Institutional Effectiveness, Planning, and Research (IEPR) Monthly Update
For the Period of July 1- July 31, 2014

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

President's Cabinet Planning Day
On July 15, 2014, IEPR staff conducted the third Annual Planning Day for the President's Cabinet. Planning Day allows IEPR to discuss the past year's assessment activities/challenges/ improvements, plan the next year's assessment activities that address last year's challenges, and suggest areas of improvement in institutional effectiveness. IEPR Assessment Coaches will continue to provide guidance for developing quality unit/subunit Operational Plans and Assessment Plans.

IEPR staff prepared packets for each member of the President's Cabinet which contained: 2013-2014 Impact Report, Revised Operational Plan and Assessment Plan Timeline, Assessment Plan Strategic Roadmap, 2013-2014 HCTC Committees Annual Reports Summary, a summary of the 14 Components of a Culture of Evidence for Institutional Effectiveness, and current organizational charts for each HCTC unit.

Next steps discussed during the meeting included:

1. Make any organizational chart changes needed and post them to the HCTC website.

2. Since Dr. Greiner identified the KCTCS Transformation Initiatives of 1) Curriculum Review, 2) Developmental Education, 3) Dual Credit, and 4) Job Placement as the HCTC 2014-2015 institutional priorities, President's Cabinet members were asked to begin thinking about and identifying their unit priority or priorities for the year based the HCTC 2014-2015 institutional priorities identified by Dr. Greiner. The IEPR Director will contact the President's Cabinet members to set-up a time to review their Assessment Plan feedback forms and the Assessment Plan Strategic Roadmap to aid in the development this year's Assessment Plans.

3. President's Cabinet members were asked to review the 2013-2014 HCTC Committees Annual Reports Summary and develop recommendations for committees to focus on in the coming year based on HCTC institutional and unit priorities for 2014-2015. The recommendations will be reviewed and discussed in the next President's Cabinet meeting in August.

4. Next year's President's Cabinet Planning Day is scheduled for Tuesday, June 16, 2015; Tuesday, June 23, 2015 was selected as an alternate date, if needed.

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IEPR Leadership Change and Reorganization
Previously, Germaine Shaffer was the Dean of Institutional Effectiveness, Planning, and Research and IEPR was a separate college unit that reported to the President. Effective July 1st, Germaine Shaffer is the Vice President of Student Services, Alexis Malepeai is the new Director of Institutional Effectiveness, Planning, and Research, and IEPR is a sub-unit of Student Services and reports to the Vice President of Student Services. Due to the internal reorganization, the IEPR sub-unit of Assessment and Continuous Enhancement no longer exists and its sub-unit functions are encompassed at the IEPR unit level.

Institutional Effectiveness Point Team Site
In Summer 2014, KCTCS decided to migrate all information from the old Point team site environment to a new web environment. Near the end of July, the Institutional Effectiveness Point team site, where a lot of historical institutional data and information is stored, was migrated to this new environment and will look visibly different to HCTC users. Since all full-time HCTC employees have access to this site, and to aid in the transition for employees, the IR Coordinator prepared a set of basic instructions on how to access information in this new format and sent it in an email to all employees. HCTC Technology Solutions will be scheduling training sessions for this in the very near future which will cover many other features of the new KCTCS SharePoint Online.

Course Assessments
Beginning in Fall 2014, all adjunct faculty, with the exception of volunteer adjunct faculty that teach dual credit high school courses, will be incorporated into the course assessment process. In preparation for the incorporation of adjunct faculty into the course assessment process, the Director of IEPR coordinated with George Smiltins, the Compliance Assist liaison, to establish and validate new user accounts, update the HCTC organizational structure, remove faculty that no longer work at HCTC, and make changes to the course assessment forms in Compliance Assist. In addition, the IEPR Director updated the Introduction to Course Assessments document, as well as the Associate in Arts General Education-, Associate in Science General Education-, and Non-General Education Course Assessment User Guides. The Director of IEPR also developed a new course assessment supporting document called Course Assessment Tips and Tricks. This document includes more in-depth information than what is outlined in the Introduction to Course Assessments document and provides guidance on key things to keep in mind when developing a course assessment in Compliance Assist.

On July 22, the IEPR Director met with Karman Wheeler from Bluegrass regarding SACSCOC Standard 3.5.1 and what HCTC is doing for the general education competencies.

Assessment Plans and Operational Plans
The Director of IEPR and the Grant Writer began developing Assessment Plan Strategic Roadmaps for each college unit and sub-unit. The Assessment Plan Strategic Roadmap is a strategic planning tool that outlines the unit/sub-unit Assessment Plan items and the associated Operational Plan goals that have been assessed for the 2012-2013 and 2013-2014 academic years. The intent of the document is to provide a visual representation of what has been assessed over time and ensure each Operational Plan goal is assessed via an Assessment Plan item throughout the strategic planning cycle. The Director of IEPR also began meeting with the

President's Cabinet members to review last year's Assessment Plan, related feedback, and the unit's Assessment Plan Strategic Roadmap. The unit's priorities for the year and the importance of communicating the unit priorities to the sub-units and employees so that they can be included in individual PPEs was also discussed.

The IEPR unit also developed a revised Assessment Plan and Operational Plan Timeline that aligns the college-wide strategic planning processes. The revised Assessment Plan and Operational Plan timeline was reviewed and approved by the President's Cabinet during the President's Cabinet Planning Day on July 15th. The Assessment Coaches document was also updated and disseminated to the IEPR Team.

Student Feedback Poster Campaign
The Director of IEPR reviewed student survey owner feedback of changes that had been implemented based on student survey feedback and updated the Student Survey Feedback Excel spreadsheet. The Director of IEPR also coordinated with Technology Solutions and Public Relations to have the student survey feedback posters posted to the TV monitors on all the HCTC campus locations and posted to Facebook.

IEPR Standard Operating Procedures
The Director of IEPR has continued development of the IEPR standard operating procedures to facilitate cross-functional training and workforce and succession planning purposes. During the monthly IEPR Team Meetings, a unit or sub-unit standard operating procedure will be reviewed to encourage cross-functional training throughout the IEPR unit.

II.   GRANTS

The Grant Writer assisted in the facilitation of the President's Cabinet Planning Day on July 15. The Grant Writer also began developing Assessment Plan Strategic Roadmaps for college units and sub-units in preparation for Assessment Coaches meeting with unit and sub-unit leaders to discuss last year's Assessment Plan feedback and providing guidance with the development of this year's Assessment Plans.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update
Enrollment for the Summer and Fall 2014 terms began on March 1, 2014. For the Summer 2014 term, 453 students were enrolled in 2,293 credit hours on July 31, 2014 compared to 610 students enrolled in 3,014 credit hours on July 31, 2013. Student Services does not set a target headcount for summer terms. The Summer 2014 KCTCS Census Date enrollment snapshot will be taken on August 15, 2014.

For the Fall 2014 term, 2,297 students were enrolled in 26,283 credit hours on July 31, 2014 compared to 2,684 students enrolled in 29,669 credit hours on July 31, 2013. We are currently down 387 students and 3,386 credit hours when compared to this same time last year. Student Services has set the headcount target for Fall 2014 at 3,395 students.

Retention Effort
The first Spring 2014 to Fall 2014 Retention Effort was prepared on April 3, 2014 to identify the Spring 2014 credential-seeking students (n=2,211) who were not graduating and who had not yet registered for the Fall 2014 term (n=1,420); 75% of the 1,420 students are listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 54% of the 1,420 students are first-time students from Fall 2013 or Spring 2014. HCTC's Spring 2014 to Fall 2014 persistence rate is 24%, currently the second-highest in the KCTCS system. In comparison, our Spring 2013 to Fall 2013 Census Date persistence rate was 62% (the rate was around 60% for the previous two 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 2014 term. Special emphasis was placed on getting more Fall 2013 and Spring 2014 first-time students registered by May 2014.

The second Spring 2014 to Fall 2014 Retention Effort was prepared on May 5, 2014. Using the April Retention Effort report, Student Resource Center personnel attempted to contact each Fa2013-Sp2014 first-time student. Between April 2 and May 4, 342 additional Spring 2014 students registered for Fall 2014 (107 of the 342 were first-time students) – 1,026 Spring 2014 students remain for retention follow-up. 57% of the 1,026 are listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 38% of the 1,026 students are first-time students from Fall 2013 or Spring 2014. HCTC's Spring 2014 to Fall 2014 persistence rate is 40.7%, currently the highest in the KCTCS system. In comparison, our Spring 2013 to Fall 2013 Census Date persistence rate was 62% (the rate was around 60% for the previous two 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 2014 term. Special emphasis was placed on contacting minority students who had not registered. The next Spring 2014 to Fall 2014 Retention Effort report will be prepared on June 2.

The third Spring 2014 to Fall 2014 Retention Effort was prepared on June 2, 2014. Between May 5 and June 1, 190 additional Spring 2014 students registered for Fall 2014 (62 of the 190 were first-time students) – 836 Spring 2014 students remain for retention follow-up. 54% of the 836 are listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 28% of the 836 students are first-time students from Fall 2013 or Spring 2014. HCTC's Spring 2014 to Fall 2014 persistence rate is 49.7%, currently the second highest in the KCTCS system. In comparison, our Spring 2013 to Fall 2013 Census Date persistence rate was 62% (the rate was around 60% for the previous two 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 2014 term. Special emphasis was placed on contacting minority students and students in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans who had not registered. The next Spring 2014 to Fall 2014 Retention Effort report will be prepared on July 1.

The fourth Spring 2014 to Fall 2014 Retention Effort was prepared on July 1, 2014. Between June 2 and June 30, 75 additional Spring 2014 students registered for Fall 2014 (21 of the 75 were first-time students) – 761 Spring 2014 students remain for retention follow-up. 42% of the

761 are listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 28% of the 761 students are first-time students from Fall 2013 or Spring 2014. HCTC's Spring 2014 to Fall 2014 persistence rate is 53%, currently the second highest in the KCTCS system. In comparison, our Spring 2013 to Fall 2013 Census Date persistence rate was 62% (the rate was around 60% for the previous two 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 2014 term. Special emphasis was placed on contacting minority students and students in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans who had not registered. The next Spring 2014 to Fall 2014 Retention Effort report will be prepared on August 4; a final summary report will be prepared after the last day to add 16 weeks (August 25, 2014).

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 26 *ad hoc* data requests in July 2014 compared to 40 requests for July 2013.

Surveys

The following survey was completed and the Data Research assistant is compiling the data into individual faculty summary reports.
- Course Evaluation of Instruction Fa2013-Sp2014 ATC Courses and Sp2014 SEEK Courses

The following surveys are underway:
- Program Satisfaction Survey for Graduates Sum2014
- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Fa2014
- Student Satisfaction with Orientation Fa2014
- 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)

Program Reviews
IR provided the Spring 2014 data to the program coordinators by the July 15 deadline. Academic Administrative Assistants must enter the Spring 2014 data into the Addendum section of the program reviews by August 1. Program coordinators must enter and analyze the Spring 2014 data under the Program Outcomes section of the program review, as well as complete the remaining sections of the program review document by September 1. The entire 2013-14 program review must be completed by program coordinators by October 1.

TEDS 2013-14 Technical and Exploring Students
IR staff have worked during the summer months of June and July to import the Sp2014 technical students into TEDS, as well as enter graduates, licensure/certifications, and termination statuses for inactive students. IR staff will conduct a final review of the TEDS data before the new September 1 TEDS lock date.

Course Evaluations

In March, Academic Services informed IR that the only Student Evaluation of Instruction to be conducted during the Spring 2014 term is for the five Sp2014 high school SEEK courses and the 43 Fa2013-Sp2014 ATC courses. IR created the survey instruments and survey links for Academics, and their staff conducted the evaluations via paper-pencil method during the last two weeks in April for the SEEK courses and paper packets were sent to the high school Area Technology Centers (ATC) in early May. Responses for the SEEK classes were entered into the electronic survey link by Academics by the end of May and individual faculty evaluation reports were created by the Data Research Assistant by June 6. Responses for the ATC classes were entered by June 25 and the Data Research Assistant will create individual faculty evaluation reports in July. Completion of the faculty evaluation reports were delayed because of the summer TEDS work, but it is expected that the reports will be completed sometime in August. Academics will provide results reports to these SEEK and ATC instructors shortly thereafter.

Community College Survey of Student Engagement (CCSSE)

IEPR staff initiated a conference call on June 25 with the Center for Community College Engagement in Austin, Texas to discuss with Center staff how HCTC can better use its CCSSE data. IEPR staff had shared the CCSSE Task Team Recommendation Matrix (2012 CCSSE data) and the 2012 CCSSE-CCFSSE Reports File List and Uses which gave Center staff insight on what HCTC had been able to accomplish so far in reviewing CCSSE data. Two good suggestions came from the discussion: 1) review the gaps between student-reported data (CCSSE) and faculty-perception data (CCFSSE) for the last three administrations (2014, 2012, and 2010) and choose CCSSE items with the largest gaps which were repeated in the last three administrations to develop a list of items to focus on over the next 2 years; 2) choose one item from the list for Academic Services to focus on in 2014-15 and one item for Student Services to focus on in 2014-15.

Near the end of July, results of the 2014 CCSSE were made available to the participating colleges. The IR Coordinator sent the 2014 CCSSE Key Findings Report for HCTC to President's Cabinet. Next steps will include preparing the CCSSE-CCFSSE Gap Calculations report and combining it with the Gap Calculations report for the 2010 and 2012 CCSSE-CCFSSE administrations to identify those items which continue to have large gaps between what the students reported and faculty perceptions. From there, this combined report and analysis will be provided to the newly-formed CCSSE Committee whose will determine a few items HCTC might focus on over the next two years. Additionally, the IR Coordinator will again prepare a summary report for both Academic Services and Student Services.

Data Quality

IR continues to inform Admissions of bio demo errors for Summer and Fall 2014 enrolled students. A second coding review of the Sumer 2014 data (including CPE Audit errors) was conducted on July 8 and Admissions continues to work on those corrections. A coding review of the Fall 2014 data was conducted on July 23 and Admissions continues to work on those corrections. The last week of July, the IR Coordinator reviewed Fall 2014 enrolled students by academic program and sent issues to program coordinators to address once they return to work in August.

Data Dashboard for HCTC

Two additional KCTCS Decision Support System (DSS) Hazard College Dashboard training sessions were held in July: one for President's Cabinet during the Planning Day (July 15) and the other on July 16 at Hazard. All seven members of the President's Cabinet attended on July 15 and 11 users attended the July 16 training. Two new users from Student Services were granted access. One final training will be held on August 11 for any users who have had the opportunity to attend any of the trainings held from April-July.

Data appearing on the dashboard include:
- A variety of headcount reports for each spring, summer, and fall terms
- A variety of first-time student reports for the current term
- A variety of high school enrollment reports for the current term
- A variety of class enrollment reports for the current term
- A variety of diversity enrollment reports for the current term
- A variety of developmental education course enrollment reports
- A variety of credentials awarded reports
- Financial aid awarded per financial aid type
- Distance Learning enrollment reports
- Plus a few other miscellaneous reports

The IR Data Research Assistant continues to create documentation for the "Evolution of the DSS Hazard College Dashboard" which will contain a history of the reports added or modified, reports suggested by users, instructions for navigating to the DSS, an explanation for each report on the dashboard pages, and additional improvements to be made in 2014-15.

New Peer Lists

In 2010, the IR Coordinator recommended that Senior Leadership develop a National Peer List of institutions so that HCTC could compare its data to data provided by similar institutions of the same classification as HCTC. Under then HCTC President Allen Goben's direction, Senior Leadership developed a National Peer List of 22 institutions from various states. The IR Coordinator suggested that 9 KCTCS institutions be used as the Kentucky Peer List and that the other 15 KCTCS colleges be used as a third peer list. Those lists have been used to create comparison reports from IPEDS data, the National Community College Benchmark Project, and the Kansas Study.

Since Dr. Stephen Greiner is the new HCTC President and because it has been a while since the list was reviewed, the IR Coordinator suggested that Senior Leadership develop a new National Peer List using institutions from the 11 states in the Southern Association of Colleges and Schools accreditation region which are the same IPEDS Carnegie Classification as HCTC (2-year public, rural setting, offering 2-yr degree, enrollment between 2500-7500).

Below is the number of institutions per SACS state. Florida is the 11th SACS state, but there are no Florida institutions in our classification.

Row Labels	Count of State
AL	11
GA	16
KY	11
LA	2
MS	9
NC	28
SC	7
TN	7
TX	23
VA	11
(blank)	
Grand Total	**125**

The IR Coordinator also suggested that data be collected on these schools to identify high-performing schools. For this purpose, high-performing is defined as first-time, full-time students (IPEDS) having a high graduation rate for 100% normal time (which means they completed a credential in two years) and a high fall-to-fall retention rate. To develop the new National Peer List, the first-time, full-time student graduation rate for 100% normal time using the Fall 2009 cohort of first-time students and fall-to-fall retention rate for first-time students who began in Fall 2011 and returned for Fall 2012 for the 125 institutions was included per most recent IPEDS data. Senior Leadership discussed the development of the new HCTC National Peer List at its June meeting. President's Cabinet asked the IR Coordinator to narrow the list after further reviewing retention and graduation rates for each, as well as identifying any of the schools who were on the recent Aspen list of 150 top U.S. community colleges. The IR Coordinator hopes to have a final draft of the list prepared sometime in August for President's Cabinet approval.

National Benchmarking
The IR Coordinator completed data for the 2014 National Community College Benchmark Project by the June 15 deadline and completed data for the 2014 National Community College Cost & Productivity Project (formerly known as the Kansas Study) by July 15. 2012-13 academic year data was used for both projects. HCTC has participated in both projects for several years. Benchmarking is one of the components of a culture of evidence for institutional effectiveness, and is a comparison process where HCTC can compare its data against data submitted by other institutions through the use of its National and KCTCS Peer Institution Lists. Comparison data for both of these projects will be available in the fall. HCTC Office of Institutional Research staff will prepare summary reports and share the data with the President's Cabinet and others.

Voluntary Framework of Accountability (VFA)
The IR Coordinator continues to sift through the VFA Year One data. As requested by members of the KCTCS IR-IE Peer Team at its April meeting, the KCTCS Office of Research and Policy Analysis developed a report template that colleges can use and sent the template near the end of July. The IR Coordinator will insert VFA Year One data into this template and prepare a summary report to share with college departments.

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CPE's Closing the Achievement Gap
On June 26, the IR Coordinator was one of the HCTC team members who attended a Kentucky Council on Postsecondary Education (CPE) workshop in Lexington regarding the closing the achievement gap between minority students and non-minority students. HCTC team members' overall strategy is to improve the HCTC graduation rate of minority students through a two-pronged Academic Services and Student Services approach. Academic Services will strive to improve the successful completion of minority students enrolled in MAT 55-65 courses by assigning a Math Mentor for the Fall 2014 and Spring 2015 academic year. At the end of each term, the MAT 55-65 success rate of minority students vs. non-minority students will be measured. Student Services will implement a proactive outreach process for racial minority students by assigning a Student Services resource staff (make contact throughout term, ask if there are any issues/problems being incurred, refer students to appropriate student services, and help minority student navigate the college process). The Fall 2014 to Spring 2015 persistence rate, the Spring 2015 to Fall 2015 persistence, and the Fall 2014 to Fall 2015 persistence rate of minority-enrolled students will be measured. IR staff will provide data support for both approaches for the strategy.

Veterans Success Initiative
Since so many Veterans are returning to community colleges across the U.S. after deployment, many colleges have developed programs specifically to aid their success. Beginning this Fall 2014, HCTC is implementing its Veterans Success Initiative under the Retention Services department. The first level of the initiative will be for IR to identify Veterans who have applied for financial aid at HCTC and inform the Financial Aid and Admissions Directors. Admissions will follow up with those Veterans who have not yet enrolled for the Fall 2014 term. Financial Aid will ensure that those enrolled have completed all the requirements for processing their financial aid and Veterans benefits. After the last day to add 16 weeks (August 25), IR will provide a report showing the percent of Veteran applicants who enrolled, as well as a report of those Veterans who are enrolled. Retention Services will enter a Veterans student group code in PeopleSoft for those enrolled Veterans, and begin forming relationships to help them successfully navigate the college environment. Once that code has been entered, IR staff will develop several reports to run on the DSS Hazard College Dashboard of institutional reports to follow the success of enrolled Veterans. On November 1, 2014, the first Fall 2014 to Spring 2015 Retention Effort report will be prepared by IR, which will include a Veterans tab. Retention Services will use the Retention Effort report to follow up with any Veteran who was enrolled in Fall 2014 to encouragement their continued enrollment in Spring 2015.

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 three QEP first-time student cohorts (Fall 2011-Spring 2012). Since the Spring 2014 grades have been posted, the IR Data Research Assistant has determined how many of the Fall 2011 cohort first-time students earned a credential within six semesters. In the Fall 2011 cohort, there were 566 first-time students. Of those 566 first-time students, 153 first-time degree seeking students earned a credential within six semesters. Of those 566 first-time students, 52 or 21% of the total first-time students who were enrolled in 1 or 2 developmental classes earned a credential. Of those 566 first-time students, 9 or 10% of those students who were enrolled in all 3 developmental classes earned a credential. When Fall 2014

grades are posted, we can determine how many Spring 2012 cohort students earned a credential. These are the last two tracking activities that need to be completed before all data tracking is finished for the cohorts in the first HCTC QEP (Fall 2007-Spring 2012).

First-Time Student Data Tracking
The IR Data Research Assistant determined that an overall 63 students (17%) of 377 students who had a developmental need from the Fall 2013 cohort completed all developmental needs in one year. Of those 377 students, 91 or 24% completed developmental English in one year, 42 or 11% completed developmental Math in one year, and 80 or 21% completed developmental Reading in one year.

By the end of July, 31 first-time students had enrolled for Summer 2014 and 393 first-time students had enrolled for Fall 2014. Some additional first-time students need their coding corrected by Admissions before they can be picked up by the report.

Institutional Committees
The IR Coordinator needs to add each committee's annual report to the IEPR webpage. This was not accomplished in June and July as planned. It is expected that these updates will occur in early August. It is expected that the 2014-15 Committee Assignments list will be released by the President's Office when faculty return the first week of August. The CCSSE Task Team will transition to an HCTC Committee in the 2014-15 academic year.

IV. SACSCOC

The IEPR Director coordinated with the Institutional Research (IR) Coordinator to obtain institutional data related to two of the three potential QEP topics of orientation/first year experience and online education (no advising institutional data is available). The QEP Development Team has been on hiatus for the summer but will resume its work in Fall 2014. Next steps are that the QEP Development Team will review the institutional data on the potential QEP topics, select the QEP topic, and begin conducting best practices research in preparation to begin writing the QEP in Spring 2015.