

**Institutional Effectiveness, Planning, and Research (IEPR) Monthly Update
For the Period of February 1 – February 28, 2015**

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

Diversity Plan Assessment Report

The KCTCS System Office finally received the retention and transfer data from the Council of Postsecondary Education (CPE) in mid-February. The Director of IEPR finalized the 2013-2014 HCTC Diversity Plan Assessment Report and submitted it to Dr. Greiner for final review, approval, and submission to the KCTCS Diversity Officer on February 25. The 2013-2014 HCTC Diversity Plan Assessment Report is due to the KCTCS System Office by March 5, 2015 via the President's Office.

Student Services

The Director of IEPR attended a Student Services Council Meeting on February 3. Relevant information was shared with IEPR team members.

IEPR

The Director of IEPR facilitated the monthly IEPR Team Meeting on February 5. A Student Services update was provided, content for the next IEPR Pulse edition was identified, unit and sub-unit updates were provided, and the Grants sub-unit provided a professional development training session.

Institutional Effectiveness Committee

This committee last met on November 14. A February meeting was scheduled on February 20, but the college was closed due to inclement weather. The March meeting is scheduled for March 20.

Campus Environment Team

A new Campus Environment Team (CET) Chair started with HCTC on January 1, 2015. The Director of IEPR conducted a Campus Environment Team knowledge transfer meeting with the new CET Chair on February 3. During the meeting, the Director of IEPR reviewed and discussed with the new CET Chair the CET Committee charge, scope, and membership, last year's CET recommendations that were submitted to the HCTC President, the recommendations template, and the recommendations tracking sheet.

In addition, the Director of IEPR provided the CET Chair with a list of diversity students that participated on last year's CET, showed the new CET Chair the HCTC Diversity Dashboard, and discussed the process utilized last year to advertise CET meetings HCTC-wide. The Director of IEPR also reviewed and discussed the Campus Climate Survey that is administered during the

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spring semester. The CET Committee Annual Report was also reviewed and discussed that this requirement is due to the Institutional Research Coordinator at the end of May. Last, the Director of IEPR reviewed the 2013-2014 Diversity Plan Assessment Report, discussed the Campus Environment Team reporting requirements that are covered annually in the HCTC Diversity Plan Assessment Report that is submitted to the Council on Postsecondary Education, and reiterated the importance of having student participation on the CET, developing and submitting recommendations to the HCTC President to improve the campus climate, administering the Campus Climate Survey, and advertising CET meetings HCTC-wide. Post meeting, all discussed documentation was emailed to the new CET Chair.

Compliance Assist Authentication

The Institutional Research Coordinator coordinated with Compliance Assist on the authentication process. The authentication process is a process that HCTC would undergo so that users would be able to use their KCTCS user name and password when logging into Compliance Assist. Technology Solutions has initiated the Compliance Assist authentication process and should be completed by early March.

II. GRANTS

Grant Proposals Referred

Melissa referred the NSF Robert Noyce Teacher Scholarship Program grant proposal to Deronda Mobelini and several math and science faculty including program chairs for consideration. Melissa held a conference call to discuss the possibilities and it was determined that a four-year university should be the lead. Deronda referred the pertinent information provided by Melissa to Morehead State University. MSU stated they will pursue the grant and will include us in their proposal. Deronda is awaiting contact from MSU.

Melissa referred the DHHS Rural Network Allied Health Training Program grant proposal to Jennifer Lindon and Anna Napier for consideration. After meeting with both, it was decided that third party healthcare providers would have to lead the project and that the college would not significantly benefit from the project.

Melissa referred the OVW FY 2015 Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program proposal to Dr. Greiner and Germaine Shaffer for consideration. All parties are interested. Germaine formed a team of Beth Pennington, Tewayne Willis and Ginger Carroll to work with Melissa on the grant. The team had not met as of the end of February and the grant is due March 20, 2015.

Melissa referred the Department of Commerce Grant to Dr. Jennifer Lindon for consideration. Melissa met with Dr. Lindon and Dr. Greiner to discuss the grant. HCTC nor its service area qualifies for the grant based on the level of existing manufacturing industry that must be in place.

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Melissa referred the USDA Secondary Education, Two-Year Postsecondary Education, and Agriculture in the K-12 Classroom Challenge Grants proposal to Rachel Ackerman of Farm-to-School to consideration. She is reviewing it and will let Melissa know if they are interested.

Melissa referred the DHHS Campus Suicide Prevention Grant proposal to Germaine for consideration. She was interested in applying and is forming a team to work on the proposal. The grant is due April 20, 2015.

Melissa referred the National Endowment for the Humanities (NEH) Challenge Grant proposal to Cathy Branson for consideration. Ms. Branson responded that she did not have the time to commit to the grant proposal process at this time.

IEPR Pulse Newsletter

Melissa created draft of newsletter and forwarded to Alexis Malepeai for edits and additional content.

SACSCOC

Melissa edited Compliance Assist permissions to give each person on the SACSCOC team access/editing rights to the Accreditation module.

Melissa also forwarded a style guide to Donna Combs for review. We are considering how we need to modify it to suit the Compliance Assist requirements regarding Font size and type. Melissa began creating operational and assessment plan folders for 2012-2015 for the SACSCOC accreditation process. Melissa experienced technical difficulty and implored the assistance of Technology Solutions who are still working on a solution.

IEPR Team Meeting

Melissa attended and took minutes for the IEPR team monthly meeting on February 5, 2015 on Lees College Campus in Jackson.

Melissa also uploaded the IEPR monthly meeting minutes the team's Sharepoint site.

Distance Learning Committee

Melissa participated in an ad-hoc committee to discuss the Distance Learning webpage and any recommended changes.

Professional Development Committee

Melissa attended the Committee meeting on February 13 to discuss the upcoming Professional Development Day in March.

QEP

Melissa uploaded documents as requested to the QEP Sharepoint site.

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Melissa attended the monthly QEP meeting and took notes regarding the conference call with Tony Strawn of Henderson Community College and Maria Galyon of Jefferson Community and Technical College to discuss their FYE course processes, best practices and lessons learned.

Course Assessments

Melissa met with Alexis Malepeai to receive training on the Course Assessment process.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update

Enrollment for the Spring 2015 term began on October 1, 2014. By February 28, 2,411 students were enrolled in 23,355 credit hours compared to 2,540 students enrolled in 26,181 credit hours on February 28, 2014 for the Spring 2014 term. When comparing the two spring terms, we are currently down 129 students and 2,826 credit hours. Student Services has set the Census Date headcount target for Spring 2015 at 2,520. We are 109 students away from meeting that target.

Retention Effort

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 23 *ad hoc* data requests in February 2015 compared to 10 requests for February 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 Fa2014

The following surveys closed at the end of December and summary reports and will be prepared by IR in early March:

- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Fa2014

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- 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

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 Sp2015
- IR Employee Satisfaction with Data-Survey Requests Sp2015
- Workforce Solutions Credit Survey Sp2015
- Workforce Solutions Non-Credit Survey Sp2015
- Workforce Solutions Kids Programming Survey Sp2015
- Workforce Solutions CPR Course Evaluation Sp2015

Program Reviews

After resolving the embedded file issue with Compliance Assist, IR staff was finally able to download the 2013-14 program reviews, format them, and save them in their final PDF format. By mid-February, all program coordinators received their final PDF copy of their 2013-14 program review by email. The files were also posted to the program review folder on the IEPR Sharepoint team site.

The IEPR Assessment Coach reviewed one of the two programs who still had not entered their 2014-15 program outcomes by the end of January, but the other program coordinator is still out on medical leave. The IR Coordinator will check this last program in March to see whether tasks to be completed prior to February were completed.

IR staff provided the Fall 2014 program review data to the program coordinators by February 28, 2015. The Academic administrative assistants are to enter the Fall 2014 data into the Addendum section of the program review by March 15, and the program coordinators should have their Fall 2014 data analyzed and the fall data reported in the program outcome sections of the program review.

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In February, the Data Research Assistant began compiling the CPE 5-Year Program Review data for Business Administration Systems and Computer and Information Technology which are due in April and May.

In February, the IR Coordinator worked with Campus Labs to rename the Program Review Summary form to the Academic Leadership Team Review form for all 27 programs. The IR Coordinators also worked with Campus Labs to establish the Program Review Oral Presentation Summary template in Compliance Assist; this form is now set up for the 27 programs. Of significance is that in February the IR Coordinator coordinated efforts between HCTC Technology Solutions and Campus Labs that would allow HCTC Compliance Assist users to now log in to Compliance Assist with their KCTCS username and password credentials. All users were notified by email of this notable improvement.

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 Data Research Assistant followed up with the program coordinators and administrative assistants who had not yet returned their completed end of program assessment documentation files.

In mid-February, the IR Coordinator prepared a file of Spring 2015 technical students for each program coordinator and asked them to verify their list by March 6.

2013-14 Graduates for TEDS Follow-Up

All technical program coordinators returned their completed TEDS Student Follow-Up Forms from their 2013-14 graduates. The TEDS administrative assistant entered 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. In February, IR asked the division chairs to obtain from each faculty what they did to improve their courses or improve student learning by February 28. All except one division returned the completed information for their divisions. IR will follow up

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with that division chair in March and then send out a combined document to Academic Services. A document of noted improvements was also collected after the Fall 2013 course evaluations. We will have two rounds of noted improvements as documentation for the upcoming SACSCOC reaffirmation report.

Data Quality

In February, IR provided Admissions with a report of the errors on the DSS CPE Audit dashboard. All of the errors were corrected by Admissions with the exception of some students lacking Social Security numbers which is not required. Workforce Solutions registered quite a few workforce students and IR provided a report of the errors that needed to be corrected to Workforce; all errors were corrected immediately.

Data Dashboard for HCTC

On February 13, IR staff conducted another DSS training session for 6 users who were not previously trained or were new users. All evaluations were positive.

Integrated Postsecondary Education Data Systems (IPEDS)

The IPEDS Winter Surveys (2015 Graduation Rates, 2015 Graduation Rates 200, and 2015 Student Financial Aid) were completed by KCTCS Office of Research and Policy Analysis in February. The IR Coordinator downloaded the survey reports and sent them to Student Services for review. All three surveys were reviewed and KCTCS was notified to “lock” these surveys.

CCSSE Survey of Online Student Engagement (SOSE)

HCTC has participated in the Community College Survey of Student Engagement (CCSSE) since 2006. This survey was administered to students enrolled in in-person classes through a paper-pencil instrument, and students enrolled in classes with an online component were excluded. The population of online students has continued to grow in great numbers over the last few years, and many U.S. colleges have requested that CCSSE consider transforming the in-class administration into an electronic online administration. In response to both of those issues, CCSSE has created the Survey of Online Student Engagement (*SOSE*) to account for the different experiences of online students and to test out an online administration instrument. This Spring 2015, HCTC is one of 14 colleges across the U.S. (and the only Kentucky institution) participating in this pilot administration of *SOSE*. The survey was launched on February 23 to 896 HCTC students taking all of their Spring 2015 classes online. The survey will close on May 13. Results are expected in late summer.

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

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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 in November 2014.

The MAT 55-65 Achievement Gap project continues with the Spring 2015 term. Academics is tracking 3 minority students who are enrolled in MAT 55 and 4 minority students who are enrolled in MAT 65.

The Student Services Achievement Gap project also continues with the Spring 2015 term. Student Services is tracking 61 Spring 2015 credential-seeking minority students.

Veterans Success Initiative

For the Veterans Success Initiative, Student Services is tracking 22 Spring 2015 enrolled Veterans. Seven of the 22 were newly enrolled and Students Services entered the VET student group code for these new students.

Continued Data Tracking on QEP Cohorts

Even though the QEP Impact Report was submitted to SACS in August of 2012, one data tracking activity remained on the last QEP first-time student cohort. In February, the Data Research Assistant determined that 18 out of the 148 Spring 2012 cohort of first-time students or 12% completed a credential in six semesters. Please see the table below for the comparison of all QEP cohorts (Fall 2007 through Spring 2012).

QEP First-Time Student Cohort	Number in Cohort	Number Completed Credential in 6 Semesters	Percentage Completed Credential in 6 Semesters
Fall 2007	388	77	20%
Fall 2008	420	78	19%
Fall 2009	504	119	24%
Fall 2010	576	137	24%
Fall 2011	566	153	27%
Spring 2008	86	11	13%
Spring 2009	130	38	29%
Spring 2010	193	36	19%
Spring 2011	144	28	19%
Spring 2012	148	18	12%

First-Time Student Data Tracking

On February 28, 86 first-time students were enrolled for Spring 2015. In February, the IR Data Research Assistant determined that 275 of the Fall 2014 cohort (486) of first-time students tested into a developmental education course (or 57%) while 221 of the Fall 2014 cohort of first-

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time students enrolled into a developmental education course (or 45%). For the Spring 2014 cohort (135) of first-time students, the Data Research Assistant determined that 11 completed developmental MATH coursework in one year (or 14%), 23 completed developmental ENG coursework in one year (or 45%) and 19 completed developmental RDG coursework in one year (or 41%). For the Fall 2013 cohort (548) of first-time students, the Data Research Assistant determined that of the 92 first-time students who completed their ENG developmental coursework in one year, 40 first-time students were successful in their first attempt at a college level course (or 43%) and the 43 first-time students who completed their MATH developmental coursework in one year, 27 first-time students were successful in their first attempt at a college level course (or 63%).

IV. SACSCOC

QEP Development Team

The President's Cabinet approved the IEPR recommendations of student achievement data to disclose on the HCTC website per the new SASCCOC requirement. The recommended student achievement data elements are credentials awarded, high wage/ high demand data, IPEDS data (ex: graduation rates, transfer-out rates, full-time retention rates, and part-time retention rates), and licensure/certification rates. The Institutional Research Coordinator developed the HCTC student achievement data format and coordinated with Casey Brock in Technology Solutions to get it published on the HCTC website. The link to the HCTC student achievement data was sent to the SACSCOC Liaison on February 10 and she informed SACSCOC where HCTC's student achievement disclosure data was located. The HCTC student achievement data can be found on the HCTC website at → About HCTC → Student Achievement Disclosure Information.

The Director of IEPR, also the QEP Development Team Chair, confirmed the HCTC, JCTC, and HCC orientation and GE 100, GEN 101, GEN 102, and FYE 105 focus group sessions and finalized the two sets of focus group questions with the QEP Development Team. The Director of IEPR met with Tim Short in Technology Solutions on February 12 and conducted a practice run through in the Commodore Room in preparation for the next day's focus groups with HCC and JCTC and resolved technology issues that were incurred.

The Director of IEPR and the QEP Development Team conducted two focus group sessions - one with Tony Strawn from Henderson and one with Maria Galyon from Jefferson – on February 13. Orientation and FYE 105 best practices, lessons learned, things that are going well, things that could be improved, etc. were obtained and QEP Development Team members' questions for Tony and Maria were answered during the two focus groups. The HCTC orientation and GE 100, GEN 101, GEN 102, and FYE 105 are scheduled for March 13 and March 16, 2015.

The Director of IEPR followed-up with Tony and Maria to obtain information and documents they stated they would share with the HCTC QEP Development Team. The Director of IEPR also compiled the HCC and JCTCS focus group information and documents and shared them with QEP Development Team members.

The Director of IEPR also met with Carol Strickland, one of the authors of *College Success: A Concise Practical Guide*, reviewed the book and associated instructor support materials, and

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discussed if any community colleges are currently utilizing the book. The *College Success: A Concise Practical Guide* is one of three FYE books potentially being considered for the HCTC FYE course.