

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

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

**Course Assessments**

The Director of IEPR reviewed the Associate in Arts General Education Course Assessment User Guide, Associate in Science General Education Course Assessment User Guide, and the Non-General Education Course Assessment User Guide and provided feedback and edits to the Grant Writer/Assessment Coordinator.

The Director of IEPR also conducted on-the-job-training with the Grant Writer/Assessment Coordinator in preparation for the transition of the course assessment process to the Grant Writer/Assessment Coordinator in Fall 2015. Key dates and activities associated with the course assessment process were identified and discussed and the Grant Writer/Assessment developed a course assessment calendar with key course assessment dates and activities to assist with the facilitation of the course assessment process in Fall 2015.

The Director of IEPR coordinated with Academic Services Division Chairs to set-up times to conduct course assessment trainings with all full-time division faculty members during the HCTC Academic Division Retreats on August 7.

**Assessment Coaching**

IEPR faculty and staff members serve as Assessment Coaches for college units and subunits. In July, the Assessment Plan template in Compliance Assist was revised for the 2015-16 year and the Assessment Plan Quality Assurance Checklist was also updated. The 2014-2015 missions and operational plan goals were rolled over to 2015-16. Assessment Coaches began meeting with the unit and subunit leaders to review last year's Assessment Plan, IEPR feedback on it, and their Annual Assessment Plan Impact Report summary page. Assessment Coaches helped the unit and subunit leaders review their subunit mission and goals, as well as create their 2015-16 Assessment Plan after consulting their 2010-2016 Assessment Plan Strategic Roadmap. Assessment Coaches also updated unit and sub-unit Assessment Plan Strategic Roadmaps. All 2015-2016 Assessment Plans must be completed in Compliance Assist by August 31.

**Grants Process Change Meeting**

The Director of IEPR attended a meeting with the Grant Director/Assessment Coordinator, Academic Provost, and Vice President of Student Services to review and discuss the new grant referral process. Grants will now be referred from the Grant Writer/Assessment Coordinator to the appropriate President's Cabinet member with a 5 day turnaround time to make a determination of whether or not the grant opportunity will be pursued.

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**IEPR Monthly Team Meeting**

The Director of IEPR facilitated the IEPR Monthly Team Meeting on July 16. During the meeting, the following agenda items were covered:

- Review and discuss IEPR 2015-2016 unit and sub-unit priorities and budget
- Review and approve July IEPR Pulse edition content
- Discuss Assessment Plan timeline and activities
- Discuss upcoming vacations and SACSCOC Summer Institute Conference
- Discuss upcoming QEP brainstorming session (August 20)
- Discuss Assessment Review Task Team (slated for Fall 2015)

**HCTC Organizational Charts**

The Director of IEPR coordinated with President's Cabinet members to get the updated 2015-2016 organizational charts and worked with Technology Solutions to get them posted to the HCTC website.

**II. GRANTS**

**Grant Proposals Referred**

Melissa forwarded the NEH Digital Humanities Start-Up Grants solicitation information to Dr. Smoot for consideration.

Melissa forwarded the NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM) solicitation to Dr. Smoot, Dr. Deronda Mobelini and Dr. Paul Currie. Melissa met with the UCM, UK and ECU to discuss funding options and this grant was one that was being considered.

Melissa forwarded information to Delcie Combs regarding applying to the Walmart Foundation for another grant that might help students with food baskets during the holidays.

**Grants Submitted**

KY Coal County Student Services Grants  
\$7,500  
Due 7/30/15

Melissa, working with Jama Griffie, submitted a Kentucky Coal County Student Services Grant Application. The grant was submitted on July 15, 2015. The grant will assist with college tours, orientation and dual credit initiatives.

**Multistate Collaborative on Student Learning Outcomes**

Melissa met with Dr. Paul Currie who is the lead point of contact on the Multistate Collaborative on Student Learning Outcomes for Hazard Community and Technical College. Dr. Currie requested that an additional person from IPER serve as the lead contact for HCTC. After discussions with Dr. Currie, it was decided that Melissa would serve as an additional point of

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contact but would not assume leadership of the project at HCTC. Melissa communicated with the state point of contact to have her contact information added to the listserv.

**IEPR Meeting**

Melissa attended and took meeting minutes for the IEPR meeting held on Lees College Campus in Jackson on July 16, 2015.

**Grants Process Change Meeting**

Melissa and Alexis met with Dr. Kathy Smoot and Germaine Shaffer to discuss the proposed changes in the grants process and to discuss the newly created grants calendar. Dr. Smoot and Ms. Shaffer agreed to present the proposed grants process to the President's Cabinet, after which Melissa would present the change in the process to the Academic Leadership Team and to the faculty at fall start up meetings.

**Campus Labs Planning Site Edits and Revisions**

Melissa continued working with Nicole Hackbarth and Colleen Barrie of Campus Labs to make edits to and troubleshoot the Assessment plan and Course Assessment plan templates and reports.

**Course Assessments**

After meeting with Alexis Malepeai, Melissa created calendar items for key important dates for the course assessment process.

Melissa modified the Course Assessment User guides based on changes to Compliance Assist and revisions identified by Alexis Malepeai.

**Assessment Plan Coaching**

Melissa met with Stu Fugate to create a new Operational plan combining Maintenance and Operations and Security, Auxillary programs, Facilities and Events.

Melissa met with Dr. Beth Pennington to finalize her 2015-2016 Retention Services Assessment plan.

**SACSCOC**

Melissa attended the SACSCOC Summer Institute conference to get more information regarding SACSCOC's expectations regarding Assessment and the QEP.

Melissa participated in the SACSCOC committee meeting on July 27, 2015 to begin reviewing and editing the content placed into the Compliance Assist Accreditation Modules for the ten year SACSCOC Reaffirmation.

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**III. INSTITUTIONAL RESEARCH (IR)**

**Enrollment Update**

Enrollment for the Summer and Fall 2015 terms began on March 1, 2015. There were 535 students enrolled in 2,531 credit hours for Summer 2015 on July 31 compared to 453 students enrolled in 2,293 credit hours for Summer 2014 on July 31. There were 1,904 students enrolled in 21,965 credit hours for Fall 2015 on July 31 compared to 2,297 students enrolled in 26,283 credit hours for Fall 2014 on July 31. Student Services has set the Fall 2015 Census Date headcount target at 3,698. We are currently 1,794 students away from that target.

**Retention Effort**

The first Spring 2015 to Fall 2015 Retention Effort was prepared by IR on April 1 to identify the Spring 2015 credential-seeking students (n=1,907) who were not graduating and who had not yet registered for the Fall 2015 term (n=1,238); 77% of the 1,238 students were listed in the Associate in Arts and Associate in Science academic plans and 55% of the 1,238 students are first-time students from Fall 2014 or Spring 2015. HCTC's Spring 2015 to Fall 2015 persistence rate was 23%, the highest in the KCTCS system. In comparison, HCTC's Spring 2014 to Fall 2014 Census Date persistence rate was 59% (it has been in the 60 percent-range for last six spring to fall terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Fall 2015 term. Other reports will follow on May 1, June 1, July 1, and August 3, with a final report after the last day to add 16weeks (August 24, 2015).

The second Spring 2015 to Fall 2015 Retention Effort was prepared by IR on May 4 to identify the Spring 2015 credential-seeking students (n=1,907) who had still not yet registered for the Fall 2015 term (n=925) by April 30. Between April 1-30, an additional 313 Spring 2015 students enrolled for Fall 2015. Of the 925 who remained, 60% were listed in the Associate in Arts and Associate in Science academic plans and 38% of the 925 students are first-time students from Fall 2014 or Spring 2015. By April 30, HCTC's Spring 2015 to Fall 2015 persistence rate was 40.5%, the second-highest in the KCTCS system. In comparison, HCTC's Spring 2014 to Fall 2014 Census Date persistence rate was 59% (it has been in the 60 percent-range for last six spring to fall terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Fall 2015 term. Other reports will follow on June 1, July 1, and August 3, with a final report after the last day to add 16weeks (August 24, 2015).

The third Spring 2015 to Fall 2015 Retention Effort was prepared by IR on June 1 to identify the Spring 2015 credential-seeking students (n=1,907) who had still not yet registered for the Fall 2015 term (n=763) by May 31. Between May 1-31, an additional 161 Spring 2015 students enrolled for Fall 2015. Of the 763 who remained, 50% were listed in the Associate in Arts and Associate in Science academic plans and 31% of the 763 students are first-time students from Fall 2014 or Spring 2015. By May 31, HCTC's Spring 2015 to Fall 2015 persistence rate was 48.6%, the third-highest in the KCTCS system. In comparison, HCTC's Spring 2014 to Fall 2014 Census Date persistence rate was 59% (it has been in the 60 percent-range for last six spring to fall terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Fall 2015

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term. Other reports will follow on July 1, and August 3, with a final report after the last day to add 16weeks (August 24, 2015).

The fourth Spring 2015 to Fall 2015 Retention Effort was prepared by IR on July 1 to identify the Spring 2015 credential-seeking students (n=1,907) who had still not yet registered for the Fall 2015 term (n=680) by June 30. Between June 1-30, an additional 83 Spring 2015 students enrolled for Fall 2015. Of the 680 who remained, 43% were listed in the Associate in Arts and Associate in Science academic plans and 27% of the 680 students are first-time students from Fall 2014 or Spring 2015. By June 30, HCTC's Spring 2015 to Fall 2015 persistence rate was 52.9%, the third-highest in the KCTCS system. In comparison, HCTC's Spring 2014 to Fall 2014 Census Date persistence rate was 59% (it has been in the 60 percent-range for last six spring to fall terms). The Excel file was sent to cohort leaders, program coordinators, and faculty advisors for their follow-up with students, encouraging them to enroll for the Fall 2015 term. Another report will follow on August 3, with a final report after the last day to add 16weeks (August 24, 2015).

**Data Requests**

Each month the IR Office processes *ad hoc* data requests for various college departments and tracks the number in a spreadsheet. The IR Office processed 24 *ad hoc* data requests in July 2015 compared to 26 requests for July 2014.

**Surveys**

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

- Workforce Solutions CPR Course Evaluation Fa2014
- Workforce Solutions CPR Course Evaluation Sp2015
- Workforce Solutions Credit Survey Fa2014
- Workforce Solutions Credit Survey Sp2015
- Workforce Solutions Kids Programming Survey Fa2014
- Workforce Solutions Kids Programming Survey Sp2015
- Workforce Solutions Non-Credit Survey Sp2015
- Course Evaluations for Fa2014-Sp2015 ATC Courses
- Course Evaluations for Sp2015 SEEK Courses

For the following surveys, the Data Research Assistant compiled the data into summary reports in July.

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

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

- GED Testing Participant Satisfaction Survey-Hazard Fa2014-Sp2015
- GED Testing Participant Satisfaction Survey-Lees Fa2014-Sp2015
- Nurse Aide Course Exit Survey Sum2015

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The following surveys are underway:

- GED Testing Participant Satisfaction Survey-Hazard Fa2015
- GED Testing Participant Satisfaction Survey-Lees Fa2015
- IR Ad Hoc Data-Survey Requests Employee Satisfaction SurveyFa2015
- Program Satisfaction Survey for Graduates Sum2015
- Student Satisfaction with Orientation Fa2015
- Tech Solutions Employee Satisfaction with Technician Survey Fa2015

### **Program Reviews**

In July, IR provided the Spring 2015 data to program coordinators by the July 15, 2015. Academic administrative assistants assigned to each program must enter the Spring 2015 data into the Addendum section of the 2014-15 program reviews. Program coordinators have until August 15 to analyze the Spring 2015 data and enter the data/conduct the analysis for each of their program outcomes. The entire 2014-15 program review must be completed by program coordinators by September 15.

### **TEDS**

With the 2014-15 academic year, KCTCS is assuming a much larger role in the entire TEDS process including preparing the files of students to be entered in TEDS. Colleges are ultimately responsible for data quality and accountability. In July, the Data Research Assistant began to enter credentials, completion termination statuses, and end of program assessment data in TEDS. A termination file was sent by KCTCS to the colleges on July 6 for review and to enter applicable termination statuses into TEDS before the September 1 lock date—the IR Coordinator began working on this file. The colleges will receive in August error reports for review and correction in TEDS.

### **Course Evaluations**

In July, the IR Data Research Assistant completed the work on the Fall 2014 course evaluation summary reports for the divisions and departments.

In March, the Spring 2015 Student Evaluation of Instruction for SEEK classes and the Fall 2014-Spring 2015 Student Evaluation of Instruction for ATC classes was sent to Academic Services. Those surveys were administered via paper-pencil in late April and May and the Academic Services administrative assistant continued entering the data into the survey links in June. In July, data for both surveys was downloaded, and the Data Research Assistant will need to prepare the summary reports as soon as possible to close out last year's course evaluation process. .

### **Data Quality**

In July, IR continued to work with Admissions on bio-demographical errors for Summer and Fall 2015 enrolled students. A Summer 2015 CPE Audit Error Report was also sent to Admissions to make corrections. IR conducted a coding review for all enrolled Summer and Fall 2015 students on June 29 and sent the files to Admissions to make the corrections. An additional coding review was conducted on July 27 and Admissions is correcting the errors. As students continue to register for Fall 2015 due to orientation sessions, another coding review will be conducted the first week of August and again before the last day to add (August 21).

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**CCSSE Survey of Online Student Engagement (SOSE)**

This Spring 2015, HCTC is one of 14 colleges across the U.S. (and the only Kentucky institution) participating in a pilot administration of CCSSE's Survey of Online Student Engagement *SOSE* to measure different experiences of online students and to test out an online administration instrument. The survey was launched on February 23 to 896 HCTC students taking all of their Spring 2015 classes online. IR received the results of the SOSE on June 15. However, once the data was cleaned by CCSSE, HCTC only had 76 valid responses instead of the 155 responses we reported when the survey closed on May 13. This changed the response rate from 17% to only 8%. In July, the IR Coordinator combined the HCTC survey results with the results of all the participating college into one report. IR staff participated in a conference call with CCSSE regarding the SOSE on July 29—the survey will be shorted considerably. The Survey of Online Student Engagement will be administered with the paper-pencil CCSSE when HCTC participates again in Spring 2016. The IR Coordinator will identify time in August or September to prepare a summary report of the results so that IR can share the data with the Distance Learning Committee who will offer further reflection.

**Community College Survey of Student Engagement (CCSSE)**

At the June 23 President's Cabinet Planning Day, IR recapped the CCSSE information division representatives had shared with division faculty at their April 24 division meeting, as well as next steps for using the data to make improvements. President's Cabinet asked that the CCSSE information be shared with the Leadership Team in an upcoming meeting.

In July, the Vice President of Student Services met with the Student Services subunit leaders to discuss the Student Services CCSSE items and determine which subunits would include one of the Student Services-related CCSSE items in their 2015-16 assessment plans.

At the August 2015 Division Retreats and September 2015 division meeting, division faculty will discuss the items and develop strategies. Since the program coordinators will be finishing up their 2014-15 program reviews when they return in August, program coordinators will enter the strategies they have developed for their CCSSE item in their 2014-15 program review before September 15. Then in October through December 2015, program faculty will begin to implement the strategies they have developed and continue their implementation into Spring 2016. Finally, at the end of the Spring 2016 term, program faculty will report out to their Division Chairs on how effective the implementation of their strategies were so that this information can be recorded in the 2015-16 program reviews.

**Advising**

Throughout the 2014-15 academic year, both IR staff members served on the Advising Task Team and helped the team develop the new Student Evaluation of Academic Advising survey instrument. Final revisions to the survey were made in late July in time for the required August 3-4 advisor training sessions. After the training, advisors will begin using the survey which will remain open throughout the Fall 2015 term. The survey will be reset in January for the Spring 2016 term.

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**National Benchmarking**

The IR Coordinator prepared the data for the 2015 National Community College Cost & Productivity Project and entered it by July 15. The results will be available in late August.

**IPEDS**

In July, the IR Coordinator uploaded HCTC’s new National Peer Institutions list (see below) into IPEDS so that the list can be used in the 2015 IPEDS Data Feedback Report which will compare HCTC data to the data of those peer institutions.

IPEDS ID	College	City	State
138682	Albany Technical College	Albany	GA
198233	Catawba Valley Community College	Hickory	NC
175573	Copiah-Lincoln Community College	Wesson	MS
175652	East Mississippi Community College	Scooba	MS
198668	Haywood Community College	Clyde	NC
175829	Itawamba Community College	Fulton	MS
175935	Meridian Community College	Meridian	MS
140599	Moultrie Technical College	Moultrie	GA
232788	Mountain Empire Community College	Big Stone Gap	VA
458458	Coastal Pines Technical College	Waycross	GA
199324	Piedmont Community College	Roxboro	NC
140942	Savannah Technical College	Savannah	GA
102076	Snead State Community College	Boaz	AL
141006	South Georgia Technical College	Americus	GA
197850	South Piedmont Community College	Polkton	NC
199731	Southwestern Community College	Sylva	NC
199768	Surry Community College	Dobson	NC
199838	Vance-Granville Community College	Henderson	NC
229540	Victoria College	Victoria	TX
229832	Western Texas College	Snyder	TX

**IEPR Webpage**

In July, the IR Coordinator updated the public-facing Institutional Effectiveness, Planning, and Research webpages with the latest data and reports. These pages can be accessed using this navigation: Home>About HCTC>Offices and Departments>Institutional Effectiveness, Planning, and Research.

<ul style="list-style-type: none"> <li>• <b>Institutional Effectiveness, Planning, and Research</b></li> <li>• Accreditation</li> <li>• Assessment</li> <li>• Fast Facts</li> <li>• Grants</li> <li>• Institutional Research</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment</b></li> <li>• Assessment and Outcomes Tutorial</li> <li>• Committees</li> <li>• Course Assessments</li> <li>• Survey Assessment Findings</li> <li>• Unit Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Institutional Research</b></li> <li>• Enrollment Outcomes</li> <li>• Student Demographic Outcomes</li> <li>• Student Outcomes</li> <li>• Support Services Outcomes</li> <li>• Other Data</li> </ul>
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In an effort help to improve HCTC’s Job Placement rate, the Data Research Assistant began preparing the information to be included on a new webpage she will be responsible for

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maintaining within the Career Services Job Placement webpages. This new page will contain the various employer and job posting reports the Data Research Assistant provides to program coordinators each November and April using the Burning Glass Labor Market software. It is anticipated that the page will be launched in August. Navigation to the page will be: Home>Student Life>Career Services>Job Placement: Finding Employment Opportunities.

**First-Time Student Data Tracking**

By July 31, 40 first-time students were enrolled for Summer 2015 and 377 first-time students were enrolled for Fall 2015.

In July, the IR Data Research Assistant determined:

- for the Spring 2015 cohort: demographics of all students enrolled in a developmental course;
- the number of first-time students who tested into a developmental education course (*out of 87 Spring 2015 first-time students, 43 or 49% tested into developmental math; out of 87 Spring 2015 first-time students, 27 or 31% tested into developmental English; out of 87 Spring 2015 first-time students, 38 or 44% tested into developmental reading*);
- the number of first-time students who enrolled into a developmental education course (*out of 87 Spring 2015 first-time students, 44 or 51% enrolled into developmental math; out of 87 Spring 2015 first-time students, 22 or 25% enrolled into developmental English; out of 87 Spring 2015 first-time students, 23 or 26% enrolled into developmental reading*);
- persistence rate of first time students (*out of 486 Fall 2014 first-time students, 375 or 77% persisted into the spring 2015 semester*);
- success and failure rates of students in developmental courses (MAT 55, 65, 85, RDG 20, 30, and ENC 90, 91) for first-time students and also for all students enrolled in any developmental course;
- MAT 65 KYOTE scores to calculate the number who passed on 1<sup>st</sup> attempt and the number who passed on multiple attempts for first-time students and also for all students enrolled in MAT 65.
- for the Fall 2014 cohort: the number of first-time students that completed developmental MATH (*out of 486 Fall 2014 first-time students, 54 or 28% completed developmental math in two semesters*), developmental ENG (*out of 486 Fall 2014 first-time students, 66 or 85% completed developmental English in two semesters*), and developmental RDG (*out of 486 Fall 2014 first-time students, 56 or 68% completed developmental reading in two semesters*), coursework in one year.
- for the Spring 2014 cohort: how many first-time students who completed their developmental coursework in one year were successful in their first attempt at a college level course (*out of 135 Spring 2014 first-time students, 23 completed developmental English in one year and 10 or 43% were successful in college level English*); (*out of 135 Spring 2014 first-time students, 12 completed developmental math in one year and 4 or 33% were successful in college level math*).
- for the Fall 2012 cohort: the number of credentials awarded (*out of 560 Fall 2012 first-time students, 142 or 25% earned a credential in six semesters*).

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#### IV. SACSCOC

##### SACSCOC Summer Institute

The Director of IEPR and the Grant Writer/Assessment Coordinator attended the SACSCOC Summer Institute from July 19-22 in Kissimmee, FL to obtain additional information and guidance related to assessment, reaccreditation, and the quality enhancement plan (QEP).

##### IEPR Pulse Newsletter

The IEPR unit members developed content for the quarterly IEPR Pulse Newsletter (April – June 2015). The Director of IEPR disseminated the April – June 2015 IEPR Pulse Newsletter to all HCTC employees via email on July 16. The IEPR Pulse Newsletter provided an update on the HCTC QEP development process, recapped the 2015-2016 President's Cabinet Strategic Planning Day, provided a reminder of upcoming Assessment Plan deadlines, and included the monthly IEPR updates and a synopsis developed by the Institutional Research Coordinator of Joshua S. Wyner's book *What Excellent Community Colleges Do: Preparing All Students for Success*.

##### HCTC SACSCOC Team

The Director of IEPR continued developing and refining institutional effectiveness related sections of the HCTC SACSCOC Re-accreditation Compliance Report. The Director of IEPR also attended an HCTC SACSCOC Team Meeting on July 27 in which the draft HCTC SACSCOC compliance standards and core requirements were reviewed and feedback was provided.

##### QEP Writing Team

The Director of IEPR, also the QEP Development Team Chair, followed-up with HCTC faculty and staff members that expressed interest in Spring 2015 in being part of the HCTC QEP Writing Team. The QEP Writing Team will be assembled in Summer 2015 and writing of the draft QEP document will commence in Fall 2015. To date, the Director of the University Center of the Mountains (Dr. Deronda Mobelini), the Grant Writer/Assessment Coordinator (Melissa Vermillion) and the QEP Development Team Chair (Alexis Malepeai) will be part of the HCTC QEP Writing Team.

The Director of IEPR disseminated three full QEPs from Valencia College, Henderson Community College, and Hodges University to the QEP Writing Team and IEPR unit members. The QEP Writing Team and IEPR unit members will review the QEPs as a baseline and in preparation for a QEP brainstorming session on August 20 in which the draft HCTC QEP student learning outcomes and assessment plan content will be developed.

##### Quality Enhancement Plan (QEP) Development Team

The QEP Development Team is on hiatus for Summer 2015 (since majority of faculty are not on campus and working during the summer) and will resume its work in Fall 2015.