

**Institutional Effectiveness, Planning, and Research (IEPR) Monthly Update
For the Period of January 1- January 31, 2015**

I. INSTITUTIONAL EFFECTIVENESS, PLANNING, AND RESEARCH (IEPR)

Course Assessments

The Director of IEPR sent an email to all HCTC faculty informing that the Spring 2015 course assessments are due in Compliance Assist on January 23, 2015. The Director of IEPR conducted quality assurance reviews of the initial Spring 2015 course assessments and followed-up with faculty members to make changes, as necessary. The Director of IEPR also provided assistance to faculty members in the development of their Spring 2015 course assessments and answered faculty members' questions.

The Director of IEPR also informed applicable Division Chairs and Deans of faculty members that have not developed their initial Spring 2015 course assessment and asked them to follow-up with division faculty members to get the course assessments developed. The Director of IEPR also re-followed up with applicable Division Chairs and Deans regarding the completion of the Fall 2014 course assessments and asked them to follow-up with faculty members to get them completed.

Academic Leadership Team

The Director of IEPR attended the Academic Leadership Team on January 26. Applicable information was shared with IEPR Team members.

Diversity Plan Assessment Report

The Director of IEPR reached out to the Diversity Officer at the KCTCS System Office and inquired on the status of the retention and transfer data from the Council on Postsecondary Education (CPE). The Diversity Officer stated that KCTCS is still waiting on confirmation of the data from CPE. Once the data is received from CPE, the retention and transfer data will be entered in the 2012-2013 HCTC Diversity Plan Assessment Report, given to Dr. Greiner for final review and approval, and submitted to the KCTCS Diversity Officer.

Program Coordinator Training

The Director of IEPR attended the Program Coordinator Training on January 26.

HCTC Strategic Planning and Institutional Effectiveness Guide

The Director of IEPR began reviewing and updating the HCTC Strategic Planning and Institutional Effectiveness Guide. Among other things, the HCTC Strategic Planning and Institutional Effectiveness Guide outlines all the assessment and outcomes processes conducted across the IEPR unit. The content of the HCTC Strategic Planning and Institutional Effectiveness Guide will serve as a baseline when developing the institutional effectiveness components of the SACSCOC 10-Year Re-accreditation Compliance Report.

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II. GRANTS

Submitted Grant Applications

Department of Education

Student Support Services Grant

\$1,541,055

Submitted on 1/30/15

The grant writer worked with Lonnie Morris, Brian Swafford, and Ginger Carroll January 22 through January 30 to submit the SSS grant. Successful submission on January 30, 2015.

Funded Grant Applications

Walmart Foundation

\$1,000

Submitted 12/15/14

The grant writer worked with the Student Ambassadors to submit a grant to the Walmart Foundation to get funding to support the food baskets for Thanksgiving 2015. Received notice that the grant was funded on January 16, 2015. Check has been received.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update

Enrollment for the Spring 2015 term began on October 1, 2014. By January 31, 2,217 students were enrolled in 23,188 credit hours compared to 2,458 students enrolled in 25,862 credit hours on January 31, 2014 for the Spring 2014 term. When comparing the two spring terms, we are currently down 241 students and 2,674 credit hours. Student Services has set the Census Date headcount target for Spring 2015 at 2,520. We are 303 students away from meeting that target.

Retention Effort

New this year, Admissions conducted a pre-retention effort the last few days of October by calling students not registered for the Spring 2015 term; 72 students registered because of this new effort. Then the first Fall 2014 to Spring 2015 Retention Effort was prepared by IR on November 4 to identify the Fall 2014 credential-seeking students (n=2,251) who were not graduating and who had not yet registered for the Spring 2015 term (n=1,176); 59% of the 1,176 students were listed in the Associate in Arts and Associate in Science academic plans and 47% of the 1,176 students are first-time students from Spring 2014 or Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 44%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it has been in the 70 percent-range for last six fall to spring terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Spring 2015 term.

The second Fall 2014 to Spring 2015 Retention Effort was prepared on December 1, 2014.

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Between November 3-30, an additional 262 students registered for Spring 2015 (63 of the 262 were first-time students) – 914 Fall 2014 students remained for retention follow-up. 46% of the 914 were listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 36% of the 914 students were first-time students from Spring 2014 or Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 55.5%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it was 73% for the three previous fall to spring terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Spring 2015 term. Special emphasis was placed on contacting minority and Veteran students who had not registered.

A third Fall 2014 to Spring 2015 Retention Effort was prepared on December 10, 2014. Between December 1-10, an additional 156 students registered for Spring 2015 (39 of the 156 were first-time students) – 758 Fall 2014 students remained for retention follow-up. 136 of those 758 were first-time students from either Spring 2014 or Fall 2014. 366 of the 758 were students who were only taking online courses in Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 62.3%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it was 73% for the three previous fall to spring terms). The Excel file was sent to cohort leaders for their follow-up with students, encouraging them to enroll for the Spring 2015 term. Admissions sent out a postcard mailing to the 758 not enrolled.

A fourth Fall 2014 to Spring 2015 Retention Effort was prepared on January 5, 2015. Between December 11 through January 4, an additional 133 students registered for Spring 2015 (25 of the 133 were first-time students) – 613 Fall 2014 students remained for retention follow-up. 134 of those 613 were first-time students from either Spring 2014 or Fall 2014. 292 of the 613 were students who were only taking online courses in Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 67.5%, currently the second highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it was 73% for the three previous fall to spring terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Spring 2015 term.

The final Fall 2014 to Spring 2015 Retention Effort was prepared on January 20, 2015 after the last day to add 16 weeks. Between January 5-16, an additional 147 students registered for Spring 2015 (30 of the 147 were first-time students) – 467 Fall 2014 students did not register for Spring 2015. 157 of the 467 or 34% had a Fall 2014 SAP Status of Suspension. 90 Fall 2014 first-time students did not register, and 76 of the 90 or 84% had a SAP Status of WARN at the end of their first term. 31 of the 90 or 34% Fall 2014 first-time students who did not register were taking all of their Fall 2014 courses online. 14 Spring 2014 first-time students did not register, and 10 of the 14 or 71% had a Fall 2014 SAP Status of Suspension. 225 of the 467 or 48% were AA and AS students, and 90 of the 225 or 40% had a Fall 2014 SAP Status of Suspension. 230 of the 467 or 49% were only online students, and 81 of the 230 or 35% had a Fall 2014 SAP Status of Suspension. 71 of the 467 or 15% had a Fall 2014 SAP Status of MEET (no SAP issues); however, these students did not register. HCTC's Fall 2014 to Spring 2015 persistence rate is 70.8%, currently the 4th-highest in the KCTCS system. In comparison, our Fall 2013 to Spring

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2014 Census Date persistence rate was 70% (it was 73% for the three previous fall to spring terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their information.

The Spring 2015 to Fall 2015 Retention Effort will begin on April 1, 2015.

Data Requests

Each month the IR Office processes *ad hoc* data requests for various college departments and tracks the number in a spreadsheet. The IR Office processed 51 *ad hoc* data requests in January 2015 compared to 23 requests for January 2014.

Surveys

The following surveys were completed and the Data Research assistant is compiling the data into summary reports.

- Workforce Solutions Credit Survey (Fa2012-Sp2014)
- Workforce Solutions Non-Credit Survey (Fa2012-Sp2014)
- Workforce Solutions Kids Programming Survey (Fa2012-Sp2014)
- Workforce Solutions CPR Course Evaluation (Fa2012-Sp2014)
- Workforce Solutions Credit Survey Fa2014
- Workforce Solutions Non-Credit Survey Fa2014
- Workforce Solutions Kids Programming Survey Fa2014
- Workforce Solutions CPR Course Evaluation Fa2014
- Program Satisfaction Survey for Graduates Sum2014
- Program Satisfaction Survey for Graduates Fa2014
- Course Evaluation of Instruction for High School Classes Fa2014
- Course Evaluation of Instruction Fa2014

The following surveys closed at the end of December and summary reports need to be prepared by IR:

- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Fa2014
- Performing Arts Series Arts Education Programs Survey Fa2014
- Transfer Office Cash 4 College Workshop Evaluation Fa2014
- UCM Student Descriptive Survey Fa2014
- Student Resource Center Student Satisfaction Survey Fa2014
- Disability Services Participant Satisfaction Survey Fa2014
- Student Support Services Participant Satisfaction Survey Fa2014
- Spanish Rosetta Stone Student Satisfaction Survey Fa2014
- Library Student Learning and Assessment Survey Fa2014
- Library Online Student Learning and Assessment Survey Fa2014
- Library Employee Satisfaction Survey Fa2014
- Nurse Aide Course Exit Survey Fa2014
- FYE 105 Student Satisfaction Survey Fa2014
- Student Satisfaction with Orientation Sp2015

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The following survey was completed and a summary report was prepared for the department:

- Ready to Work Participant Satisfaction Survey Fa2014

The following surveys are underway:

- Admissions HCTC Recruiter High School Presence Survey 2014-15
- UCM Program Interest Survey 2014-15
- GED Testing Participant Satisfaction Survey-Hazard Fa2014-Sp2015
- GED Testing Participant Satisfaction Survey-Lees Fa2014-Sp2015
- Program Satisfaction Survey for Graduates Sp2015
- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Sp2015

Program Reviews

The embedded file issue with Compliance Assist was resolved and IR staff has downloaded the 2013-14 program reviews. They are being formatted and then will be saved in their final PDF format. Those PDF files will be sent to program coordinators and posted to the program review folder on the IEPR Sharepoint team site.

There are a few remaining tasks which need completed according to the 2014-15 program review timeline. The IEPR Assessment Coach needs to review goals and outcomes for the other 12 programs who did enter their information entered by December 19. The last two programs were contacted in early January to enter their 2014-15 goals and outcomes; one program did get them entered and those need to also be reviewed by the IEPR Assessment Coach, but one program still has not completed the task because the program coordinator is out on medical leave.

There were 8 programs for which the Academic Administrative Assistant had not entered the Fall 2013 and Spring 2014 Support Data in the 2014-15 program reviews by the December holiday break. However in January, 7 of the 8 programs did have that data entered; only one remained. An Academic Administrative Assistant had been reassigned to that program and is working to get that data entered by the first week in February.

Program coordinators were to enter the weaknesses and recommendations from their 2013-14 Program Review Summary into their 2014-15 program reviews by December 15; 15 of the 27 programs still needed to complete this task. IR re-sent those programs coordinators their 2013-14 Summary Forms by email when the college reopened in January. By the end of the January, all programs except for one had not completed this task because the program coordinator is out on medical leave.

IR will provide the Fall 2014 program review data to the program coordinators by February 28, 2015.

In January, the Data Research Assistant completed the CPE 5-Year Program Review data for the Medical Information Technology program and the Visual Communications: Multimedia program, and continued to refine the IR process guide for this task. Data will also be provided for Business Administration Systems and Computer and Information Technology in the next couple of months.

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On January 26, IEPR staff met with the Academic Deans and Provost regarding recommendations for improving the program review process. IEPR developed a document listing program review responsibilities for Academic Services, IR, IEPR, Academic Administrative Assistants, Program Coordinators, Division Chairs, Deans, and IEPR Assessment Coach. Some suggestions were made and the document was edited. IEPR made other general suggestions for improvement, as well as an overall discussion of problem areas. The Deans also felt that the Program Review Summary form should be renamed to the Academic Leadership Team Review form. IEPR also requested that the program review oral presentation summary template be set up in Compliance Assist so that all program review documentation was stored in place electronic place. IR will work with Campus Labs to accomplish these tasks in Compliance Assist for the 2014-15 program reviews.

TEDS 2014-15 Technical and Exploring Students

With the 2014-15 academic year, KCTCS is assuming a much larger role in the entire TEDS process including preparing the files of students to be entered in TEDS. Colleges are ultimately responsible for data quality and accountability. The Spring 2015 import files will be reviewed by the IR Coordinator in late spring.

The Testing Center had some issues returning the end of program assessment data to the program coordinators in a timely manner in December so that they could complete the Excel file for reporting back to IR the test date, test cut-off score, test scores, and pass/fail notation of those who did test, as well as those graduating students who did not test. IR needs to follow up with the program coordinators and administrative assistants regarding this TEDS task.

2013-14 Graduates for TEDS Follow-Up

On November 3, IR sent program coordinators TEDS Follow-Up Forms for 2013-14 program graduates. In December, program coordinators continued with the process of contacting their graduates to learn whether they were employed, entered the military, or are pursuing additional education. This task must be completed by February 2, 2015. Once the data is obtained, the TEDS administrative assistant will enter the data into the TEDS system by the end of February. In March, Employer Satisfaction surveys will be generated for those graduates who reported employment, and those employers will be contacted by phone to complete the survey. The TEDS administrative assistant will enter that data into the TEDS system by the end of April. IR will obtain the raw data for both the follow-up and the employer survey to prepare the job placement and employer satisfaction summary data for the 2014-15 program reviews.

Course Evaluations

Fall 2014 course evaluations were conducted online during the month of November 2014. IR still needs to prepare the Fall 2014 Student Evaluation of Instruction Response Rate Summary Report for Academics. This has not been completed because one division has not returned their file that indicates what barrier(s) existed which prevented certain faculty members from achieving the expected 33% response rate for each course set by Academics. The IR Data Research Assistant is beginning to work on preparing the course evaluation summary reports for the divisions and departments. Academics provided the faculty with their individual faculty summary reports, and the next step in February is that IR will ask the division chairs to obtain

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from each faculty a response to this question: “After reviewing your Fall 2014 student course evaluations, what did you do to improve your course(s) or improve student learning?”

Data Quality

In January, IR conducted two more data quality coding reviews for Spring 2015 enrollment and Admissions corrected the errors. Additionally, academic plan errors for high school students and other students were identified by IR and were corrected by Records and other staff. Admissions has begun to review the errors on the DSS CPE Audit dashboard.

Data Dashboard for HCTC

All identified enhancements have been completed for the seven DSS Hazard College Dashboard pages as planned for this academic year. Additionally, DSS reports were constructed for three students groups: Student Support Services, Veterans, and the Next Generation Academy high school student cohort.

A DSS upgrade was launched in late Fall 2014 which caused values that were repeating on a report as they should to not repeat now. IR discovered that numerous reports needed to be edited so values that needed to repeat on a report actually did repeat when downloaded as an Excel file. The Data Research Assistant is conducting an overall review to ensure that these additional edits are made.

On February 13, IR staff will conduct another DSS training session for users who were not previously trained, as well as a few new users.

New National Peer List

In February 2010, HCTC developed its first National Peer Institutions list which allowed HCTC to compare certain data elements such as retention rates, graduations rates, and transfer rates to U.S. schools of similar characteristics as HCTC. Last fall, the IR Coordinator prepared a new pool of SACS institutions with high retention and graduation rates so that the President’s Cabinet could select a new peer group of institutions. The final list of 20 is below. HCTC will review this list again in Fall 2020.

- Albany Technical College, Albany, GA
- Catawba Valley Community College, Hickory, NC
- Copiah-Lincoln Community College, Wesson, MS
- East Mississippi Community College, Scooba, MS
- Haywood Community College, Clyde, NC
- Itawamba Community College, Fulton, MS
- Meridian Community College, Meridian, MS
- Moultrie Technical College, Moultrie, GA
- Mountain Empire Community College, Big Stone Gap, VA
- Okefenokee Technical College, Waycross, GA
- Piedmont Community College, Roxboro, NC
- Savannah Technical College, Savannah, GA
- Sneed State Community College, Boaz, AL

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- South Georgia Technical College, Americus, GA
- South Piedmont Community College, Polkton, NC
- Southwestern Community College, Sylva, NC
- Surry Community College, Dobson, NC
- Vance-Granville Community College, Henderson, NC
- Victoria College, Victoria, TX
- Western Texas College, Synder, TX

National Benchmarking

Unfortunately, many other tasks have taken priority over preparing the summary reports for the 2014 National Community College Benchmark Project and the 2014 National Community College Cost & Productivity Project (formerly known as the Kansas Study). The IR Coordinator is still determining a time to work on these reports for the President's Cabinet and others.

Voluntary Framework of Accountability (VFA)

Unfortunately, many other tasks have taken priority over preparing the summary report for the VFA Year One data. The IR Coordinator is still determining a time to develop the report. A large component of the VFA is developmental education. The IR Coordinator will contact the Chair of the Developmental Studies Committee to ask if members would allow time in a future meeting for a data presentation/discussion.

CPE's Closing the Achievement Gap

For this project, HCTC will strive to improve the HCTC graduation rate of minority students. This effort was reported on in HCTC's Diversity Plan Assessment Report which was due in late November.

For the MAT 55-65 Achievement Gap project, Academics tracked 8 full-time enrolled minority students, all who were enrolled in MAT 65 in-person classes (6 at the Hazard Campus, 1 at the Knott County Branch, and 1 at the Lees College Campus); four were females and four were males; four were between the ages of 18-21 and four were between the ages of 26 and 52. Two of the 8 passed the class, 2 earned F grades, 2 earned MP grades, and 2 withdrew (W grade). The two students who earned the F grade did not log any math lab hours. One student logged 64 math lab hours, while the others logged between 1 and 13 math lab hours. Each minority student was assigned a Math Mentor who worked with both the instructor and the student on course material. The MAT 65 minority students who were assigned a Math Mentor had a 20% success rate compared to a 43% success rate for MAT 65 non-minority students who were not assigned a Math Mentor.

For the Student Services Achievement Gap project, Student Services tracked 68 Fall 2014 credential-seeking minority students. 52 of the 68 or 77% enrolled for Spring 2015 by the last day to add 1-16-2015. The Fall 2014 to Spring 2015 persistence rate for minority students is 77% compared to 70.8% Fall 2014 to Spring 2015 persistence rate for all HCTC credential-seeking students. For this project, Student Services will also track the Spring 2015 to Fall 2015 persistence rate and the Fall 2014 to Fall 2015 persistence rate for both credential-seeking minority students compared to all credential-seeking students.

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Veterans Success Initiative

In January, Student Services used the Fall 2014 to Spring 2015 Retention Effort reports prepared by IR to contact Veterans who have not yet enrolled for Spring 2015. There were 38 credential-seeking Veterans enrolled for Fall 2014 and 11 of them did not enroll for Spring 2015 by the last day to add for a 71% Fall 2014 to Spring 2015 persistence rate. Also for the Spring 2015 term, IR identified Veterans using FAFSA data and found 55 students; 22 of the 55 (or 40%) enrolled as of the last day to add. 15 of the 22 were enrolled in Fall 2014; the other 7 were new. IR asked Veterans Services to enter the VET student group code in Peoplesoft for these new students. IR staff also developed a set of DSS reports for the Veterans group of students which runs on the DSS Hazard College dashboard for Student Services to use.

Continued Data Tracking on QEP Cohorts

Even though the QEP Impact Report was submitted to SACS in August of 2012, data tracking activities still need to be completed on one QEP first-time student cohort. Now that Fall 2014 grades are posted, we can determine how many Spring 2012 cohort students earned a credential. This is the last tracking activity that needs to be completed before all data tracking is finished for the cohorts in the first HCTC QEP (Fall 2007-Spring 2012). The Data Research Assistant was not able to schedule time to work on this data in January, but will try again in February.

First-Time Student Data Tracking

On January 31, 86 first-time students were enrolled for Spring 2015. In January, IR staff calculated the number of first-time students who tested into a developmental education course.

IV. SACSCOC

QEP Development Team

The Director of IEPR, also the QEP Development Team Chair, facilitated a QEP Development Team meeting on January 7. The Director of IEPR and the Grant Writer had a conversation in December 2014 about potentially increasing HCTC employee participation on the QEP Development Team for Spring 2015 as the QEP Development Team begins defining the future state of orientation and the first-year experience course. Increasing the HCTC employee participation on the QEP Development Team to define the future state of orientation and the first-year experience course in Spring 2015 was discussed with the QEP Development Team during the meeting. The QEP Development Team thought increasing HCTC employee participation was a good idea, and the Director of IEPR sent an email HCTC-wide on January 16 stating that the QEP Development Team was seeking additional HCTC employees to develop the future state of orientation and the first-year experience course for the Spring 2015 semester. An additional 16 HCTC employees (11 faculty and 5 staff) volunteered to be part of the QEP Development Team to define the future state of orientation and the first-year experience course.

The QEP Development Team also discussed that it may be beneficial to conduct focus groups with Hazard Community and Technical College (HCTC), Jefferson Community and Technical College (JCTC), and Henderson Community College (HCC) faculty and staff that either previously participated in or is currently involved with orientation and GE 100, GEN 101, GEN 102, and FYE 105 initiatives. The intent of these focus groups were to leverage past and/or current best practices, lessons learned, identify things that worked well, discuss items that could

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have been improved, etc. The Director of IEPR sent an email to relevant HCTC, JCTC, and HCC employees with potential dates to hold the focus group sessions in February and March 2015. The Director of IEPR also developed a draft list of orientation focus group questions and a separate list of GE 100, GEN 101, GEN 102, and FYE 105 focus group questions and sent it out to the QEP Development Team for review and input.

HCTC SACSCOC Team

The Director of IEPR attended a HCTC SACSCOC Team meeting on January 28. Each of the units provided a status update on their applicable sections for the SACSCOC 10-Year Compliance Report.