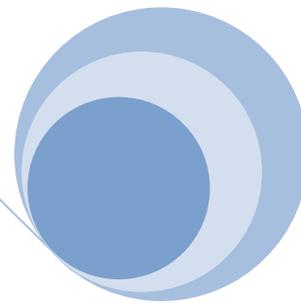
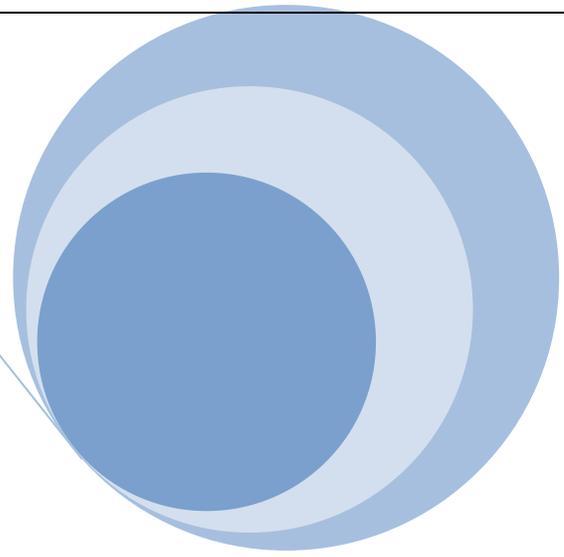


HCC Strategic Planning 2010-2016



Henderson Community College Strategic Plan 2010-2016



Kentucky Community & Technical College System

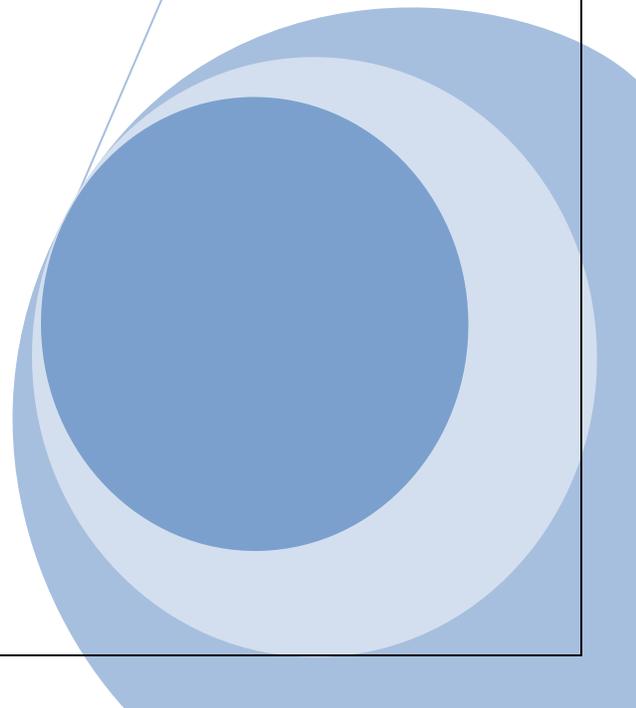


Table of Contents

Introduction to the College and the Strategic Plan		Page
Introduction to Henderson Community College		3
The Strategic Plan 2010-2016		4
Strategic Planning Partnerships		9
Strategic Focus 2010-2011		12
Strategic Planning Maintenance		14
Appendices to the Strategic Plan		
Strategic and Annual Planning Cycle -- Illustration		15
Annual Planning and Budgeting Process Description		16
Budget Cycle -- Illustration		18
Comprehensive List of Key Performance Indicators		19
HCC/KCTCS Performance Measures/Methods/Targets 2010-2016		20
HCC Student Assessment Diagram		21
Strategic Planning and Assessment Milestones (Prior to 2010)		22
Strategic Outcomes, Assessment Measures and Units Reporting for Academic Year 2010-2011		25



Introduction to Henderson Community College

Henderson Community College (HCC) was established in 1960, then operating as Northwest Center, an extension of the University of Kentucky. In 1964 HCC became one of the seven charter members of the newly-formed University of Kentucky Community College System. Following the 1997 passage of the Kentucky Postsecondary Education Improvement Act, the UK Community College System was reorganized and became part of the Kentucky Community and Technical College System (KCTCS).

As it begins its 51st year in fall 2010, HCC continues its commitment to excellence and service to the community. The vision of the college is to be the area's educational leader, providing progressive opportunities for personal, professional, and cultural enrichment. The values of the faculty, staff, and students of Henderson Community College include:

- academic freedom, honesty, and integrity
- access and opportunity
- accountability
- adaptability
- community and collaboration
- diversity and cultural awareness
- life-long learning
- innovation

The mission of the college is to provide:

- general education curriculum for the first two years of a baccalaureate program (Associate in Arts or Associate in Science Degrees)
- technical programs to prepare students for immediate employment (Certificates, Diplomas, or Associate in Applied Science Degrees)
- continuing education, adult education, customized training and cultural opportunities.

The goals of the college are to:

- increase student access and success
- promote excellence in teaching and learning
- foster diversity and global awareness
- enhance the economic development of communities and the commonwealth
- promote the recognition and value of Henderson Community College.

HCC Strategic Planning 2010-2016

The Strategic Plan 2010-2016

The Strategic Plan 2010-2016 provides the framework that guides the college toward the attainment of its mission, vision, values and goals. This framework is organized by strategic objectives, outcomes, and related performance measures.

The Strategic Plan 2010-2016
Strategic Objectives
Strategic Outcomes
Performance Measures

Strategic Objectives

While the strategic goals broadly outline the key areas of attention for HCC, the strategic objectives narrow the focus and integrate these goals into an operational plan from which the activities, outcomes, assessment methods, analysis, and efforts to improve flow. The strategic plan is grouped into three strategic objectives:

- an Open Pathway to Educational Opportunities
- a Quality Learning Experience and Support System
- an Open Pathway to a Career or Transfer to a Baccalaureate Institution

An open pathway to educational opportunities

In order to achieve this objective the college actively pursues collaborative solutions to increase student access and success through partnerships to prepare students academically and financially for college. HCC engages its employees and collaborates with external partners in an effort to ensure that individuals who have a desire to attend HCC in pursuit of any academic goal are prepared both academically and financially.

The college works to ensure that the transition to HCC is seamless through joint efforts by faculty members from the college, area high schools, and the Adult Learning Center, all of whom work to align English and math curriculum. To assist students in preparing for college, a wide diversity of support services is available. These services include English, math and reading assessments; tutoring; child-care assistance; various types of counseling services offered through the student affairs department. The Success Coaching program provides additional support for new applicants and returning students in the form of an orientation to college, career planning, academic advising, and basic skills workshops in subject areas like time management, study skills, and basic Blackboard training and computer usage.

An Open Pathway to Educational Opportunities

The college actively pursues collaborative solutions to increase student access and success through partnerships to prepare students academically and financially for college. To achieve this objective the college will partner with government, educational and private entities to ensure that learners can readily access educational opportunities at HCC

Desired Outcomes

- Course competencies in sequential courses within disciplines are closely aligned to promote successful student transition
- HCC partnerships contribute to enhanced educational opportunities and student success
- Learners are aware of the educational opportunities at HCC
- Funds are available to support learner needs and to provide a quality learning experience and support system

Key performance measures

Performance Measure	Source/Location
Audubon Education Council annual report of ACT, PLAN, EXPLORE test results	AEC Annual Data Reports/Institutional Research (the Point)
ACT & COMPASS testing profile for first-time degree-seeking freshmen	HCC Annual Report
Adult Basic Education students make successful transition to college courses	HCC (Workforce Solutions-ABE) Unit PAI Report
Adult Basic Education students earning college credentials	HCC (Workforce Solutions-ABE) Unit PAI Report
Colonels-2-College Partnership results	HCC (Institutional Advancement) Unit PAI Report
Credentials awarded by Adult Basic Education – GED	HCC Annual Report
Dual Credit enrollment history	HCC Annual Report
Percent of first-time workforce students who enroll at degree-seeking	KCTCS/Institutional Research (the Point)

A Quality Learning Experience and Support System

To achieve this objective the college provides a learning environment that is respectful of diverse ideas, ethnicities and cultures, is learning-centered, provides quality support services to help learners succeed, and ensures that its facilities are comfortable and safe.

The college recognizes that each student arrives with different capabilities, needs, interests, and goals. As a result, the college assesses the academic capabilities of each new student and provides the academic advising, counseling, course selection, and support services needed to guide the student along the path to success. HCC supports the learning requirements for students coming directly from high school and for adults making the transition from the Adult Learning Center or from the workforce. Through the Workforce Solutions department, area businesses find the customized skills training or general education curricula they need for employees to keep pace with the requirements in a highly competitive global marketplace. Senior citizens in the community take advantage of a diverse offering of courses and activities to stay engaged physically and intellectually, and the youngest citizens participate in the Head Start program located on campus.

To accommodate the needs of all learners, the college provides these opportunities in a variety of ways. Courses and programs are delivered in a variety of means – face-to-face in a classroom, through interactive TV, and online via the World Wide Web. Further, courses are available in the traditional full semester format or in a modularized form for those learners who are unable to commit to 16-week course schedules.

HCC also delivers a diversity of social and cultural opportunities for students and the community through internal programs and initiatives, as well as through partnerships with external organization with similar goals. These social and cultural activities are intended to broaden the intellectual perspective and appreciation for the diversity of cultures, ethnicities, and the arts.

A Quality Learning Experience and Support System
The College is committed to providing a quality learning experience through the efforts of a dedicated faculty, staff and administration to become the area’s educational leader, providing progressive opportunities for personal, professional, and cultural enrichment.
Desired Outcomes
<ul style="list-style-type: none">• Learners completing courses and programs demonstrate the ability to learn independently, examine relationships, think critically, and communicate effectively• Learners completing a course or program demonstrate the technical skills incorporated in the course or program• Learners identify a career and academic path to achieve personal and professional goals• Funds are available to support learner needs and to provide a quality learning experience and support system• Learners are enrolled and retained• Learners demonstrate personal responsibility• Learners progress through developmental courses• Learners are actively engaged in the learning process• Learners will be exposed to a diversity of ideas and cultures in courses and through social and cultural events• Learners are exposed to the richness of art, music, and literature in courses and through social and cultural

HCC Strategic Planning 2010-2016

events

- Learners have a variety of choices for accessing quality educational opportunities to accommodate their needs.
- Learners will succeed and be retained in distance education classes.
- Learners report that they are satisfied with the academic and support services
- Learners complete credentials
- Employees pursue professional development opportunities to enhance knowledge and skills
- The college achieves the targets of its diversity plan
- Administrative processes meet the needs of learners, the college and the system
- Learners have the basic skills needed for employment in the workforce, or success in college classes.
- Learners receive the advising guidance and support needed to help them succeed in college
- College facilities are accessible, and provide a safe, comfortable environment for learning and working.
- The college maintains the security of data and records
- Operational units and programs have the data needed to support decision-makers' efforts to improve
- Communications with faculty, staff, students and the community is enhanced through the use of the College Website and social media tools
- Learners are actively engaged in college activities
- Learners will demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning
- The needs of area businesses and organizations are served

Key performance measures

Performance Measure	Source/Location
AAS graduates employment survey results	Technical Education Database System/ HCC Annual Report
Completion rate of first-time degree-seeking freshmen	HCC Annual Report
Credentials awarded by AAS programs	HCC Annual Report
Credentials awarded – annual total	HCC Annual Report
Credentials awarded in high-wage, high-growth jobs	KCTCS 2010-16 Performance Report
Credit hours passed as a ratio of credit hours attempted	HCC Annual Report
Developmental education performance	HCC Annual Report & KCTCS 2010-16 Performance Report
Diversity of employee population	HCC (Cultural Diversity) Unit PAI Report & KCTCS 2010-16 Performance Report
Diversity of student population	HCC (Cultural Diversity) Unit PAI Report & KCTCS 2010-16 Performance Report
Pass rates and class retention (online vs. in-person)	HCC Annual Report
Participation rate of 18-64 age group in college	KCTCS 2010-16 Performance Report
Persistence rate	KCTCS 2010-16 Performance Report
Retention rate	HCC Annual Report & KCTCS 2010-16 Performance Report
Student engagement and experience	HCC Annual Report & and CCSSE Report

An Open Pathway to a Career or Transfer to a Baccalaureate Institution

HCC Strategic Planning 2010-2016

The college works with external partners to ensure students either find employment opportunities or easily transfer course credits to regional colleges and state universities. HCC's alliances with Murray State University, Mid-Continent University, and Lindsey Wilson College provide courses on HCC's campus that lead to a baccalaureate degree in a variety of academic programs. Through the newly-formed Regional Consortium of Post-Secondary Institutions, an association of colleges and universities in Western Kentucky and Southern Indiana, HCC participates in an initiative to coordinate numerous academic, social, cultural and professional enrichment activities for students, employees, and the community. The synergies created through this consortium promise to allow HCC to expand and enhance learning opportunities for all.

An Open Pathway to a Career or Transfer to a Baccalaureate Institution

The college is committed to providing the guidance and support needed by students as they make the transition from HCC to employment or as they transfer to another institution in pursuit of additional education. In addition, the college takes a proactive approach to working with external partners to ensure students either find employment opportunities or easily transfer course credits to regional colleges and state universities

Desired Outcomes

- Degree graduates recognize and evaluate their own and other's values from individual, cultural, and global perspectives.
- Degree graduates understand the application of their discipline in a global environment.
- Degree graduates accurately interpret evidence/findings, especially alternative positions different from their own.
- Degree graduates create viable solutions to a problem and are able to justify those solutions
- Learners successfully pass licensure/certification exams
- Learners make a successful transition to employment or continue educational pursuits
- Employers report that they are satisfied with the preparation of learners

Key performance measures

Performance Measures	Source/Location
AAS graduates employment survey results	Technical Education Database System/ HCC Annual Report
Degree graduates recognize and evaluate their own and other's values from individual, cultural, and global perspectives.	Academic Affairs Unit Report / HCC Annual Report
Degree graduates understand the application of their discipline in a global environment.	Academic Affairs Unit Report / HCC Annual Report
Degree graduates accurately interpret evidence/findings, especially alternative positions different from their own.	Academic Affairs Unit Report / HCC Annual Report
Degree graduates create viable solutions to a problem and are able to justify those solutions	Academic Affairs Unit Report / HCC Annual Report
Learners successfully pass licensure/certification exams	AAS Programs Unit Report / HCC Annual Report
Learners make a successful transition to employment or continue educational pursuits	AAS Programs Unit Report / HCC Annual Report
Employers report that they are satisfied with the preparation of learners	AAS Programs Unit Report / HCC Annual Report
Technical Education Student Learning Outcomes	eLumen Faculty Reports / AAS Programs Unit Report / HCC Annual Report
General Education Student Learning Outcomes	eLumen Faculty Reports / AAS Programs Unit Report / HCC Annual Report

HCC Strategic Planning 2010-2016

Strategic Planning Partnerships

Objective 1: Open Pathway to Educational Opportunities
Audubon Area Head Start
Audubon Education Council
Colonels 2 College
Henderson County High School /HCC Workgroup
Henderson County Schools Math Cadre
Green River Area Development District (GRADD) and Vocational Rehabilitation
GRADD Workforce Investment Board
Regional Consortium Post-Secondary Institutions
Objective 2: A Quality Learning Experience and Support System
Audubon Education Council
Henderson Area Arts Alliance
Henderson Leadership Initiative
Henderson Fine Arts Guild
Northwest KY Training Consortium
Objective 3: An Open Pathway to a Career or Transition to a Baccalaureate Institution
University Partners (Murray State, Mid-Continent, Lindsay-Wilson)
Regional Consortium Post-Secondary Institutions (full members list below)

Audubon Area Head Start (AAHS)

The college provides space for early childhood education through the Audubon Area Head Start program. The Interdisciplinary Early Childhood Education Program and the AAHS provide student practicums that serve the needs of HCC students enrolled in this academic program and also support the needs of AAHS to provide for the needs of children in its programs. Students enrolled at HCC who meet financial assistance qualifications, are given first priority to enroll their children in the Audubon Area Head Start Program which is sometimes a very important factor in HCC students ability to pursue higher education while raising young children.

Audubon Education Council (AEC)

The college collaborates with area public school districts in Henderson, Webster, and Crittenden County through this council which meets every other month. The purpose of the AEC is to share information and ideas that contribute to improved academic success of students.

HCC Strategic Planning 2010-2016

Colonels 2 College

The college, Henderson County High School (HCHS), and private sector donors contribute to this unique partnership that is designed to provide scholarships to students at HCHS who annually maintain a 2.5 GPA and a 96% attendance and punctuality record, complete high school in eight (8) consecutive semesters, and take more than the state minimum number of credits required to graduate. Students must sign up as freshmen and maintain good standing until they graduate. Students can receive scholarship money of **up to** \$1,000 per semester after KEES and other grant/financial aid. The program is in its second year of operation and the first recipients of this program should arrive at HCC in two years.

Green River Area Development District (GRADD) and Vocational Rehabilitation (Voc-Rehab)

The college provides space and collaborates with GRADD and Vocational-Rehabilitation uses a “one stop center concept” to provide for the needs of area citizens who are seeking support services through these agencies to enhance skills and acquire education/training needed to find employment.

Green River Area Development District (GRADD) Workforce Investment Board

HCC has been a partner on the Workforce Investment Board (WIB) for the past 25 years. Others represented on the WIB include members of other service agencies such as Vocational Rehabilitation, the Earl C. Clements Job Corps, economic development directors and businesses and industries from the GRADD region. The GRADD WIB is an organization affiliated with the Workforce Investment Act.

Henderson Area Arts Alliance

HCC provides the structure that houses the Henderson Fine Arts Center, and it underwrites the Center’s maintenance and the majority of its staff. The Henderson Area Arts Alliance is a private-sector group providing fundraising, promotion and scheduling of Fine Arts Center programs for the general public. HAAA has a full season of programming for 2010-11 and is developing the activities for the following year.

HCHS/HCC Workgroup

Faculty and administration from the college and Henderson County High School meet periodically throughout the year to discuss and implement strategies that contribute to improved academic success of students. Faculties in the Math and English departments have collaborated to align curriculum so that students can make a smooth transition from the high-school to HCC. There is an ongoing effort to develop an orientation program for students in high school to better prepare them for the expectations of college.

Henderson County Schools Math Cadre

Representatives of math teachers from Henderson County in all grades K through 12 and HCC are looking at trying to provide a seamless transition in math from grade level to grade level and from high school to college. The group also looks at other math-related issues, like numeracy, and discusses common concerns and questions. The group meets once per month during the academic year.

HCC Strategic Planning 2010-2016

Henderson Fine Arts Guild

The college provides the Fine Arts Center for the presentation of visual arts programs through the Fine Arts Guild. Several shows are presented for the public each year. The HFAC Guild raises money to support the Fine Arts building-purchased stove, coffee pots, easels, and chandelier in the main entrance for example, and also provides ushers for all shows, seasonal decorating and mailings. Several faculty and staff members from the college serve in leadership roles with executive board of the HFAC Guild.

Henderson Leadership Initiative

The college provides the administration, faculty and facilities for programming to develop leadership skills and foster a personal and professional network for local leaders to collaborate on projects that contribute to improvements in programs and processes in the community. The college is in its fourth year of administering this initiative and thus far has graduated 79 leaders and currently training 20 more in the 2010 class.

Northwest KY Training Consortium

Northwest KY Training Consortium is a non-profit 501C3 organization whose primary purpose is to provide for the employee training needs of member businesses. The college will provide the training and serve as the fiscal agent with a non-voting member on the Executive Board.

Regional Consortium of Post-Secondary Institutions

The purpose of the consortium is to expand educational opportunities, strengthen economic development, and enhance the quality of life in the tri-state. Members of the consortium include Brescia, HCC, Ivy Tech Community College (Southwest), Kentucky Wesleyan, Madisonville Community College, Murray State (Henderson), Oakland City University, Owensboro Community College, University of Evansville, University of Southern Indiana, and Western Kentucky University (Owensboro). The regional consortium is presently developing an economic impact study of member institutions on the area's economy.

University Partners

The college provides facilities to Murray State, Mid-Continent and Lindsay-Wilson Universities to offer courses to local citizens that lead to baccalaureate degrees in Business, Education, Nursing and Social Work. Murray State also offers master's degree programs in Business, School Administration, School Counseling, Teacher Leadership, Information Systems and Human Development and Leadership.

Strategic Focus 2010-2011

Listed below are the strategic objectives, outcomes and activities that represent the priorities during the academic year 2010-2011. The priorities were established by the HCC President's Leadership Team, Academic Divisions/Programs, Support Service Units, or Learning Communities. Mandates from Federal and State agencies and Performance Measures established within KCTCS are also included.

Objective 1: Open Pathway to Educational Opportunities

Activities:

1. Promote Colonels 2 College to students and parents (Institutional Advancement Report)
2. HCC/HCHS Workgroup supports the development of orientation to college program for students at HCHS (IE-IR Report)
3. Audubon Education Council develops strategies to improve student success and reduce need for remediation in college (IE-IR Report)
4. Adult Learners Workgroup evaluates performance of students transitioning from ALC to HCC. (Workforce Solutions -- ABE Report)
5. Faculty in Adult Basic Education and faculty in college courses align curriculum in math and English (Workforce Solutions -- ABE Report)

Objective 2: A Quality Learning Experience and Support System

Activities:

1. Continue faculty development of student learning outcomes and the use of eLumen reports to enhance learning. (Professional Development Report)
2. Provide professional development training for employees to learn how to apply new technologies to enhance learning and the delivery of support services (Technology Solutions Report)
3. Promote instructional pedagogy which actively engages the learner -- service learning, student projects, internships, practicums, the Student Showcase, etc. (Professional Development Report)
4. Identify students with disabilities and provide reasonable accommodation to help them succeed (Student Affairs-Disability Services Report)
5. Encourage employee involvement in Learning Communities and the implementation of learning-centered strategies. (Professional Development Report)
6. Faculty assesses the results of student learning outcomes and identifies ways of improving the results. (Professional Development Report))
7. The College Assessment Team reviews the Planning, Assessment and Improvement Reports of academic and support-service units (CAT Report)

HCC Strategic Planning 2010-2016

8. Provide gallery space for local, regional, and national art exhibits, i.e. Kentucky National Wildlife Exhibit (Institutional Advancement --HFAC Report)
9. Provide a venue for a full season of performances through the Henderson Area Arts Alliance (Institutional Advancement --HFAC Report)
10. HFAC provides a venue for groups and organizations to meet (Institutional Advancement --HFAC Report)
11. The HCC Literary Magazine will feature selected works of poetry, Haiku, fiction, non-fiction, and artwork in an annual edition released during the fall semester. Provide meeting room space for the Preston Lecture Series and American Heritage Series (A&H Report)
12. HCC Community Theatre will offer one show each semester(A&H Report)
13. HCC Community Chorus will offer one show during the fall semester (A&H Report)
14. On-Stage, a free series to enhance the cultural activities in the community, provided by the HFAC. The On-Stage series provides a variety of performing arts concerts such as classical music, theatre, jazz, and poetry reading, (Institutional Advancement --HFAC Report)
15. Partners with Henderson Area Arts Alliance, who presents a season of events, to enhance the quality of life in the community. (Institutional Advancement --HFAC Report)

Objective 3: An Open Pathway to a Career or Transition to Baccalaureate Program

Activities:

1. Regional Consortium of Post-Secondary Institutions shares economic impact study with stakeholders. Identifies strategies to achieve mutual goals – expanding educational opportunities, strengthening economic development, and enhancing the quality of life for residents of the tri-state. (IE-IR Report)
2. Continue working with University partners to create seamless transfer of courses and coordinating efforts with them to deliver transfer information to students. (AAS Programs Report)

HCC Strategic Planning 2010-2016

Strategic Plan Maintenance

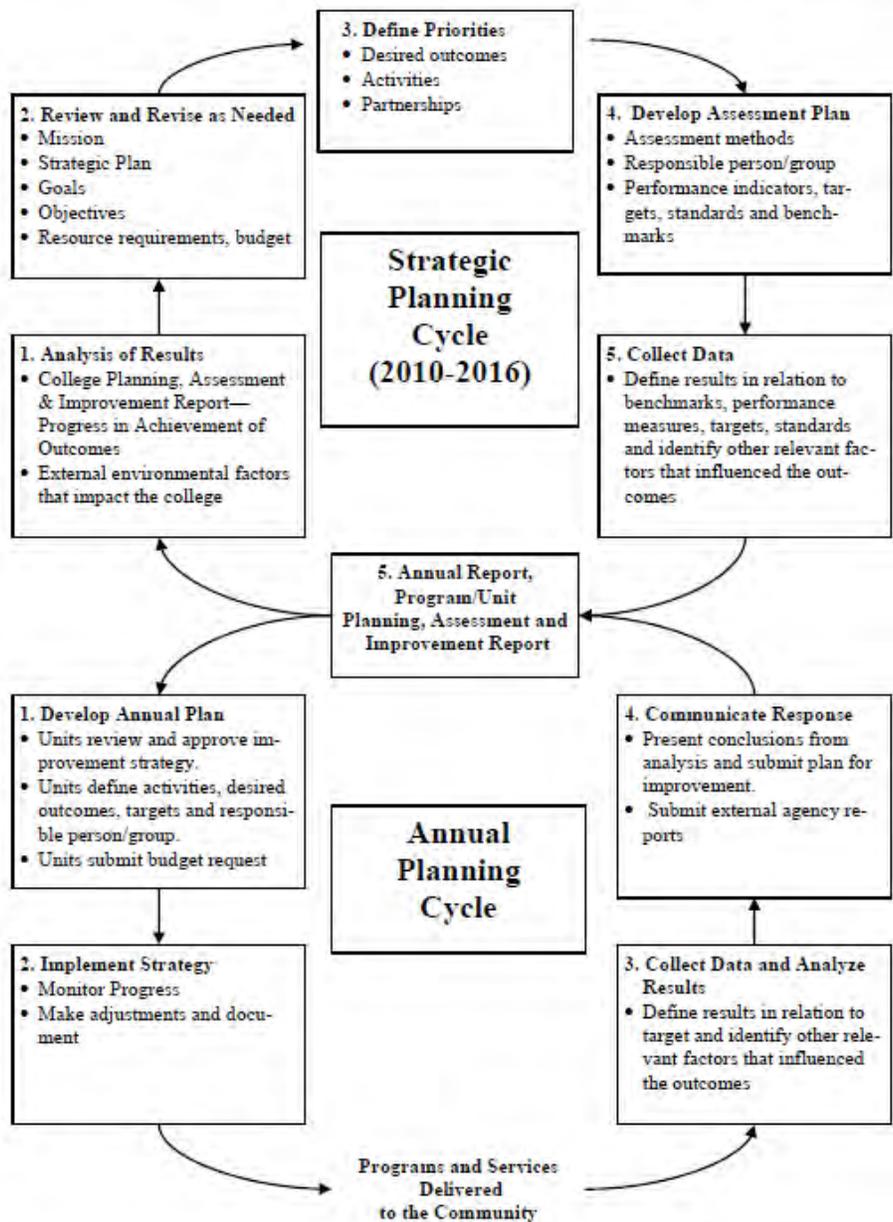
HCC recognizes that success requires a relentless focus on strategic outcomes, and it also realizes that a long-term strategic plan requires flexibility and adaptability regarding strategies. Thus, in order to consider new information and changing circumstances, the Strategic Plan 2010-2016 is reviewed annually by the President's Leadership Team. The list of outcomes may change during the course of this strategic planning cycle in response to change in the internal and external factors. These changes will be noted in Strategic Plan 2010-2016 Updates in this report.

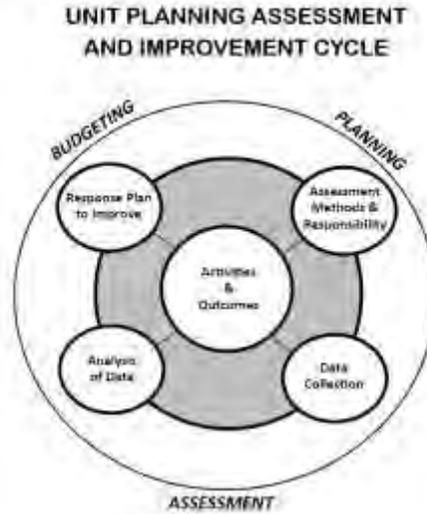
HCC Strategic Plan 2010-2016 Updates

2011-2012
2012-2013
2013-2014
2014-2015
2015-2016

The Strategic Planning and Budgeting Cycle at HCC

HENDERSON COMMUNITY COLLEGE PLANNING AND ASSESSMENT CYCLES





Annual Planning, Assessment and Improvement

In the planning phase of the annual review, academic and support units report their desired outcomes, list the activities to achieve these outcomes, identify appropriate performance measures and methods of assessment, and assign responsibility for assessment. The planning phase occurs at the beginning of each academic year, once the assessment of the results from the previous academic year is complete. The Unit Planning, Assessment, and Improvement Report (activities, outcomes, assessment methods, and responsible person or group) is completed by the program coordinators or department head and is then reviewed by the Division Chair or appropriate Dean or Chief Officer.

The reports are posted to the HCC Compliance Assist – Planning web site hosted by Dataliant, Inc. Following the review by the Division Chair, Dean, or Chief Officer, the Director of Planning Evaluation and Research, reviews the documents to see that outcomes are linked to the Strategic Plan 2010-2016 and that data expected from the IE-IR Office is attainable. Any issues with the planning components are identified and discussed with the appropriate Division Chair and Dean or Chief Officer. The Dean of Academic Affairs also reviews the academic program plans to ensure that appropriate performance measures established by the college and by KCTCS are being addressed.

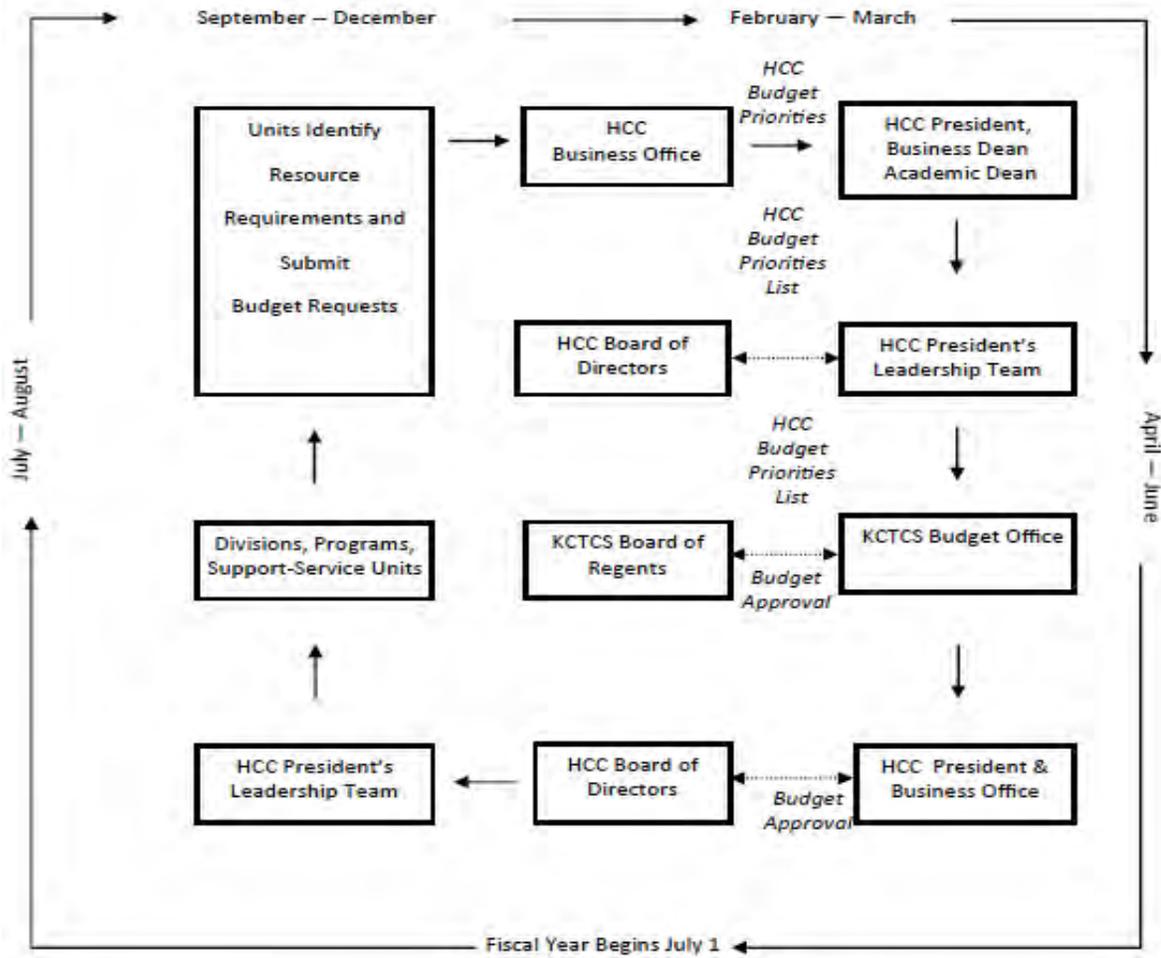
Data collection and analysis may occur throughout the year; depending upon the data collection and assessment cycle, this differs in some instances. Graduate follow-up data, for example, is typically available in early spring, while fall-to-fall retention rates are not available until September. The reporting cycle concludes for all units between July and September. Sections of the Unit Planning, Assessment, and Improvement Report that relates to this phase are posted to the HCC Compliance Assist - Planning Web Site and reviewed by the appropriate Division

HCC Strategic Planning 2010-2016

Chair, Dean, or Chief Officer. Any issues with content, analysis, or plans can be addressed and modifications made directly in the web site.

Following an analysis of the results, the unit reports changes that are needed to improve and identify resources that are required to achieve the desired outcome. If the resources needed by the unit can be acquired through the current budget, and are approved by the Dean or Chief Officer of the unit, then funds are allocated accordingly. If the current unit budget is not sufficient to meet these needs then the Dean or Chief Officer of the unit can notify the President and Dean of Business and budget reallocations can be considered. Resource requirements that exceed the capacity of the current budget are added to the list of resource needs requested in the following year's budget. Deans and Chief Officers of support service units submit budget requests for the following year to the HCC Business Office as they are identified and in February, the College President, Dean of Business Affairs and the Dean of Academic Affairs create a budget priority list. The budget priority list is reviewed and finalized by the President's Leadership Team and submitted to the HCC Board of Directors for approval in March. The priority list is then sent to the KCTCS Budget Office and becomes part of the KCTCS budget priorities. KCTCS budget priorities are reviewed by the KCTCS President's Leadership Team and approved by the KCTCS Board of Regents in June. The KCTCS Budget Office notifies the HCC President and Business Office of the budget for the coming fiscal year to begin July 1st. A diagram of the annual planning, assessment and budgeting process is illustrated below.

Henderson Community College Annual Planning and Budgeting Process



Comprehensive list of key indicators and performance measures	
HCC Key Indicators (Annual Report)	KCTCS Performance Measures
Academic Support -- Tutoring	Ability to Pay
ACT Testing Profile for First-Time Degree-Seeking Freshmen	Credential Awarded and Credential Ratio
Adult Basic Education Enrollment	Developmental English and Math 3 Semester Pass Rates
Adult Basic Education Students Transition to Post-Secondary Education	Full-Time and Part-Time Retention Rate
COMPASS Testing Profile for First-Time Degree-Seeking Freshmen	Headcount Enrollment
Completion Rate of First-Time Degree-Seeking Cohort	Licensure Exam Pass Rates - Nursing
Credentials Awarded by AAS Program – Five Year Average	Licensure Exam Pass Rates - CLT
Credentials Awarded by Adult Basic Education – GED	Licensure Exam Pass Rates - Dental Hygiene
Credentials Awarded Count	Minority Enrollment
Credit Passed/Attempted Ratio	Multicultural Courses
Dual Credit Enrollment History	Participation Rate
Employer Evaluation of AAS Graduates	Student Experience – CCSSE Summaries
Employment of AAS Graduates from Prior Year	Transfer Count
Fall Enrollment Profile	Transfer Count
Full-Time Equivalence (FTE) by Year and Semester	Workforce Training Enrollment
Licensure-Certification Results -- Clinical Lab Technology	
Licensure-Certification Results -- Dental Hygiene	Perkins Key Indicators
Licensure-Certification Results – Nursing (RN & LPN)	Certificates and Degrees
Multicultural Course Enrollment	CPE Key Indicators
Number of Businesses Served	Credential/Certifications
Pass and Retention in Classes (in-person and online)	Graduate Preparation for Work
Pass Rates in Developmental Classes	Job Placement
Pass Rates in Transition to College Level Classes in English, Math and Reading	Non-traditional Participation
Pass Rates in Transition to Next Class	Post-Secondary Affordability
Retention – Fall to Fall	Post-Secondary Remediation
Student Ethnic Diversity	Retention or Transfer
Student Experience – Academic Advising (Advising Survey & CCSSE)	Technical Skill Attainment
Student Experience – CCSSE Summaries	
Student Experience – CED Training Course Evaluation Summary (Current Students)	
Student Experience – College Services (First Week of Class Survey)	
Student Experience – College Services (Graduate Exit Survey)	
Student Experience – Curriculum (Graduate Exit Survey)	
Student Experience – Instruction (Graduate Exit Survey)	
Student Experience – Instruction Fall 2009 (Current Students)	
Student Experience – Instruction Online Fall 2009 (Current Students)	
Transfer Results -- Murray State University	
Transfer Results – University of Southern Indiana	
Workforce Training Enrollment	

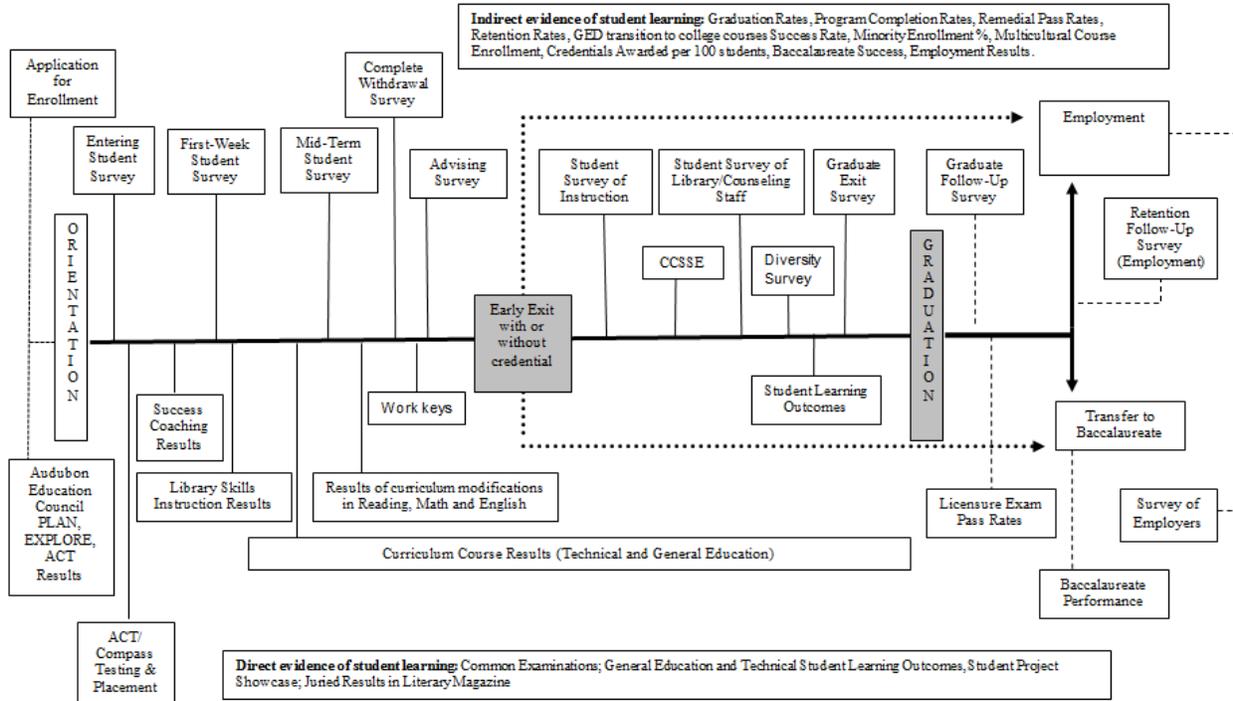
HCC/KCTCS Performance Measures/Methods/Targets 2010-2016

Performance Measures:	Assessment Method	Target
Student Engagement	CCSSE Survey results that measure active learning, student/faculty interaction, student effort, support for learners and academic challenge	Exceed national average
Licensure Pass Rates	Licensure/Certification exams for Dental, CLT and Nursing graduates	Exceed national average
Student Diversity	Percent of minority students compared to percent of minority in area population	100% (2015)
Employee Diversity	Percent of minority employees in executive, managerial, faculty or other professional positions will be equivalent to the percent of minority 18-64 in the enrollment cluster	100% (2015)
Diversity Persistence Rate	Diversity Percent of fall/summer first-time credential-seeking minority students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years	48.3% (2015)
Developmental Education	Success Rate Percent of students referred to developmental courses by subject who complete a developmental course in that subject or re-test at a college level by the end of the second year:	English 67.3% (2015) Math 61.8% (2015) Reading 70.9% (2015)
Credentials	Annual count of Associate degrees, certificates and diplomas awarded:	411 Total, 55% Associates (2015)
Persistence Rate	Percent of fall/summer first-time credential-seeking students who have earned a credential, transferred to a four-year institution, or are still enrolled at the end of three years:	48.3% (2015)
Transfer	Proportion of students who complete more than 10 non-developmental credit hours from HCC and transfer to a four-year college in Kentucky and complete ten or more non-developmental credits within eight years	29.6% (2015)
Workforce Matriculation	Percent of first-time credit workforce students who enroll as credential-seeking students within three years	13.5% (2015)
High Wage Completions	Annual number of credentials awarded in fields with: 1) Average salaries at or above the 75th percentile; 2) Growing at a rate greater than or equal to the state average, or exceeding 100 annual job openings.	112% (2015)
Financial Contributions	Annual dollar amount (rounded to nearest thousand) of financial contributions from grants, contracts, advancement and other external sources, and endowment income	To be determined

Summary

- Effectively engage students in positive learning outcomes
- Increase the number of people who are professionally licensed or certified
- Help under prepared students be more successful in college
- Attract more working age adults to college
- Increase the number of credentials we award—especially at the Associate Degree level
- Focus on helping students stay in school to achieve their goals
- Increase the number of students transferring successfully to 4–year schools
- Attract more ethnically diverse students and employees
- Assist ethnically diverse students to stay in school to achieve their goals
- Prepare more workers for high wage/ high demand jobs
- Increase the number of workforce students who return to pursue a credential
- Provide students an education that leads to economic prosperity
- Continue to attract financial support from non-governmental sources

HCC Student Assessment Diagram



Strategic Planning and Assessment: Milestones

The purpose of planning and assessment at Henderson Community College (HCC) is the improvement of processes that contribute to learning, and the attainment of learning outcomes related to its mission. In 2004 the college began an assessment of all aspects of its operations. Using the “Criteria for a Learning Centered College,” a set of surveys developed by the League of Innovation, HCC evaluated the perceptions of faculty, staff, and administrators and, by examining the results of the surveys, determined that it could become more learning centered. Thus began a journey that continues to challenge and to change HCC.

An early initiative was the evaluation of the purpose and processes of all existing committees. As a result of this review, some committees, whose purpose was lost in antiquity, were eliminated; others were redefined with a learning-centered purpose. Another result of this review was the recognition of the need of a more flexible and dynamic model to create or encourage groups to be formed with a common purpose. In June 2007, the college adopted a new paradigm for organizing groups. Learning communities were established to enhance the quality of life and learning for students, employees, and the community. Learning communities are voluntary groups that come together for a common purpose that directly or indirectly impacts learning. These communities can be formed by employees, or they can be created as a result of a perceived need identified by the institution, an academic division, a department, or a program. These communities are most often comprised of individuals with a diversity of backgrounds, skills, and knowledge that crosses organizational boundaries. The original learning community groups created by the HCC Leadership Team were Student Success, Student Support, Communications, and Instructional Practices. Over time, learning communities have changed in response to circumstances that impact learning. These groups continue to evolve and play a critical role in attainment of the objectives of the Strategic Plan 2010-2016.

Another improvement is the change in the format of employee meetings, which were radically altered in fall 2008. The earlier format of meetings had been predominately the delivery of information by faculty/staff representatives and administrators. The current, revised format is based on focused discussions dealing with issues related to learning. In order to convey the idea that these monthly gatherings are more interactive and engaging for all employees than they previously had been the name was also changed from “employee meeting” to “employee dialog.” HCC students also began participating in many employee dialogs dealing with issues that are critical to student learning and success.

The topics discussed in 2008-2009 dealt with the “seven big ideas” of Dr. Sandy Shugart, President of Valencia Community College:

1. Anyone can learn anything under the right conditions.
2. The college is what students experience.
3. Students need connection and direction.
4. The college should practice powerful pedagogies.
5. The purpose of assessment is to improve learning.
6. Collaborate, collaborate, and collaborate.
7. Teach the students that you have, not to the ones you wish you had.

HCC Strategic Planning 2010-2016

In 2009-2010 the topics focused on Advising, Counseling, Disability Services, COMPASS Testing, and Tutoring services.

Following the employee dialogs the discussions are compiled and reviewed by the Leadership Team to determine the appropriate action to take. A summary of the discussion in each dialog and any action taken by the Leadership is reported to all employees the following month. One immediate benefit to be derived from these group discussions is the recognition by employees that each person plays a role in student learning and success. Employees are more aware of the diversity of services available to support student learning and success, and each person is better able to direct students to the appropriate individual and office for assistance. The college benefits by obtaining a diversity of perspectives from employees that is not possible in departmental, committee and other smaller workgroups.

A third major step in becoming a learning-centered college was the development of general education student learning outcomes. In spring 2006, HCC faculty began to translate course competencies into student-learning outcomes. The process of writing the student learning outcomes and developing rubrics for evaluating each outcome required extensive collaboration among faculty, as well as a good deal of professional development for them. To date, four general education student learning outcomes have been approved: communicate effectively, think critically, learn independently, and examine relationships. The college also researched ways to keep track of the results of individual learning outcomes assessment for its students; as a result of this research, it ultimately decided to adopt the data management and reporting system produced by the [eLumen Collaborative](#).

Henderson Community College uses the National Community College Benchmarking Project (NCCBP), the Integrated Postsecondary Data System (IPEDS), and reports prepared by KCTCS for comparison with other community colleges in Kentucky, the region, and the United States. This data provide the means for HCC to evaluate itself in relation to other colleges in areas such as completion and retention rates, success rates of students in math and English, transfer rates, and numerous ratios pertinent to institutional effectiveness.

Biannually since spring semester 2006, the college has participated in the Community College Survey of Student Engagement (CCSSE). To determine how the faculty perceptions of student engagement compared to the student perceptions, HCC also administered the Community College Faculty Survey of Student Engagement in spring 2008. The college uses these survey results, as well as the results of additional HCC and KCTCS surveys, to regularly evaluate perceptions of students, employees, and others in an effort to improve learning.

The scope of these and other assessments, and the evidence presented in the Annual Report, provide a foundation for the development of this Strategic Plan 2010-2016. The plan identifies in advance some of the objectives, activities, outcomes, and assessment measures that help shape the future strategic decisions of HCC leadership. The plan integrates outcomes across the functional departments of the organization, and aligns the outcomes under 3 objectives. This alignment contributes to a cohesive blending of fiscal, learning, and facility planning. The time frame for the Strategic Plan is now six years instead of a five year cycle used previously. By moving to a six-year strategic plan, the college and KCTCS planning and budgeting initiatives will align with the biennial budget cycle of the Kentucky State Legislature.

HCC Strategic Planning 2010-2016

The ultimate outcome of strategic planning and assessment is to ensure that the college achieves its mission and that it continues to provide quality educational opportunities that enhance the standard of living and the quality of life in this community and the Commonwealth.

HCC Strategic Planning 2010-2016

Strategic Outcomes – Assessment Measures and Units Reporting for Academic Year 2010-2011

Outcome 1: Learners completing courses and programs demonstrate the ability to learn independently, examine relationships, think critically, and communicate effectively.
Assessment measure 1: ATI Critical Thinking Exam (Nursing)
Assessment measure 2: Mock interviews (Agricultural Technology)
Assessment measure 3: SLO results scored by rubric reported in eLumen for courses (Faculty)
Assessment measure 4: SLO aggregate results (Academic Divisions)
Assessment measure 5: Graduate SLO aggregate results (Academic Affairs)
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none">• AAS – Nursing
<ul style="list-style-type: none">• AAS – Agricultural Technology
<ul style="list-style-type: none">• AAS – Information Technology
<ul style="list-style-type: none">• Academic Divisions
<ul style="list-style-type: none">• Academic Affairs
<ul style="list-style-type: none">• Faculty are reporting SLO results and improvement efforts in eLumen
Note: This general education student learning outcome is related to objective 2

HCC Strategic Planning 2010-2016

Outcome 2: Learners completing a course or program demonstrate the technical skills incorporated in the course or program.

Assessment measure 1: Clinical laboratory assessments

Assessment measure 2: Tests, quizzes, portfolio, licensure mock exams

Assessment measure 3: In-service projects, demonstrations

Assessment measure 4: Rubrics

Organizational Units at HCC sharing this outcome:

- AAS Programs
- AAS – Agricultural Technology
- AAS – Information Technology
- Academic Divisions
- Academic Affairs
- Faculty are reporting SLO results and improvement efforts in eLumen

Note: This technical education student learning outcome is related to objective 2

Outcome 3: Degree graduates recognize and evaluate their own and other's values from individual, cultural, and global perspectives.

Assessment measure 1: Student Learning Outcome Assessments (eLumen)

Organizational Units at HCC sharing this outcome:

- Academic Affairs

Note: This student learning outcome is related to objective 2 and represents the aggregate results reported by faculty

HCC Strategic Planning 2010-2016

Outcome 4: Degree graduates understand the application of their discipline in a global environment.
Assessment measure 1: Student Learning Outcome Assessments (eLumen)
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> Academic Affairs
Note: This outcome is related to objective 1 and 2
Outcome 5: Degree graduates accurately interpret evidence/findings, especially alternative positions different from their own.
Assessment measure 1: Student Learning Outcome Assessments (eLumen)
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> Academic Affairs
Note: This outcome is related to objective 1 and 2
Outcome 6: Degree graduates create viable solutions to a problem and are able to justify those solutions.
Assessment measure 1: Student Learning Outcome Assessments (eLumen)
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> Academic Affairs
Note: This outcome is related to objective 1 and 2
Outcome 7: Learners identify a career and academic path to achieve personal and professional goals.
Assessment measure 1: Participant survey results from Health Careers Fair
Assessment measure 2: Participant survey results from Volunteer/Agency Fair
Assessment measure 3: Career Counseling Assessment Rubric
Assessment measure 4: Results of survey of undecided majors completing FOCUS
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> Student Affairs (Career Services)
<ul style="list-style-type: none"> Academic Affairs (Success Coaching)
Note: This outcome is related to objective 1 and 2

HCC Strategic Planning 2010-2016

Outcome 8: Funds are available to support learner needs and to provide a quality learning experience and support system.
Assessment measure 1: Number of annual scholarships
Assessment measure 2: HCC Foundation portfolio growth
Assessment measure 3: Report of Planned Giving
Assessment measure 4: Results of annual Signature Event
Assessment measure 5: Funding level of support for disability services
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Office of Advancement
<ul style="list-style-type: none"> • Student Affairs (Disability Services)
Note: This outcome is related to objective 1 and 2

Outcome 9: Learners are enrolled and retained.
Assessment measure 1: Enrollment targets for college and programs
Assessment measure 2: Retention targets for college and programs
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Student Affairs (Enrollment Management Committee)
<ul style="list-style-type: none"> • Colonels-2-College Partnership (Scholarships)
<ul style="list-style-type: none"> • AAS Programs
<ul style="list-style-type: none"> • Academic Affairs (Success Coaching)
Note: This outcome is related to both objective 1 and objective 2 because enrollment is influenced by recruitment efforts of prospective students as well as academic and support services to prepare and to retain students.

HCC Strategic Planning 2010-2016

Outcome 10: Learners demonstrate personal responsibility.

Assessment measure 1: Faculty assessment of student preparation for registration

Assessment measure 2: Orientation pre-test, post-test results

Assessment measure 3: FASFA application dates

Assessment measure 4: Completion of Admission File

Assessment measure 5: Completion of forms documenting disability and follow-up activities

Organizational Units at HCC sharing this outcome:

- Academic Affairs (Success Coaching)
- Student Affairs (Financial Aid)
- Student Affairs (Admissions and Records)
- Student Affairs (Disability Services)

Note: This outcome is related to objective 2

Outcome 11: Learners progress through developmental courses.

Assessment measure 1: Success rate of students in English, math and reading

Assessment measure 2: Success rate of students in course sequence in English

Assessment measure 3: Success rate of students in course sequence in math.

Organizational Units at HCC sharing this outcome:

- Academic Affairs (English, math and reading)
- Arts and Humanities Division (English)
- Physical Science Division (Math)

Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 12: Learners are actively engaged in the learning process.
Assessment measure 1: Total number of student participants
Assessment measure 2: Total number of faculty/staff participants
Assessment measure 3: Cooperative Education/Internship results
Assessment measure 3: CCSSE results
Assessment measure 4: Student Learning Outcomes
Assessment measure 5: Rating of Student Projects
Assessment measure 4: Student Survey of Perception of Learning through class projects
Assessment measure 5: Variety of ways in which active engagement of students is provided
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Professional/Organizational Development (Service Learning – learning community)
<ul style="list-style-type: none"> • Professional/Organizational Development (Interdisciplinary Learning Community)
<ul style="list-style-type: none"> • Student Affairs (Career Services)
<ul style="list-style-type: none"> • Biological Science Division
<ul style="list-style-type: none"> • Arts and Humanities Division
Student centered organizations (PTK, Student Government, Student Ambassadors, Academic Team, History Club, Biology Club, etc.)
Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 13: Learners will be exposed to a diversity of ideas and cultures in courses and through social and cultural events.

Assessment measure 1: Total number of diversity programs and events

Assessment measure 2: Survey of participants attending diversity programs and events

Assessment measure 3: CCSSE results

Assessment measure 4: Student Learning Outcomes

Assessment measure 5: Enrollment in multicultural courses

Organizational Units at HCC sharing this outcome:

- Cultural Diversity Department
- Academic Affairs

Note: This outcome is related to objective 2.

Outcome 14: Learners are exposed to the richness of art, music, and literature in courses and through social and cultural events.

Assessment measure 1: Total number of diversity programs and HFAC events

Assessment measure 2: Survey of participants attending HFAC programs and events

Assessment measure 3: Number of participants attending HFAC programs and events

Organizational Units at HCC sharing this outcome:

- Institutional Advancement (HFAC)
- Arts and Humanities Division

Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 15: Learners have a variety of choices for accessing quality educational opportunities to accommodate their needs.

Assessment measure 1: Dual enrollment headcount in A&H Division courses

Assessment measure 2: Tracking Biological Science course delivery modes, day and evening

Organizational Units at HCC sharing this outcome:

- Arts and Humanities Division
- Biological Science Division

Note: This outcome is related to objective 2.

Outcome 16: Learners will succeed and be retained in distance education classes.

Assessment measure 1: Passing and course completion rates in all online classes

Assessment measure 2: Course completion rates in Biological Science online classes

Organizational Units at HCC sharing this outcome:

- Academic Affairs
- Biological Science Division

Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 17: Learners report they are satisfied with academic and support services.

Assessment measure 1: Currently enrolled student surveys

Assessment measure 2: Graduate exit survey

Assessment measure 3: Graduate follow-up survey

Assessment measure 4: CCSSE survey

Organizational Units at HCC sharing this outcome:

- AAS Programs
- Hartfield Library
- Student Affairs (and related subunits)
- Diversity
- Business Affairs (and related subunits)
- Workforce Solutions -- Business Training
- Workforce Solutions – Testing and Tutoring

Note: This outcome is related to objective 2.

Outcome 18: Learners complete credentials.

Assessment measure 1: Total number of credentials awarded each year

Assessment measure 2: Unduplicated number of credentials by type awarded by program

Assessment measure 3: Ratio of credentials awarded per 100 degree-seeking students

Organizational Units at HCC sharing this outcome:

- Academic Affairs
- AAS Programs
- Workforce Solutions (Adult Basic Education)

Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 19: Learners successfully pass licensure and certification exams.

Assessment measure 1: Licensure/Certification exam pass rate

Organizational Units at HCC sharing this outcome:

- AAS Programs

Note: This outcome is related to objective 3.

Outcome 20: Learners make a successful transition to employment or continue educational pursuits.

Assessment measure 1: Graduate follow-up survey

Assessment measure 2: Employer follow-up survey

Assessment measure 3: Transfer results Murray State & USI

Assessment measure 4: Transfer results ABE to HCC programs

Assessment measure 5: Transfer results ABE to employment

Assessment measure 6: HCC/KCTCS transfer rate

Organizational Units at HCC sharing this outcome:

- AAS Programs
- Workforce Solutions (Adult Basic Education (ABE))
- Workforce Solutions (Business Training)
- Academic Affairs

Note: This outcome is related to objective 3.

Outcome 21: Employers report that they are satisfied with the preparation of learners.

Assessment measure 1: Employer follow-up survey

Organizational Units at HCC sharing this outcome:

- AAS Programs
- Workforce Solutions (Adult Basic Education)

Note: This outcome is related to objective 3.

HCC Strategic Planning 2010-2016

Outcome 22: Employees pursue professional development opportunities to enhance knowledge and skills.
Assessment measure 1: Participation rate of employees by division
Assessment measure 2: Faculty participation rate in development and reporting general education student learning outcomes.
Assessment measure 3: KYAE will report staff development activities and report results to the Adult Learning Center.
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Academic Divisions
<ul style="list-style-type: none"> • Professional Development
<ul style="list-style-type: none"> • Workforce Solutions (ABE)
Note: This outcome is related to objective 2.

Outcome 23: The college achieves the targets of its diversity plan.
Assessment measure 1: Number and percent of minority student enrollment
Assessment measure 2: Number and percent of minority employees in professional positions
Assessment measure 3: Minority graduation rate
Assessment measure 4: Minority retention rate
Assessment measure 5: Response to programs that promote cultural/ethnic diversity
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Diversity Department
<ul style="list-style-type: none"> • Business Affairs (Human Resources)
Note: This outcome is related to objective 2.

Outcome 24: Course competencies in sequential courses within disciplines are closely aligned to promote successful student transition.
Assessment measure 1: Course syllabi in comparable courses
Organizational Units at HCC sharing this outcome:
<ul style="list-style-type: none"> • Workforce Solutions (ABE)
Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 25: Administrative processes meet the needs of learners, the college and the system.

Assessment measure 1: CAT assessment of programs and support-service units

Assessment measure 2: Library assessment of its collection and usage of resources

Assessment measure 3: Business office assessment of its practices based on GAAP standards

Assessment measure 4: HR assessment of benefits, pay and number of issues reported

Assessment measure 5: Survey response rates from students, employers

Assessment measure 6: Survey response regarding usage of counseling services, Advising panel usage by faculty

Assessment measure 7: Veterans Affairs tracking advance registration rates and loss of benefits of veterans

Organizational Units at HCC sharing this outcome:

- College Assessment Team
- Hartfield Library
- Business Affairs – Business Office
- Business Affairs – Human Resources
- IE-IR
- Student Affairs - Counseling
- Student Affairs – Registration Review
- Student Affairs – Veterans Affairs
- Workforce Solutions – Testing and Tutoring

Note: This outcome is related to objective 2.

Outcome 26: HCC partnerships contribute to enhanced educational opportunities and student success.

Assessment measure 1: Results of data shared and strategies developed through the Audubon Education Council and HCC/HCHS Workgroup

Assessment measure 2: Results of data shared by regional universities

Organizational Units at HCC sharing this outcome:

- IE-IR

Note: This outcome is related to all objectives but is linked to objective 2 for reporting purposes.

HCC Strategic Planning 2010-2016

Outcome 27: Learners have the basic skills needed for employment in the workforce, or success in college classes.

Assessment measure 1: Participation rates in basic skills workshops by first-year students

Organizational Units at HCC sharing this outcome:

- Academic Affairs – Success Coaching

Note: This outcome is related to objective 2.

Outcome 28: Learners receive the advising guidance and support needed to help them succeed in college.

Assessment measure 1: Monitoring faculty advising hours

Organizational Units at HCC sharing this outcome:

- Physical Science Division
- Workforce Solutions – Testing and Tutoring

Note: This outcome is related to objective 2.

Outcome 29: Learners are aware of the educational opportunities at HCC.

Assessment measure 1: Participation in K-12 activities by division faculty

Organizational Units at HCC sharing this outcome:

- Biological Science Division

Note: This outcome is related to objective 2.

Outcome 30: College facilities are accessible, and provide a safe, comfortable environment for learning and working.

Assessment measure 1: Compliance with ADA regulations

Assessment measure 2: Campus crime report

Assessment measure 3: Campus inspections of fire and elevator

Assessment measure 4: Complaints received and direct feedback from employees and students

Organizational Units at HCC sharing this outcome:

- Business Affairs – M&O department

Note: This outcome is related to objective 2.

HCC Strategic Planning 2010-2016

Outcome 31: The college maintains the security of data and records.

Assessment measure 1: Documentation of security training provided to employees

Assessment measure 2: Survey of students regarding data security

Assessment measure 3: Copies of email with students

Organizational Units at HCC sharing this outcome:

- Technology Solutions

Note: This outcome is related to objective 2

Outcome 32: Operational units and programs have the data needed to support decision-makers' efforts to improve.

Assessment measure 1: Survey of operational units

Organizational Units at HCC sharing this outcome:

- IE-IR

Note: This outcome is related to objective 2.

Outcome 33: Communications with faculty, staff, students and the community is enhanced through the use of the College Website and social media tools.

Assessment measure 1: Survey of students and employees

Organizational Units at HCC sharing this outcome:

- Technology Solutions

Note: This outcome is related to objective 2.

Outcome 34: Learners are actively engaged in college activities.

Assessment measure 1: Student Surveys (graduate, mid-term, CCSSE)

Organizational Units at HCC sharing this outcome:

- Student Affairs – Student Activities

Note: This outcome is related to objective 2

HCC Strategic Planning 2010-2016

Outcome 35: Learners will demonstrate proficiency in finding, applying, and evaluating information for academic endeavors and life-long learning.

Assessment measure 1: Grade Center in Blackboard to determine student scores on the pre- and post-tests and to learn the rate of improvement.

Assessment measure 2: Daily statistics on reference and instructional assistance – both person-to-person and online/phone – to track patron usage of this service

Organizational Units at HCC sharing this outcome:

- Hartfield Library

Note: This outcome is related to objective 2.

Outcome 36: The needs of area businesses and organizations are served

Assessment measure 1: Report the number of businesses served during the year

Assessment measure 2: Report the number of employees trained in customized training programs

Assessment measure 1: Report the number of training programs open to the public

Assessment measure 1: Report the number of participants trained in open programs to the public

Organizational Units at HCC sharing this outcome:

- Workforce Solutions

Note: This outcome is related to objective 2