

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

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

Course Assessments

The Director of IEPR conducted two course assessment trainings on December 11 and December 15. The first course assessment training was conducted with Amanda Combs and covered the closeout activities that are conducted for the course assessment process at the end of the semester. The Director of IEPR facilitated an at-large course assessment training for faculty members teaching faculty that covered the steps to complete a course assessment, provided faculty with assistance to complete their Fall 2014 course assessments, and answered faculty members' questions regarding the course assessment process. The course assessment training was also attended by the Grant Writer and was utilized as a knowledge transfer and on-the-job training opportunity in preparation for the Grant Writer assuming additional course assessment responsibilities in the next academic year.

The Director of IEPR also sent an email to HCTC faculty on December 10 informing faculty members of the Fall 2014 course assessment deadline. The Director of IEPR conducted quality assurance reviews of the completed Fall 2014 course assessments and followed-up with faculty members, as necessary, to make adjustments or improvements to their Fall 2014 course assessment. The Director of IEPR also assisted faculty members with the completion of their Fall 2014 course assessments and answered faculty members' course assessment questions. The Director of IEPR sent an email to all applicable Division Chairs and Deans on December 18 of division faculty members that had not completed their Fall 2014 course assessment and requested they follow-up directly with the division faculty members to get the course assessments completed.

Diversity Peer Team

KCTCS is still waiting on the retention and transfer data from the Council on Postsecondary Education (CPE) in order to complete the 2013-2014 HCTC Diversity Plan Assessment Report. Once the data is received from CPE, the retention and transfer data will be entered into the 2013-2014 HCTC Diversity Plan Assessment Report, given to Dr. Greiner for final review, and submitted to the Diversity Officer at the KCTCS System Office.

The Director of IEPR followed-up with the current Campus Environment Team (CET) Chair on December 5 reiterating the importance of the CET reporting requirements outlined in the annual Diversity Plan Assessment Report of having student participation on the Campus Environment Team, developing recommendations to improve the HCTC campus climate and submitting them for review and consideration to the HCTC President, and advertising and communicating Campus Environment Team meetings college-wide. The Director of IEPR also offered that the Vice President of Student Services and/or the Dean of Student Life would be able to assist the Campus Environment Team Chair with identifying diversity students to participate on the Campus Environment Team.

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The Director of IEPR attended a Diversity Peer Team Meeting conference call on December 3. The Governor's Minority Student College Preparation Program (GMS CPP) was discussed and an update regarding the Diversity Plan Assessment Report data was also provided by the KCTCS Diversity Officer.

Institutional Effectiveness/ Institutional Research (IE/IR) Peer Team

The Director of IEPR attended an IE/IR Peer Team meeting in Versailles at the KCTCS System Office on December 12. Relevant information was shared with IEPR unit members. The next IE/IR Peer Team meeting is scheduled for the end of February.

Student Services

The Director of IEPR attended a Student Services staff meeting on December 1. The current state of Student Services was discussed across the unit and sub-units.

The Director of IEPR also attended a Student Services Council meeting on December 2. Relevant discussion items were discussed with IEPR unit members.

II. GRANTS

Assessment and Operational Plan

The grant writer met with the director of the development unit to create the assessment plan for that unit.

Course Assessments

The grant writer performed a cursory review of the course assessments in Compliance Assist and provided a list to the IEPR director of those faculty who had incomplete course assessments or did not have a course assessment.

SACSCOC

The grant writer attended the three day SACSCOC conference in Nashville Tennessee, attending multiple sessions on institutional effectiveness, editing, and the QEP.

The grant writer obtained forms to be used in the editing process from a presenting college at the conference. These forms were forwarded to Donna Combs for consideration.

The grant writer uploaded all the SACSCOC standards and their explanations to a SACSCOC Sharepoint folder on the HCTC Grants Office Sharepoint site.

The grant writer uploaded all the presentation materials on the SACSCOC conference CD to the SACSCOC Sharepoint site.

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IEPR Team Meeting

The grant writer participated in the IEPR monthly meeting.

QEP

The grant writer continued to upload documents and links to the QEP Sharepoint Site as instructed.

Submitted Grant Applications
Appalachian Regional Commission

Automotive Technical Program Upgrade
\$221,912
Submitted December 11, 2014

The grant writer worked 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 was submitted on December 11, 2014.

Cosmetology Expansion Program
\$249,474
Submitted December 11, 2014

The grant writer worked 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 was submitted on December 11, 2014.

Walmart Foundation
\$1,000
Submitted 12/15/14

The grant writer worked with the Student Ambassadors to submit a grant to the Walmart Foundation to get funding to support the food baskets for Thanksgiving 2015.

Grant Research

The grant writer forwarded the American Music Abroad International Exchange program grant opportunity to KSBTM. JP Mathes responded that he is interested and will further explore the opportunity.

The grant writer forwarded the NSF Research Coordination Networks - Science faculty grant opportunity to the Science faculty for consideration. No response at this time.

The grant writer forwarded the National Science Foundation Postdoctoral Research Fellowships in Biology grant opportunity to the science faculty for consideration. No response at this time.

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The grant writer forwarded the NEH Museums, Libraries, and Cultural Organizations Planning and Implementation Grant opportunity to the Library Director for consideration. No response at this time.

The grant writer forwarded the NEH Digital Humanities Implementation Grant opportunity to the Library director for consideration. No response at this time.

The grant writer forwarded the NEH Landmarks of American History and Culture: Workshops for School Teachers grant opportunity to the Heritage and Humanities Divisions for consideration. Dean Osborne emailed that it looked interesting, but no further follow up at this time.

The grant writer forwarded the IMLS Sparks! Ignition Grants for Libraries opportunity to the Library Director for consideration. No response at this time.

The grant writer forwarded the NEA Art Works grant opportunity to the Performing Arts Director and the KSBTM director for consideration. No response at this time.

The grant writer forwarded the NSF Research Experiences for Undergraduates grant opportunity to the Science faculty for consideration. No response at this time.

The grant writer forwarded the Department of Labor American Apprenticeship Initiative grant opportunity to Dr. Jennifer Lindon. Dr. Greiner is also interested in this opportunity. It appears that it is for state approved apprenticeships which address H-1B visa occupations. KCTCS may be doing a joint application with the Workforce Development Board. Dr. Lindon will follow up.

III. INSTITUTIONAL RESEARCH (IR)

Enrollment Update

Enrollment for the Spring 2015 term began on October 1, 2014. By December 19, 1,834 students were enrolled in 20,937 credit hours compared to 2,122 students enrolled in 23,841 credit hours on December 19, 2013 for the Spring 2014 term. When comparing the two spring terms, we are currently down 288 students and 2,904 credit hours. Student Services has set the Census Date headcount target for Spring 2015 at 2,520. We are 686 students away from meeting that target.

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

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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.

The second Fall 2014 to Spring 2015 Retention Effort was prepared on December 1, 2014. Between November 3-30, an additional 262 students registered for Spring 2015 (63 of the 262 were first-time students) – 914 Fall 2014 students remained for retention follow-up. 46% of the 914 were listed in the Associate in Arts, Associate in Science, and Associate in Fine Arts academic plans and 36% of the 914 students were first-time students from Spring 2014 or Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 55.5%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it was 73% for the three previous 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. Special emphasis was placed on contacting minority and Veteran students who had not registered.

A third Fall 2014 to Spring 2015 Retention Effort was prepared on December 10, 2014. Between December 1-10, an additional 156 students registered for Spring 2015 (39 of the 156 were first-time students) – 758 Fall 2014 students remained for retention follow-up. 136 of those 758 were first-time students from either Spring 2014 or Fall 2014. 366 of the 758 were students who were only taking online courses in Fall 2014. HCTC's Fall 2014 to Spring 2015 persistence rate is 62.3%, currently the highest in the KCTCS system. In comparison, our Fall 2013 to Spring 2014 Census Date persistence rate was 70% (it was 73% for the three previous fall to spring terms). The Excel file was sent to cohort leaders for their follow-up with students, encouraging them to enroll for the Spring 2015 term. Admissions sent out a postcard mailing to the 758 not enrolled. The next Fall 2014 to Spring 2015 Retention Effort report will be prepared on January 5 with the final report prepared 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 19 *ad hoc* data requests in December 2014 compared to 16 requests for December 2013.

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
- Course Evaluation of Instruction for High School Classes Fa2014

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- Course Evaluation of Instruction Fa2014

The following surveys are scheduled to close at the end of December and summary reports will be prepared in January:

- 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
- UCM Student Descriptive Survey Fa2014
- 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
- Nurse Aide Course Exit Survey Fa2014
- FYE 105 Student Satisfaction Survey Fa2014
- Student Satisfaction with Orientation Sp2015

The following surveys are underway:

- Admissions HCTC Recruiter High School Presence Survey 2014-15
- UCM Program Interest Survey 2014-15

Program Reviews

Because of an embedded file issue with Compliance Assist, IR staff has still 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 (the problem was reported the first week of November 2014).

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. However, 14 of the 27 programs had not entered their outcomes by December 1. By December 19, 12 of the 14 remaining programs entered their goals and outcomes and the IEPR Assessment Coach will review those the first week of January. IR will make contact with the last two programs who have not entered theirs when the college reopens in January.

Academic Administrative Assistants who assist program coordinators with their program reviews were supposed to have the Fall 2013 and Spring 2014 Support Data entered in the 2014-15 program reviews before the December holiday break. However, 8 of the 27 programs did not have the Support Data entered and IR will make contact with those Administrative Assistants when they return from the break to ask them to complete this task.

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Program coordinators were to enter the weaknesses and recommendations from their 2013-14 Program Review Summary into their 2014-15 program reviews by December 15; 15 of the 27 programs still need to complete this task. IR will resend those programs coordinators their 2013-14 Summary Forms by email when the college reopens in January.

IR will provide the Fall 2014 program review data to the program coordinators by February 28, 2015.

Additionally in December, the Data Research Assistant began work on the CPE 5-Year Program Review data for the Medical Information Technology program, as well as refining the IR process guide for this task.

TEDS 2014-15 Technical and Exploring Students

By mid-December, all program coordinators verified their list of Fall 2014 technical students, as well as indicating any students who had withdrawn or did not progress by the end of the fall term.

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. In December, the IR Coordinator reviewed the Fall 2014 import files provided by KCTCS and reposted the files with appropriate notations regarding the import by December 19. Of significance is that KCTCS staff did not include Surgical Tech and Nurse Aide students in their import; IR added those students to the file. It also must be noted that some program students verified by program coordinators could not be reported as “preparatory” students for TEDS this Fall 2014 term because they were not taking a technical program course (n=8 programs and 92 students). Conversely, KCTCS had included additional “exploring” students for some programs because they were taking a technical program course but the students were not listed in a technical program (n=11 programs and 108 students). Please note that if the student is an HCTC student taking a technical program course from another KCTCS college, that technical student is included in KCTCS’s import files for KCTCS.

The Spring 2015 import files will be reviewed by the IR Coordinator in late spring.

The Testing Center had some issues returning the end of program assessment data to the program coordinators in a timely manner in December so that they could complete the Excel file for reporting back to IR the test date, test cut-off score, test scores, and pass/fail notation of those who did test, as well as those graduating students who did not test. IR will follow up with the program coordinators and administrative assistants when the college reopens in January regarding this TEDS task.

2013-14 Graduates for TEDS Follow-Up

On November 3, IR sent program coordinators TEDS Follow-Up Forms for 2013-14 program graduates. In December, program coordinators continued with the process of contacting their graduates to learn whether they were employed, entered the military, or are 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.

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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.

On December 8, IR closed the Fall 2014 Student Evaluation of Instruction survey. For the 523 total course sections taught by 124 unduplicated faculty, 4,107 responses were received out of a possible 8,514 responses for an overall response rate of 48.3% (compared to 53% in Fall 2013). 402 of the 523 course sections (or 77%) received the expected 33% response rate set by Academic Services. 121 of the 523 course sections (or 23%) had a response rate below 33% (compared to only 10 sections below the expected 20% response rate in Fall 2013).

IR prepared a file of the 121 Fall 2014 course sections which fell below the expected 33% response rate and sent it to the Division Chairs who were asked to contact each of their division faculty to find out what barrier(s) existed which prevented them from achieving the 33% response rate.

- 58 sections were BW instruction mode
- 34 sections were BP instruction mode
- 13 sections were P instruction mode
- 9 sections were HB instruction mode
- 5 sections were HI instruction mode
- 2 sections were BI instruction mode

By December 19, all except one division had returned their file indicating the barriers. IR will follow up with the remaining Division Chair when the college reopens in January. Then IR will prepare the Fall 2014 Student Evaluation of Instruction Response Rate Summary Report for Academics.

Data Quality

On December 15, IR conducted the first data quality coding review for Spring 2015 enrollment and Admissions corrected the errors before the holiday break. IR will conduct another review the first week of January. Additionally, the Dual Credit Coordinator corrected errors identified

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by IR for Fall 2014 and Spring 2015 high school students. IR also assisted Student Services with the cleanup of Fall 2014 advisor assignments in PeopleSoft.

Data Dashboard for HCTC

In December, 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. Enhancements were made to the remaining three dashboard pages by the holiday break. One final review will be conducted in January to determine whether all necessary enhancements were completed.

A recent DSS upgrade was launched which caused values that were repeating on a report as they should to not repeat now. IR discovered that numerous reports needed to be edited so values that needed to repeat on a report actually did repeat when downloaded as an Excel file. The Data Research Assistant is conducting an overall review to ensure that these additional edits are made.

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 or December. IR will follow up again with the Vice President of Student Services when the college reopens in January.

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. In January after the Fall 2014 term closed, 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

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was to work with minority students to help them navigate the college process, and use the November and December Fall 2014 to Spring 2015 Retention Effort reports prepared by IR to contact minority students who have not yet enrolled for Spring 2015. There were 68 credential-seeking minority students enrolled for Fall 2014 and 23 of them (or 34%) had not enrolled for Spring 2015 by December 10; 5 of the 23 are Fall 2014 first-time students and 1 of the 23 is a Spring 2014 first-time student. The next Retention Effort report will be prepared on January 5.

Veterans Success Initiative

Student Services is using the Fall 2014 to Spring 2015 Retention Effort reports prepared by IR to contact Veterans who have not yet enrolled for Spring 2015. There were 38 credential-seeking Veterans enrolled for Fall 2014 and 8 of them (or 21%) had not enrolled for Spring 2015 by December 10. The next Retention Effort report will be prepared on January 5. IR staff will develop a set of DSS reports for this group of students to be posted to the DSS Hazard College dashboard for Student Services to use.

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. Now that 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). The Data Research Assistant will schedule time to work on this data in January.

First-Time Student Data Tracking

On October 31, 486 first-time students were enrolled for Fall 2014. IR staff has yet to begin any tracking activities for this new group. By December 19, 61 first-time students were enrolled for Spring 2015.

IV. SACSCOC

QEP Development Team

The Director of IEPR, also the QEP Development Team Chair, facilitated a QEP Development Team Meeting on December 5. The QEP Development Team continued discussion regarding the potential advising, orientation, and first-year experience components for the QEP. Per concerns and considerations expressed by the SACSCOC Liaison, the QEP Development Team decided to limit the QEP components to only orientation and the first-year experience course and not include advising. The QEP Development Team also continued reviewing and discussing best practices research.

HCTC SACSCOC Team

The HCTC SACSCOC Team met for the first time and conducted a kick-off meeting on December 17. The SACSCOC Re-accreditation Timeline was reviewed with team members.

In Fall 2014, Lisa Ison offered the first HCTC FYE 105 course. The QEP Development Team discussed that it may be beneficial to survey current FYE 105 students to get their input and

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feedback on the course. The Director of IEPR asked Lisa if she would be willing to administer a survey to her FYE 105 students and she agreed. The Director of IEPR and the QEP Development Team developed 18 draft survey questions and submitted them to Lisa for review, input, and approval. The Institutional Research Coordinator administered the FYE 105 Student Survey on December 1-12. In total, 8 of 29 students (28% response rate) responded to the FYE 105 Student Survey. In terms of results, 100% of survey respondents stated that they were better equipped to be a successful college student after taking the course, taking the FYE 105 course strengthened their personal commitment to their college education, and would recommend the FYE 105 course to first-time students.

There is a new SACSCOC requirement to disclose and post HCTC student achievement data to the HCTC website by March 1, 2015. The Director of IEPR coordinated with the Institutional Research Coordinator and developed a recommendation of potential student achievement disclosure data element to post to the HCTC website and submitted it to the HCTC President for review and consideration. The recommended student achievement disclosure data elements were credentials awarded, high wage/ high demand data, IPEDS data (ex: graduation rates, transfer-out rates, full-time retention rates, and part-time retention rates), and licensure/certification rates. These recommended student achievement disclosure data elements will be reviewed at the next President's Cabinet meeting in January.