

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

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

Course Assessments

The Director of IEPR sent a reminder email to full-time and adjunct faculty members on May 6 reminding them of May 11 deadline to complete Spring 2015 course assessments in Compliance Assist. The Director of IEPR met with faculty members, assisted them with the completion of their course assessments and answered questions, continued conducting quality assurance reviews of course assessments, and provided recommended improvements to faculty members on their course assessments. On May 18, the Director of IEPR sent Division Chairs (and copied the Deans and Academic Provost) a list of faculty members that had not completed their Spring 2015 course assessments and asked them to follow-up with the faculty members to get them completed as soon as possible.

2014-15 HCTC Committees

HCTC has 24 committees (admission committees, institutional committees, and standing committees). By the end of May, only one of the 24 committees had not submitted its Institutional Effectiveness Annual Report to IR. IR contacted the Committee Chair who indicated that it will be completed in early June. A summary of annual committee reports will be shared with President's Cabinet at the annual President's Cabinet Planning Day on June 23. Minutes and Annual Reports are stored on the [Institutional Effectiveness Sharepoint Team site](#).

Assessment Plans and Assessment Coaching

The Director of IEPR sent all unit and sub-unit leaders an email on May 5 informing them of the Friday, May 29 deadline to complete their 2014-2015 Assessment Plans in Compliance Assist. The Director of IEPR sent a reminder email to unit and sub-unit leaders on May 28 reminding them of the May 29 deadline. All IEPR unit members serve as Assessment Coaches and worked with their unit/subunits to complete the 2014-15 Assessment Plans by May 29.

Program Reviews

The Director of IEPR sent the Program Coordinators their 2014-2015 program course assessment summaries and their program course assessment summary form on May 27 and informed them of deadline date of June 5. The Director of IEPR conducted quality assurance reviews of completed program course assessment summary forms and provided feedback to Program Coordinators, as necessary.

KCTCS IR/IE Peer Team

All four IEPR staff members traveled to Covington, Kentucky to attend the May 20 KCTCS IR/IE Peer Team meeting which, for this meeting, included other college IR/IE staff members instead of just the one college representative who attended other meetings during the year. Attendees received additional DSS training, received an update on the CPE 5-Year Program Review process, viewed a demonstration of the new Program Alignment Tool, heard a

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

presentation on Program Cost Analysis, and was informed as to the next steps in the development of the new KCTCS 2016-2022 Strategic Plan.

Student Services Meetings

The Director of IEPR attended the Student Services Council Meeting on May 26. Relevant information was shared with IEPR unit members.

Diversity Peer Team

The Director of IEPR continued development of the Diversity Data section of the Diversity Whitepaper that will be presented to the KCTCS President's Leadership Team in Summer 2015. The Director of IEPR submitted via email the Diversity Data section to the KCTCS Diversity Peer Team Chair on May 18.

Impact Report

The Director of IEPR met with the Grant Writer on May 27 and conducted a knowledge transfer session on how to develop the Impact Report template.

II. GRANTS

Funded Grant Applications

Appalachian Regional Commission

May 29, 2015

\$177,530 (\$44,382 required match)

The ARC informed Melissa that the grant proposal to update the two automotive technical programs has been approved. Melissa must now work with Dr. Jennifer Lindon to complete and submit a full grant proposal.

Grant Proposals Referred

A new process was decided for referral of government grant solicitations. Melissa will refer the solicitations to the President's Cabinet member who manages the unit for this the grant would benefit. The Cabinet member would quickly decide whether to refer the opportunity on or whether to pass and would notify the grant writer of their decision.

Melissa referred the POWER2015, The Partnerships for Opportunity and Workforce and Economic Revitalization (POWER) Implementation Grant, Department of Commerce, Economic Development Administration to Dr. Smoot for consideration in referring to Workforce. Awaiting a response as to whether we are pursuing this.

Melissa referred the Office of Postsecondary Education (OPE): First in The World (FITW) Program: DEVELOPMENT Grant to Dr. Smoot and Germaine Shaffer for consideration. Melissa attended a webinar earlier in April and referred on information gleaned. Awaiting a response as to whether we are pursuing this.

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

Melissa referred the SOLAR TRAINING AND EDUCATION FOR PROFESSIONALS (STEP) Department of Energy grant opportunity to Dr. Smoot for consideration by Workforce. This opportunity might fit with the new Smart House project already in place on the Technical Campus. Awaiting a response as to whether we are pursuing this.

Melissa referred the National Endowment for the Humanities (NEH) Summer Stipends program grant to Dr. Smoot for consideration by Heritage and Humanities or by Library Personnel. Awaiting a response as to whether we are pursuing this.

Melissa referred the National Endowment for the Humanities (NEH) Humanities Collections and Reference Resources grant competition solicitation to Dr. Smoot for consideration by Library Personnel. Awaiting a response as to whether we are pursuing this.

Melissa referred the Fulbright Scholar-in Residence (S-I-R) Program notice to Dr. Kathy Smoot for consideration. Awaiting a response as to whether we are pursuing this.

Melissa referred the notice of the USDA's Distance Learning and Telemedicine Grant application to Donna Roark and Ella Strong. Dr. Greiner has asked that we pursue an application. Melissa asked Ms. Roark for a proposal idea. The purpose of the grant is for the expansion of distance learning through equipment upgrades. No computers can be purchased. Melissa is awaiting on Ms. Roark to provide direction.

Impact Report

Melissa began downloading the 2014-2015 completed Assessment plans to be included in the Impact Report. Work began on setting up the new 2014-2015 Impact Report template and the Assessment plan content is being entered into the Impact Report.

Assessment Plan Coaching

Melissa met with Stu Fugate to assist in the completion of the 2014-2015 assessment plans for Maintenance and Operations as well as Safety, Auxiliary Services, Facilities and Evening Coordination. Melissa also met with Carla Seals to assist her in the completion of her 2014-2015 assessment plan for Development. Melissa also met with Cluster Howard to assist in the completion of the 2014-2015 Student Life Assessment Plan.

IE/IR Peer Team Meeting and HCTC IEPR Team Meeting

Melissa attended the IE/IR Peer Team Meeting in Covington, Kentucky on May 20, 2015. She also participated in the May HCTC IEPR Team Meeting on May 20, 2015.

IEPR Pulse

Melissa inserted the required sections and content into the October 2014 -April 2015 IEPR Pulse newsletter and provided it to Alexis Malepeai for distribution.

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

Course Assessments

Melissa met with Alexis Malepeai to receive training on the course assessment process. Checked Compliance Assist for the completion of 2014-2015 course assessments by the faculty in the Computer and online Technology Division, Developmental Education and the Allied Health Division and reported findings to Alexis Malepeai.

SACSCOC

Melissa downloaded the 2012-2013, 2013-2014 Operational and Assessment Plans from the Compliance Assist Planning site and uploaded them to the document library of the Reaccreditation site in Compliance Assist. Melissa also downloaded the 2014-2015 Operational Plans from the Compliance Assist Planning site and uploaded them to the document library of the Reaccreditation site in Compliance Assist. Melissa also downloaded the 2012-2013 and 2013-2014 course assessments from Compliance Assist Planning site and uploaded them to the document library of the Reaccreditation site in Compliance Assist.

STAFF Meeting

Melissa attended the May 2015 staff meeting.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update

Enrollment for the Summer and Fall 2015 terms began on March 1, 2015. There were 491 students enrolled in 2,546 credit hours for Summer 2015 on May 31 compared to 456 students enrolled in 2,312 credit hours for Summer 2014 on May 31. There were 1,422 students enrolled in 16,907 credit hours for Fall 2015 on May 31 compared to 1,543 students enrolled in 18,281 credit hours for Fall 2014 on May 31. Student Services has set the Fall 2015 Census Date headcount target at 3,698. We are currently 2,276 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 was 23%, the highest in the KCTCS system. In comparison, HCTC's 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).

The second Spring 2015 to Fall 2015 Retention Effort was prepared by IR on May 4 to identify the Spring 2015 credential-seeking students (n=1,907) who had still not yet registered for the

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

Fall 2015 term (n=925) by April 30. Between April 1-30, an additional 313 Spring 2015 students enrolled for Fall 2015. Of the 925 who remained, 60% were listed in the Associate in Arts and Associate in Science academic plans and 38% of the 925 students are first-time students from Fall 2014 or Spring 2015. By April 30, HCTC's Spring 2015 to Fall 2015 persistence rate was 40.5%, the second-highest in the KCTCS system. In comparison, HCTC's 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 June 1, July 1, and August 3, with a final report after the last day to add 16weeks (August 24, 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 20 *ad hoc* data requests in May 2015 compared to 25 requests for May 2014.

Surveys

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

- Course Evaluation of Instruction Fa2014
- Program Satisfaction Survey for Graduates Fa2014
- Program Satisfaction Survey for Graduates Sp2015
- Program Satisfaction Survey for Graduates Sum2014
- Workforce Solutions CPR Course Evaluation Fa2014
- Workforce Solutions CPR Course Evaluation Sp2015
- Workforce Solutions Credit Survey Fa2014
- Workforce Solutions Credit Survey Sp2015
- Workforce Solutions Kids Programming Survey Fa2014
- Workforce Solutions Kids Programming Survey Sp2015
- Workforce Solutions Non-Credit Survey Fa2014
- Workforce Solutions Non-Credit Survey Sp2015

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

- Distance Learning Student Survey Sp2015
- IR Employee Satisfaction with Data-Survey Requests Sp2015
- Nurse Aide Course Exit Survey Sp2015
- Ready to Work Participant Survey Sp2015
- Student Resource Center Student Survey Sp2015
- Student Satisfaction with Student Services-Business Services Sp2015
- Student Support Services Participant Survey Sp2015
- Tech Solutions Employee Satisfaction with Technician Survey Sp2015
- Tech Solutions Student Satisfaction with Technology Sp2015
- UCM Student Descriptive Survey Sp2015
- Workforce Solutions CPR Course Evaluation (Fa2012-Sp2014)

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

- Workforce Solutions Credit Survey (Fa2012-Sp2014)
- Workforce Solutions Kids Programming Survey (Fa2012-Sp2014)
- Workforce Solutions Non-Credit Survey (Fa2012-Sp2014)

The following surveys closed at the end of May and summary reports will be prepared by IR the first week in June:

- Campus Environment Team Campus Climate Faculty-Staff-Students Survey Sp2015
- Library Student Learning and Assessment Survey Sp2015
- Library Online Student Learning and Assessment Survey Sp2015
- Student Satisfaction with Online Orientation Survey Sp2015

The following surveys are underway:

- Course Evaluations for Fa2014-Sp2015 ATC Courses
- Course Evaluations for Sp2015 SEEK Courses
- GED Testing Participant Satisfaction Survey-Hazard Fa2014-Sp2015
- GED Testing Participant Satisfaction Survey-Lees Fa2014-Sp2015
- Program Satisfaction Survey for Graduates Sum2015
- Student Satisfaction with Orientation Fa2015
- Tech Solutions Employee Satisfaction with Technician Survey Fa2015

The IR Coordinator provided a list of employee and student surveys completed in Spring 2015 to an IEPR staff member who will follow-up with survey owners as to improvements made after they have had time to review the survey results. Some of the improvements will be used in posters and communicated to employees and students.

Program Reviews

IR will provide the Spring 2015 data by July 15, 2015.

TEDS

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 was reviewed by the IR Coordinator, corrections made, and the files returned to KCTCS on May 13.

IR staff attended a regional TEDS training provided by KCTCS at Big Sandy Community and Technical College on May 28.

In May, the Data Research Assistant received completed end of program assessment spreadsheets for technical students who had applied for Spring 2015 graduation -- a few are still outstanding. The assessment data will be reviewed after June 30 to ensure that it was all imported into TEDS by KCTCS. KCTCS will provide 2014-15 errors reports to the KCTCS colleges by June 30. The Inactive Student Termination file will be posted for use by the colleges by July 15. The TEDS lock date is September 1, 2015.

Institutional Effectiveness, Planning, and Research Update For the Period of May 1 – May 31, 2015

The IR Coordinator was asked to provide a summary of how the new No Show process effective for Fall 2015 would impact the Perkins Accountability Performance Measures and TEDS reporting. In the past, students reported by the faculty as a No Show in their classes were removed from their classes in PeopleSoft at the beginning of the term, and the student had no college bill. Effective Fall 2015, HCTC has decided to change its No Show Process so that students reported as a No Show by the faculty are NOT removed from their classes in PeopleSoft, but their amount of financial aid is reduced, and the student is still responsible for paying the tuition for the classes they are still enrolled in. These students will have to be reported in TEDS as “leavers” which will negatively impact the Student Retention Performance Measure and may cause HCTC to set aside 10% of Perkins Basic Funds if HCTC does not come within 90% of the state goal for three years in a row. The 10% must be used on strategies to improve student retention in technical programs.

Course Evaluations

In May, the IR Data Research Assistant continued to work on preparing the Fall 2014 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 to Academic Services. Those surveys were administered via paper-pencil in late April and May and the Academic Services administrative assistant began entering the data into the survey links in May.

The Data Research Assistant worked 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 finished preparing the summary reports by the end of the May.

These four surveys were set up in SurveyTracker for both the Fall 2014 and Spring 2015 terms and Workforce Solutions staff entered the data into the survey links. The Data Research Assistant is in the process of also compiling this data into summary reports. These summary reports are important evidence needed for the SACSCOC Reaccreditation report.

Data Quality

In May, IR continued to work with Admissions on bio-demographical errors for Summer and Fall 2015 enrolled students. IR conducted coding reviews for Summer and Fall 2015 first-time enrolled students and Admissions corrected the errors. This will continue June-August.

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. The survey closed on May 13 and 155 of the 896 (or 17%) online students completed the survey. Results are expected in late summer.

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

Community College Survey of Student Engagement

On May 5, the IR Coordinator followed up with program coordinators to provide a step-by-step reminder of what they needed to do to complete the CCSSE section of their 2014-15 program reviews now that the information had been presented to them by their division representation to the CCSSE Committee at their April 24 division meetings.

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, 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.

The IR Coordinator also emailed the Vice President of Student Services on May 5 reminding her to conduct a meeting of the Student Services subunits in May-July to determine which subunits would include one of the Student Services-related CCSSE items in their 2015-16 assessment plans.

Integrated Postsecondary Education Data Systems (IPEDS)

Since the 2014-15 IPEDS Surveys have all been completed by end of the academic year, the IR Coordinator downloaded all the files again and posted them to the IE Point team site under the IPEDS folder.

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). In mid-May, the IR Coordinator sent emails to some college departments soliciting data for certain sections of the 2015 National Community College Benchmark Project.

Next Generation Academy

In 2013-14, Breathitt County High School began a partnership with Hazard Community and Technical College and Morehead State University creating the Next Generation Academy where selected students would take college classes towards earning an associate degree while they are enrolled in high school. There would be no cost to the students or their parents for this college credit because the cost is covered by Breathitt County Schools' district money and programs already set aside for the students. Through this partnership a cohort of Breathitt County High School students who would be high school juniors in 2014-15 were selected in March 2014 as the first cohort (referred to by HCTC as the NG14 cohort). (A new cohort will be selected for each fall as long as funding is available.) The NG14 cohort of 16 Breathitt County High School

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

students began taking classes at the Lees College Campus of HCTC in Fall 2014 with other college students.

The first academic year (Fall 2014-Spring 2015) ended for the first cohort of 16 Breathitt County High School students selected for the Next Generation Academy. The cohort had an average ACT Composite score of 23. In May, the IR Coordinator provided a summary report to Academic Services regarding student success during their first year.

For Fall 2014, all 16 students were enrolled in four classes or 10 credit hours (part-time): BIO 112 Introduction to Biology, BIO 113 Introduction to Biology Lab, HIS 108 History of the US Through 1865, and PSY 110 General Psychology. The majority of the students earned an A or B in each course; however, one student did earn a C in HIS 108. Therefore, there was a 100% Success Rate. The average term grade point average was 3.663. All students had taken, passed, and earned 10 credit hours for the term.

For Spring 2015, all 16 students who were enrolled in Fall 2014 enrolled for Spring 2015 in three classes or 10 credit hours (part-time): BIO 137 Human Anatomy & Physiology I, HIS 109 History of the US Since 1865, and PSY 223 Developmental Psychology. The majority of the students earned an A or B in each course; however, two students earned a C in BIO 137 and one student earned a C in HIS 109. Therefore, there was a 100% Success Rate. The average term grade point average was 3.538. All students had taken, passed, and earned 10 credit hours for the term.

At the end of the Spring 2015 term, the average cumulative grade point average for the cohort was 3.600, and all 16 students had completed 20 college credits.

For Fall 2015, all 16 students who were enrolled in Fall 2014 and Spring 2015 have registered for Fall 2015 in four classes or 14 credit hours (full-time): ART 100 Intro to Art, BIO 139 Anatomy and Physiology II, COM 181 Basic Public Speaking, SPA 101 Elemen Spanish I.

The second cohort of 13 Breathitt County High School students have been selected to begin at HCTC in Fall 2015, and are already registered for their classes.

First-Time Student Data Tracking

By May 30, 37 first-time students were enrolled for Summer 2015 and 253 first-time students were enrolled for Fall 2015.

The IR Data Research Assistant will begin determining:

- for the Spring 2015 cohort: demographics of all students enrolled in a developmental course; the number of first-time students who tested into a developmental education course; the number of first-time students who enrolled into a developmental education course; persistence rate of first time students; success and failure rates of students in developmental courses (MAT 55, 65, 85, RDG 20, 30, and ENC 90, 91) for first-time students and also for all students enrolled in any developmental course; MAT 65 KYOTE

Institutional Effectiveness, Planning, and Research Update
For the Period of May 1 – May 31, 2015

scores to calculate the number who passed on 1st attempt and the number who passed on multiple attempts for first-time students and also for all students enrolled in MAT 65.

- 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 a QEP Development Team meeting on May 1. The QEP Development Team reviewed the faculty/staff and Academic Leadership Team's (ALT) feedback received from the faculty/staff QEP briefings conducted on April 24 and the ALT briefing conducted on April 27. The QEP Development Team developed responses to the ALT's 11 points of feedback/concerns and the Director of IEPR submitted them to the Academic Leadership Team on May 4. One of the concerns of the ALT was that faculty were not fully engaged with the QEP briefing that took place on April 24 and recommended an additional QEP briefing take place at the next faculty meeting on May 8. Based on feedback received from HCTC faculty, staff, and the ALT, the QEP Development Team refined and reduced the QEP scope from orientation and the first-year experience (FYE) course to only include the FYE course. The orientation components will continue; however, they will not be part of or financially supported by the QEP.

The Director of IEPR developed a new QEP briefing that reflected the new QEP scope based on feedback received in preparation for the May 8 faculty meeting. The Director of IEPR facilitated a conference call with the QEP Development Team members on May 4 to inform those that were unable to attend the May 1 QEP Development Team meeting of the refined QEP scope and review the QEP briefing materials and presentation for the May 8 faculty meeting. In advance of the May 8 faculty meeting on May 6, the Director of IEPR sent out to all HCTC employees via email the QEP briefing materials that would be used during the May 8 faculty meeting and informed HCTC employees of the refined QEP FYE course scope.

The QEP Development Team and the Director of IEPR attended the May 8 faculty meeting and presented the refined QEP scope to HCTC faculty members and answered questions. The QEP Director explained that this is not the final version of the proposed QEP and that additional changes and refinements should be expected as the proposed QEP was reviewed by the President's Cabinet over the summer. The Director of IEPR stated that the draft QEP document would begin to be written by the QEP Development Team and that an updated of the refinements that took place over the summer would be briefed to HCTC employees in Fall 2015. The Director of IEPR plans to update HCTC employees at the Fall 2015 Start-up Meeting of the additional QEP refinements that took place over the summer.