

**Institutional Effectiveness, Planning, and Research (IEPR) Monthly Update
For the Period of November 1-November 30, 2014**

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

2013-2014 Program Reviews

The Academic Leadership Team (ALT) and the IEPR unit staff participated in the 2013-2014 Oral Program Review Presentations by Program Coordinators on November 10, 12, 17 and 19. Each Program Coordinator provides a summary of program and student learning accomplishments, identifies budgetary needs for the coming year, and identifies any program safety concerns during the Program Review presentations.

HCTC Diversity Plan Assessment Report

The Director of IEPR continued development of the 2013-2014 Diversity Plan Assessment Report. The Director of IEPR facilitated HCTC Diversity Plan Assessment Report meetings on November 3 and November 18 with the HCTC Diversity Plan Assessment Report Team that consists of Student Services, Academics Services, and Human Resources personnel that are working on various sections of the Diversity Plan Assessment Report. The Director of IEPR also coordinated with the Institutional Research Coordinator to obtain and update data for the Diversity Plan Assessment Report.

The HCTC Diversity Plan Assessment Report was originally due on Monday, November 24. The Director of IEPR participated on a Diversity Peer Team call on November 19 in which the deadline was extended until KCTCS transfer and retention data is received from the Council on Postsecondary Education (CPE). The 2013-2014 HCTC Diversity Plan Assessment Report has been developed and went through two internal HCTC Diversity Plan Assessment Team reviews and is in near final form. We are only waiting on the transfer and retention data from CPE. Once the transfer and retention data is received from CPE, the data will be entered into the 2013-2014 HCTC Diversity Plan Assessment Report and submitted to Dr. Greiner for final review and submission to the Diversity Officer at the KCTCS System Office.

2014-15 Committees

In November, the IR Coordinator contacted the Committee Chairs and Co-Chairs to remind them to send in their Fall 2014 committee meeting minutes. Several committees did send their meeting minutes and they were posted on the Institutional Effectiveness Point team site.

Institutional Effectiveness (IE) Committee

The Institutional Effectiveness Committee next met on November 14. Members received an update about the work of the Advising Task Team who are conducting research on advising best practices; members are reading articles and congealing information together. Ultimately, this task team will be developing a Student Evaluation of Advising survey instrument. However, first advisors need to conduct various types of advising tasks (not just help students determine classes to take) so that the evaluation instrument can ask students to relate their satisfaction on those items. Members listened to a presentation explaining how the annual Assessment Plan

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

Impact Report is constructed. The content for this summary report comes from the unit and subunit assessment plans which are housed in the Compliance Assist software. Once the report is complete, the IEPR unit staff meets with President's Cabinet to discuss the report, as well as report accomplishments from the last year and identify assessment priorities for the next year. The next committee meeting is scheduled for February 20, 2015.

Community College Survey on Student Engagement (CCSSE) Committee

The Director of IEPR attended a CCSSE Committee meeting on November 24. The IR Coordinator and the IR Data Assistant reviewed and briefed the CCSSE-CCFSSE Gap Calculations report with committee members. Next steps is for the CCSSE Committee to review the CCSSE-CCFSSE Gap Calculations report and identify 3-5 Student Services and 3-5 Academic Services CCSSE gaps to focus on and incorporate with either the appropriate Program Review and/or Assessment Plan.

Professional Development Committee

The Director of IEPR attended a Professional Development Committee meeting on November 14. The Professional Development Committee planned activities and professional development sessions for the upcoming professional development day.

Assessment Plans and Operational Plans

The Director of IEPR met with the Business Services unit leader to develop and review the Business Services 2014-2015 Assessment Plan. The Assessment Plan Strategic Roadmap and the Business Services feedback from 2013-2014 Impact Report was reviewed and discussed during the meeting in the development of the 2014-2015 Business Services Assessment Plan.

IEPR Review of 2014-15 Assessment Plans

On November 4, IEPR staff met together to review assessment plans for the 30 HCTC units/subunits who prepare operational plans and assessment plan annually, which equated to 88 intended outcomes since most units have three assessment items. Only two subunits had not yet prepared their assessment plans. IEPR used the Assessment Plan Quality Assurance Checklist to ensure that the intended outcome was in alignment with the assessment criteria (target) and the assessment tool. IEPR identified improvements for 35 assessment items. Each IEPR Assessment Coach contacted their unit/subunit in November to make the suggested changes. Two coaches will work with the two subunits who had not completed their assessment plans by the November 4 date. IEPR has set a goal of December 5 to conclude this initial process of assessment plan development.

IEPR Standard Operating Procedures

The Director of IEPR continued development of the IEPR standard operating procedures. The Director of IEPR refined and updated some of the course assessment standard operating procedures to match the new process approved by the Academic Leadership Team and continued documenting the remaining course assessment standard operating procedures in preparation for transition of the course assessment process to the Grant Writer.

II. GRANTS

Assessment and Operational Plans

The grant writer participated in IEPR team meeting to review assessment plans for quality assurance.

Oral Program Reviews

The grant writer participated with the Academic Leadership Team in listening to and discussing the oral program reviews for the academic units. The presentations were held all day on November 10th, 12th, 17th, and 19th.

Workforce 3 One Webinar

At the request of Dr. Greiner, the grant writer participated in the one and half hour webinar on November 6th about possible funding being made available for workforce driven apprenticeship programs.

IEPR Pulse

The grant writer designed and put information into the first edition of the PULSE. The grant writer provided the draft to team and after several rounds of edits, forwarded the final document to the IEPR Director for dissemination to the college faculty and staff.

IE Committee Meeting

The grant writer participated in the IE Committee Meeting.

IEPR Team Meeting

The grant writer participated in the IEPR monthly meeting by taking minutes.

OEP

The grant writer participated in the QEP Development Team Meeting. Additionally, the grant writer uploaded QEP First Year Experience best practice documents and links to the QEP Sharepoint Site.

ARC Meetings

The grant writer coordinated and participated in a meeting at the Department for Local Government in Frankfort Kentucky with Dr. Stephen Greiner, Dr. Jennifer Lindon, and Delcie Combs on November 13, 2014. HCTC personnel met with Tony Wilder, Peggy Satterly and Lynn Littrell to discuss ARC project ideas. It was decided to submit two pre applications, one for a proposed expansion of the Cosmetology program at the Lees College Campus and one for

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

updating the automotive technical programs on the Tech Campus. The grant writer will be working with Dr. Jenifer Lindon to submit both proposals by the December 12, 2014 deadline.

Orientation Planning Workgroup

The grant writer met with Mary Pennington and Germaine Shaffer to perform a room check for the student orientation. The grant writer also examined each room scheduled to be used in the orientation for the existence of projectors and screens and recommended room changes to Germaine Shaffer based on presenter's needs.

Grant Applications

Legacy's Smoke-Free and Tobacco-Free community College Grant Initiative

\$5,000

Due November 15, 2014

The grant writer working with the Human Resource Director finalized the application for this funding opportunity to provide the college with funds necessary to help the college become tobacco free. The application was submitted on November 12, 2014.

Appalachian Regional Commission

Automotive Technical Program Upgrade

\$250,000

Due December 12, 2014

The grant writer is working with Dr. Jennifer Lindon to submit an application for the funds necessary to modernize both the Auto Body and Automotive Technician Programs. The pre-application will be submitted prior to the December 12, 2014 deadline.

Cosmetology Expansion Program

\$250,000

Due December 12, 2014

The grant writer is working with Dr. Jennifer Lindon to submit an application for the funds necessary to expand the Cosmetology program to the Lees College Campus in the Life Skills building on Main Street in Jackson, Kentucky. The pre-application will be submitted prior to the December 12, 2014 deadline.

Grant Administration

National Endowment for the Arts

\$10,000

Awarded February 2014

On November 14, 2014, the grant writer, working with Dean Osborne, completed and submitted the final report for the NEA grant which funded two artists for the Osborne Brothers' Hometown Festival in August 2014.

Grant Research

The grant writer met with Michael Flynn of the School of Craft to discuss the NSF Cyberlearning and Future Learning Technologies grant opportunity to fund a 3D Maker's laboratory. The grant writer provided guidance on proposal development and suggested that he start with some smaller funding opportunities such as E.O. Robinson Mountain Fund or the Foundation for Appalachian Kentucky.

The grant writer offered assistance to Dr. Jennifer Lindon on the National Association for Community College Entrepreneurship's offer to participate in a couple of funding opportunities through the ARC and the USDA. Dr. Lindon forwarded information to NACCE and was told they are no longer pursuing these funding opportunities.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update

Enrollment for the Spring 2015 term began on October 1, 2014. By November 25, 1,420 students were enrolled in 16,839 credit hours compared to 1,651 students enrolled in 18,878 credit hours on November 25, 2013 for the Spring 2014 term. When comparing the two spring terms, we are currently down 231 students and 2,039 credit hours. Student Services has not yet set the headcount target for Spring 2015.

Retention Effort

New this year, Admissions conducted a pre-retention effort the last few days of October by calling students not registered for the Spring 2015 term; 72 students registered because of this new effort. Then the first Fall 2014 to Spring 2015 Retention Effort was prepared by IR on November 4 to identify the Fall 2014 credential-seeking students (n=2,251) who were not graduating and who had not yet registered for the Spring 2015 term (n=1,176); 59% of the 1,176 students were listed in the Associate in Arts and Associate in Science academic plans and 47% of the 1,176 students are first-time students from Spring 2014 or Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 44%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it has been in the 70 percent-range for last six fall to spring 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 Spring 2015 term. Other reports will follow on December 1 and January 5 with a final report after the last day to add 16weeks (January 20, 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 63 *ad hoc* data requests in November 2014 compared to 15 requests for November 2013. The large increase is due to the employer and job posting reports prepared for each program coordinator from the *Burning Glass* software to help graduates find a job and help increase HCTC's job placement rate.

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 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)
- Program Satisfaction Survey for Graduates Sum2014
- Program Satisfaction Survey for Graduates Fa2014

The following surveys are underway:

- Tech Solutions Employee Satisfaction with Technician Survey Fa2014
- IR Employee Satisfaction with Data-Survey Requests Fa2014
- Performing Arts Series Arts Education Programs Survey Fa2014
- GED Testing Participant Satisfaction Survey Fa2014
- Transfer Office Cash 4 College Workshop Evaluation Fa2014
- Admissions HCTC Recruiter High School Presence Survey 2014-15
- UCM Student Descriptive Survey Fa2014
- UCM Program Interest Survey 2014-15
- Student Resource Center Student Satisfaction Survey Fa2014
- Disability Services Participant Satisfaction Survey Fa2014
- Ready to Work Participant Satisfaction Survey Fa2014
- Student Support Services Participant Satisfaction Survey Fa2014
- Spanish Rosetta Stone Student Satisfaction Survey Fa2014
- Library Student Learning and Assessment Survey Fa2014
- Library Online Student Learning and Assessment Survey Fa2014
- Library Employee Satisfaction Survey Fa2014
- Course Evaluation of Instruction Fa2014
- Course Evaluation of Instruction for High School Classes Fa2014
- Nurse Aide Course Exit Survey Fa2014
- FYE 105 Student Satisfaction Survey Fa2014
- Student Satisfaction with Orientation Sp2015

Program Reviews

Program coordinators gave their 2013-14 Oral Program Review Presentation on November 10, 12, 17, and 19, 2014 and IEPR staff attended the presentations. IR sent the Program Review Summary Forms to each program coordinator via email. Because of an embedded file issue with Compliance Assist, IR staff has not been able to download the 2013-14 program reviews to format them and get them in their final PDF format, but will do so as soon as the problem is resolved by Campus Labs who owns the Compliance Assist software.

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

IR made the new 2014-15 program template available to program coordinators in Compliance Assist on November 3. According to the 2014-15 program review timeline, program coordinators were to enter their goals and outcomes into the Program Outcomes section of the program review by November 15. From November 16-30, the IEPR Assessment Coach reviewed the outcomes entered by some of the programs and provided suggested improvements to those program coordinators. However, 14 of the 27 programs had not yet entered their outcomes, and the IEPR Assessment Coach hopes to review those outcomes in December before faculty leave for the holiday break. IR will provide the Fall 2014 program review data by February 28, 2015.

Job Placement for Technical Program Graduating Students

As a follow-up to the *Burning Glass* employer and job posting reports the IR Data Research Assistant provided to program coordinators for their Fall 2014 program's graduating students in October, the IR Data Research Assistant provided new reports in November focusing on just Kentucky. A fourth report was created to provide job postings within the last 12 months for 14 surrounding Kentucky counties.

1. The number of job postings per employer within the last 3 and 12 months for just 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.
2. The job title the employer is seeking, the employer name, and the location of the job within the last 3 months for just Kentucky.
Suggested use of report: Students can use this report to become familiar with the types of positions employers have posted within the last 3 months.
3. The job title the employer is seeking, the employer name, and the location of the job within the last 12 months for just 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.
4. The job title the employer is seeking, the employer name, and the location of the job within the last 12 months for 14 Kentucky counties (counties (Bell, Breathitt, Clay, Floyd, Jackson, Knox, Laurel, Lee, Leslie, Letcher, Owsley, Perry, Pike, Whitley).
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 from surrounding Kentucky counties.

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. The IR Coordinator will be reviewing the Fall 2014 import files provided by KCTCS in early December. IR sent each program coordinator a list of their Fall 2014 technical students and asked them to verify the students, as well as indicate any students who had withdrawn or did not progress by the end of the fall term. The Spring 2015 import files will be reviewed by the IR

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

Coordinator in late spring. Colleges are ultimately responsible for data quality and accountability.

Additionally, IR developed a more streamlined approach to collecting end of program assessment information from program coordinators. In November, the IR Data Research Assistant prepared for each program coordinator an Excel file of students graduating in December 2014, along with the credentials for which they were applying. The file contained additional columns for identifying for the Testing Center those degree-diploma students who need to take the end of program assessment (as well as the name of the assessment); and so that the administrative assistant can enter end of program assessment data into PeopleSoft, the coordinator was also asked to record the test scores and test date for each student, the cut-off score for the assessment, whether the student passed or failed the assessment, or whether the student did not take the assessment.

2013-14 Graduates for TEDS Follow-Up

On November 3, IR sent program coordinators TEDS Follow-Up Forms for 2013-14 program graduates. The coordinators will contact their graduates to learn whether they are employed, entered the military, or pursuing additional education. This task must be completed by February 2, 2015. Once the data is obtained, the TEDS administrative assistant will enter the data into the TEDS system by the end of February. In March, Employer Satisfaction surveys will be generated for those graduates who reported employment, and those employers will be contacted by phone to complete the survey. The TEDS administrative assistant will enter that data into the TEDS system by the end of April. IR will obtain the raw data for both the follow-up and the employer survey to prepare the job placement and employer satisfaction summary data for the 2014-15 program reviews.

Course Evaluations

Fall 2014 course evaluations were conducted online during the month of November 2014. Academic Services set a minimum of 33% as the expected response rate for each course. Faculty were provided a link to a faculty response rate report so they could monitor the percentage and continue to remind students to complete the course evaluation. Faculty were also sent the response rate report via email at the end of each week of the survey window (November 3-21). On November 24, IR sent the response rate report identifying the course sections still below the expected 33% (n=148/505) to Division Chairs and Deans asking them to work with their faculty through December 5 to get additional students to complete the evaluation. It must be noted that 71 of the 148 were totally online course sections (BW instruction mode); the Distance Learning Dean will work on this group.

Community College Survey of Student Engagement (CCSSE)

The CCSSE Committee met again on November 21. The IR Coordinator had conducted further analysis on the combined 2010, 2012, and 2014 CCSSE-CCFSSE Gap Calculations report after another discussion with HCTC's CCSSE Liaison. The CCSSE items were arranged into three groups: over 50%, consider, and disconnect.

1. "Over 50%" indicated that 50% or more of the faculty and 50% or more of the students responded positively per the two scale items and these are not areas of student engagement where HCTC needs to do any work.

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

2. "Consider" indicated that less than 50% of the faculty and the students responded positively per the two scale items, and these may be areas of student engagement where HCTC needs to do work with both faculty and students to get them into consensus.
3. "Disconnect between faculty and students" indicated that either 50% or more of the faculty or either 50% or more of the students responded positively per the two scale items, and these may be areas of student engagement where HCTC needs to do work with either faculty or students to get them into consensus. Why does the 50% or more group feel that way when the other group does not feel the same?

The IR Coordinator discussed these groupings with CCSSE committee members. IR also discussed a document called "HCTC's Response to Improving Student Engagement" which revolved around 13 high-impact practices that increase student engagement, and how HCTC has been improving in each of these areas over the last couple of years. IR also discussed areas HCTC is focusing on this year: advising, orientation, first year experience program, Starfish retention and student engagement tool, next QEP topic of first-year experience seminar course, and CCSSE student engagement. Members were given the assignment of determining by the January CCSSE committee meeting 3-5 CCSSE items for Academic Services and 3-5 CCSSE items for Student Services which "fit" within the current year focus areas and the 13 high-impact practices. Next steps will be for CCSSE Committee members to communicate these Academic Services and Student Services items to faculty and staff in early Spring 2015 so that strategies can be developed and then implemented in Fall 2015 and Spring 2016. Specifically, academic program coordinators will need to choose one of the Academic Services items and report their strategies in their 2014-15 program reviews.

Data Quality

On November 21, the IR Coordinator received the final Excel file of Fall 2014 CPE enrollment snapshot errors for which Admissions will need to provide explanations or verifications by December 3. IR has not conducted any data quality reviews yet for Spring 2015 enrollment, but expects to do so in early December.

Data Dashboard for HCTC

In November, the IR Coordinator and Data Research Assistant continued using the quality assurance checklist to make the necessary enhancements to each report on the DSS Hazard College Dashboard. The enhancements have been made to four of the seven dashboard pages.

New Peer Lists

On October 15, the IR Coordinator prepared two lists from the pool of SACS institutions for the President's Cabinet. One list had 24 SACS region institutions with the highest graduation rates while the other list had 25 SACS region institutions with the highest retention rates. The IR Coordinator advised President's Cabinet to choose between 20-25 institutions for the new HCTC National Peer Institutions List. On October 22, the President's Cabinet approved a list of 19 institutions. An institution was listed twice on the list by mistake, and the IR Coordinator contacted the Vice President of Student Services in late October (to whom the IEPR unit reports) to identify another 20th institution for the list, but did not receive a reply in November. IR will follow up again with the Vice President of Student Services.

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

National Benchmarking

Unfortunately, many other tasks have taken priority over preparing the summary reports for the 2014 National Community College Benchmark Project and the 2014 National Community College Cost & Productivity Project (formerly known as the Kansas Study). The IR Coordinator is still determining a time to work on these reports for the President's Cabinet and others.

Voluntary Framework of Accountability (VFA)

Unfortunately, many other tasks have taken priority over preparing the summary report for the VFA Year One data. The IR Coordinator is still determining a time to develop the report. A large component of the VFA is developmental education. The IR Coordinator will contact the Chair of the Developmental Studies Committee to ask if members would allow time in a future meeting for a data presentation/discussion.

CPE's Closing the Achievement Gap

For this project, HCTC will strive to improve the HCTC graduation rate of minority students. This effort was reported on in HCTC's Diversity Plan Assessment Report which was due in late November. At the close of the Fall 2014 term, IR will determine whether the minority students enrolled in MAT 55-65 who were assigned a Math Mentor were more successful than the other students who did not have a Math Mentor. A Student Services resource staff person will work with minority students to help them navigate the college process, and most recently is using the first Fall 2014 to Spring 2015 Retention Effort report prepared by IR on November 4 to contact minority students who have not yet enrolled for Spring 2015. There were 68 credential-seeking minority students enrolled for Fall 2014 and 31 of them (or 46%) had not enrolled for Spring 2015 by November 2; 8 of the 31 are Fall 2014 first-time students and 1 of the 31 is a Spring 2014 first-time student. The next Retention Effort report will be prepared on December 1.

Veterans Success Initiative

Student Services is using the first Fall 2014 to Spring 2015 Retention Effort report prepared by IR on November 4 to contact Veterans who have not yet enrolled for Spring 2015. There were 38 credential-seeking Veterans enrolled for Fall 2014 and 11 of them (or 29%) had not enrolled for Spring 2015 by November 2. The next Retention Effort report will be prepared on December 1. IR staff will develop a set of DSS reports for this group of students.

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 one QEP first-time student cohort. When Fall 2014 grades are posted, we can determine how many Spring 2012 cohort students earned a credential. This is the last tracking activity that needs 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

On October 31, 486 first-time students were enrolled for Fall 2014. This is the lowest number of first-time students for a fall term. Usually, HCTC averages between 500-575 first-time students in a given fall term. IR staff has yet to begin any tracking activities for this new group.

Kentucky Association for Institutional Research (KAIR)

Institutional Effectiveness, Planning, and Research Update
For the Period of **November 1-November 30, 2014**

On November 6-7, IR staff members attended the 2014 KAIR Conference in Bowling Green, Kentucky. Sessions attended included: 6 Myths of IR; Course Evaluations: From Paper to Online, A Modern Approach to Student Feedback; College Readiness and the Use of Placement Tests in Kentucky; Student Success from the Inside Out; Killing Them with Kindness: Policies Built on Kindness May Do More Harm than Good; and IR: Serving Deans and Department Chairs.

IV. SACSCOC

QEP Development Team

The Director of IEPR, also the QEP Development Team Chair, facilitated a QEP Development Team meeting on November 14. The QEP Development Team continued conducting and reviewing first-year experience best practices research with each QEP Development Team member being asked to find 2-3 best orientation and/or first-year experience course best practices. Best practices research was reviewed them during the November 14 meeting.

The QEP Development Team discussed conducting advising, orientation, and a first-year experience course as potential components for the next QEP. However, the SACSCOC Liaison raised concerns that those three components may be too big of a scope and reminded the QEP Development Team to be mindful of having a narrow and tightly focused QEP. This conversation will be continued in the QEP Development Team meetings in December.