

**Institutional Effectiveness, Planning, and Research (IEPR) Monthly Update  
For the Period of April 1 – April 30, 2015**

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

**Course Assessments**

The Director of Institutional Effectiveness, Planning, and Research (IEPR) emailed full-time and adjunct faculty members on April 24<sup>th</sup> reminding them that the Spring 2015 course assessments are due in Compliance Assist on Monday, May 11<sup>th</sup>. The fall and spring course assessments are always due on the same day that grades are due for the semester. The Director of IEPR began conducting quality assurance reviews and providing feedback on recommended actions for improvement to faculty members that completed their Spring 2015 course assessments in advance of the May 11 deadline.

**Institutional Effectiveness Committee**

The final meeting of year for the Institutional Effectiveness Committee was held on April 17, 2015, with 6 of the 21 members attending (6 of the other 15 members had other meetings and could not attend). The Chair gave a SACSCOC update indicating that department employees had been given writing assignments. The 2014-15 unit/subunit assessment plans must be completed by May 30. The Chair also reported that Admissions will now be responsible for both the online orientation, as well as the in-person orientations. The writing of the next QEP focusing on Orientation-FYE 105 will begin in June. The Chair will prepare the committee's annual report and the suggested focus for this committee for next year will be: continue SACSCOC and QEP and look at new programs.

**2014-15 HCTC Committees**

HCTC has 24 committees (admission committees, institutional committees, and standing committees). Only 9 of the 24 committees had not submitted their Institutional Effectiveness Annual Report to IR. Minutes and Annual Reports are stored on the [Institutional Effectiveness Sharepoint Team site](#).

**Diversity Peer Team**

The Director of IEPR and Janice Hagans-Higgins attended the KCTCS Diversity Peer Team meeting at the Bluegrass Community and Technical College Leestown Campus on April 15. The Director of IEPR also met with Janice Hagans-Higgins on April 30 to do a knowledge transfer session and discuss the requirements and components of the Campus Environment Team Annual Committee Report.

The KCTCS Diversity Peer Team is writing a Diversity Whitepaper for the KCTCS President's Leadership Team (PLT). The Director of IEPR was the lead for the Diversity Data team and section of the whitepaper. The Director of IEPR conducted a meeting with team members on April 23 and began development of the Diversity Data section of the whitepaper.

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**IEPR Monthly Team Meeting**

The Director of IEPR facilitated the monthly IEPR team meeting with unit members on April 16 on the HCTC Hazard Campus.

**Student Services**

The Director of IEPR attended a Student Services Leadership Meeting on April 7 and a Student Services Council Meeting on April 29. Relevant information was shared with IEPR unit members.

**CCSSE**

The Director of IEPR reviewed a 2014 CCSSE/CCFSSE summary document that was developed by IR Coordinator and provided feedback on April 3. The Director of IEPR also attended a CCSSE meeting on April 17.

**Remedial Math Best Practices Grant Meeting**

An Academic Dean (Anna Napier), the Grant Writer, and the Director of IEPR attended a conference call meeting with the County College in Chicago on April 24. County College in Chicago has been successfully delivering remedial math education at the high schools in Chicago and HCTC gleaned best practices and learned about the remedial education model used in Chicago for consideration in implementing locally within the HCTC service area.

**Strategic Planning**

The Director of IEPR attended a KCTCS Strategic Planning meeting on April 20. Relevant strategic planning information regarding the development of the *2016-2022 KCTCS Strategic Plan* were shared with IEPR unit and the President's Cabinet members.

## **II. GRANTS**

**Grant Proposals Referred**

Melissa referred information regarding the Community Engagement and Research Mini-Grant Program 2015 to Vickie Combs to consider for the tobacco free initiative. No response was received.

Melissa referred information regarding the POWER initiative, which will be grants from various agencies for coal communities, to Jennifer Lindon. We will be watching for the funding solicitations to be released.

Melissa forwarded to Dr. Greiner, Dr. Smoot and Ms. Shaffer information on the ED Investing in Innovation Fund (i3) grant for consideration. Melissa was instructed to attend the "Question and Answer" webinar. She forwarded webinar notes to Ms. Shaffer, but not further instruction has been given.

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Melissa forwarded information to Dr. Greiner, Dr. Smoot and Ms. Shaffer regarding the Department of Education's First in the World grant program. Melissa attended the webinar and shared notes with Ms. Shaffer. No further instruction has been given.

Melissa forwarded information to Dr. Jennifer Lindon, Anna Napier and Carla Seals regarding Kentucky Association for Career and Technical Education (KACTE) Carl Perkins Assistanceship Grants. All said they would look for viable candidates for the grants.

Melissa forwarded information to Dr. Jennifer Lindon regarding the DOL Susan Harwood Training Grant Program. No response has been given.

Melissa forwarded information to Ms. Germaine Shaffer regarding the upcoming Trio Talent Search and EOC grants. We will await the release of the solicitations.

Melissa forwarded information to Ms. Germaine Shaffer regarding the ED Strengthening Institutions Program (Title III Part A). We will not pursue this grant.

Melissa forwarded information to Ms. Cathy Branson regarding the National Endowment of the Humanities Digital Projects for the Public. No response was received.

Melissa forwarded information to Ms. Cathy Branson regarding the National Endowment of the Humanities Common Heritage. No response was received.

Melissa forwarded information to Dr. Beth Pennington regarding the Department of Education Centers of Excellence for Veteran Student Success. Melissa and Beth are meeting in May to further discuss the proposal.

**Grant Proposals in Process**

**Department of Health and Human Services  
Health Careers Opportunity Program  
\$1,950,000 over three years**

Melissa was working with Anna Napier and Gwen Collins of Allied Health and other Allied Health program coordinators to submit this proposal by May 15, 2015. This grant would have helped recruit and retain educationally and economically students in Allied Health programs. However, Anna Napier, the key person working on the grant with Melissa, wasn't able to continue the work because of the Perkins Grant which was released earlier than expected and is due on the same date at the HRSA grant.

**National Endowment of the Humanities  
Preservation Assistance Grants for Smaller institutions  
\$6,000 over 18 months**

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Melissa was working with Cathy Branson to develop a proposal for the preservation of a music collection given to the Kentucky School of Bluegrass and Traditional Music. However, Ms. Branson wasn't able to secure the staff and faculty support needed.

**SACSCOC**

Melissa attended the monthly SACSCOC meeting.

Melissa continued to edit the style guide and after incorporating suggested edits from the SACSCOC team during the monthly meeting.

Melissa arranged Lauren Maguire of Campus Labs to provide a video training of the Compliance Assist Accreditation Site for the SACSCOC team. The training occurred on April 30, 2015 during the monthly SACSCOC team meeting.

Donna Combs also asked Melissa to determine the best method of completing some of the sections of the Compliance Assist Accreditation site which required inserting PDF documents. Melissa communicated with Lauren Maguire of Campus Labs and presented the information to Donna Combs.

Melissa has been asked to be responsible for uploading all necessary documents to Compliance Assist which will be linked to the standards and requirements.

**IEPR Team Meeting**

Melissa attended and took minutes for the IEPR team monthly meeting at Hazard Campus.

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

**IEPR Pulse**

Melissa edited the next edition of the IEPR Pulse and forwarded it to Misty Feltner in the DPC for formatting. We are awaiting the final copy. Upon receipt, Melissa will forward it to Alexis for distribution.

**QEP**

Melissa uploaded documents as requested to the QEP Sharepoint site.

Melissa attended the weekly QEP meetings and took minutes.

Melissa attended the faculty meeting with Alexis who discussed the overview of the QEP. Melissa Distributed handouts regarding the QEP.

Melissa attended an IEPR to discuss the Academic Leadership Team's comments regarding the QEP presentation to the faculty meeting. The team formulated responses to ALT's concerns.

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**Student/Employee Survey Feedback Process**

Melissa completed the survey templates and requested DPC to print them. Melissa has asked for volunteers to deliver them to the Lees, Knott, Leslie, and Tech Campuses. Melissa has also asked for the Public Relations Director to place them on Facebook, the webpage and the monitors around campus.

**Student Services Leadership Meeting**

Melissa attended the Student Services Leadership meeting in April.

**STAFF Meeting**

Melissa attended the staff meeting and assisted with handouts for Alexis' presentation of the QEP overview.

**Remedial Math Project Idea**

Melissa presented to math faculty regarding the Remedial Math project idea from McHenry County College in Chicago. She also updated Dr. Greiner, Ms. Shaffer, Anna Napier and Leila Smith. Melissa has also spoke to a local funder who is interested in helping pilot the program in a local high school.

**III. INSTITUTIONAL RESEARCH (IR)**

**Enrollment Update**

Enrollment for the Summer and Fall 2015 terms began on March 1, 2015. There were 379 students enrolled in 2,071 credit hours for Summer 2015 on April 30 compared to 394 students enrolled in 2,067 credit hours for Summer 2014 on April 30. There were 1,054 students enrolled in 12,764 credit hours for Fall 2015 on April 30 compared to 1,167 students enrolled in 13,883 credit hours for Fall 2014 on April 30. Student Services has set the Fall 2015 Census Date headcount target at 3,698. We are currently 2,644 students away from that target.

**Retention Effort**

The first Spring 2015 to Fall 2015 Retention Effort was prepared by IR on April 1 to identify the Spring 2015 credential-seeking students (n=1,907) who were not graduating and who had not yet registered for the Fall 2015 term (n=1,238); 77% of the 1,238 students were listed in the Associate in Arts and Associate in Science academic plans and 55% of the 1,238 students are first-time students from Fall 2014 or Spring 2015. HCTC's Spring 2015 to Fall 2015 persistence rate is 23%, currently the highest in the KCTCS system. In comparison, our Spring 2014 to Fall 2014 Census Date persistence rate was 59% (it has been in the 60 percent-range for last six spring to fall 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 Fall 2015 term. Other reports will follow on May 1, June 1, July 1, and August 3, with a final report after the last day to add 16weeks (August 24, 2015).

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**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 54 *ad hoc* data requests in April 2015 compared to 18 requests for April 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
- Program Satisfaction Survey for Graduates Sp2015
- Course Evaluation of Instruction Fa2014

The following surveys closed and summary reports were prepared by IR in April:

- Disability Services Participant Survey Sp2015
- Grants Office Employee Satisfaction Survey Fa2014-Sp2015
- Human Services Student Survey Sp2015
- Student Evaluation of Academic Advising Pilot Survey Sp2015
- TEDS Employer Surveys for 2013-14 Employed Graduates

The following surveys are underway:

- Campus Environment Team Campus Climate Faculty-Staff-Students Survey Sp2015
- Distance Learning Student Survey Sp2015
- GED Testing Participant Satisfaction Survey-Hazard Fa2014-Sp2015
- GED Testing Participant Satisfaction Survey-Lees Fa2014-Sp2015
- IR Employee Satisfaction with Data-Survey Requests Sp2015
- Library Student Learning and Assessment Survey Sp2015
- Library Online Student Learning and Assessment Survey Sp2015
- Student Resource Center Student Survey Sp2015
- Student Satisfaction with Online Orientation Survey Sp2015
- Student Satisfaction with Orientation Fa2015
- Student Satisfaction with Student Services-Business Services Sp2015
- Student Support Services Participant Survey Sp2015
- Tech Solutions Student Satisfaction with Technology Sp2015

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- Tech Solutions Employee Satisfaction with Technician Survey Sp2015
- UCM Program Interest Survey 2014-15
- UCM Student Descriptive Survey Sp2015
- Workforce Solutions CPR Course Evaluation Sp2015
- Workforce Solutions Credit Survey Sp2015
- Workforce Solutions Kids Programming Survey Sp2015
- Workforce Solutions Non-Credit Survey Sp2015

**Program Reviews**

In April, the Data Research Assistant completed the CPE 5-Year Program Review data for Computer and Information Technology which is due in May.

The program coordinators were to have their Fall 2014 data analyzed and the fall data reported in the program outcome sections of the program review by April 1; however by April 15, 2015, programs still had not completed this work. IR will provide the Spring 2015 data by July 15, 2015.

**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.

At the first of April, the Data Research Assistant provided each program coordinator with a spreadsheet of their technical students who had applied for Spring 2015 graduation. The program coordinator was instructed to use this spreadsheet to manage the end of program assessment process: to inform the Testing Center of their diploma and degree students who needed to take their end of program assessment in April; to record the test results and whether the student passed or failed the assessment; and to pass the spreadsheet on to their program's administrative assistant so that the test results and pass/fail data can be entered into PeopleSoft.

On April 17, the Data Research Assistant provided another round of Burning Glass job placement reports to program coordinators so that they could share the information with their Spring 2015 graduating technical students in an effort to boost HCTC's job placement rate. HCTC has not met the Perkins Accountability Job Placement Performance Measure state goal for the last two years.

For each academic program, there were five reports which graduating students could use to help them find a job.

1. The number of job postings per employer within the last 3 and 12 months for the following 4 states: VA, WV, TN, OH.  
Suggested use of report: Students can use this report to become familiar with the employers in their field who have posted jobs in the last 3 and 12 months. Some employers have numerous postings which indicates their need for employees. Students can research these companies on the Internet for current job postings.

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2. The job title the employer is seeking, the employer name, and the location of the job within the last 12 months for the following 4 states: VA, WV, TN, OH.  
Suggested use of report: Students can use this report to become familiar with the types of positions employers have posted within the last 12 months.
3. The number of job postings per employer within the last 3 and 12 months for Kentucky.  
Suggested use of report: Students can use this report to become familiar with the employers in their field who have posted jobs in the last 3 and 12 months. Some employers have numerous postings which indicates their need for employees. Students can research these companies on the Internet for current job postings.
4. The job title the employer is seeking, the employer name, and the location of the job within the last 12 months for Kentucky.  
Suggested use of report: Students can use this report to become familiar with the types of positions employers have posted within the last 12 months.
5. The job title the employer is seeking, the employer name, and the location of the job within the last 12 months for 24 surrounding Southeastern counties (Bell, Breathitt, Clay, Estill, Floyd, Jackson, Johnson, Harlan, Knott, Knox, Laurel, Lee, Leslie, Letcher, Martin, Morgan, Magoffin, Owsley, Pulaski, Perry, Pike, Wayne, Whitley, Wolfe).  
Suggested use of report: Students can use this report to become familiar with the types of positions employers have posted within the last 12 months.

On April 20, IR sent the verified file of Spring 2015 technical students to the program coordinators asking them to note before the end of the term those students who will not progress or who withdrew from the program.

**2013-14 Graduates for TEDS Follow-Up**

On April 6, IR requested the raw data for both the follow-up and the employer survey and received the files in a couple of days. Next, IR will prepare the job placement and employer satisfaction summary data for the 2014-15 program reviews.

**Course Evaluations**

In April 22, IR prepared the Fall 2014 Student Evaluation of Instruction Response Rate Summary Report for Academics. Academics had communicated to faculty a 33% expected response rate for each course section; 23% of the Fall 2014 course sections did not achieve the 33% response rate.

In April, the IR Data Research Assistant continued to work on preparing the course evaluation summary reports for the divisions and departments.

In March, the Spring 2015 Student Evaluation of Instruction for SEEK classes and the Fall 2014-Spring 2015 Student Evaluation of Instruction for ATC classes was sent Academic Services who will administer the surveys to these students before the spring term ends.

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The Data Research Assistant has been working with Workforce Solutions this year to process student evaluations of their non-credit and credit classes, CPR classes, and Kids Programming classes. Fall 2012 through Spring 2014 student evaluations had been collected on paper, but the data was never aggregated in summary reports. The four surveys were created in SurveyTracker, Workforce Solutions staff entered the data into the survey links last summer, and the Data Research Assistant has been aggregating the data. When the Fall 2014 term began, these four surveys were set up in SurveyTracker, and Workforce Solutions entered the data into the survey links during the Fall 2014 term. As soon as the reports are finished on the Fall 2012 to Spring 2014 group, summary reports will also be prepared for the Fall 2014 surveys. The four surveys were set up again for the Spring 2015 term and Workforce Solutions is entering the data as classes finish up. When the spring term ends, summary reports will again be prepared. These summary reports are important evidence needed for the SACSCOC Reaccreditation report.

**Data Quality**

In April, IR continued to work with Admissions on bio-demographical errors for Summer and Fall 2015 enrolled students. When the Spring 2015 term ends, IR will conduct coding reviews for Summer and Fall 2015 enrolled students

**CCSSE Survey of Online Student Engagement (SOSE)**

This Spring 2015, HCTC is one of 14 colleges across the U.S. (and the only Kentucky institution) participating in a pilot administration of CCSSE's Survey of Online Student Engagement *SOSE* to measure different experiences of online students and to test out an online administration instrument. The survey was launched on February 23 to 896 HCTC students taking all of their Spring 2015 classes online. By April 13, 88 students (or nearly 10%) had completed the survey. The survey will close on May 13. Results are expected in late summer.

**Community College Survey of Student Engagement**

In April, IR staff continued to work with the CCSSE Committee to fine-tune data for survey items from the 2014 CCSSE administration which faculty and Student Services could focus on for the 2015-16 academic year. CCSSE Division representatives attended the April 24 division meetings to present the data.

They discussed the survey items for which less than 50% of the faculty and less than 50% of the students responded positively per the two highest survey scale items and these are areas of student engagement where HCTC needs to do some work because the gap between the faculty perception percentage and the student report percentage has increased over the last three administration.

**CCSSE Benchmark: Active and Collaborative Learning**

1. tutored or taught other students [4h; SACSCOC 3.3.1.1; Academic Services]

**CCSSE Benchmark: Student/Faculty Interaction**

1. discussed ideas from readings or classes with instructors outside of class [4n; SACSCOC 2.10/3.3.1.1; Academic Services]

**CCSSE Benchmark: Support for Learners**

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1. had serious conversations with students of a different race or ethnicity other than your own [4s; SACSCOC 2.10; Academic Services and Student Services]
2. had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values [4t; SACSCOC 2.10; Academic Services and Student Services]
3. use career counseling at this college [13b; SACSCOC 2.10/3.3.1.3/3.4.9; Student Services]
4. use peer or other tutoring at this college [13d; SACSCOC 2.10; Student Services]
5. use transfer credit assistance at this college [13j; SACSCOC 3.4.4; Student Services]

They also discussed the survey items for which less than 50% of the faculty and less than 50% of the students responded positively per the two highest survey scale items where the gap between the faculty perception percentage and the student report percentage has decreased over the last three administrations which means HCTC has made improvements in these areas, but the survey items were still under 50% for both faculty and students.

CCSSE Benchmark: Active and Collaborative Learning

1. made a class presentation [4b; SACSCOC 3.3.1.1; Academic Services]
2. worked with classmates outside of class to prepare class assignments [4g; SACSCOC 3.3.1.1; Academic Services]
3. participated in a community-based project as part of a regular course [4i; SACSCOC 2.10/3.3.1.3/3.4.9; Academic Services]

CCSSE Benchmark: Student Effort

1. came to class without completing readings or assignments [4e; SACSCOC 2.10/3.3.1.1; Academic Services]
2. skipped class [4u; SACSCOC 3.3.1.1; Academic Services]

CCSSE Benchmark: Student/Faculty Interaction

1. worked with instructors on activities other than coursework [4q; SACSCOC 2.10/3.3.1.1; Academic Services]

CCSSE Benchmark: Support for Learners

1. transferring to a 4-year college would cause student to withdraw from class or this college [14e; SACSCOC 2.10/3.4.9; Academic Services and Student Services]
2. use job placement assistance [13c; SACSCOC 2.10; Student Services]
3. use student organizations at this college [13i; SACSCOC 2.10; Student Services]

At the division meetings, program coordinators were instructed to select at least one CCSSE item to incorporate in their 2014-15 program review. Then at the August 2015 Division Retreats and September 2015 division meeting, division faculty will discuss the items and develop strategies. Since the program coordinators will be finishing up their 2014-15 program reviews when they return in August, program coordinators will enter the strategies they have developed for their CCSSE item in their 2014-15 program review before September 15. Then in October through December 2015, program faculty will begin to implement the strategies they have developed and continue their implementation into Spring 2016. Finally, at the end of the Spring 2016 term,

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program faculty will report out to their Division Chairs on how effective the implementation of their strategies were so that this information can be recorded in the 2015-16 program reviews.

**Integrated Postsecondary Education Data Systems (IPEDS)**

Additional IPEDS Winter Surveys (Fall Enrollment and Human Resources) were completed by KCTCS Office of Research and Policy Analysis in April. The IR Coordinator downloaded the survey reports and sent them to Student Services and Human Resources for review. Both surveys were reviewed and KCTCS was notified to “lock” these surveys.

**National Benchmarking**

HCTC will again be participating in the 2015 National Community College Benchmark Project (IR must enter the data by June 15) and the 2015 National Community College Cost & Productivity Project (IR must enter the data by July 15).

**First-Time Student Data Tracking**

By April 30, 18 first-time students were enrolled for Sum2015 and 143 first-time students were enrolled for Fa2015.

The IR Data Research Assistant will begin determining:

- for the Spring 2015 cohort: how many first-time students tested into a developmental education course, and the number of first-time students enrolled into a developmental education course;
- for the Fall 2014 cohort: the number of first-time students that completed developmental MATH, developmental ENG, and developmental RDG coursework in one year;
- for the Spring 2014 cohort: how many first-time students who completed their developmental coursework in one year were successful in their first attempt at a college level course.
- for the Fall 2012 cohort: the number of credentials awarded.

#### **IV. SACSCOC**

**Quality Enhancement Plan (QEP) Development Team**

The Director of IEPR, also the QEP Development Team Chair, facilitated two QEP Development Team meetings on April 3, 10, and 17. The QEP Development Team continued developing the proposed future state of orientation and the first-year experience (FYE) course in the meetings and also began developing seven common assignments for the for the FYE course.

The Director of IEPR, also the QEP Development Team Chair, developed a draft QEP briefing PowerPoint document and submitted it to the QEP Development Team for review and feedback. The Director of IEPR presented the proposed future state of orientation and the first-year experience (FYE) course that was developed by the QEP Development Team to HCTC faculty and staff on April 24<sup>th</sup>. The QEP Development Team Chair first attended the staff meeting on April 24<sup>th</sup> and briefed the proposed future state of orientation and the first-year experience (FYE) course and answered staff questions regarding the proposed QEP and the path ahead. The QEP

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Development Team Chair then attended the faculty meeting on April 24<sup>th</sup> and briefed the proposed future state of orientation and the first-year experience (FYE) course and answered faculty questions regarding the proposed QEP and the path ahead.

The IR Coordinator attended the Academic Leadership Team (ALT) meeting on April 27<sup>th</sup> and briefed the proposed future state of orientation, the first-year experience (FYE) course, and the path ahead. The IR Coordinator captured 11 feedback/concern items from the ALT regarding the proposed QEP and path ahead. The IEPR unit met on April 29<sup>th</sup> to conduct an ALT QEP meeting debrief and reviewed the 11 ALT feedback/concern items and began developing draft responses to address the ALT QEP feedback/concerns. The QEP Development Team will review the ALT feedback/concern items and finalize the responses in the Friday, May 1<sup>st</sup> meeting. The QEP Development Team Chair will submit the QEP Development Team's responses to address the ALT's feedback/concerns.

**HCTC SACSCOC Team**

The Director of IEPR continued development of the IEPR SACSCOC Reaccreditation standards. The Director of IEPR attended a HCTC SACSCOC Team meeting on April 30<sup>th</sup>. All areas on the team (ex: Academic Services, Student Services, IEPR, Administrative Services, etc.) provided a status update on their respective sections of the SACSCOC Re-accreditation Compliance Report and the SACSCOC Re-accreditation timeline was reviewed and discussed by the HCTC SACSCOC Team.