Provide continuing education programs to support the on-going training and retraining needs of the workforce.
 - B. Offer programs and services to support business and industry.
 - C. Offer enrichment courses and cultural events that contribute to the quality of life.
 - D. Participate in regional economic development activities.

- IV. To upgrade the foundation of basic skills of the adult population to meet individual and workforce needs.
 - A. Offer ABE (Adult Basic Education) and GED (General Education Development) programs at accessible times and locations.
 - B. Provide compensatory education for adults with special needs.
 - C. Offer developmental education courses to enable students to attain the basic skills necessary to enter and succeed in curriculum programs.

- V. To assure effectiveness in instructional programs, support services, and administrative processes.
 - A. Implement appropriate planning and evaluation.
 - B. Implement appropriate management practices.
 - C. Implement effective and efficient use of technology.

Approved November 2004

INSTITUTIONAL EFFECTIVENESS

ELEMENTS OF PLANNING

There are five essential elements used to initiate, implement and assess a plan. They are:

- ◆ Mission
- ◆ Goal
- ◆ Objective
- ◆ Strategy
- ◆ Criteria

Mission – The guiding force of every institution is the Mission statement. It is the foundation of every goal, event and program established.

Goal – A desired outcome based on the Mission of the institution.

Objective – A specific action required to achieve a goal.

Strategy – The tools necessary to achieve an objective.

Criteria – A way to measure and assess whether an objective is achieved.

PLANNING AND ASSESSMENT OVERVIEW

Institutional Effectiveness is the planning blueprint for Halifax Community College with four major components:

- ◆ Strategic Planning
- ◆ Operational Planning
- ◆ Assessment
- ◆ Use of Data to Improve Effectiveness

Strategic Planning

The Strategic Planning process enables the college to focus on its institutional-level intentions for the future. Foundational statements such as the institutional mission and goals are the result of strategic planning as are the individual statements of purpose and goals of the units, departments and curriculum programs. These are reviewed on a five-year cycle.

Operational Planning

The Operational Planning process is on-going and it defines a set of actions (objectives) for the next year that are necessary to achieve the foundational goals and desired outcomes established by the five-year strategic plan. Also identified in the operational plan are the strategies to be employed to meet those objectives. This segment of institutional planning drives the annual budget and is done on an annual basis.

Assessment

The Assessment Process is a comprehensive process inclusive of both the strategic and operational planning processes and is done on an annual basis. Five indicators of effectiveness are used to determine if Halifax Community College's actual performance is in alignment with the institutional mission and goals.

Use of Data to Improve Effectiveness

The final component of the planning process is Use of Data to Improve Effectiveness, and it "closes the loop" by tying assessment results to future planning. The purpose of the institutional effectiveness process at Halifax Community College is to improve teaching and learning. Data collected must be used for institutional improvement. For each strategic goal that is not met, an action plan is developed and is incorporated into the next operational plan. Documentation of the use of data to improve effectiveness is a critical component of the planning process.

PLANNING PROCESSES

I. Strategic Planning Process

The *Halifax Community College Strategic Plan* defines the college's expected educational results in broad terms. It includes the following elements:

- ◆ institutional vision statement
- ◆ institutional mission statement
- ◆ institutional core values
- ◆ institutional goals
- ◆ unit, department and curriculum program statements of purpose
- ◆ unit, department and curriculum program goals

Components of the Strategic Plan are reviewed at least every five years. The primary responsibility for developing a system to determine institutional effectiveness is assigned to the Planning and Evaluation Committee. The Office of Institutional Research and Planning manages the system.

Planning and Evaluation Committee

Functions of the Planning and Evaluation Committee include developing a planning procedure that will meet the College's needs and also comply with SACS criteria; developing institutional goals, both long- and short-range, for the major planning areas of the College; developing planning assumptions, objectives, and strategies; and implementing and evaluating the planning procedure.

Membership of the Planning and Evaluation Committee includes:

- 2 administrative/executive/managerial members
- 6 faculty members
- 3 support staff members
- 1 technical/paraprofessional member
- 1 administrative assistant
- 1 SGA appointment

Office of Institutional Research and Planning

The office of institutional research and planning manages the planning and evaluation activities for the institution as a whole, for all educational programs, administrative units, and educational support services. Institutional research is the central element of Halifax Community College's planning and evaluation process.

The primary functions of the institutional research office are:

- Collection of data from various sources
- Data analysis through comparison (longitudinal studies, comparison to other institutions, comparisons to standards), longitudinal tracking, development of tables and graphs, and other analysis as appropriate
- Dissemination of data

Data dissemination is achieved through reports that are distributed to the trustees, president, administrative staff, and library. Formal reports are placed on the HCC Website for faculty and staff and for the general public.

Planning Reports

- HCC Planning Process
- HCC five-year Strategic Plan
- HCC annual Operational Plan

Annual Assessment Report

- Unit, Department and Curriculum Program Goals Assessment

Institutional Vision, Mission, Values and Goals

In 1999 the College adopted a vision statement to add to its strategic plan. The vision statement was developed with input from employees, students, and trustees. It reflects the beliefs and values of the institution. The vision statement was reviewed and amended by an evaluation committee comprised of faculty and staff in fall 2007 with the addition of institutional core values. During the 2007-08 academic year employees, students and trustees submitted and decided upon five core values that define HCC. These were approved by the Board of Trustees in October 2008.

Halifax Community College completed major revisions in the institutional mission and goals in January, 1995, emphasizing the institutional commitment to workforce preparation in curriculum, continuing education, and basic education programs. The mission was again reviewed and or revised in 1997 1999, 2001 and 2003 with review and approval by the Board of Trustees. In 2004 the institutional goals were revised to include the effective and efficient use of technology with approval by the Board of Trustees in fall 2004.

More recently in fall 2007 the mission statement was reviewed and revised by an evaluation committee comprised of faculty and staff with approval by the Board of Trustees in October 2008.

Unit, Department, and Curriculum Program Purpose and Goals

Each administrative unit, department and curriculum program at Halifax Community College presents a statement of purpose and maintains departmental goals that support the institutional mission and goals of the college. These goals enable each unit, department and curriculum program to assess its own progress toward achieving the institutional goals, and they support the college's comprehensive planning and evaluation system.

The College implemented a revised program review process in 2003-04 to support strategic planning. Curriculum program review is tied closely in determining how well a department is accomplishing its purpose and goals. The process was again revised in 2007 to identify and connect institutional goals with individual program goals and to implement a curriculum program review process. Curriculum program reviews are conducted every five years on a rotating annual schedule. Individual program goals are reviewed and revised annually by the program heads.

II. Operational Planning Process

Operational planning at Halifax Community College is on-going. It provides the details for translating the *Halifax Community College Strategic Plan* into a plan of action for a given year. There are three primary components of the operational plan:

- ◆ objectives based on specific goals
- ◆ strategies for obtaining these objectives
- ◆ budget procedures

The Operational Plan is a major component of the *Institutional Effectiveness* publication which was formerly submitted annually to the NC Community College System Office. Even though it is no longer submitted to the System Office, a copy of the plan must be made available to the public and is posted on the college's website. Hardcopies are distributed to The Board of Trustees, Administration, Division Chairs, and Library.

Objectives

Each unit and department at the college develops a set of objectives for the upcoming fiscal year that support their specific goals which in turn support student learning. This is done for each fiscal year. Curriculum programs develop goals for the academic year and they encompass three specific areas:

- ◆ student learning outcomes
- ◆ general education
- ◆ operational planning

Strategies

For each objective, strategies for achieving the objective are identified along with the resources needed. The objectives and their strategies are then sent to the Budget Committee for consideration. The Budget Committee consists of the vice presidents and deans. Recommendations are then sent to the president for final approval to ensure that they support the institutional goals.

It is often necessary to revise strategies for meeting an objective. In many cases, new objectives and strategies are developed during the year that better support the institutional goals. The college considers the attainment of institutional goals a priority over attainment of annual objectives.

Budgetary decisions at Halifax Community College are closely aligned with the overall planning and assessment process. Because the College strives to make administrative decisions that result in improvements in institutional programs and services, budget allocations are the ultimate “planning decisions” that are the result of this process.

Each current year’s budget is directed toward needed improvements indicated by the previous year’s assessment results, and consequently supports the College mission and institutional goals.

The Halifax Community College budget consists of:

- (a) on-going budget operations and
- (b) expansion or improvement budgeted items.

Budget Committee

Final budget recommendations for requests submitted through the planning process are developed by the Budget Committee. The Budget Committee consists of the following individuals:

- Vice President of Instructional Services
- Vice President of Administrative Services
- Dean of Curriculum Programs
- Dean of Continuing Education and Community Services
- Dean of Student Services and Enrollment Management
- President Faculty Senate
- Vice President of Institutional Advancement
- Controller
- SGA Student Representative

Responsibilities of the Budget Committee are:

- Develop, evaluate, and manage the budget process
- Prioritize budget requests
- Make recommendations for budget allocations

On-Going Budgeted Operations

Each program and unit is allotted a budget for on-going operations. The amount allocated to each area is based on historical budget figures and the availability of funds. Examples of on-going costs include office supplies, advertising, travel, and other recurring expenses. Faculty and staff do not submit requests for these budget items. Program and unit heads may submit a request for an increase in their on-going operations budget. The request must be accompanied by a complete justification. If approved by the appropriate dean/director, the request will be considered by the Budget Committee.

Expansion or Improvement Budget

- New initiatives approved by the President.
- Institutional needs identified by the Vice President of Administrative Services
- Approved improvement strategies that were identified in the assessment process as the result of an Alert.
- Requests from program/unit heads that are identified as priorities by the Budget Committee.
- Other initiatives that the Budget Committee recommends in support of the institutional mission and goals.

All expansion budget initiatives are directly linked to institutional goals. Requests for expansion budget initiatives are submitted twice each year--in mid-February and in early October.

The following procedures are followed for development of the expansion budget:

1. First Submission (mid-February) Program and unit heads complete a Budget Request Form that is distributed by the Business Office in cooperation with the Office of Institutional Advancement. On the form, program/unit heads list objectives and strategies to achieve their program/unit goals for the next academic year along with the resources needed.
2. Approval of Budget Requests Budget Request Forms are submitted through supervisors to the Budget Committee. Members of the Budget Committee submit requests from their areas of responsibility ranked in priority order. Based on the priorities, the Committee will indicate one of the following recommendations:
 - approval-high priority,
 - approval-low priority,
 - delay, or
 - not approved.
3. First Allocation The Budget Committee allocates half of the expansion budget for items of highest priority. This portion of the budget may vary upon the recommendation of the Vice President of Administrative Services based on extenuating circumstances.
4. Second Submission (early October) Program and unit heads may submit additional requests for resources needed for the next Spring Semester. Requests are subject to the same approval process described in step 2.
5. Second Allocation The Budget Committee allocates the remaining portion of the expansion budget for items of highest priority. This portion of the budget may vary upon the recommendation of the Vice President of Administrative Services based on extenuating circumstances.
6. Supplemental High Priority Requests Supplemental high priority budget requests may be submitted through supervisors to the Budget Committee at any time during the year. Supplemental requests are defined below.

Budget Priorities

The Budget Committee will establish priorities for funding based on the following criteria:

Supplemental High Priority Requests

- Resources that are required to meet external licensure or certification requirements
- Resources that will enable programs and services to be offered at the essential level to maintain program quality
- Requests for these resources with justification should be made directly to the appropriate dean or to the Vice President of Administrative Services

High Priority

- Resources required to maintain the program at the standard level of quality
- Resources that will improve the program beyond standard level
- Resources that will enable the program to reach state-of-the-art level
- Resources that achieve an equitable distribution in funding program and unit requests

Low Priority

- Resources that would enhance the program but are not considered essential to maintain or enhance program quality

Delay

- Resources that are not essential and should be considered in another funding cycle

Not Approved

- Requests that are not in alignment with program/institutional goals or that need further justification will not be approved

In the event that the Budget Committee is unable to reach consensus on establishing budget priorities, the President will establish the priorities.

Budget Timetable:

Month	Task	Current Fiscal Year Budget	Next Fiscal Year Budget
February	Planning Budget Request Forms for expansion budget requests are distributed to program/unit heads. Each request must be based on an objective that supports the institutional and departmental mission and goals.		X
	A tentative count budget for operational costs is prepared by the Vice President of Administrative Services and is presented to the President for approval.		X
	Expansion budget requests are reviewed and submitted through supervisors to the Budget Committee.		X
	Vice President of Administrative Services evaluates budget to determine if budget transfers will be necessary. Recommendations are made to the President.	X	
	President determines feasibility of transferring current expense money to purchase expansion items.	X	
March	Budget Committee reviews Request Forms and establishes priorities for funding.	X	
	Allocations are made for expansion budget items using last half of the current year's expansion budget.	X	
April	Trustees approve county budget.		X
May	Based on priorities established, a tentative budget is prepared.		X
	County budget is presented to the County Commissioners.		X
June	Budget allocation from county is received.		X

Month	Task	Current Fiscal Year Budget	Next Fiscal Year Budget
August	Budget allocation for the NC Community College System is received.	X	
	Expansion budget priorities are confirmed based on allocations.	X	
	Formal budget is prepared.	X	
	Budget approved by the Board of Trustees.	X	
October	Additional expansion budget requests are submitted through supervisors to the Budget Committee. Requests not initially approved are re-evaluated. Additional expansion items approved.	X	
November	Half of the expansion budget is allocated for priority resources identified by the Budget Committee.	X	
On-going	<ul style="list-style-type: none"> • Supplemental high priority requests may be made throughout the year. (see definition of supplemental high priority requests) • Budget Committee makes recommendations throughout the year to the President for expansion budget adjustments. 		

Budget Procedures

Budgetary decisions at Halifax Community College are closely aligned with the overall planning and assessment process. The Halifax Community College budget consists of:

- ◆ on-going operations
- ◆ improvement and expansion items

On-Going Operations

Costs for on-going operations are automatically built into the budget from year to year. Examples of on-going costs include office supplies, advertising, travel, and other recurring expenses. They are not deleted from the budget except in unusual circumstances. A deletion in an on-going budgeted operation would occur if assessment results indicate that the program or service was ineffective and needed to be revised or deleted or if funding allocations were reduced and on-going programs or services had to be adjusted accordingly.

Improvement and Expansion

The improvement and expansion budget includes equipment and expenses not budgeted the previous year. These include:

- ◆ improvement strategies approved by the President that were identified in the assessment process
- ◆ other initiatives that the President determines support the institutional mission and goals

ASSESSMENT PROCESS

III. Assessment

Institutional effectiveness relies on outcome-based assessment of actual achievement whereby outcomes are compared to intended results. At Halifax Community College, assessment is conducted semi-annually for strategic as well as operational planning.

Strategic Planning Assessment

The Strategic Plan achievement is measured in two areas:

- ◆ institutional mission and goals
- ◆ Unit, department, curriculum program purpose and goals

Institutional Mission and Goals Assessment

To determine if Halifax Community College's performance is in alignment with the institutional mission and goals, five *Critical Success Factors* have been identified as indicators of effectiveness. They are as follows:

- I. High Quality, Accessible, Flexible Programs
- II. Academic and Technical Skills of Graduates
- III. Support for Economic Development
- IV. Effective Basic Skills Programs
- V. Sound Effective Management

Through these *Critical Success Factors* and their corresponding indicators of effectiveness, all of the institutional goals are tied to specific assessment measures. In addition, all eight of the North Carolina Community College System Performance Measures are also included in the annual institutional assessment process.

For each *Critical Success Factor* listed above, *indicators of effectiveness* have been developed by the administrative staff. These indicators identify outcomes that are necessary to determine if the Institutional Goals through the *Critical Success Factors* have been met. A variety of data collection devices are used to compile both quantitative and qualitative results of the college's performance. If the standard is not met, an action strategy is completed by the party responsible for that particular area and implemented during the year and incorporated into the goals for the upcoming year.

Unit, Department, and Curriculum Program Goal Assessment

As part of the Operational Plan, measurable assessment criteria are given that correspond with each unit, department or curriculum program goal. The criteria are used to assess the attainment of goals and assessment is done on a semi-annual basis. When goals are not met the responsible party develops an action plan that is implemented for the remainder of the year or incorporated into the goals for the upcoming year.

Curriculum Program Review

Each college has the responsibility to review at least every five years all programs offered by the College and in the review to address the viability, adequacy, necessity, and consistency with mission of the programs to the institutional long range plan and the education and workforce needs of the service area (23NCAC.0205). The program review process will provide for a review and evaluation of all programs leading to a certificate or degree at the College. To ensure that each program is reviewed at least once every five years, approximately twenty percent of all programs will be selected for review each year. The process must allow for early identification of programs that need particular scrutiny to permit changes to be anticipated, appropriate intervention to take place and corrective action to be accomplished within normal institutional planning efforts.

The purpose of the reviews will be to conduct an in-depth evaluation of the viability of, adequacy of and necessity for each academic program, consistent with the mission of the College. Comprehensive institutional self-studies conducted in compliance with accreditation or institutional processes and completed within the previous sixty months may be used to provide the base line data for the review, with any necessary updating of factual information or interim reports to the accrediting body. Individual programs that are accredited by specialized accrediting or approving agencies recognized by the Federal Government and/or the Council on Higher Education Accreditation shall be considered to have met the minimum requirements of the review process with respect to adequacy.

Definitions

Program – Curriculum or course of study in a discipline specialty that leads to a certificate or degree.

Viability – Tested by analysis of unit cost factors, sustaining a critical mass and relative productivity. Based upon past trends in enrollment, patterns of graduates and the best predictive data available, the College shall assess the program's past ability and future prospects to attract students and sustain a viable, cost-effective program.

Necessity – The dimensions of necessity include whether the program is necessary for the College's service region and whether the program is needed by society (as indicated by current employment opportunities, evidence of future need and rate of placement of the program's graduates).

Consistency with mission – The program shall be a component of, and appropriately contribute to, the fulfillment of the institutional and North Carolina Community College System mission. The review should indicate the centrality of the program to the College, explain how the program complements other programs offered, and state how the program draws upon or supports other programs. The effects (positive and negative) that termination of the program might have upon the College's ability to accomplish its mission should be stated.

Process

The program review process will utilize a collaborative process which includes faculty, students, and administrators and must be accomplished within the limits of available staff and resources. Institutional personnel, Board of Trustee members and perhaps external consultants will be involved in establishing the specific criteria, standards, and process of evaluation for each review and in interpreting the information resulting from the review. The program review process will be carried out objectively, and persons external to the academic division in which the program under review is housed and/or persons external to the College will participate in the review. The review will include information obtained from students currently enrolled in the program, graduates of the program, and employers of graduates of the program (with the exception of programs delivered at correctional institutions).

The Program Review Committee is ultimately responsible for preparation of the self-study and a recommendation for action to be presented to the Academic Affairs Committee of the Board of Trustees. The Faculty Senate shall be responsible for recommending to the Vice President of Instructional Services ten faculty members with two representing each division. Faculty representing the division of the program under review shall not participate in the program review.

The President or the Board of Trustees may request at any time that special program reviews be conducted for a given purpose. Formal strategies for conducting such reviews will be developed consistent with the purpose of the review.

IV. Use of Data to Improve Effectiveness

The first three elements of the Halifax Community College planning process—strategic planning, operational planning, and assessment—would be meaningless unless data collected are used to improve the institution. The essential purpose of the institutional effectiveness process is to improve teaching and learning.

It is important that the college document and provide evidence that the data gathered is the basis for administrative decisions. Assessment outcomes and improvement plans are therefore included in an annual assessment and evaluation publication.

APPENDICES

HALIFAX COMMUNITY COLLEGE PLANNING MODEL

Strategic Planning



Operational Planning



Assessment



Use of Results



Core Indicators of Institutional Effectiveness at HCC

External Stakeholders

Prospective Students

Government Agencies

Elected Officials

Special Interest Groups

Advisory Committees

Accrediting Agencies

4-Year Institutions

K-12 Schools

Employers



Faculty and Staff

Board of Trustees

Administrators

Enrolled Students

**Halifax Community College
 Institutional Effectiveness
 Planning Goals, Objectives, Criteria & Strategies
 Interim and Final Assessments**

Person Responsible:

Department / Unit / Curriculum Program:

NOTE: If a goal is designated as an **[NCCCS Performance Measure]**, it must remain as a goal and cannot be removed. Its related assessment criteria must conform to the standard set by the NCCCS, as designated in their NCCCS Critical Success Factors Report. Refer to this report and the HCC Annual Assessment Report.

Planning						Assessment	
Goal	Inst. Goal	Objectives	Strategy	Est. Cost	Assessment Criteria	Findings	Action Plan Required Y/N

Action Plan

Action Plan	Timeframe for Implementation

Supervisor

Date

Vice President

Date

President

Date

HALIFAX COMMUNITY COLLEGE

Advisory Committee Survey

We at Halifax Community College, value your input as an advisory committee member. Please take a few minutes to complete this survey, so we may fully utilize your expertise. Your comments and suggestions are greatly appreciated. Thank you.

Please indicate the extent to which you agree or disagree with each of the following statements by circling the appropriate number.

1=Strongly Disagree	4=Agree
2=Disagree	5=Strongly Agree
3=Neither Disagree or Agree	

- | | | | | | |
|--|---|---|---|---|---|
| I have adequate contact with HCC faculty. | 1 | 2 | 3 | 4 | 5 |
| My input is requested by HCC faculty. | 1 | 2 | 3 | 4 | 5 |
| My recommendations or suggestions are implemented. | 1 | 2 | 3 | 4 | 5 |
| The program content is relevant in today's industry. | 1 | 2 | 3 | 4 | 5 |
| Programs are meeting the needs of today's business and industry. | 1 | 2 | 3 | 4 | 5 |
| The program is meeting the needs of the community. | 1 | 2 | 3 | 4 | 5 |
| There is adequate market demand to support graduates of the program. | 1 | 2 | 3 | 4 | 5 |
| The program is marketed adequately. | 1 | 2 | 3 | 4 | 5 |
| The program's equipment and facilities are adequate. | 1 | 2 | 3 | 4 | 5 |

Comments: _____

Halifax Community College Faculty 2008-09 Survey

Welcome to our online survey!

Please carefully read the following information.

Before proceeding be sure you have allotted the time necessary to complete the survey. It should take approximately 10-15 minutes to complete.

Once you begin the survey you can not go back to review or change answers. Changes to answers can only be made on a current page.

If you exit the survey before completion, you will automatically be taken to the last incomplete page when you return. Once completed, you may not reenter the survey. You will instead be directed to the HCC homepage.

There are 35 questions, some with multiple subcategories, and one comment box. As you go through the survey keep in mind areas where you have selected Disagree, Strongly Disagree, Less than Adequate or Inadequate as your answer. Use the comment box to elaborate on those areas and to offer suggestions and insights.

All responses are strictly and COMPLETELY ANONYMOUS. Please contact Pat Monical in Planning and Research (extension 260) if you have questions.

Halifax Community College Faculty 2008-09 Survey

INSTITUTION

Please select the option that most closely matches your answer.

INSTITUTION

1. I am familiar with the duties of the president and the administrators directly responsible to the president.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The learning environment encourages scholastic and creative achievement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The learning environment supports:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
a. multi-cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. diverse learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. life-skills needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. student interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Faculty 2008-09 Survey

LIBRARY (LRC)

4. Inter-library loan services provide materials in a timely manner.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

5. Library resources are sufficient for my educational, research, and public service needs (i.e. print, AV, electronic).

Strongly Agree Agree Disagree Strongly Disagree No Opinion

6. Library facilities are adequate and well organized to house, service, and make collections accessible to users.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

7. Modern equipment in good condition is provided for my use.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

8. Library hours are adequate for my needs.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

9. I am familiar with the library borrowing policies and procedures.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

10. I am satisfied with the assistance provided to me in using resource materials effectively.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

11. The circulation system is appropriate and efficient.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

12. I am satisfied with the opportunities provided to my students to learn how to access information from a variety of sources and formats.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

Halifax Community College Faculty 2008-09 Survey

13. I am satisfied with the assistance provided to me and my students in using resource materials effectively.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. I understand my role in the following library processes:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
Development of collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Materials weeding policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEARNING ASSISTANCE CENTER (LAC)

15. The LAC offers assistance to students using learning resources provided by instructors to remediate, reinforce, and/or supplement their curriculum.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. LAC facilities are adequate to support the educational needs of students and users.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. The LAC is adequately staffed.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. The LAC contributes to the effectiveness of student learning.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. The LAC is organized, managed and operated to provide easy access to students and users.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Faculty 2008-09 Survey

ADMINISTRATIVE SERVICES

INFORMATION TECHNOLOGY RESOURCES / SERVICES

20. Information technology resources are adequate to support the educational program.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

21. Technical support for software, hardware, and network applications is adequate.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

22. Data exchange (e-mail, file exchange, Internet) is adequate for the educational and administrative needs of the college.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

FINANCIAL and PHYSICAL RESOURCES

23. I have adequate input into the preparation of the annual budget.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Physical facilities are adequate to serve the needs of the college in relation to its Mission, programs and activities.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. The physical environment encourages scholastic and creative achievement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Upkeep of buildings and grounds is appropriate.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. The college takes reasonable steps to provide a healthful, safe and secure environment.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Faculty 2008-09 Survey

INSTITUTIONAL ADVANCEMENT

INSTITUTIONAL RESEARCH and PLANNING

28. Adequate studies and reports are compiled.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Responses to data requests and assistance are timely and adequate.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Data collection is ongoing and timely.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART THREE

Please enter any comments in the area provided below. To improve the quality of our services we ask that you use the comment box to elaborate on those areas where Disagree, Strongly Disagree, Less than Adequate and Inadequate are the answers chosen.

36. Comments

Halifax Community College Faculty 2008-09 Survey

You've completed the survey!

Thank you for taking the time to complete this survey. Your input is necessary to maintain the integrity of the services provided by Halifax Community College and is appreciated.

Halifax Community College Staff 2008-09 Survey

Welcome to our online survey!

Please carefully read the following information.

Before proceeding be sure you have allotted the time necessary to complete the survey. It should take approximately 10-15 minutes to complete.

Once you begin the survey you can not go back to review or change answers. Changes to answers can only be made on a current page.

If you exit the survey before completion, you will automatically be taken to the last incomplete page when you return. Once completed, you may not reenter the survey. You will instead be directed to the HCC homepage.

There are 32 questions, some with multiple subcategories, and one comment box. As you go through the survey keep in mind areas where you have selected Disagree, Strongly Disagree, Less than Adequate or Inadequate as your answer. Use the comment box to elaborate on those areas and to offer suggestions and insights.

All responses are strictly and COMPLETELY ANONYMOUS. Please contact Pat Monical in Planning and Research (extension 260) if you have questions.

Halifax Community College Staff 2008-09 Survey

INSTITUTION

INSTITUTION

Please select the option that most closely matches your answer.

1. I am familiar with the duties of the president and the administrators directly responsible to the president.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. The learning environment encourages scholastic and creative achievement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. The learning environment supports:

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
a. multi-cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. diverse learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. life-skills needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. student interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Staff 2008-09 Survey

LIBRARY (LRC)

4. Inter-library loan services provide materials in a timely manner.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

5. Library resources are sufficient for my educational, research, and public service needs (i.e. print, AV, electronic).

Strongly Agree Agree Disagree Strongly Disagree No Opinion

6. Library facilities are adequate and well organized to house, service, and make collections accessible to users.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

7. Modern equipment in good condition is provided for my use.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

8. Library hours are adequate for my needs.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

9. I am familiar with the library borrowing policies and procedures.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

10. I am satisfied with the assistance provided to me in using resource materials effectively.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

11. The circulation system is appropriate and efficient.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

LEARNING ASSISTANCE CENTER (LAC)

12. The LAC offers assistance to students using learning resources provided by instructors to remediate, reinforce, and/or supplement their curriculum.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. LAC facilities are adequate to support the educational needs of students and users.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. The LAC is adequately staffed.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. The LAC contributes to the effectiveness of student learning.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. The LAC is organized, managed and operated to provide easy access to students and users.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Staff 2008-09 Survey

ADMINISTRATIVE SERVICES

INFORMATION TECHNOLOGY RESOURCES / SERVICES

17. Information technology resources are adequate to support the educational program.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

18. Technical support for software, hardware, and network applications is adequate.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

19. Data exchange (e-mail, file exchange, Internet) is adequate for the educational and administrative needs of the college.

Strongly Agree Agree Disagree Strongly Disagree No Opinion

FINANCIAL and PHYSICAL RESOURCES

20. I have adequate input into the preparation of the annual budget.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Physical facilities are adequate to serve the needs of the college in relation to its Mission, programs and activities.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. The physical environment encourages scholastic and creative achievement.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Upkeep of buildings and grounds is appropriate.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. The college takes reasonable steps to provide a healthful, safe and secure environment.

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Halifax Community College Staff 2008-09 Survey

INSTITUTIONAL ADVANCEMENT

INSTITUTIONAL RESEARCH and PLANNING

25. Adequate studies and reports are compiled.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Responses to data requests and assistance are timely and adequate.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Data collection is ongoing and timely.

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART THREE

Please enter any comments in the area provided below. To improve the quality of our services we ask that you use the comment box to elaborate on those areas where Disagree, Strongly Disagree, Less than Adequate and Inadequate are the answers chosen.

33. Comments

Halifax Community College Staff 2008-09 Survey

You've completed the survey!

Thank you for taking the time to complete this survey. Your input is necessary to maintain the integrity of the services provided by Halifax Community College and is appreciated.

WELCOME TO THE HCC 2008-09 GRADUATE SURVEY!

Please read instructions carefully.

Make your selections and click the "Next" button to proceed to subsequent pages.

If you click the server "back" button you'll see that the answers on the previous page have been cleared. You will have to remark your answers before proceeding.

Once you exit the survey you may not re-enter to make changes.

READY? LET'S PROCEED!

HCC Graduate Survey 2009

RESPONDENT

*** 1. Last Name:**

*** 2. First Name:**

3. Middle Name:

*** 4. Contact Information:**

Address (Route, P.O.

Box, Street):

City:

State:

Zip:

*** 5. Phone:**

Curriculum Program

6. Select the Curriculum Program(s) from which you are graduating.

- Accounting
- Advertising & Graphic Design
- Associate Degree Nursing (ADN)
- Automotive Systems Technology
- Basic Law Enforcement Training (BLET)
- Business Administration
- Computer Information Technology
- Cosmetology
- Criminal Justice Technology
- Dental Hygiene
- Early Childhood Education
- Early Childhood Teacher Associate
- Electronics Engineering Technology
- Greenhouse and Grounds Maintenance
- Human Services Technology
- Industrial Systems Technology
- Interior Design
- Medical Laboratory Technology
- Medical Office Administration
- Networking Technology
- Office Systems Technology
- Paralegal Technology
- Phlebotomy
- Practical Nursing Education
- Pulp & Paper Technology
- Welding Technology
- AA Associate in Arts (transfer studies)
- AGE Associate in General Education (transfer studies)

HCC Graduate Survey 2009

PART I. INSTITUTIONAL GOALS:

Rate the preparation provided by HCC using the scale shown below.

7. HCC prepared me to:

	Excellent	Above Average	Average	Below Average	Poor
Communicate effectively in reading, writing, and oral communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate fundamental mathematics skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate positive non-technical skills applicable in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate competency in the basic use of computers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perform specialized technical skills related to program major.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HCC Graduate Survey 2009

PART II. STUDENT SATISFACTION:

Rate the following statements using the scale shown below. If the statement does not apply to you, fill in DON'T KNOW.

8. The quality of:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Instruction in program courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction in other courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The overall quality of:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Academic Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Resources Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The College	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. The quality of:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Don't Know
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Assistance Center (LAC)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bookstore	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities (classroom, labs) & Equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACA111 - College Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support Services / Tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job Link Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HCC Graduate Survey 2009

11. The Learning Environment supports:

	Strongly Agree	Agree	Disagree	Strongly Dissatisfied	Don't Know
Multi-cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Life-skills needs & student interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART III. STUDENT GOAL ACCOMPLISHMENT

Fill in the answer choice that best represents your response.

12. My goals for attending HCC were: (Choose all that apply.)

- Earning an Associate Degree, diploma, or certificate
- Preparing for/getting a new job
- Improving existing job skills
- Transferring to a four year college/university
- Personal interest
- Other

13. I accomplished my goals for attending HCC.

- YES. Completely
- YES. Partially
- NO

Unaccomplished Goals

14. If you did not completely accomplish your goals for attending HCC, which of the following describes why you did not achieve those goals? (Choose all that apply.)

- Job conflict
- New employment
- Financial hardship
- Family circumstances
- Joined the military
- Child-care problems
- Medical problems
- Moved to a new area
- Lack of interest in pursuing courses of study
- Dissatisfied with the services offered by the college
- Dissatisfied with the quality of instruction
- Other

Attend HCC Again

15. If you were to begin again (i.e., if you had it to do over again) would you choose to attend HCC?

- YES
- NO
- NOT SURE

Unsure Attend HCC

16. If you are unsure or would not attend HCC again, please state your reasons below.

EMPLOYMENT INFORMATION

Fill in the answer choice that best represents your response to each question. You may omit any question that does not apply to you.

17. What is your current employment status?

- Employed, job related to my education Employed, job unrelated to my education Unemployed Military Service

Employment Location

Answer the following ONLY IF YOU ARE EMPLOYED.

18. What is the location of your employment?

- Halifax or Northampton County Eastern NC Elsewhere in NC Out-of-State

19. Employer:

Employer (Business) Name:

Name:

Supervisor Name:

Employer Address:

City, State, Zip:

Employer Phone:

PART V. OTHER INFORMATION

20. If you have been accepted to begin studies at a 4-yr. college or university for the 2009-10 school year, or if you plan to enroll in classes in Fall 2009 at HCC or another community college, list the name of the school you will attend and your planned major.

School:

Major:

Untitled Page

You have now completed the survey.

Your opinions are valuable and your time is very much appreciated.

We wish you continued success in all your endeavors.

CONGRATULATIONS ON BECOMING A 2008-09 HCC GRADUATE!

Halifax Community College

Non-returning Student Survey Questions

1. Do you plan to reenroll at this community college during the next year?
 Yes No Not Sure

2. Which of the following best describes why you are not currently enrolled at this community college? (check all that apply)
 - Accomplished my reasons for attending
 - Schedule conflicts
 - Courses that I need are not currently being offered
 - Attending another community college or university
 - Work conflict
 - Financial reasons
 - Family/personal reasons
 - Other (specify) _____

Please rate each of the following by circling your answer choice:

- | | | Very
Dissatisfied | Dissatisfied | Satisfied | Very
Satisfied |
|---|---|----------------------|--------------|-----------|-------------------|
| 3. Quality of instruction in program area courses | 0 | 1 | 2 | 3 | 4 |
| 4. Quality of instruction in other courses | 0 | 1 | 2 | 3 | 4 |
| 5. Overall quality of academic programs | 0 | 1 | 2 | 3 | 4 |
| 6. Quality of: | | | | | |
| -Academic Advising | 0 | 1 | 2 | 3 | 4 |
| -Learning Resources Center (Library) | 0 | 1 | 2 | 3 | 4 |
| -Registration | 0 | 1 | 2 | 3 | 4 |
| -Admissions | 0 | 1 | 2 | 3 | 4 |
| -Student Activities | 0 | 1 | 2 | 3 | 4 |
| -Campus Security | 0 | 1 | 2 | 3 | 4 |
| 7. Overall quality of the college. | 0 | 1 | 2 | 3 | 4 |
-
8. Are you currently employed or pursuing education at another community college or university? (check all that apply)
 - Employed Enrolled at Another Community College/University Neither

 9. If you were to begin again (i.e., if you had it to do over again) would you choose to attend this community college?
 - Yes No Not Sure

Halifax Community College Employer Satisfaction Survey

**2008
Graduates**

Employer:

Curriculum Program:

Supervisor:

Re (graduate name):

Indicate your level of satisfaction with HCC's graduate.

		Don't Know	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
1. Specific job-related knowledge						
2. Specific Job-related skills						
3. Oral Communication Skills						
4. Written Communication Skills						
5. Problem Solving Skills						
6. Organization and planning ability						
7. Quality of Work						
8. Overall job preparation						
9. Overall satisfaction with programs at HCC						

Comments: