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

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

Course Assessments
To date, only full-time teaching faculty have been required to do course assessments in Compliance Assist. Beginning in Fall 2014, all adjunct faculty members, with the exception of instructional specialists and volunteer adjunct faculty members that teach dual credit courses at the local high schools and area technology centers (ATCs), are being incorporated into the course assessment process.

The Director of Institutional Effectiveness, Planning, and Research (IEPR) continued coordinating with the Division Chairs and Deans to validate the course assessment structure in Compliance Assist, identify new full-time faculty members and adjunct faculty members, and worked with the Compliance Assist liaison to establish new Compliance Assist user accounts for the full-time and adjunct faculty members. Once the new user accounts were established in Compliance Assist, the Director of IEPR validated that the user names and passwords worked, ensured new users had the correct access to the course assessments in Compliance Assist, coordinated with the Compliance Assist liaison to remedy issues, and sent the Division Chairs and Deans the log-in information for the new full-time and adjunct faculty members in their divisions.

The Director of IEPR attended the Academic Leadership Team (ALT) Retreat meeting on the Lees College Campus on August 6th and determined with the ALT the path ahead for full-time faculty members and adjunct faculty members as it relates to the course assessment process. During the ALT Retreat, the Director of IEPR reviewed the Introduction to Course Assessments, Course Assessments Tips and Tricks, and the three Associate in Arts General Education-, Associate in Science General Education-, and Non-General Education Course Assessment User Guides and answered questions.

The ALT and Director of IEPR co-determined that in addition to the Division Chair and Dean, each division will identify a course assessment liaison to serve as the division course assessment point of contact and assist division faculty with the course assessment process. The Director of IEPR will also continue to serve as course assessment resource to the faculty and divisions. No course assessment trainings will be conducted by Director of IEPR and course assessment training for new full-time and adjunct faculty members is incumbent upon the Division Chair, Dean, and division course assessment liaison.

Full-time faculty members' course assessments are due in Compliance Assist on the last day to add a class for the semester (Friday, August 22). In order to allow adequate time to train new adjunct faculty members on the course assessment process, adjunct faculty members' course assessments are due in Compliance Assist by Friday, October 17. Moving forward, all faculty

members' course assessments will be due in Compliance Assist on the last day to add a class for the semester.

The Director of IEPR sent an email to full-time teaching faculty on August 6 informing that the course assessments are due in Compliance Assist on Friday, August 22. The Director of IEPR sent a reminder email to full-time teaching faculty regarding the course assessment deadline on Thursday, August 21. The Director of IEPR also met with numerous faculty members to discuss and assist with the development of their course assessments during the month of August, as well as assisted multiple faculty members with their course assessments via email.

Operational Plans, Assessment Plans, and Assessment Plan Strategic Roadmaps
Each member of the IEPR unit serves as an Assessment Coach to numerous HCTC units and/or sub-units. The Director of IEPR and the Grant Writer began developing the Assessment Plan Strategic Roadmaps for each college unit and sub-unit in preparation for the Assessment Coach meetings in Fall 2014. The Assessment Plan Strategic Roadmap is a planning tool developed by IEPR unit that provides a visual representation of the unit/sub-unit Operational Plan goals that have been measured via Assessment Plan intended outcomes. The Assessment Plan Strategic Roadmap is used by Assessment Coaches when meeting with unit and sub-unit leaders to ensure that all operational plan goals are assessed via assessment plan intended outcomes throughout the strategic planning cycle.

The Grant Writer and Director of IEPR also began developing folders for each HCTC unit and sub-unit that will be used by Assessment Coaches when meeting with the unit and sub-unit leaders in Fall 2014. Each folder contained the 2013-2014 Impact Report Feedback Form, Assessment Plan Strategic Roadmap, and the 2014 unit or sub-unit Operational Plan and Assessment Plan. Each of these documents are reviewed and discussed by the Assessment Coach and the unit or sub-unit leader to assist with the development of the 2014-2015 Assessment Plan. The Director of IEPR also began conducting assessment meetings with the President's Cabinet members during the month of August.

II. GRANTS
The Grant Writer was out on Family Medical Leave for the majority of the month of August.

III. INSTITUTIONAL RESEARCH (IR)
Enrollment Update
Enrollment for the Summer and Fall 2014 terms began on March 1, 2014. The Summer 2014 KCTCS Census Date enrollment snapshot was taken on August 15, 2014.

For the Summer 2014 term, 454 students were enrolled in 2,234 credit hours on August 15, 2014 compared to 610 students enrolled in 2,988 credit hours on August 14, 2013. Student Services does not set a target headcount for summer terms.

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For the Fall 2014 term, 2,565 students were enrolled in 27,745 credit hours on August 31, 2014 compared to 2,997 students enrolled in 31,588 credit hours on August 30, 2013. We are currently down 432 students and 3,843 credit hours when compared to this same time last year. Student Services has set the headcount target for Fall 2014 at 3,395 students. We are currently 830 students away from that targeted headcount. High school, fire school, and workforce students will continue to be enrolled until the KCTCS Census Date in late October.

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).

The fifth Spring 2014 to Fall 2014 Retention Effort was prepared on August 4, 2014. Between July 31 and August 3, 141 additional Spring 2014 students registered for Fall 2014 (38 of the 141 were first-time students) – 620 Spring 2014 students remain for retention follow-up. 33% of the 620 are listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 20% of the 620 students are first-time students from Fall 2013 or Spring 2014. HCTC's Spring 2014 to Fall 2014 persistence rate is 59%, 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. Student Services will be contacting all non-enrolled students without SAP issues by email to provide registration and advisor information. Faculty advisors were asked to help their advisees if they make contact.

The final Spring 2014 to Fall 2014 Retention Effort file was prepared on August 24, 2014. Between August 4 and August 22, 106 additional Spring 2014 students registered for Fall 2014 (11 of the 106 were first-time students) – 514 Spring 2014 students did not register for Fa2014.

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 30 *ad hoc* data requests in August 2014 compared to 30 requests for August 2013.

Surveys

The following surveys were completed and the Data Research assistant is compiling the data into summary reports.
- Course Evaluation of Instruction Fa2013-Sp2014 ATC Courses and Sp2014 SEEK Courses
- Program Satisfaction Survey for Graduates Sum2014

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The following surveys are underway:
- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Fa2014
- Student Satisfaction with Orientation Fa2014
- Program Satisfaction Survey for Graduates 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)
- Admissions HCTC Regional KY ACAC College Fair 2014
- PAS Arts Education Programs Survey Fa2014

Program Reviews
Academic Administrative Assistants entered 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
During much of August, IR staff continued to work through the numerous TEDS data quality files sent by the System Office. The 2013-14 TEDS lock date was supposed to be September 1, but the TEDS system crashed over the last weekend in August and the lock date deadline was extended through September 3. The IR Coordinator will review where HCTC ended up in relation to meeting within 90% of the state goals set for the Perkins Performance Measures (1P1 Technical Skill Attainment, 2P1 Credential Certification Degree, 3P1 Student Retention or Transfer, 5P1 Non-Traditional Participation, 5P2 Non-Traditional Completion (4P1 Student Placement will not be determined until the 2013-14 Graduate Student Follow Up is completed sometime early next spring) and report this data at the September 5 Program Coordinator's Meeting.

Course Evaluations
The Data Research Assistant has been unable to complete the summary reports for the Spring 2014 SEEK and the Fa2013-Sp2014 ATC course evaluations due to FML leave. When the Data Research Assistant is able to return to work, this task will be a priority. Academics will provide results reports to these SEEK and ATC instructors shortly thereafter.

Fall 2014 course evaluations will be conducted during the month of November 2014.

Community College Survey of Student Engagement (CCSSE)
The IR Coordinator has not yet had time to prepare a summary report for both Academic Services and Student Services or the CCSSE-CCFSSE Gap Calculations Report using the 2014 CCSSE-CCFSSE data. Next steps will include preparing a combined 2010, 2012, and 2014 CCSSE-CCFSSE Gap Calculations report to identify those items which continue to have large gaps between what the students reported and faculty perceptions. This combined report and

analysis will be provided to the newly-formed CCSSE Committee which includes representation from the five academic divisions, Student Services, the Library, and IEPR. The committee's first meeting is scheduled for September 19.

In Spring 2015 (date to be determined), HCTC will be participating in a new pilot Survey of Online Student Engagement (SOSE) from the Center for Community College Student Engagement. The purpose of this free pilot is to help CCSSE evaluate the possibility of moving to an online version of the CCSSE, as well as test the SOSE instrument with students who take courses only in the online environment. (Online courses have been excluded in the regular CCSSE survey).

Data Quality
IR continues to inform Admissions of bio demo errors for Fall 2014 enrolled students. Another coding review of the Fall 2014 data was conducted after the last day to add 16wks (August 22) and Admissions has completed those corrections. When program coordinators returned at the beginning of August, they worked to address students enrolled in program classes but not listed in the program's academic plan. After No-Show reporting is concluded, IR will prepare the initial list of Fall 2014 technical students for TEDS to send to program coordinators for review and advising follow-up.

Data Dashboard for HCTC
Another KCTCS Decision Support System (DSS) Hazard College Dashboard training session was held on August 11 for any users who had not had the opportunity to attend any of the trainings held from April-July; six users attended and 2 other users came for refresher training. Nine users have not yet attended a training session, many of which are from Student Services. The IR Coordinator has asked the Vice President of Student Services to identify a training date in early fall.

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.

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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 now hopes to have a final draft of the list prepared sometime in September for President's Cabinet approval.

National Benchmarking

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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 KCTCS Office of Research and Policy Analysis developed a VFA Data Overview and Metrics Template that colleges can use to share the data with college employees. The IR Coordinator will insert VFA Year One data into this template and prepare a summary report to share with college departments as soon as time allows. A large component of the VFA is developmental education. The IR Coordinator will contact the Chair of the Developmental Studies Committee to ask if members would allow time in a future meeting for a data presentation/discussion.

CPE's Closing the Achievement Gap
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.

The MAT55-65 strategy did not get off the ground in August, but a meeting is planned for early September. Student Services expects to flesh out their strategy also sometime in September. We will be expected to report on these strategies through the Diversity Plan Assessment Report due to KCTCS by November 20.

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 has implemented a Veterans Success Initiative under the Retention Services

department. By the last day to add 16wks 8-22-2014, 96 students with military status had completed the 2015 Aid Year FAFSA with 26 of those 96 completing the HCTC Admissions Application; 13 of the 26 did enroll at HCTC by August 22 (or 50% applicant to enrolled conversion rate). Conversely, 31 of the 96 students who completed a 2015 Aid Year FAFSA for Fall 2014 did not apply nor did they enroll at HCTC for Fall 2014 (or 32%). By the last day to add 16wks 8-22-2014, of the 96 students with military status who had completed the 2015 Aid Year FAFSA, 52 were enrolled at HCTC by August 22 (or 46%). Retention Services will enter a Veterans student group code in PeopleSoft for those Fall 2014 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). 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
By the Summer 2014 Census Date of August 14, end of July, 32 first-time students were enrolled and 432 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 over the summer as planned and the task still could not be completed by the end of August. The President's Office released the 2014-15 Committee Assignments list on August 14 and the IR Coordinator sent an email the same day to Committee Chairs and Co-Chairs to orient them with procedures for committee documentation. Committees are scheduling their meetings for the academic year.

IV. SACSCOC

The Quality Enhancement Plan (QEP) Development Team
The QEP Development Team was on hiatus during the summer and will resume its work in September 2014.