



PERIODIC REVIEW REPORT

**Presented by
Hagerstown Community College
11400 Robinwood Drive
Hagerstown, Maryland 21742**

May 27, 2010

Dr. Guy Altieri, President

(Most Recent Decennial Team Visit: October 31 – November 3, 2004)

KEY: FREQUENTLY USED ABBREVIATIONS
HAGERSTOWN COMMUNITY COLLEGE
PERIODIC REVIEW REPORT

ACT – American College Testing

ARR – Admissions, Records and Registration

ARCC - Athletic and Recreational Community Center

ASC - Arts and Sciences Complex

BSS/B – Business and Social Sciences/Business Division

BRAC - Base Realignment and Closure Act

CAAP – Collegiate Assessment of Academic Proficiency

CAE-2Y - Center of Academic Excellence in Information Assurance Two-Year Education

CCN - College Central Network

CCSSE – Community College Survey of Student Engagement

CE – Continuing Education (and Community Services)

CIP – Capital Improvement Program

CLC - Children’s Learning Center

COG – Course Outcomes Guide

CPB - Career Programs Building

DACUM – Develop a Curriculum

DEALS- Developmental Education and Adult Literacy Services

DOD – Department of Defense

FY – Fiscal Year

HCC – Hagerstown Community College

HPELS - Health, Physical Education and Leisure Studies

IE - Institutional Effectiveness

IEP – Institutional Effectiveness Plan

ILG – Institutional Learning Goals

IR - Institutional Research

IT – Information Technology

JTSR - Job Training Student Resources

KPI – Key Performance Indicators
MAPP – Measure of Academic Proficiency and Progress
MHEC – Maryland Higher Education Commission
MSCHE – Middle States Commission on Higher Education
NCCBP – National Community College Benchmark Project
NCLEX – National Council Licensure Examination
NILIE - National Initiative for Leadership and Institutional Effectiveness
OA – Outcomes Assessment
PACE - Personal Assessment of College Environment
PAR – Pride and Recognition
PIE – Planning and Institutional Effectiveness
PIGR – Public Information and Government Relations
POG – Program Outcomes Guide
PVAEC - Performing and Visual Arts Education Center
SLOA – Student Learning Outcomes Assessment
STEM - Science, Technology, Engineering and Mathematics
SGA – Student Government Association
SSC - Student Success Center
TCS - Technology and Computer Studies
TIC – Technical Innovation Center
TPC – Technology Planning Council
TILT – Texas Information Literacy Tutorial
WCPS- Washington County Public Schools



HAGERSTOWN COMMUNITY COLLEGE

PERIODIC REVIEW REPORT

I. Executive Summary

Overview of Hagerstown Community College:

Hagerstown Community College (HCC), founded in 1946, is a growing, comprehensive regional community college in Western Maryland, which receives state and county support. Due to its unique location, the College's service region is approximately a 50-mile radius in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education/training options in the region. Additionally, the area in which the College is located is designated as an "Urban Growth Area." Much of the area's growth is driven by the increase of population migrating from expensive metropolitan areas to the more affordable Washington County. HCC's central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. Undergoing transition and facing many challenges, HCC's vision is to strive to be above all else: *"a learner-centered, accessible lifelong learning institution dedicated to student and community success..."*

Historically an agricultural region and now largely service industry based, Washington County is a commercial and major transportation "hub" in the mid-Atlantic region. In an effort to bring more high skill/high wage jobs to the area, local economic development commissions are actively pursuing technology-oriented companies to encourage them to establish themselves in or relocate to the area. As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. The College has several high skill/high wage occupational programs that include career ladder programs in Nursing, Phlebotomy, and Medical Assisting; Commercial Vehicle Transportation; Web Design and Simulation and Digital Entertainment; and Biotechnology. Emerging industries in biotechnology developing along the Baltimore-Washington corridor and within Washington County will require specially trained workers. Over the next decade, approximately 10,000 new jobs are projected at Fort Detrick in Frederick, Maryland and the surrounding areas. In addition to developing the Biotechnology program in Fall 2007, the College has responded to this need by adding 11 "wet labs" to the Technical Innovation Center in FY 07 – FY 08 to provide research facilities for labs to support bio-science start-up firms.

The mission and vision statements provide a sense of direction to the College community. The College's mission and vision will be realized with the fully integrated implementation of its Institutional Effectiveness Plan, developed in 2006, along with the College's 2012 Strategic Plan, the Student Learning Outcomes Assessment Plan, the 2004 Self-Study, annual operational plans, and other major institutional planning documents. The Institutional Effectiveness Plan is the blueprint and key to realizing the College's vision and attaining institutional renewal.

With its limited resources, the College focuses on its mission-based functions and related vision, carefully choosing strategically important directions that support all mission-based areas. The College's integrated planning, budgeting and evaluation model is the central process for the College's future growth and development. This "plan, do, assess, and adjust" model is the foundation for strengthening and continuously improving the institution.

To better meet the needs of its community and to remain competitive, HCC will undergo significant, comprehensive and coordinated facilities renewal and renovation over the next few years. In addition to the renovation of the Career Programs Building, completed in 2008, an extensive multi-phased Arts and Sciences Complex will be constructed over the next two years. The first phase will be the construction of a five-story Science, Technology, Engineering and Mathematics (STEM) building. The second phase will include relocating the classes and staff from the current science building to the new building, performing a complete renewal of the old building. The renovated facility will house the Learning Center and academic support space. The third phase will be the renovation of the Classroom Building, modernizing and bringing it up to code. Concurrent with the first phase will be the renovation of the Kepler Theater, with an addition of the Performing and Visual Arts Education Center, to complete the Arts and Sciences Complex. Additionally, in 2010-2011, Washington County will build and lease a Senior Center on the College campus. The County will fund the project and the operating budget for the center, which will have the benefit of sharing some of the College's facilities, such as its Athletic and Recreation Community Center, as well offering opportunities to participate in Continuing Education programming.

A challenge confronting the College and Washington County is to assure that all citizens have access to computers and to the Internet. Concurrently, distance learning and online education will continue to have a major impact on traditional instructional facilities planning and development. Enrollment in HCC's online courses has increased by over 130% in the last three years, a trend that is expected to continue.

Beginning in July 2010, the College will begin a strategic planning initiative by convening a 30-member "Commission on the Future of Hagerstown Community College." The Commission's purpose is to identify local needs and suggested responses in helping to position HCC for continued success in addressing its educational mission, vision, and values in serving the local community. The Commission will be composed of community members, alumni, students, faculty members, and administrators. This "futuring" body will provide major input that will be used to obtain community perspectives on how HCC can best serve local citizens. This diverse group will provide the Commission valuable perspectives and feedback. Additionally, approximately 200 community members familiar with HCC's mission will be

surveyed as part of the Commission's work. The Commission's input will help transform HCC's current strategic plan "2012" into "2016." The Commission's work will be completed by April 2011. Once the Commission's work is finished, the College community will review it and provide feedback throughout the year as the new strategic plan is drafted in FY 12, with implementation in July 2012.

Curriculum expansion has occurred over the past few years. In 2004, HCC offered sixty-five programs, including degrees, certificates, and letters of recognition. By 2010, the total had grown to 115 programs. Examples of program expansion include: biotechnology, allied health, commercial vehicle transportation, industrial technology and facilities maintenance, computer gaming, education, and business. Recent additions include the Pharmacy Technician and Dental Assisting programs. As a result of these initiatives and expansions, the College expects to see continuing enrollment growth in both credit and non-credit programs. Continued enrollment growth will influence the College's facilities planning and institutional priorities, for example: expansion of virtual classrooms; improvement of student outcomes and completion; assurance of curriculum excellence and the use of innovative instructional design; the re-definition of faculty loads and qualifications; and an expansion of experiential learning and credit for prior learning.

Preparation of the PRR:

Sharing leadership responsibility for the preparation of the PRR were the Dean of Planning and Institutional Effectiveness and the Vice President of Academic Affairs. The 2004 Self-Study contained fifty-nine recommendations, documented by interdisciplinary study teams. Since those recommendations spanned all fourteen MSCHE Standards, in preparing the PRR it was important to involve all segments of the College in assessing progress since 2004. The PRR co-chairs prepared a recommendations matrix and worked through executive officers to distribute assignments, criteria, and timelines. The executive officers, in turn, worked with their respective councils (Academic Council, Student Affairs Council, Administration, and IT Council) to assign responsibility for research, analysis and reporting progress to date. The same process was used to complete progress reports for MSCHE recommendations to the College as a result of the 2004 site visit.

Major institutional changes and developments since the decennial accreditation:

HCC has initiated a number of Standards-related institutional changes and developments since 2005, each of which is described in greater detail elsewhere in the PRR. Briefly, those changes and developments include the following:

- **Standard 2: Planning, Resource Allocation, and Institutional Renewal:** The College has developed its Institutional Effectiveness Plan, which will regularly assess all areas of the institution and connect to the ongoing planning and budgeting cycle. HCC has also established an official grants office, hired a full-time Director of Grants Development, and created a campus Grants Council. The College's Career Programs Building has undergone extensive renovation and expansion, and creation of an Arts and Science Complex will begin soon, with construction of a STEM building, to be followed by renovation of the existing Science and Classroom Buildings and Kepler Theater.

- **Standard 3: Institutional Resources:** In recognition of the value of HCC to the community, County support for the College has increased. In addition, an HCC Foundation capital campaign raised \$4.7 million dollars to support costs associated with the Career Programs Building renovation, as well as \$800,000 as part of a Community Foundation matching challenge. The Foundation has begun another campaign to raise funds to furnish and equip the Arts and Science Complex. HCC has also produced a Campus Development Plan to assist in managing the institution's growth.
- **Standard 4: Leadership and Governance:** Governance committees have deliberated issues and made College policy recommendations to the President and Board of Trustees. Trustees have approved thirty-two new College policies.
- **Standard 5: Administration:** A shared governance structure has been implemented and has led to wider involvement in College policy development.
- **Standard 7: Institutional Assessment:** Major institutional change is being effected through the Institutional Effectiveness Plan (IEP) and implementation of the Student Learning Outcomes Assessment (SLOA) Plan.
- **Standard 8: Student Admission and Retention:** The College's record enrollment growth has led to an expansion of WebAdvisor use, as well as improved career development services.
- **Standard 9: Student Support Services:** The College reorganized its developmental education area, creating a separate division that encompasses developmental education (English and Math), as well as adult literacy programs. The DEALS (Developmental Education and Adult Literacy Services) division developed and operates the Student Success Center, where students can receive tutoring and other academic support services.
- **Standard 10: Faculty:** As enrollment has grown, the College has hired increased numbers of faculty and has developed a compensation system for faculty who lead or coordinate specific program areas.
- **Standard 11: Educational Offerings:** HCC has developed a number of new programs, for example Biotechnology, Industrial Technology, Web and Multimedia Design, Pharmacy Technician, and Dental Assisting. Two additional programs, Alternative Energy Technology, and Dental Hygiene, are in development. The College now offers a greater number and diversity of distance learning courses.
- **Standard 12: General Education:** The College has developed a process to add courses to its General Education offerings and uses several methodologies to assess General Education achievement.

- **Standard 13: Related Educational Activities:** HCC has centralized its internship program, has implemented a structure and processes to improve the internship experience, and has expanded the number of internships, both on and off campus.
- **Standard 14: Assessment of Student Learning:** The College has made significant progress in implementing its Student Learning Outcomes Assessment Plan.

Abstract of the highlights of the PRR:

This Periodic Review Report from Hagerstown Community College describes and documents work the College has done to address recommendations made as a result of the 2004 Self-Study and Middle States Team Site Visit, and the 2005 Accreditation Report. The report contains material demonstrating that the College has strengthened its financial condition through careful planning and budgeting, along with increased County and State allocations, targeted grants, and HCC Foundation-raised funding.

HCC has also made important progress in the implementation of models that assess institutional effectiveness and student learning outcomes, and that progress is discussed in detail in the report. The report also documents the strength of its integrated planning and budgeting process that is based on annual assessment of all College units.

In addition to addressing progress on recommendations made by the 2004 Site Visit Team, this report responds to the fifty-nine recommendations made by interdisciplinary Self-Study teams. The report documents the substantial progress the College has made toward meeting those recommendations.

Strong enrollment growth has led to the creation of several new programs that address the economic development needs of the area, the expansion of existing programs, and the hiring of new faculty. In response to this enrollment growth, and in preparation for future growth, the College has embarked on a major expansion of its facilities. In 2008, renovation of the Career Programs Building was completed and the building now houses state of the art Nursing and Allied Health programs, a conference center, Continuing Education, and other programs.

Construction will begin soon on an Arts and Science Complex, beginning with a Science Technology Engineering and Math (STEM) Building which will house classrooms and laboratories to support such programs as Biotechnology, Alternative Energy Technology, and Digital Instrumentation. The existing Science Building will be renovated to serve as a Learning Center, the Classroom Building will undergo renovation, and the Kepler Theater will be renovated with a Visual and Performing Arts Education Center addition.

This report has given the College an opportunity to reflect on its progress and challenges over the last five years. As a result of its accomplishments over that period, the College believes it is well positioned for the future in terms of its financial condition, its use of student and institutional assessment data, its ability to develop and implement new programming that meets community needs, and its plan for campus and facility development.

II. Summary of Institution's Response to Recommendations from the Previous Team Report and Institutional Self-Study

Part A: Team Report

In addition to the team report, the Middle States Commission on Higher Education (MSCHE) requested that the College submit monitoring reports in 2006 and 2007. HCC's responses documented positive steps taken to address the 2004 Middle States Team recommendations. The Commission, in its action of November 15, 2007 to accept the monitoring report submitted by the College (August 2007), requested that: "...the Periodic Review Report, due June 1, 2010, document steps taken to strengthen the institution's finances to address projected deficits (Standard 3)."

Relative to MSCHE Standard 7: Institutional Assessment, the Team recommended that the College move forward with periodic assessment of institutional effectiveness. The 2006 and 2007 Monitoring Reports documented the development of the Institutional Effectiveness Plan (IEP) and the steps taken to implement the plan throughout the institution. As discussed in each Monitoring Report, the IEP is an integral part of the College's planning and budgeting process.

A recommendation related to Standard 8: Student Admissions and Retention focused on the need to provide information on student learning outcomes to prospective students. The data, tied to programs as recommended by the visiting team, is posted on HCC's website.

In regard to Standard 14, Student Learning Outcomes Assessment, the Team commended the College for its recently developed Student Learning Outcomes Assessment (SLOA) plan and recommended that HCC move forward to implement the plan. The 2006 and 2007 Monitoring Reports provided detailed information on how the SLOA plan was being implemented for General Education, as well as for individual courses and programs.

This Periodic Review Report addresses each of the 2004 Team recommendations. The report aligns each response to the appropriate MSCHE Standard.

Standard 3: Institutional Resources

Middle States Recommendation: The Commission, in its action of November 15, 2007 to accept the monitoring report submitted by the College (August 2007), it requested that; "...the Periodic Review Report, due June 1, 2010, document steps taken to strengthen the institution's finances to address projected deficits (Standard 3)."

In response to this request, the College can demonstrate that its financial condition has been strengthened through increased support from Washington County and the State of Maryland. Since the monitoring report and excluding fiscal year 2011, funding from these sources has increased. The tables below provide a summary of funding from FY 08 through FY 11.

**County Appropriation
FY 08 – FY 11**

Fiscal Year	Appropriation	% Change from Previous FY
2008	\$ 7,942,580	15%
2009	\$ 8,697,128	9.5%
2010	\$ 9,045,010	4%
2011	\$ 9,045,010	--

**State Appropriation
FY 08 – FY 11**

Fiscal Year	Appropriation	% Change from Previous FY
2008	\$ 7,015,073	20%
2009	\$ 7,501,951	7%
2010	\$ 7,577,218	1%
2011	\$ 7,419,294	-2%

Especially in these times of economic uncertainty, the College continues to build contingency funds into its annual operating budget. In addition to funds set aside to address unforeseen events and activities, dollars are also set aside to distribute mid-year through the budget revision process. These additional allocations may be required for program development, new programs and initiatives, and continued enrollment growth. Additional funds also have been set aside to absorb potential funding cuts from the State and/or County.

Through conservative budgeting practices, integrated and through planning, budgeting, and evaluation, resource reallocation and alternative funding sources, HCC has improved its overall financial position. Annually, the College adds to the fund balance. The administration targets an undesignated fund balance which equates to 10% of the operating expenditures. HCC has been able to reach and maintain this goal increasing the fund balance in FY09 to just under \$8 million. Fund balance in excess of the target have enabled the College to proceed with several projects including the addition of a 450-space parking lot, accelerated design of the expansion and renovation of the Kepler Theater/Performing and Visual Arts Education Center, and securing additional equipment for the renovated Career Programs Building.

As HCC continues to grow very rapidly, the administration has been reviewing a number of options to accommodate more students within current budget, facility and personnel limitations. Below are strategies that are currently being employed:

Instructional Space and Equipment

- 1) Schedule more Friday, Saturday, and Sunday classes.
- 2) Increase standardization of class start and stop times, especially for evening classes.
- 3) Increase the number of online courses and programs.
- 4) Schedule more classes at extension sites.
- 5) Aggressively pursue grants, donations, and contributions for equipment.

Instructional Delivery

- 1) Increase the numbers of adjunct faculty and adjunct faculty teaching online.
- 2) Incorporate lecture class sizes, especially in nursing and health sciences.
- 3) Provide additional 7.5 and 5 week sections to allow for back to back completion of prerequisite courses.
- 4) Study faculty loads and teaching productivity.

Student Services Support

- 1) Further expand online registration (currently approximately 80% for credit courses) and provide additional online student support services.
- 2) Plan to initiate direct lending in Financial Aid to begin in FY11. Currently, more HCC students receive loans than grants. With increased enrollment, the number of loans will increase significantly.
- 3) Plan for higher student services staff to student ratios.

Other Considerations

- 1) Since career program growth has resulted in a near equal percentage of students enrolled in career and transfer programs, the increased expense of funding career programs will require more resources.
- 2) Since level or reduced funding from the state and county governments is expected in the short run, the administration is looking to federal stimulus and other grant dollars to cover some of the expenses associated with increased enrollment
- 3) Plans are being prepared for staffing reallocations and reductions as may be needed

Recognizing the need to secure funding outside of the traditional general allocations, President Altieri convened the first meeting of the Grants Council during Summer 2009. With the infusion of stimulus dollars expected over the next several years, the Council meets monthly to monitor grants opportunities and to discuss the implications for the institution in areas such as personnel, equipment, and sustainability. Since the College will pursue multiple grants at approximately the same time, the President developed a model with members of the Grants Council serving as grant development teams to help write proposals since there will be too many opportunities for one or two people to handle.

In addition, through the increased focus on seeking grant funding, the College was able to secure critical support for new and expanding programming. In FY 06, the College was awarded

a \$1.6 million grant from the Department of Labor to expand the Commercial Vehicle Transportation Program. Other substantial awards include two grants totaling \$2.9 million to enhance Nursing and Allied Health Programs, and approximately \$876,000 to develop and expand the Biotechnology program.

In FY09, the Hagerstown Community College Foundation, Inc. (“Foundation”) completed a campaign that raised \$4.7m in outright and in-kind gifts for “*A Real and Worthy Purpose*” Scholarship and Capital Campaign. The goal was to not only raise much needed student scholarship dollars, but for the first time, secure dollars for capital needs. This was the largest campaign conducted by the Foundation.

The campaign had four components: Career Programs Building Renovation, The Waltersdorf-Henson Endowment Challenge, Scholarship Campaign, and the Commercial Vehicle Transportation Program.

As a participant in the Waltersdorf-Henson Endowment Challenge through the Community Foundation of Washington County, MD, Inc, HCC was the first of sixteen organizations to meet its fund raising goal. The College raised \$800,000 for scholarships and a teaching and learning excellence fund, which is being matched by The Community Foundation dollar-for-dollar. Funds are maintained and invested by The Community Foundation, the interest from which is available for use by the College. The Teaching a Learning Excellence Fund will supplement College dollars for professional development and tools in the classroom.

The Foundation took a new direction in raising funds for equipment and furnishings for the renovated Career Programs Building. In-kind gifts and private dollars were secured to enhance the radiography program with a state-of-the-art Fuji medical imaging system, the EMS program with a refurbished ambulance box to be used as a teaching tool, a welding classroom complete with supplies, science labs with equipment, and nursing labs complete with new hospital beds and simulated models for skill practice purposes.

The Foundation is again gearing up to undertake another campaign, which will focus on equipping and furnishing a newly designed Arts & Sciences Complex which will include a new Science, Technology, Engineering and Math (STEM) building, a renovated Classroom Building and remodeled Learning Center. Further, the renovation of the Kepler Theater, will not only incorporate upgrades to the existing facility, but will include the addition of an exciting new Performing and Visual Arts Education Center (PVAEC). This campaign will begin June of 2010 with a silent phase, followed by the full campaign November 2010 concluding in July of 2011.

Standard 7: Institutional Assessment

Middle States Recommendation: “Relative to Standard 7, Middle States characterizes an accredited institution as one that demonstrates periodic assessment of institutional effectiveness, addressing the total range of services and processes, and using systematic and thorough use of multiple qualitative and/or quantitative measures for institutional improvement. **To meet this standard, HCC must move forward in implementing a limited number of programs and projects outlined in its strategic plan that are of highest priority. Evidence of institutional**

assessment related to these high priority programs should be utilized and documented for institutional improvement. Limiting the analysis to a few high priority initiatives may also have the effect of easing the breakneck pace of change currently experienced at the College, while allowing for thoughtful, reflective analysis of priorities and results.”

During the time of the Self-Study (2002 – 2004) and the subsequent evaluation team visit in Fall 2004, HCC underwent a change in leadership and presidents (June 2002). Such a transition in leadership often results in a climate of uncertainty and uneasiness across a college campus. Major changes in almost all areas occurred as new systems and procedures, including institutional and student learning outcomes assessments, were developed. There was anxiety among the workforce because of rapid change in less than a year’s time and increased workloads as new initiatives and systems were developed and implemented. This was evident when the team visited campus and formulated their recommendations.

In terms of “implementing a limited number of programs and projects outlined in its strategic plan that are of highest priority,” the President establishes 10-12 annual institutional priorities/initiatives. The priorities align with the 2012 Strategic Plan and represent major institutional areas for development that shape the College’s annual plan and budget. The priorities, approved by the Board of Trustees, are incorporated into the plan and budget document every year. Each institutional priority shapes HCC’s preferred future in a significant way and requires collaboration among and between multiple units of the College. Many of priorities, by their nature, require multiple years to complete. Funding to support these strategically important initiatives is placed in unit cost center budgets and/or designated fund accounts. Each initiative is evaluated and assessed during the annual unit planning process via the institutional effectiveness model and key performance indicators.

The College remains a highly productive environment. Enrollments continue to grow every year, as does the need for new and/or expanded academic support services. Most employees have heavy workloads that inevitably accompany multiple institutional opportunities/priorities and fast pace, which continues to be a challenge.

Standard 14, beginning on the next page, provides detail regarding Student Learning Outcomes Assessment and institutional assessment while Section V gives a more detailed description of the institutional effectiveness model. Standard 4.2 contains additional information about the College environment.

Standard 8: Student Admissions

Middle States Recommendation: “As stated in the Characteristics of Excellence, providing information on student learning outcomes is a fundamental element of Standard 8. It is strongly recommended that as soon as student learning outcomes data becomes available, that it be incorporated in information provided to prospective students.”

The newly redesigned HCC website incorporates a link to student learning outcomes at the College. The information is found under “Programs: Academics: Related Links – Assessment Results” at: <http://www.hagerstowncc.edu/academics/outcomes-assessment>. Scores

on licensure exams such as the NCLEX for nursing students, as well as such national exams as those for students in Radiography, Paramedic Emergency Services, and Commercial Vehicle Transportation, are available to both internal and external audiences, including prospective students. In addition, scores on such nationally normed exams as the Collegiate Assessment of Academic Proficiency (CAAP) and the Measure of Academic Proficiency and Progress (MAPP) are available to students.

Admissions recruiters and academic advisors are committed to providing pertinent information about academic programs to assist prospective students in making informed decisions. They are expected to become familiar with student learning outcomes published about each academic program and to be able to explain their meaning. Marketing materials including brochures about specific academic programs will contain the web address of the respective program student learning outcomes published on the College website.

Standard 14: Assessment of Student Learning

Middle States Recommendation: “As indicated in the Characteristics of Excellence in Higher Education, documented evidence that student learning assessment information is used to improve teaching and learning, as a part of the institutional assessment are fundamental elements of Standard 14. While HCC has developed an exemplary plan for the assessment of student learning outcomes, it has not yet had the opportunity to implement this plan. It is strongly recommended that the College implement the plan, and to develop evidence that it uses the results to improve teaching and learning, and to incorporate the results into its institutional assessment.”

Student Learning Outcomes Assessment (SLOA) at the College has evolved and matured since the submission of the Monitoring Report to Middle States in 2006. The original SLOA plan has evolved into a model that guides the assessment process. As the College has continued to work to establish a culture of assessment and accountability, most faculty are now active participants in outcomes assessment work, with a goal to improve student learning, and by extension the effectiveness of the institution as a whole. Six major areas where significant progress has occurred are listed below:

1. Assessment Processes and the Institutional Effectiveness Plan
2. Outcomes Assessment Leadership
3. Outcomes Assessment Results (General Education, Course and Program Levels); and the Use of Results to Improve Student Learning and Advance the Institution
4. Assessment Process Review
5. Planning for the Future
6. Institutional Support

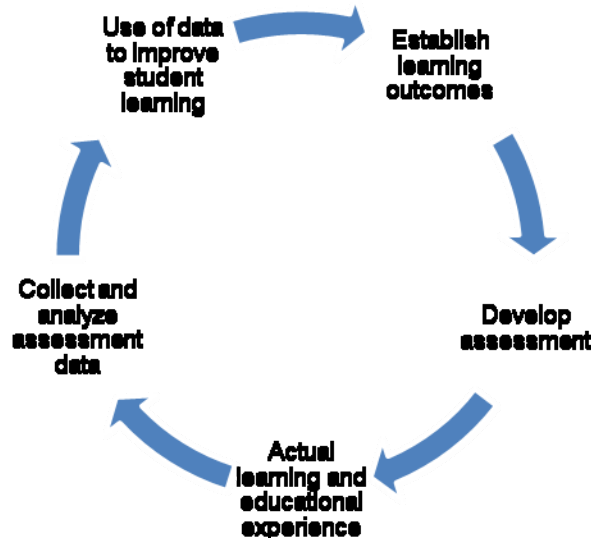
1. Assessment Processes and the Institutional Effectiveness Plan

The SLOA process at the College is an important component of institutional effectiveness. The broad philosophy of SLOA is that it

... is an ongoing component of the instructional process. All members of the institution share responsibility for student learning. Continuous improvement of learning is a collaborative enterprise upon which the success of instruction depends. The results of SLOA are never used in a punitive manner toward students, faculty or staff. The data collected during the assessment process is used to provide feedback to both students and faculty, reinforcing and improving educational practices that facilitate learning.

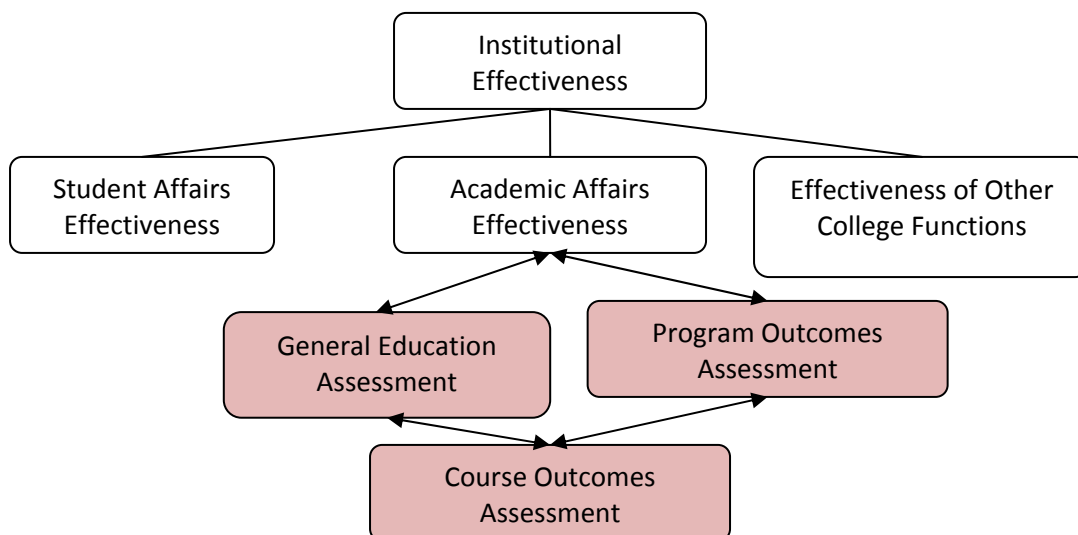
(SLOA Plan, p. 2)

HCC faculty play a major role in moving outcomes assessment forward. For example, faculty develop course and program outcomes, construct assessments, deliver instruction, administer assessments, collect and analyze resulting data, and use the results to improve instruction. It is through the analysis of student learning efforts that the College is able to improve learning in a systematic and effective manner. The SLOA cycle as implemented at the College follows.



SLOA and the Institutional Effectiveness Plan

SLOA is a key performance indicator of the Institutional Effectiveness Plan (IEP) which was implemented in FY 07. IEP performance indicators are integrated in the College’s 2012 Strategic Plan and its action plans. The chart on the next page shows the relationship between Institutional Effectiveness and SLOA. Areas highlighted in red are components of SLOA.



Outcomes Assessment components are generally described below, with greater detail found in 3. Outcomes Assessment Results.

SLOA Component: General Education Assessment

Currently, general education student learning outcomes are assessed at a broad, cross discipline level and at a specific, course level. Two nationally normed instruments are used to measure achievement of the outcomes broadly, directly through the Measure of Academic Proficiency and Progress (MAPP), and indirectly through the Community College Survey of Student Engagement (CCSSE). The MAPP exam is administered at the end of every spring semester to volunteer students who are planning to graduate with a degree. The CCSSE is administered every other spring to randomly-selected classes. Individual modules of the Collegiate Assessment of Academic Proficiency (CAAP) are used to evaluate progress in specific general education outcomes areas. For example, the Science module has been administered systemically for the past six years to classes that meet the science general education requirement. These data are used to benchmark student performance with other students nationally. They are reviewed and discussed by the Vice President of Academic Affairs, the Office of PIE, the division chairs and directors and faculty.

SLOA Component: Program Outcomes Assessment

Programs that are directed by full-time faculty have program level student learning outcomes. The program outcomes have been aligned with course outcomes to ensure that all program outcomes are being met through the program’s required courses. These matrices aligning program and course outcomes are a component of a locally-developed Outcomes Assessment database (<http://www.hagerstowncc.edu/sloa>).* Program student learning outcomes are measured with a variety of evaluation tools. For example, career programs use licensure and national certification exams. Students typically complete these exams in the months following program completion. Transfer programs often use many sources of data to determine achievement of student learning outcomes. For example, the Music program assesses student

progress at the end of the academic year in a departmental jury. Faculty report program progress to the Outcomes Assessment Leadership Team in a standard format, the Program Outcomes Guide (POG), which is stored in the Outcomes Assessment database (<http://www.hagerstowncc.edu/sloa>). Student performance on these program level assessments is shared with faculty, community advisory councils, as well as the public in an effort to increase stakeholder awareness of the College's commitment to accountability. Faculty use these data to improve student learning, through requisition of appropriate resources, professional development, or revision of curricula.

**Temporary access to this site has been established for PRR Reviewers. The user name for the site is sloa and the password is hawks10. Users may be re-prompted for the username and password, in addition to confirming the wish to open the link, for each COG/POG/matrix link a reviewer clicks on.*

SLOA Component: Course Outcomes Assessment

Since 2006, the main focus of student learning outcomes assessment has been at the course level. Work began with courses that were considered high impact, defined as courses that offered more than three sections per semester. Faculty have refined their course level outcomes and are at various stages of assessment of these outcomes. Courses taught by more than one faculty member incorporate common student learning outcomes within their syllabi. Syllabi are reviewed by division chairs and directors to ensure the inclusion of student learning outcomes. Faculty report progress in course level outcomes assessment in a standard template, the Course Outcomes Guide (COG), which is stored in the Outcomes Assessment database (<http://www.hagerstowncc.edu/sloa>). Once faculty developed common student learning outcomes, they were asked to develop a common assessment to measure the outcomes. Groups of faculty, with oversight and facilitation provided by division chairs and directors, as well as the Outcomes Assessment Leadership Team, meet to analyze the results of the common assessment and to determine how to improve student learning.

Other Institutional Effectiveness Measures

Since 2007, the College has participated in the National Community College Benchmark Project (NCCBP, www.nccbp.org). NCCBP is a nationwide consortium of community colleges that report outcome and effectiveness data in such critical performance areas as percentage of withdrawals, percentage success, and transfer success. The College receives a report of the benchmark areas and can compare results with those of other colleges. Division chairs and directors use this information to determine areas of concern and to develop interventions to increase student achievement in those areas. For example, this data was used to develop a plan to decrease the number of walk-away "F" students in developmental mathematics and college algebra. This is an important process for the College because it allows administrators to benchmark performance against other similar institutions. One drawback to the NCCBP is that data is not collected for all subject areas, therefore, not all programs and courses can be benchmarked. While the full report from NCCBP cannot be distributed in its entirety, a summary of the report is available on the Outcomes Assessment website.

2. Outcomes Assessment Leadership

The leadership model for outcomes assessment has changed since 2006. A faculty Outcomes Assessment (OA) Leadership Team now leads the assessment efforts at the College under the direction of the Vice President of Academic Affairs. The Team consists of five faculty members, each of whom represents one or more academic divisions. This is an alternative assignment for the faculty, who maintain a regular teaching load. The Team meets monthly as a group, while the two co-chairs meet monthly with the Vice President of Academic Affairs. A major responsibility of the team is to serve as a resource to faculty for outcomes assessment projects. The team supports, monitors, and directs the academic divisions' progress toward assessment goals. This five-member team is responsible for all aspects of SLOA.

Accomplishments of the OA Leadership Team include:

1. Increased positive communication

- *Teaching and Learning Newsletter* (<http://www.hagerstowncc.edu/academics/outcomes-assessment>): These newsletters are published once a semester and include examples of best practices in teaching and learning, as well as OA updates, for example expectations and deadlines.
- *Monthly OA reports at Academic Division meetings and at Faculty Assembly*: These provide two opportunities when all faculty are expected to be present to discuss topics pertaining to OA at the division and College level.
- *Professional development activities during Workshop Week*: The OA Leadership Team has presented and facilitated extensive activities during faculty professional development days. These include: poster presentations of best practices in OA on campus; course redesign presentations; presentation of MAPP and CAAP data as well as critical thinking best practices; the NCCBP project and how it can apply to the College; and time for faculty teams to work on OA when a Leadership Team member is available to answer questions.

- 2. Outcomes Assessment Training for New Faculty:** All new faculty are required to attend this training which takes place every fall semester. Training includes an introduction to SLOA at the College; the role of OA; how to conceptualize and write outcomes; introduction to assessing outcomes; and introduction to the resources available for OA.

3. Facilitation of faculty development of Course and Program Level Outcomes

Assessment: The OA Leadership Team works with individual faculty and groups of faculty to help them develop outcomes for their courses and programs. The team also provides guidance in developing assessments, collecting data, and using the data to improve teaching and learning. Often, the team must provide deadlines to faculty and encourage and urge faculty to work on outcomes assessment.

4. **Development and Maintenance of an Outcomes Assessment Database**
(<http://www.hagerstowncc.edu/sloa>): The database is a repository of COGs, POGs and Program versus Course Outcomes matrices that faculty have completed. The team collects the information from the faculty and stores it in the database.
5. **Facilitation of general education outcomes assessment:** The OA Leadership Team coordinates administration of the MAPP and CAAP exams with the faculty and Academic Testing Center. The team is also facilitating the revision of the general education outcomes. The team is in the process of developing local assessments and will pilot the new assessments in Fall 2010.
6. **Regular meetings with Vice-President of Academic Affairs, Academic Officers and College President, if deemed necessary:** These meetings are used to present OA progress and to discuss future goals.
7. **Yearly Outcomes Assessment Report to the Board of Trustees:** Each year, the OA Leadership Team writes an annual progress report and presents it to Board of Trustees. This provides an opportunity for communication between Board members and the OA Leadership Team.

With increased faculty support, these accomplishments demonstrate that forward momentum continues to advance the outcomes assessment process.

3. Outcomes Assessment Results (General Education, Course and Program Levels) and the Use of Results to Improve Student Learning and Advance the Institution

General Education

In 2003, the College established six General Education Outcome Areas (<http://www.hagerstowncc.edu/academics/outcomes-assessment>) to align with Middle States Commission on Higher Education (MSCHE) and the Maryland Higher Education Commission (MHEC) standards. Since General Education assessment attempts to evaluate a student's overall academic experience, it is often challenging for colleges to isolate one point in time or one tool to assess student achievement of general education. HCC has chosen to use multiple sources to approach this challenge.

- MAPP (Measure of Academic Proficiency and Progress) has been used to evaluate overall achievement of the general education outcomes. It has been administered in spring semesters from 2006 to present to students who are eligible to graduate with a degree. Student participation is on a volunteer basis. Since 2007, student participants have scored above the national average for sophomores.
- Individual modules of the CAAP have been used to assess achievement of specific general education outcomes areas at the course level. The OA Leadership Team is currently working with divisions to examine and modify the General Education outcomes and the way these are assessed. Since 2003 when the General Education outcomes were

first developed, faculty understanding of OA has matured significantly. In Fall 2009, the OA Leadership Team began to review the process of general education assessment. The first step in this review was to re-visit the outcomes. This recent review of the outcomes revealed that many were flawed, not assessable, or only measured lower level learning. In the past few months, faculty have reviewed the general education outcomes and, in many cases, revised them. The revised outcomes will be presented to the OA Leadership Team and will be approved by the faculty of the division connected to the discipline area.

- Community College Survey of Student Engagement (CCSSE): CCSSE results are shared with the College administration, as well as academic chairs and directors and faculty. When examining the character of mental activities at the College, students reported less memorization of facts than other Maryland community colleges. However, they also perceived fewer activities in higher order thinking, such as analysis, synthesis, evaluation, application and performance. Students also reported significantly less reading of assigned course readings than other Maryland community colleges. At the same time, students reported that their experience at the College contributed to their ability to think critically and analytically. Significant informal discussion of these concerns occurred. These concerns will be addressed more formally in the Curriculum Excellence project, an important multi-year College priority.
- TILT (Texas Information Literacy Tutorial): Information literacy is being addressed in Introduction to Information Technology (IST-102) and Computer Graphics (GDT-112). All students must take one of these two courses as part of their general education requirements. As a part of the course curriculum students must successfully complete TILT. TILT is a module designed to introduce students to research sources and skills.

General Education Results

Measure of Academic Proficiency and Progress (MAPP)

The CAAP exam, which has been administered at HCC for five years, has six independent test modules. In an effort to streamline and validate assessment of general education outcomes at HCC, the Measure of Academic Proficiency and Progress (MAPP) exam, available through the Educational Testing Service (ETS), was administered in the spring semesters of 2006 - 2009. The MAPP is a single exam that measures reading, writing, mathematics and critical thinking in the context of the humanities, social sciences and natural sciences. Students who applied for graduation with an associate's degree were asked to volunteer to take the exam. Completing the exam was not mandatory for graduation. MAPP results on the following page are provided in two different formats; one is proficiency based while the other is a scaled score.

2006-2009 MAPP Average of Individual Student Scores

Year	Scaled Score (400-500 possible)
2006	439.14 ± 14.86 (n=77)
2007	444.06 ± 17.51 (n=52)
2008	445.37 ± 20.34 (n=79)
2009	447.03 ± 21.07 (n=36)
Comparative Data – National Average of Sophomores	441.0 ± 17.9 (n=18,559)

Although this data has been collected on a voluntary basis and may not accurately represent the entire student population, the same methods have been used to obtain volunteers for the past four years. It is interesting to note the slight increase in the mean student score over the past four years. All years, with the exception of 2006, have been above the national average.

Proficiency classifications are provided from ETS and provide a more detailed picture of student performance. Proficiency classifications have been obtained for all years, with the exception of 2009 when only thirty-six students completed the exam. A minimum of fifty students assessed is required in order to obtain this data. When proficiency data is compared across years, there is a slight increase in students who are proficient in higher order reading, writing and mathematics skills. This data is available on the Outcomes Assessment website.

These results have not been used extensively to improve teaching and learning. While it does allow benchmarking of student General Education achievement, it is challenging to connect these general results with performance in one course. Since there is also no baseline data with which to compare these results, it is difficult to determine whether students made progress during their time at the College. Examining these results has led the administration and the OA Leadership Team to the conclusion that it would be better to focus on achievement of General Education outcomes at the specific outcome level. MAPP will no longer be the primary method of assessing General Education outcomes.

Collegiate Assessment of Academic Proficiency (CAAP) Results

From 2004 – 2009, the College administered individual CAAP modules to assess the General Education areas of essay composition, mathematics, reading, critical thinking, science, and writing skills. In general, students score higher than the national average in critical thinking, essay (composition), mathematics, and science. These results have been used at the content level to determine if courses are meeting general education outcomes. In Mathematics, it has been used as benchmark data to determine if curriculum modifications are improving student learning. Data tables that summarize results are available on the Outcomes Assessment website.

Program Level Outcomes Results

Progress in program level student learning outcomes assessment is reported in a Program Outcomes Guide template. These templates are collected and stored in the Outcomes Assessment database (<http://www.hagerstowncc.edu/sloa>). In addition, summaries of five programs that are making significant progress throughout the entire outcomes assessment cycle are available on the Outcomes Assessment website. At the College, programs fall into two categories, transfer programs and career programs. Career programs, especially those requiring external certification, are much further along in the assessment process. Faculty teaching in transfer programs struggle to assess student learning at the program level, because students do not complete courses in a certain order and no capstone course is required. These faculty may use many sources of data throughout the program, as well as graduate surveys, rather than a capstone project to determine achievement of program outcomes. By examining student learning outcomes at the program level, faculty have begun to discuss curriculum modification that would include capstone courses and capstone projects.

National exams are used in several programs at the College. These include:

- National Council Licensure Examination for Registered Nurses (NCLEX-RN)
- National Council Licensure Examination for Practical Nurses (NCLEX – PN)
- American Registry of Radiologic Technologists (ARRT) certification examination
- American Medical Technologists national certification exam in medical assisting
- National Registry of Emergency Medical Technician Paramedic Examination
- Maryland General Dental Assisting Expanded Function (MGD) exam and the Radiation Health and Safety (RHS) exam
- Commercial Driver's License Exam

Results of these exams are available on the Outcomes Assessment website. Results are used to modify curriculum and improve student achievement of program outcomes. In the future, more nationally benchmarked exams will be incorporated into existing programs. Over the past few years, the major priority for OA has been the establishment of course level outcomes and assessment. During the 2010-2011 academic year, the Outcomes Assessment Leadership Team will encourage more faculty to become involved in program level outcomes assessment.

Course Level Outcomes Results

One of the first major goals of the OA Leadership Team was to ensure that each separate course had common outcomes. This was completed by the Summer 2008 and the course outcomes were organized within program matrices. Subsequently, high impact courses (defined as courses that typically ran three or more sections per semester) that were not using a common assessment were identified within each division. A schedule was created for the development and implementation of common assessments within these courses. Currently, most of the high impact courses at HCC are utilizing common assessments and are collecting data.

In the fall of 2009, an outcomes assessment database was created. Full-time faculty were encouraged to complete course outcome guides (COGs) after collaboration with their colleagues in the case of multiple section courses or individually for courses for which they were responsible. In situations where adjuncts were the only ones teaching courses, they were, in many cases, asked to complete the COG (for example, within the Visual Arts program). Completed COGs were saved within the database. Outcomes Assessment Leadership Team members have begun reviewing these COGs in order to identify the stage of assessment at which individual courses are currently positioned. If courses that have a common assessment but are not currently using the results to refine teaching and learning, Leadership Team members can assist faculty members to evaluate and use the data. When courses that do not have a common assessment are identified, the faculty can be assisted in creating one. The first priority will be given to courses that typically have a higher enrollment, but ultimately all courses will have a common assessment. Examples of model course programs are available on the Outcomes Assessment website.

4. Assessment Process Review

Student learning outcomes assessment processes are reviewed at many levels of the College – by the faculty, by the academic chairs and directors, by the Vice-President of Academic Affairs, and by the College President and Board of Trustees. The OA Leadership Team reports monthly to faculty in two formats, division meetings and faculty assembly. This provides an opportunity for faculty to express their ideas and concerns. The OA Leadership Team is comprised of representatives from five academic divisions, and each team member represents its division's challenges and concerns at the monthly meetings. This provides quality assurance that each academic division is considered in the process. The OA Leadership Team reports directly to and meets monthly with the Vice President of Academic Affairs. Outcomes Assessment is also a unit planning component for the Vice President and the entire division of Academic Affairs. Finally, an annual progress report is presented to the President and Board of Trustees. During each of these stages, the processes are evaluated and modified to align with the needs of the College.

5. Planning for the Future

Outcomes assessment and accountability are becoming part of the culture of the College. An important aspect of assessment and accountability is the realization that its establishment is a long term process, not a single event. Moreover, it must become an ongoing cycle of modification and improvement. Since 2006, the College has successfully established a system for maintaining positive momentum in its progress towards assessment and accountability. An important aspect of the maturing SLOA process involves is systematic planning for the future. The following are initiatives to which the college is committed to in the immediate future.

- **Use outcomes data to improve teaching and learning:** The systematic work over the past few years has produced several examples of “closing the loop” of outcomes assessment, that is, the use of results to improve teaching and learning. For instance, as a direct result of outcomes data, the General Education mathematics course, College Algebra has been completely redesigned, with support from the National Center for

Academic Transformation. This and other examples must now be replicated throughout the academic curriculum. Now that all courses have established outcomes, and most use common assessments, a Team and College priority is to work with faculty teams to ensure that they are able to “close the loop” in their courses and programs.

- **Develop outcomes assessment handbook for faculty:** This handbook will be available to faculty during the Fall 2010 semester. The handbook will contain: purpose and overview of outcomes assessment at the course and program level; how to conceptualize and write outcomes; the difference between outcomes and objectives; creating assessments; collecting data; using the data to improve teaching and learning; General Education outcomes assessment at the College; resources for faculty at the College; and external resources. The goal of developing the handbook is to provide faculty with an easy to use resource on OA.
- **Revise General Education outcomes, and develop and implement assessment across General Education outcomes areas:** As noted earlier, recent review of General Education outcomes has indicated the need to revise some outcomes. This revision will be completed by Fall 2010. New assessment methods will be piloted in Fall 2010, with the intention of full implementation in Spring 2011. This revision should result in a process that allows for “closing the loop” for General Education through the evaluation and use of data to improve teaching and learning. All courses that are considered a part of the general education curriculum must meet all of the outcomes in their specific areas.
- **Maintain and Evaluate OA Database:** This is an ongoing process. In Fall 2010, the OA Leadership Team and Vice President of Academic Affairs will evaluate the contents of the OA database and establish a schedule for data collection. Currently, all faculty are encouraged to complete COGs and POGs each year. The development of a more systematic plan of data collection will make better use of faculty time. The database will also be evaluated to determine what courses and programs need to use data to improve teaching and learning.
- **Continue Newsletter publication and OA updates with faculty and divisions:** This is an ongoing process at the College. The OA Leadership Team will continue to communicate with the College at all levels.
- **Increase the use of externally validated program level assessments for career programs and transfer programs:** The OA Leadership Team has identified this as a goal for the 2010-2011 academic year and beyond. Assisting in this effort, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 strongly encourages career programs to identify externally validated program level assessments that are “available and appropriate.”
- **Expand Outcomes Assessment website presence:** As noted earlier, the OA website will undergo review in the coming academic year. This review will also lead to making data more available to stakeholders.
- **Continue to nurture a culture of outcomes assessment across campus:** This is an ongoing goal. The integration of SLOA with unit planning and institutional effectiveness

needs to be examined and more closely linked. Currently, SLOA results are used in unit planning to request resources, but are not an important component of unit progress reports. SLOA progress is monitored by the Outcomes Assessment Leadership Team and the Vice President of Academic Affairs, but may not be effectively linked to institutional effectiveness.

- **Sustain membership in the newly formed state wide outcomes assessment affinity group:** The community colleges of Maryland recently formed a group to address the needs and concerns of student learning outcomes assessment. The members of the OA Leadership Team will participate in this group. This will serve a valuable resource in order to stay involved and current concerning development of outcomes assessment at the state level.
- **Continue administration of CAAP and CCSSE:** Divisions will continue to administer the CAAP exam to measure general education outcomes. Participation in CCSSE will be used to benchmark student perceptions of engagement at the College.
- **Continue participation in the National Community College Benchmark Project (NCCBP):** Current plans are to expand the use of the NCCBP to all appropriate areas of the College, and to incorporate available data into benchmarks for the Key Performance Indicators of the Institutional Effectiveness Plan.
- **Discuss continuation of MAPP exam:** While MAPP provides a means of externally validating student achievement of general education outcomes assessment, the data collected are difficult to use to improve teaching and learning. In the Fall 2010, the administration and OA Leadership Team will discuss whether to continue administration of the MAPP exam.

6. Institutional Support

While the primary responsibility for course level and program level assessment resides with faculty, other aspects of the College serve as a faculty advocate in these efforts. Administrators provide crucial support in management and delivery of resources and in the provision of effective responses to challenges. The Vice President of Academic Affairs provides leadership for the Outcomes Assessment Leadership Team. The five faculty members of the team receive alternative faculty assignments (either teaching overload or a course release) each semester for their work. In addition, a budget is maintained for SLOA testing supplies and materials, faculty professional development, and consultants. Faculty are encouraged to attend and present outcomes assessment progress at national and state-level meetings. Academic division chairs and directors also offer leadership to course- and program-level assessment. The Office of Planning and Institutional Effectiveness provides data support and serves as a central repository for assessment information. The campus Academic Testing Center is a valuable resource for administering standardized exams to students.

Faculty and division chairs and directors routinely examine assessment data for ways to improve student learning. Whether improvement involves additional professional development, updated materials and equipment, or modifying curriculum, results are used in the unit planning and budgeting process as part of productivity reports and resource requests. Review of academic

programs is also conducted in a systematic manner and used as part of planning and budgeting. Beginning in Spring 2010, additional information on course and program standards will be collected. These standards and their supporting quality indicators incorporate outcomes assessment and will be used in the College's program review process.

During the best economic times, the full realization of Student Learning Outcomes Assessment goals is a challenging and continuing endeavor. Over the past two academic years, HCC, as has virtually every college, confronted a difficult fiscal climate. During that time, however, the College has continued to demonstrate strong support for the establishment of a culture of assessment and accountability. While this report targets important areas for growth, the College believes it has made significant progress in Student Learning Outcomes Assessment and intends to maintain its commitment to achieving that culture.

Part B: Institutional Self Study Recommendations

The HCC interdisciplinary teams that researched and developed the content for the College's 2004 Self-Study documented fifty-nine recommendations that spanned all fourteen MSCHE Standards. Since the 2006 and 2007 Monitoring Reports focused on Team recommendations, this PRR is HCC's first opportunity to report on progress toward achieving its Self-Study recommendations. Accordingly, each recommendation is aligned with its appropriate MSCHE Standard and its progress is summarized and documented.

Standard 1: Mission and Goals

Standard 1:1: Promote the College's mission, vision, and strategic goals (Appendix 1) frequently and broadly to more fully reach all students, employees and community leaders.

In addition to planning and implementing the media relations, advertising, marketing, and public information efforts of the College, the Department of Public Information had a title change in 2004 to incorporate Government Relations as a function. As such, the director has been working since that time to engage local and state elected officials in being better informed about the good work and subsequent needs of HCC.

In 2007, the Public Information and Government Relations (PIGR) Department hired a Web and Multimedia Coordinator who began the process of developing a new College website, which was launched in September 2009. The site currently reaches nearly 20,000 unique visitors each month. More interactive features are in currently in development since the department purchased video equipment and related software in February 2010.

The Annual Report to the Community has been produced for the President's Office each year since 2004. It focuses on updating the general public on curriculum and enrollment changes, construction projects, and other issues and initiatives of the College. The 2010 report offers a special focus on HCC's science, technology, engineering and mathematics (STEM) programming.

The PIGR Department has been actively promoting College information through the use of social media since the Summer 2009. As of March 2009, there were 1,200 fans of the HCC Facebook page and the number continues to grow. The College also shares alert messages through e2campus. As of March 2009, there were approximately 3,300 users of that service.

Standard 1:2: Survey business and community leaders more frequently to assure the College's programs match their education and training needs.

To ensure that HCC's programs align with the community's current and future needs, the College employs a variety of methods. When a new program is contemplated, HCC uses either a formal DACUM (Develop a Curriculum) process or an employer focus group to assess need. The DACUM process is a highly structured facilitated process and consists of three separate but related steps: the Tech Scan; the Occupational Analysis, and Curriculum Planning. In the Tech Scan, a panel of employers surveys an entire field for job titles, education, skills, knowledge, and emerging trends. A panel of "expert workers" then analyses and identifies duties and tasks, skills and knowledge for the proposed program. Finally, a panel of workers and faculty identifies elements to include in curriculum; faculty then incorporate the information into curriculum planning. This approach has been used to launch several new programs, including Graphic Design, Web and Multimedia Design, and Biotechnology. The DACUM process has also been used to review such existing programs as Administration of Justice, Mechanical Engineering, and Computer-Aided Drafting for currency and relevance.

Employer focus groups are conducted with less formality than the DACUM process. A group of employers is assembled in a discussion group and asked a series of questions about the need for a particular program. Recommendations are also sought on curriculum elements to include, as well as equipment and facility needs for the program. This process has been successfully used in the development of HCC's Dental Assisting program. As a result of focus group findings, the College decided not proceed with development of a Landscaping program. In some cases, employers are surveyed to determine need for a new program, as was the case with the development of the Pharmacy Technician program.

In order to maintain regular contact with local and regional employers, each of HCC's career programs works with a community advisory committee. These committees meet at least once each semester and offer guidance to the programs on matters of curriculum, equipment, and required skills and competencies. Advisory Committee members provide an important feedback loop to faculty who are preparing their students to achieve program outcomes and complete programs prepared to enter the workforce.

Annually the Planning and Institutional Effectiveness Office surveys the companies and agencies that contract with HCC to provide both non-credit and credit customized instruction and services for their employees. The survey results reveal that 100% of HCC's customers are consistently "very satisfied" and "satisfied" and that HCC's training met their objectives.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

Standard 2:1: Allow systems and processes related to accountability, planning and resource allocation to evolve to better support institutional changes before making additional major adjustments or modifications.

The planning and budgeting system, as well as the student learning outcomes assessment and institutional effectiveness models developed in 2003 – 2004 have evolved and improved over the last few years based upon feedback from employees. Though the pace and workloads have not decreased, the College's key performance indicators all show favorable increases in credit enrollments, programs and services offerings, and facilities since that time. See MSCHE Team Report - Standard 7 (pp. 1-2).

Standard 2:2: Explore the feasibility of establishing a full-time grants office and publicize policies and procedures for grant requests to the College community.

Between 2004 and 2009, HCC's grants function was handled by a staff member who divided time between grants development and other responsibilities, with the help of a part-time office associate. During those years, grants awarded to the College, both in terms of monetary value and diversity, increased significantly. A procedure was established (Grant Approval Form) to ensure that all grant proposals received approvals to move forward based on their alignment with College vision, mission, strategic goals, and institutional priorities. In 2008, with increasing numbers of grants being administered by the College, Grant Administration Guidelines were made available to the College community to provide direction to grant managers.

Beginning in 2009, the College employed a full-time Director of Grants Development. HCC established a Grants Council, comprised of faculty and administrative staff, to review grant availability and participate in the grants development and management process. The group provided input for a revised Grant Approval Form, as well as for a Grant Change Approval Form, in order to make certain that executive officers approve any changes requested for existing grants.

Standard 2:3: Expand efforts to obtain grants in areas of projected growth.

The College has been successful in this area. For example, HCC has been awarded three separate grants, with funds totaling more than \$2 million, as part of Maryland's Nurse Support Grant, with the object of increasing the number of bedside nurses. The first of these grants, a five-year award beginning in 2007, enabled the College to double the size of its existing Associate Degree nursing program. The second, awarded in 2009, supported retention processes, and the third, also awarded in 2009, provided funds to lead a statewide effort to train nursing faculty in the use of simulation equipment and scenarios.

Biotechnology represents another outstanding example of grant development in projected growth areas. Established in 2007, the Biotechnology program has attracted a great deal of grant support. In 2008, the BRAC (Base Realignment and Closure Act) Higher Education Investment Fund awarded funds to enable HCC's Biotechnology program to create a secondary/

postsecondary pathway, to train secondary science teachers in a summer institute, to provide a credit-bearing summer institute for high school students, and provide internship opportunities for HCC Biotechnology students in Fort Detrick bioscience laboratories. In 2009, the same grant program awarded BRAC funds to the College to implement its Innova-Bio Maryland program. This program enables high school and college biotechnology students to work together in an on-campus laboratory, supervised by a senior scientist. Students work on actual research projects provided by Fort Detrick agencies. Also in 2009, the Biotechnology program won a grant from the National Science Foundation's Advanced Technological Education program. This three-year grant continues high school student and secondary science teacher summer institutes. It also contains an applied math component for biotechnology students, and it continues the work of building the pathway between secondary and postsecondary programming. Grant funds awarded to the Biotechnology program so far total more than \$800,000.

With the hiring of a full-time Director of Grants Development and establishment of the Grants Council as well as designation of funds for part-time assistance with grant development, HCC is working to secure grant funding in a variety of funding areas. These include grants to support facilities construction and renovation; alternative energy technology program development (with associated equipment); automated controls and instrumentation program development (with associated equipment); other new initiatives in science, technology, engineering, and mathematics (STEM); dental hygiene program development; student services enhancements for greater retention (TRIO-Student Support Services and other student services initiatives, such as a partnership with local social services agencies to help more clients access HCC resources); a consolidated public safety training center; special programs for seniors; and other projects, such as development of a digital simulation project to enhance humanities survey courses. A chart depicting grants awarded revenues from FY 05 - FY 09 is shown in Appendix 2.

Standard 2:4: Develop in-house Datatel training opportunities and manuals for all College employees.

Several training opportunities have been provided for Datatel end-users. The Information Technology (IT) Department conducted training sessions related to Query Builder, Communications Management, and Degree Audit. One-on-one training sessions are provided upon request. In addition to in-house training, Datatel conducted an audit on the business processes in Human Resources and made suggestions for improvement based on the findings. Several improvements were made as a result of these sessions.

Individual units have developed Datatel User's Manuals specific to their department's business processes. IT staff review these manuals for technical correctness. Suggestions are welcome for process change to ensure efficient use of software capabilities. The following departments have developed or are in the process of developing these manuals: Admissions, Records and Registration; Student Financial Aid; Human Resources; Continuing Education; and Academic Affairs (Course/Room Scheduling).

Standard 2:5 Enhance WebAdvisor to be more user friendly and expand it to include non-credit courses.

The College launched web registration in 2003 for credit students. From that time until early 2009, students were encouraged, though not required, to use WebAdvisor. New students during this time were not allowed to register through WebAdvisor; thus, they learned the paper process for registration. It was a challenge for students to convert from paper to the WebAdvisor process to register. To solve this problem, the Office of Admissions, Records and Registration (ARR), and Office of Information Technology (IT) collaborated to make changes in Datatel Colleague to allow new students to register online. In Summer 2009, ARR and Advising piloted a requirement for online registration, and in Fall 2009, online registration became a requirement for students as illustrated in the following chart.

Web Registration by Credit Students

	FY 06	FY07	FY08	FY09	FY10
Fall	24%	30%	26%	28%	73%
Spring	32%	30%	36%	35%	78%
Summer	31%	30%	34%	69%	-

Currently, HCC is evaluating the automated wait list function to increase student registration options online. In addition, improvements, listed on the next page, were made to make the system more user-friendly for students enrolling in credit courses.

- Comprehensive review of the credit registration processes in Datatel Colleague/WebAdvisor.
- Comprehensive review of prerequisites and co-requisites listed in Datatel. Coding corrections were made as well as changing pre/co-requisites that were not compatible with Datatel.
- Change in procedures in the ARR Office and Academic Advising.
- Provided personal assistance to students using WebAdvisor for registration.
- Advertising and marketing of web registration to current students.
- Addition of comments field to WebAdvisor course information.

Continuing Education (CE) registration online via WebAdvisor (instant enrollment) began in Summer 2005. Online registration in CE is not a popular choice of our students at this time, though the numbers have increased over the past several years as shown in the following chart. Because of challenges with the Datatel technology, as well as with the CE course scheduling/registration process, the system is not user-friendly at this time. Moreover, students are not currently encouraged to use the system.

Web Registration by Non-Credit Students

	FY 06	FY07	FY08	FY09
Percent of non credit registrants using web registration	1%	3%	2%	5%

In 2010, a new Dean of CE was hired and reporting lines of an extension site (primarily used for CE courses) moved to Admissions, Records and Registration (ARR). The Dean of CE and the Director of ARR have been tasked to address the low percentage of students using the online registration system. Issues with the course scheduling and registration processes are being addressed currently and the issue of the technology will be investigated in the coming year. Once all issues are addressed, a marketing campaign to use WebAdvisor for CE will occur. In addition, personal assistance on campus and at extension sites will be provided to students to use the online system.

For additional information, please refer to Standard 13.6.

Standard 2.6: Develop an improved IT lifecycle management plan to assist in planning and allocating resources to maintain and enhance technical capacities.

HCC continues to build on the foundation that was in place during the 2004 team visit. The IT lifecycle management plan has been expanded to include servers, routers, and wireless access points, as well as other components. The renewal and replacement of technology is linked to the planning, evaluation and budgeting process. This strategy insures that high priority requests best meeting institutional needs and priorities will be funded.

A detailed inventory of technology assets from desktops to servers is maintained by the IT Department. The lifecycle management plan is built around a logical sequence of activities, decisions, institutional priorities and strategic goals that enable the College to determine and prioritize needs through the evaluation, planning, budgeting, and evaluation process. The true lifecycle cost of the IT solution is defined as completely as possible; including staff resources needed to implement and manage the IT resource over the lifetime, and the cost of maintaining and running the IT solution over its projected lifetime (e.g.. maintenance agreements; peripheral device support needed; tapes, and cartridges.).

Technology needs are identified through the annual unit planning meetings. At this stage the user, cost center, or a campus “need” determines the scope/configuration of the technology required. Additionally, the IT Department annually prepares a replacement schedule for desktops, laptops, printers, and services based on a pre-determined lifecycle. As technology is replaced, old equipment is evaluated, refurbished, and redeployed by the IT Department. The department, in collaboration with the Technology Planning Council (TPC), the Administrative and IT Governance Committee, and others as appropriate, is responsible for defining the hardware and software specifications to insure that the infrastructure will support all technology enhancements.

Requests are prioritized based upon institutional priorities and strategic directions as well as available resources. Executive officers, with input from the IT Department, the TPC and others as appropriate, make final resource allocations to support technology requests and needs. Once the prioritized capital list is approved and the lifecycle costs have been projected, funds are designated in the annual plan and budget or alternate funding sources are sought.

Standard 2.7: Expand feasibility of evening and weekend computer support coverage.

The 2004 Self-Study Report made reference to exploring the feasibility of reducing the number of open computer labs. One reason this consolidation was being explored was to enable better computer support to HCC students. This lab consolidation was not accomplished primarily due to restrictions related to available space. In an effort to provide quality support, a part-time position was added to the IT Department in October 2005. This Computer Support Technician provides evening coverage of the Help Desk from 5:00 pm to 10:00 pm Monday through Thursday and on Saturdays from 8:00 am to 1:00 pm. Telephones are in all campus building with direct dial access to the Help Desk.

Other steps have also been taken to improve support to students using computer labs. Student worker hours allocated to the Technology and Computer Studies (TCS) Division have almost doubled over the last several years. Many of these additional hours are dedicated to providing support in the more technologically advanced labs. Additionally, key IT personnel have Smart Phones, which provides the capability of remote access to the network for troubleshooting when not physically on campus.

When students were asked to rate their satisfaction with computer labs on the 2008 Community College Survey of Student Engagement, the College received a score of 2.5 on a 3-point scale. While the question is general and not necessarily focused on lab support, one could assume that students are generally pleased with the support provided in these instructional spaces.

Standard 3: Institutional Resources

Standard 3.1: Retain improvement of technology to support classroom instruction as a high priority in the budget.

HCC has greatly expanded its use of technology. Instructors are using iPods, You Tube, PowerPoint, Satellite television, clickers, and other technology in order to stay up-to-date with learning techniques and to keep student interest high. Films on Demand are available through a website supplying thousands of films on all academic subjects. The TCS division uses “myitlab” and an online tool called SAM to further student learning. In graphic design and web courses, servers are used to store student files and the Cisco lab mimics a network control setting, housing routers, hubs, Ethernet, and LAN/ATM switches. Many TCS courses use a classroom with removable drives allowing the storage of specific software needed for each class on separate drives. The TCS division also uses major brands of software including Adobe Creative Suite 4, MS Office 2007, and AutoDesk 9. The math faculty uses digital writing tablets and document

cameras to enhance math instruction. Some Behavioral/Social Science/Business division instructors use YouTube to post videos of lectures. The health sciences use SIM mannequins to simulate humans. The health sciences also use software in the Medical Assistant program and in the Paramedic Emergency Services program. Many courses use publisher-supplied technology aids for instruction. The College has an Academic Computing document that details the technology used across the campus. Satellite television enhances Spanish-language classes by showing programs and news in Spanish. Many humanities instructors use iPods to store information and to show clips from iTunes.

For additional information, please refer to Standard 2:6.

Standard 3:2: Develop and implement a system for filing maintenance requests electronically that includes confirmation of the request, the estimated time that it will take to fulfill the request, and completion verification.

The current work order request system has been online and operational since 2008. The system allows employees to view and track their maintenance and custodial requests, while providing a tracking tool for the facilities management area.

Standard 3:3: Schedule “selected building downtime” in the academic calendar for periodic building maintenance.

Though an excellent idea, growing year-round enrollments coupled with dwindling instructional spaces has not allowed much opportunity for periodic building maintenance. Once significant instructional space (approximately 85,000 gsf) is added to campus through new construction and renovation, Facilities Management and Planning can plan for and implement periodic maintenance in specific areas of the campus.

Standard 3:4: Create greater awareness in the minds of local governmental and community leaders regarding the resources necessary for the College to meet current and future educational needs, including facilities renovations necessary to support enrollment growth.

With the expanded role of coordinating government relations activities, the Public Information and Government Relations (PIGR) department is involved in organizing annual meetings on the HCC campus where the legislative delegation and county commissioners receive an update on HCC’s progress and needs to address growing enrollments and other issues. In the past two years, the College has also hosted visits from Maryland Lt. Governor Anthony Brown and U.S. Senator Barbara Mikulski, as well as a public forum conducted by U.S. Senator Ben Cardin.

The PIGR director has been involved with the county’s lobbying group, formed through the Hagerstown-Washington County Chamber of Commerce, for the past three years. This group prepares a list of county-supported legislative priorities each year and meets with elected legislators in the State capital of Annapolis to regarding the priorities, which have included some of HCC’s most important initiatives.

The College has increased the opportunity to host community groups on campus, with an annual meeting of the Hagerstown Rotary Club, as well as large community events for the renovated Career Programs Building and wet lab addition to the Technical Innovation Center. Similar events for the Arts & Sciences Complex, as well as the Performing & Visual Arts Education Center, are planned. These events provide an excellent opportunity for the College to highlight its development and get further support from important stakeholders.

Standard 3:5: Develop a recruiting plan and strategies to attract and hire more people of diversity, especially in the faculty ranks and professional/administrative positions.

Hagerstown Community College values diversity and recognizes the critical role of an educational institution in preparing its faculty and staff to become contributing members of the global community. Improving the diversity of its workforce as a small college in Western Maryland remains one of the institution's greatest challenges. Minorities comprise 6% of Washington County's civilian labor force. In 2008 - 2009, the Offices of Human Resources (HR), Planning and Institutional Effectiveness (PIE), Student Affairs and Academic Affairs collaborated to write HCC's Cultural Diversity Plan. Though broader than a recruitment plan, the diversity plan published in July 2009 provides an analysis of the current workforce, as well as recruitment strategies, strategic goals and objectives, and the importance of professional development related to diversity. The plan is updated and revised annually.

HCC primarily recruits individuals for employment within the states of Maryland, Pennsylvania, Virginia, and West Virginia. Though minorities are actively recruited for all employee searches, attracting qualified minorities to the Western Maryland region is difficult. Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. However, with the current trend of westward migration out of the metropolitan areas to Washington County because of a lower cost of living, it is hoped that more minority professionals will relocate within the College's service area.

The minimum qualifications for faculty and staff positions are in accordance with the criteria for accreditation and accepted standards by other specialized accrediting agencies. The following outlines how Hagerstown Community College has initiated employment procedures to expand the College's minority employee base in an effort to reflect the demographic patterns within its service area.

Advertising

The College is expanding its outreach and recruiting efforts in order to recruit and employ minority individuals. The position vacancy announcement includes the following:

- Position title
- The minimum qualifications
- Selected duties of the position
- Deadline and procedure for applying

The College advertises in The Herald-Mail, the Frederick News Post, Your4State.com, Craig's List.com, Minority Resources Edition of Equal Employment & Civil Rights Journal, the National Minority Update, and on Hagerstown Community College's HR website.

Recruiting

The largest proportions of minority groups employed at the College are found in the professional and tech/paraprofessional EEOC categories. The College recognizes the need to increase diversity in the staffing areas of faculty to provide role models for an increasingly diverse student population, as well as administrators. Primary efforts undertaken by HR include:

- Assuring that each recruitment includes a reasonable effort to seek out applicants from underrepresented groups in order to provide a diverse applicant pool.
- Serving as an advisor in matters of affirmative action to all college employees with supervisory and hiring responsibilities and equal employment opportunities.
- Actively contacting various organizations, churches, and other avenues of recruitment to disseminate contact information to the community.
- Attending job/career fairs with organizations/institutions that can help fill the gap in minority employee classes. Examples of such activities attended by HR staff include Bowie State University, Morgan State University, Coppin State University, and Fort Detrick, Maryland. HCC will continue to build a relationship with predominately African-American institutions.

Standard 3:6: Commit to increased employee professional development by allocating the financial resources described in 2012 Strategic Plan and explore alternative professional development resources available in the external market.

The College is committed to and offers professional development and tuition assistance for employee educational or academic programs that are directly related to the employee's job, career, or teaching profession. The College continues to explore professional development resources outside of the institution to bring different perspectives and experiences to its employees. Online resources and training remain viable options for employee development, as well as for new employee orientation.

Faculty professional development is a priority, especially in areas identified for improvement through student and supervisor evaluations and outcomes studies. Relevant topics include but are not limited to best practices in teaching, workplace learning, distance learning, and customized training. The 2012 Strategic Plan calls for structured professional development activities that focus on multicultural responsiveness.

Professional development funds are budgeted based upon plans and goals, with priority given to those activities that directly support the College's core processes, annual plans, and strategic initiatives. With a stronger emphasis directed toward on-campus training, the College anticipates providing development opportunities to more faculty and staff at a lower cost per employee. The chart below shows the College's commitment to and history of professional

development funds since the last Self-Study. Standards 10:4 and 13:4 also address professional development.

**Professional Development Funds
FY 05 – FY 09**

	Budgeted Funds	Actual Funds Spent
FY 05	\$155,581	\$129,370
FY 06	\$169,718	\$143,764
FY 07	\$168,201	\$155,220
FY 08	\$214,000	\$158,464
FY09	\$138,000	\$101,387

Standard 3:7: Develop a more welcoming, comprehensive new employee orientation and explore CD-ROM and online orientation training options where needed, especially for adjunct faculty and other part-time employees.

The HR Office sponsors an annual orientation in August for employees hired during the last year. Each executive staff member provides an overview for his or her areas of responsibility. A concern that an employee could be working for almost a year before s/he attends the orientation has led to a shorter orientation for each new employee within the first day or two of hire.

Recognizing that there are issues of timeliness and relevance, HR implemented an integrated electronic application system in FY09 that allows the update of appropriate applicant tracking practices, as well as evaluates current boarding processes. In an effort to provide a comprehensive and timely orientation, HR collaborates with other areas of the campus to identify gaps in the current hiring and new employee boarding processes. Most notably, HR is working with Information Technology and the Web and Multimedia Coordinator to enhance its website and build online programming to ensure all new hires receive a meaningful orientation and training.

HR is working closely with the Vice President of Academic Affairs and the Dean of Continuing Education and Community Services to build an action plan to take a proactive approach to hiring and orienting adjunct faculty.

Standard 3:8: Develop performance evaluation training sessions for supervisors to help them learn to conduct a legal and constructive employee evaluation. Also, conduct training for employees to learn the importance of evaluations and goal setting.

Currently, the Human Resource Office is collaborating with Chesapeake College (CC) to provide a comprehensive online performance management system that administers, tracks, manages, and measures performance. An important part of the collaboration with CC will be to include supervisor and employee training to cover the broad topic of employee performance and department/individual goal setting.

Standard 3:9: Study police/security staffing patterns to ensure that sufficient coverage is provided during peak times and events.

At the time the Self-Study Report was prepared, the Campus Police Department provided a certified police officer during the hours of 7 a.m. to 3 p.m., Monday through Friday. During the hours of 4:30 p.m. to 10:30 p.m., Monday through Thursday, an off-duty Maryland state trooper provided security coverage. There was a 90-minute period each day where no officer was on duty.

In November 2006, three tiers of authority were established under the Campus Police umbrella and the number of available officers was expanded to include one uniformed, sworn officer with full police authority; two uniformed officers who took the oath administered by the Clerk of The Circuit Court; and three security officers who each have up to twenty years of police experience and training. Also in 2006, a Student Patrol was established which was staffed by students enrolled in the Administration of Justice Program. These additions provided sufficient staff to supply coverage during all regular hours of operations and special events.

In January 2009, with the support of Senator Donald Munson and the Washington County Delegation, House Bill #361 was introduced in Annapolis. This bill requested the recognition of the establishment of the Hagerstown Community College Police Force. The Bill was passed by both the House and the Senate, and was signed into law by Governor Martin O'Malley on May 7, 2009. The bill became Chapter 0389 and became effective on October 1, 2009. In September 2009, the Board of Trustees for Hagerstown Community College adopted standards and regulations regarding the operation of the police force. Procedures were submitted to and accepted by the Maryland Police Training Commission. One additional position for another full-time officer was approved and additional temporary part-time staff was added. All current officers are seasoned police professionals who deal with everyday events with maturity, sensitivity, understanding, and integrity. The need for additional police services and equipment is evaluated annually during the planning and budgeting process.

In addition to increased staffing levels, several other important improvements have been made to insure the safety of our students, faculty, staff and visitors. During the summer/fall of 2008, a mass notification system was implemented. The College chose e2campus which is a self-service, easy to use, web-based mass notification system which utilizes mobile phones via text messaging, and landline phones via text-to-voice phone call, email, and Facebook. Time sensitive information can be shared with the entire HCC community at once.

Standard 3:10: Explore the feasibility of developing "Student Patrols" in coordination with the Criminal Justice program.

In FY06, a Student Patrol (SP) was established. The purpose of the program is to provide students with campus-based work opportunities and supplemental experience pertaining to their field of study, as well as to provide additional support to the Campus Police and Safety Department. These students are enrolled in the Administration of Justice Program and are required to abide by specific rules and regulations as well as a code of conduct. Over the last five years, approximately twenty-five to thirty students have benefitted from this program.

Student Patrol members work an average of 13 hours per week and are paid following the College's student worker guidelines.

The SP receives general training related to time management, report writing, technology skills, and community and public relations. Patrol members are also provided with more specialized training including:

- Fire extinguisher use, inspection, and management
- Parking control and management
- Traffic direction and control
- Traffic accident investigations
- Roving patrol techniques
- Criminal investigation
- Crowd control certification
- Surveillance
- Finger printing
- Radio communications protocol
- Animal control

The Patrol supplements the services provided by the Campus Police and Safety Office by providing assistance to Police/Security Officers on calls for service and providing coverage for special events on campus. Additionally, they patrol parking lots issuing warnings and citations for violations and gathering statistical data related to lot utilization. Students are also equipped and capable of providing minor vehicular assistance. Other responsibilities include general office support, database management, escorts, fire extinguisher inspections, and recruiting future Patrol members.

Standard 3:11: Provide the Bookstore and food services personnel with training to further computerize their operations.

Several projects have been completed to move these Auxiliary Services to a more automated function. In late 2006, a point-of-sale system was purchased from MBS Textbook Exchange, Inc. This system allows for accurate inventories, provides faster service to our customers, and enhances the book buyback experience for our students. Another aspect of this system is the integration with Datatel and the ability to accept student financial aid as a form of tender. In the past, this has been a manual voucher process. Automation of financial aid vouchers is approximately 95% complete. This feature will streamline the process and provide up-to-date information regarding purchasing to the Finance and Student Financial Aid Offices.

As the College continues to move forward with the implementation of the *Textbook Affordability Act* requirements, additional automation will occur. Currently, textbook information is available online for students and the public to view. The College continues to work toward providing online textbook ordering through the MBS *inSite* System. The goal is for this feature to be 100% operational by Fall 2010. Faculty would also have the option to submit book adoptions online, but extensive training would be required.

A Point-of-Sale (POS) System was installed at both campus food service locations, the Valley Eatery and the Hilltop Grill. This upgrade has improved the efficiency of processing and monitoring sales. The system also permits the operation to monitor inventory and report on trends.

Register programming now can be done globally for both locations, saving time and improving accuracy.

Credit card processing is faster and more accurate with new POS system. HCC can now verify PCI compliance (Payment Card Industry Standards) quarterly to insure that legal regulations are met. This scan is done electronically. The Food Service operation is also utilizing the newly designed College website. Several internal forms are provided online. They include the Catering Request Form and the Valley Eatery Facility Request Form. Plans are underway to post the catering menu online by Fall 2010.

3:12: Explore strategies and opportunities with the Foundation to conduct campaigns to provide additional financial support for needs other than student scholarships.

On June 30, 2005, the HCC Foundation entered into an agreement with The Community Foundation of Washington County, MD, Inc. (The Community Foundation) to become a partner in the Waltersdorf/Henson Endowment Challenge, a community campaign. The Foundation successfully raised \$800,000 which will receive a complete dollar-for-dollar match by June 2011, resulting in a \$1.6 million endowment within the Community Foundation. While funds are being used primarily for scholarships, a small portion funds a new teaching and learning excellence fund. The HCC Foundation was the first of sixteen organizations to meet the match.

The Foundation also completed “*A Real and Worthy Purpose*” Scholarship and Capital Campaign that successfully raised \$4.7 million, to include funding for equipment and furnishings for the renovated Career Programs Building.

Currently, the Foundation is in the planning stages of a drive to equip and furnish the Arts & Sciences Complex. We will be raising funds for the renovated Classroom Building, Science Building (to become the Learning Center), Performing and Visual Arts Education addition to the existing Kepler Theater; and possibly the new construction of the STEM (Science, Technology, Engineering and Math) Building.

Standard 4: Leadership and Governance

Standard 4:1: Fully implement the shared governance system with an annual evaluation of its successes and failures, making changes based upon the findings.

In October 2002, the Hagerstown Community College Governance Liaison Committee was charged with establishing a new shared governance system for the College. In December 2003, the *Institutional Governance and Decision-Making Model* developed by the committee was approved by the HCC Board of Trustees. At the time of the Self-Study process in 2003 – 2004 and the team visit in Fall 2004, the current governance system had been recently implemented. The model created a system that integrates job-based decision making with shared governance, leading to shared institutional decisions and policy recommendations to the President and the Board. Since the inception of the model, thirty-two policies have been developed by governance committees and approved by the Board of Trustees.

The Governance Council is the clearinghouse for shared governance concerns and issues that have a “community of interest.” It ensures that the decision-making structure is working at HCC, addressing concerns while making sure that committees are adequately staffed to study issues and make appropriate recommendations. With its focus on process, the Council assigns issues to the appropriate governance body or administrative unit if an issue is operational; the Council also approves changes to the governance structure. As HCC’s decision-making and governance model has evolved over the last five years, adjustments and revisions to the system, assignments and committee roles occurred as a result of recommendations throughout the year and during the annual meeting with governance committee co-chairs, who represent their committees at the meetings with the Governance Council. The College community also has the opportunity to express opinions and initiate discussion at College open forums, which are a means of sharing information, as well as obtaining input and feedback about concerns and issues related to governance and the College in general.

Since the implementation of the system in 2004, at least once or twice annually the Governance Council meets with the co-chairs of all governance committees. These meetings primarily serve as progress meetings, as a help in facilitating communication, and to identify strengths and areas of needed improvement of the model and process. The co-chairs offer constructive suggestions for improving the governance system, which are documented in meeting minutes and the annual governance reports. Minutes and reports are posted on the College’s website, as well as presented to the Board. Examples of improvements to the governance model that have been made because of feedback over the last few years include:

- Established a website on the College’s Intranet to facilitate communication about governance activities, including meeting minutes.
- Developed, distributed and analyzed annual climate surveys.
- Open forums are viewed as a way to foster communication and are announced via GroupWise to the College community. All employees are encouraged to attend. The format includes addressing questions submitted by employees in advance, which gives executive staff time to research topics if necessary; they also answer questions from the floor.
- as well as answering questions from the floor.
- Joint meetings between the Governance Council and co-chairs have been helpful in facilitating communication and in clarifying assignments.
- Committee minutes were posted to the Intranet upon receipt in the Office of Planning and Institutional Effectiveness.
- The Governance Council more clearly delineated the intent of assignments, particularly if a committee was asked to recommend procedures/guidelines to implement a proposed policy. This has resulted in more efficient committee work and outcomes.
- Based upon a recommendation by co-chairs in FY 09, a more consistent feedback process for informing the College community of Board approved policies was implemented. The administrative co-chair of a committee is responsible for reporting within twenty-four hours the status of recommended policies once they are presented to the Board. In addition, an approved policy is posted on the shared governance website on the Intranet.

Standard 4:2: Continue to administer the annual climate survey, implementing strategies and activities to improve issues identified therein. [Responses tie to Standard 6:1]

An institutional climate survey instrument was developed internally and used annually, with revisions, over four academic years (December 2002, 2003 and 2004, January 2006). The same external consultant compiled and analyzed the results of each instrument and provided reports to the College. The surveys were designed to obtain the opinions of all employees regarding college climate, as well as their perceptions with respect to understanding and prioritizing current issues and participating in governance on campus. Information generated helped prioritize issues to be addressed, guided planning, and promoted further discussion on maintaining areas of strength and improving areas of challenge.

Hagerstown Community College was an institution in the midst of tremendous change during the period of the first two climate surveys. With a transition in presidential leadership at the College just prior to the beginning of the 2002-03 academic year, the surveys in 2002 and 2003 measured employee views and the resulting climate from ensuing changes. With new leadership, there inevitably developed a climate of uncertainty and some uneasiness across the College as well as excitement over the new possibilities for future directions. Results in both surveys disclosed distrust, dissatisfaction, and frustration of employees due to rapid change and workloads from the new initiatives which inevitably accompany a shift in leadership. An additional campus stressor was preparing a Self-Study and the subsequent evaluation team visit.

The 2004 Institutional Climate Survey was administered two months after the Fall 2004 evaluation team visit from the Middle States Commission on Higher Education. Survey results demonstrated a high level of involvement in the Self-Study process of employees across the College, as well as a perception of high value placed on recommendations offered by the evaluation team. Positive aspects of HCC's 2004 climate included a high level of supervisor support for employee participation in College activities/issues, as well as an impressive level of involvement in issues unique to the respondents' particular departments or units. Additionally, the process of preparing for the Middle States evaluation, its positive outcome, and the impact of the evaluation team recommendations likely exerted a substantial positive effect on campus climate at the time of the survey. The success and impact of the Middle States visit, combined with information gleaned from employee groups as part of the 2004 institutional climate survey, proved to be powerful tools in promoting both constructive change and positive climate on campus over time. Overall improvement in employees' ratings of institutional climate suggested the College had the potential to create such a positive work environment. In January 2006, the institutional climate survey measured perceptions of faculty and staff and offered further information on opinions relating to institutional climate, the maturing shared governance process, and employee satisfaction relating to various campus services.

No climate surveys were conducted in 2007 or 2009. The Governance Council was concerned about dropping response rates over time (from a high of 54% to 42%) and was told by employees that they were being surveyed too frequently. It was determined that differences measured annually did not change significantly to warrant expending resources to conduct an annual survey. The Council decided to survey biennially using a nationally normed instrument that provided comparative information to help the College more objectively assess its climate.

In March 2008, HCC employees participated in the National Initiative for Leadership and Institutional Effectiveness (NILIE) “Personal Assessment of College Environment” (PACE) survey. The PACE is designed to assess satisfaction with the College climate, including identifying the areas of greatest satisfaction and priorities for change. Respondents marked their responses on a satisfaction scale ranging from a low of “1” to a high of “5” for the topics/themes of institutional structure; supervisory relationship; teamwork; and student focus. Normed on a national database, overall results for HCC indicated a healthy climate, yielding a 3.51 mean score, indicating a mid-range consultative climate. The highest mean score (3.87) was in student focus and the lowest (3.04) was in institutional structure.

As indicated in all climate surveys to date, some employees, despite being satisfied with the direction in which the College is moving, continue to exhibit a certain amount of distrust and frustration in what is clearly a dynamic and demanding workplace. Nevertheless, it is recognized that there are opportunities to be involved at all levels of the institution, reflecting perhaps improvements made as the shared governance model has matured at the College. Another positive aspect of HCC’s current climate is the high level of employee satisfaction with the majority of campus services.

In March 2010, HCC participated in *The Chronicle of Higher Education’s* “Great Colleges to Work for Program,” a study designed to recognize institutions that have built great workplaces. The survey, designed specifically for higher education, was taken by all full-time employees. This survey measures the strength of certain organizational competencies and relationships that most directly impact and influence an institution’s culture. It is expected that information gained from this survey will help improve the College’s awareness and outcomes by focusing on HCC’s strengths and its weaknesses, as well as strategic planning by benchmarking and peer comparisons. Results will not be available until July 2010.

Continued efforts to discuss employee feedback and address concerns identified in climate surveys are important as the College further develops and maintains a satisfying work environment in which all employees feel valued. Because of climate surveys results, various strategies and activities have been implemented in an effort to foster communication, employee involvement and trust. Some examples include:

- Periodic open forums hosted by executive officers began in 2006 as a means to share information, discuss issues of interest and receive feedback as a way to foster communication and trust. The meetings are announced via GroupWise to the College community and are open to all.
- The President meets regularly with the chair of the Faculty Assembly. The Vice President of Academic Affairs meets regularly with the chair also, as well as periodically with the Faculty Assembly to answer questions and address concerns directly.
- The Employee Newsletter, highlighting professional and personal news and accomplishments, is available to all via the College’s website.
- College governance committee minutes are posted on the shared governance website. Since August 2005, charts of every governance committee’s assignments and progress are posted

on the shared governance website to enhance communication about the governance committees' work.

- Results of institutional climate surveys are shared with the College community via the College website.
- Committees sometimes felt overwhelmed by the number of assignments and committee chairs expressed frustration at the inability to “close the loop” because of time constraints and/or having too many issues that require attention. The Governance Council has improved its prioritization of assignments in the last two years, thereby allowing more manageable committee workloads as committees focus on one or two topics every semester (or annually depending on the nature of the topic) to accomplish their charge and bring closure to issues.
- Committees are designed as cross constituent groups, which includes faculty, administrators, staff and students, to ensure better communication and to discuss and understand differing perspectives, as well as to promote interactions beyond one's constituent group or work unit.
- There is a joint meeting between the Governance Council and all committee co-chairs at least annually to facilitate communication, clarify assignments, and assess the effectiveness of the HCC governance model.
- Based upon a recommendation by governance committee co-chairs in 2009, a more consistent feedback process for informing the College community of Board approved policies was implemented. The administrative co-chair of a committee is responsible for communicating the approved policy to the College community via e-mail within 24 hours of the Board meeting. Since the inception of the shared governance system, there has been a substantial increase in the number of policies developed and approved by the Board of Trustees.
- Individuals are encouraged to serve on only one governance committee due to workload and time constraints. This encourages broader participation from a larger number of employees across campus while ensuring that individuals are not overcommitted.

Remaining challenges that have an impact on the College work environment include:

- Increased/heavy workloads that inevitably accompany multiple institutional opportunities and fast pace, especially during tight economic times, continue to impact morale. Employees continue to seek a work/life balance as they often feel overwhelmed.
- The ad hoc committee “Pride and Recognition” (PAR) Committee, named in July 2004, was charged to design periodic social events to facilitate collaborative and collegial activities between the various campus employee populations and to recognize individual efforts. Events have included Thanksgiving potluck luncheons, employee photo contests, nominating exemplary employees as “PAR Stars,” bus trips to New York City, and holiday luncheons. These activities appeared to have some positive effect in the first few years, but interest appears to be waning as evidenced by declining attendance over the last year. It may be time to re-think this committee's role or to try other strategies.

Regardless of any negative perceptions, employee survey results consistently have shown that employees place high value on innovation and student-centeredness, suggesting that any negative aspect of its climate does not hinder HCC's mission.

Standard 4:3: Strengthen the effectiveness of the Board of Trustees through making their self-evaluation process an annual activity.

Since the team visit in 2004 the HCC Board of Trustees has approved thirty-two Board policy recommendations that have come through the shared governance structure via recommendations from the HCC President. In addition, the trustees have adopted annual performance self-evaluation reviews using various governing board assessment instruments. All trustees participate in the annual self-assessments and value the insights that these self-reviews provide for Board development.

Standard 4:4: Develop and implement an improved orientation process for new trustees.

Since completing the self study in 2004, the Board orientation process has been formalized and expanded substantially. All new trustees are given various orientation materials, including external publications and state statutes that outline their role as a trustee and best practices for public governing boards. In addition, all new trustees go through orientation meetings with each of the College's executive officers who review their areas of responsibility and explain college operations and how things get done. The new trustees also meet with the Board chair and the College president to review specific trustee procedures, committee assignments, and the Board's annual self evaluation process as well as how the Board evaluates the president. All new trustees provide the chair and the president an assessment of their orientation, complete with suggestions for improvements which help shape further refinement of those protocols that are most effective in getting a new trustee up to speed.

Standard 5: Administration

Standard 5:1: Address the disagreements and misunderstandings between the faculty and the trustees through shared governance policy development and continuation of open discussions between the faculty, the administration and Board.

Although the HCC faculty was discussing collective bargaining during the last Self-Study period and during the Middle State Team Visit, since 2004 there has been no active movement by the HCC faculty to take the necessary formal steps with the County Commissioners and State Legislature that are required in Maryland for the unionization of public employee groups. Since starting his tenure at HCC in 2002, the current College president meets with faculty leaders and representatives each summer, and more frequently if needed, for a meet and confer retreat where faculty surface issues they would ask that the administration help them resolve in the upcoming academic year. Such issues as faculty evaluation, promotion criteria, and professional development standards and procedures are discussed and placed on an action agenda for the year. Over the five years since the team's visit, many faculty / administrative issues have been studied and resolved through this collaboration model. There is no formal active movement today by the HCC faculty to seek collective bargaining authorization.

Standard 6: Integrity

Standard 6:1: Develop specific action plans to address concerns related to trust and communication. [Responses tie to Standard 4:2]

Continued efforts to discuss employee feedback and address concerns identified in the Self-Study and verified by climate surveys are important as the College further develops and maintains a satisfying and positive work environment. Various strategies and activities have been implemented over the last few years in an effort to foster communication, employee involvement and trust. Strategies for improving concerns related to trust and communication were addressed in Standard 4: 2. Because of the interrelation of Standards 4 and 6, examples given in Standard 4:2 will not be repeated here unless additional information is provided.

One of the first steps in building trust is the fostering of positive communication. Many of the strategies have been developed through recommendations in climate surveys and through the shared governance system because of its inclusive and participatory nature. The Self-Study recommendations and climate surveys results helped the College develop and implement mechanisms and action plans to ameliorate these concerns in this dynamic and demanding environment.

In addition to the response to Standard 4:2, additional strategies to enhance communication and trust include:

- The chair of the Faculty Assembly sits on the Academic Council and the President's Cabinet with executive staff. He meets regularly with the President, as well as with the Vice President of Academic Affairs, and attends monthly Board meetings.
- Most ad hoc and standing committees are designed as cross constituent groups (including faculty, administrators, staff, and students) to ensure better communication and to discuss and understand differing perspectives, as well as to promote interactions beyond one's constituent group or work unit.
- Open meetings are a fundamental component of successful governance. Anyone from the College community, including students, is welcome to attend most meetings. An exception may be made when the need for a closed meeting arises to address concerns of a single constituent group. Public Board meetings and all unit planning meetings are open.
- College colloquia, open to all employees, are held during workshop weeks twice a year. The President and other executive staff report on items of campus interest. Additionally, the President gives an annual State of the College address.
- The Vice President of Academic Affairs attends monthly divisional meetings on a rotating basis.
- Each summer, the President, Vice Presidents, and Director of Human Resources meet with faculty representatives at a one-day retreat. The past several summer retreats have resulted in the resolution of many items of concern to faculty. The climate of these meetings has proven to be collegial and cordial.
- The Vice President of Academic Affairs meets with the entire faculty during each semester's workshop week to update faculty on new initiatives and discuss issues of

concern of concern to faculty members. There are generally three such meetings each academic year.

- The Employee Newsletter is available to all via the College's website.
- Minutes of President's Cabinet, Faculty Assembly, Board of Trustee meetings, governance committees and councils are posted on HCC's website. Division minutes are e-mailed to appropriate individuals.
- The Community Report Card is an internal and external communication tool that focuses on curriculum updates and enrollment changes, construction projects, and other initiatives of the College.
- The HCC Code of Trust defines the type of culture needed at the College to ensure the continued success of the shared governance system and is integral to examining and using the results of the survey in the manner most effective for improving institutional climate. All new employees are expected to sign the document as part of governance system to demonstrate their commitment to collaboration, quality working relationships, and shared governance.
- Campus events/activities are posted on the website, as announced via e-mail.

Standard 6:2: Develop academic policies on academic integrity issues of copyright infringement, fair use, adherence to software and database license agreements, the legal and ethical use of college computer resources, and intellectual property rights defining ownership of online course materials.

As a matter of practice, the College works to adhere to the tenets of fair use as laid out in section 107 of title 17 of the US Code. Functional units such as the Library and Reprographics have collaborated several times on procedural issues regarding individual copying requests from faculty and staff. One such collaboration resulted in a statement to be used by Reprographics to warn faculty of potential copyright issues in course material (Repro Copyright Disclaimer, attached). Additionally, the Library maintains standard signage in appropriate areas for notification of students, staff, and the general public.

Responsibility for licensing compliance with software and databases lies in different areas. The College's Information Technology (IT) unit is responsible for products used campus-wide such as operating systems and productivity software, and also for multi-license packages of titles purchased in support of specific courses (e.g. CAD programs). IT is also responsible for general networking systems, ancillary products and services, and the uses thereof. Various other operational units may occasionally purchase individual licenses of particular software for use by a staff member in his or her work capacity, and compliance then lies with the unit that made the original purchase.

The Library maintains responsibility for database products (also known as electronic resources) typically containing previously published material, as well as some back-office management systems. The Distance Education and Learning Technologies units are responsible for the course management system used by the College. In each case, the unit responsible works with the system or resource vendor to develop an appropriate license agreement and thereafter works to maintain compliance by all users of the products. No formal policy has ever been

developed in this area as it is well understood that complying with license agreements is in the College's best legal, financial, and educational interests.

As mentioned above, the IT unit has primary responsibility for the use of campus-wide systems such as networks and productivity software. One aspect of this responsibility is to enforce the College's Code of Student Conduct as it relates to the use of computers and computing services, as outlined in section 3(C) on page 35 of the Student Handbook. Acceptable use policy also extends to employees of the College, as well as members of the public who may make use of campus resources such as those housed in the Library. Use policies are developed through the medium of Governance Committees and standing bodies such as the Technology Planning Council.

Ownership of intellectual property is one area that has yet to be addressed in a formal policy document. There are multiple reasons for this, but one of the major reasons is as follows. Faculty have used, and are increasingly using, material provided online by textbook publishers. In many cases, this material is contained within a publisher-controlled web site that is protected by a login/password system where specific identifiers are issued to students once they have purchased their texts. Other materials are provided for adaptation within the College's course management system following formal adoption of a given textbook. In the first case, College personnel and students have no access allowing them to make any edits or copy any material to another location than the publisher-controlled web site. In the second case, publisher-supplied materials come with copyright statements embedded where they may be clearly seen by all parties and with specific license agreements to which the faculty must and do adhere.

Additionally, the College has not created and/or adopted a formal policy covering the creation of original material by instructors. Inasmuch as creating study materials for an HCC course falls well within the scope of employment of faculty members, such materials are deemed College property under the "work-for-hire" provisions of section 101 of title 17 of the US Code. This interpretation is well supported in general practice and case law, and may be found also in the text of Circular 9 published by the US Copyright Office (available at <http://www.copyright.gov/circs/circ09.pdf>).

The College has computer use policies in place for all student labs, college personnel, and public use computers.

Standard 6:3: Display the Computer Code of Conduct in all instructional computer labs with strict enforcement of established guidelines.

The College continues to refine policy language related to the Acceptable Use of Computer Systems & Networks. It is planned that the next publication of the College Catalog and Student Handbook will include the complete policy language.

Currently the Acceptable Use of Computer Systems and Networks is posted in some computer labs. During Summer 2010, the IT Department will be implementing student logins. Once this project is completed, students will be required to login to both the wired and wireless networks and agree to abide by this policy to gain access to the systems. If the student declines, he/she will be logged off the system.

In addition to the acceptable use policy, all computers are now configured to go directly to a “pop-up” message when users attempt to access inappropriate websites. The message is as follows: “You have reached this page because the site that you are trying to access contains adult oriented material. The computers and networks at Hagerstown Community College are primarily for work and academic use. If you think you have reached this page in error please send an email with the site you are trying to reach to filter.report@hagerstowncc.edu . Do you wish to continue?”

The College does not restrict access to websites in order to continue to provide an atmosphere of academic freedom. Files and e-mail messages created or stored on College information systems are the property of the College. Users are cautioned that they should not expect files or e-mail messages stored on College equipment to be private. The College may monitor, audit, and review files, directories, and communications to maintain system integrity and to ensure that employees and students are using the system in accordance with College policies and applicable federal and state laws.

HCC considers any violation of this policy to be a serious offense. The College reserves the right to copy and examine any files or information residing on College computer systems and networks allegedly related to unacceptable use and to protect its systems and networks from events that threaten system integrity. Violators are subject to disciplinary action as prescribed in the Student Code of Conduct and the Employee Handbook. Offenders may also be prosecuted under applicable federal, state, and local laws.

Standard 6:4: Collect and evaluate information that more clearly assesses the College’s most effective sources of advertising.

In addition to direct mail marketing through the production and mailing of the printed class schedules, the primary advertising methods for HCC include radio, television, newspaper, and websites. In recent years, the number of radio listeners and TV viewers of the stations used by HCC has increased, while the number of newspaper readers has decreased. As such, the advertising presence on radio and TV has remained the same or increased slightly, while the advertising presence in the local newspaper has been reduced. As community-based websites have grown in the number of users, the allocation of advertising dollars for them has also increased in order to reach the largest audience possible. Circulation numbers for the primary radio, TV, and newspaper used by the College are evaluated annually as part of the unit planning process to determine if they remain viable sources.

The Public Information and Government Relations (PIGR) department also monitors student responses to a question on the admissions application that asks what factors influenced their decision to apply. This impact on advertising placement is analyzed annually during PIGR’s unit planning meeting and line items adjusted accordingly. The top influence on decisions to apply in both 2005 and 2010 was family and friends. High school visits by a representative of HCC ranked second in 2010 and third in 2005. Recommendations by counselors ranked third in 2010, up from sixth in 2005. Mailings in 2010 ranked fourth in influence, up from tenth in 2005. These are positive indications of the efforts of the College’s recruiter through school visits and

relationship building with school counselors, as well as the increased influence of the printed schedule that is mailed to the community and the Learning Community initiative with the public schools. The information also supports a decline in the influence of newspaper advertising, which dropped from fourth in 2005 to sixth in 2010.

The influence of the Web showed a significant drop from a high ranking of second in 2005 to eighth in 2010. The current number of website visits does not support this, however, as the website is currently averaging approximately 5,000 visits per day, compared to approximately 1,600 visits per day in 2005. The PIGR and admissions staffs are analyzing possible reasons for this shift and will subsequently develop strategies.

Standard 7: Institutional Assessment

Standard 7.1: Create in the Office of Planning, Governance and Research (Now Planning and Institutional Effectiveness [PIE]) a central repository for all campus effectiveness and outcomes assessment data.

The College has largely implemented this recommendation. A database has been established which stores effectiveness indicators and their associated values over designated time frames, for each unit on campus. As a component of the annual unit planning cycle, updated data is collected and a report of previous years' indicator values is produced. With regard to outcomes assessment, a second database has been established which indexes outcomes, as well as the description, current status, and result summary (where applicable) for outcomes assessment projects. The database supports longitudinal tracking at the course and program levels, but does not incorporate the direct storage of outcomes assessment data. While much outcomes data is maintained in a PIE database, the next step in the evolution of the institutional effectiveness model is to incorporate remaining outcomes data (primarily health sciences) within the next two years.

Standard 7.2: Create more uniformity in data collection practices, as well as databases, which will allow more complete and comprehensive analysis regarding institutional effectiveness and productivity.

To date, the College has not fully implemented this recommendation. As part of the institutional effectiveness model, PIE collects and presents much outcomes information in a standard format (productivity reports that are reviewed and discussed at annual unit planning meetings). The procedures and methods for collecting, storing, and analyzing such data are centralized. However, there is decentralization as some data collection methods and analysis vary across departments depending on the nature of the division; for example, general education and career programs differ when it comes to data needs. Some faculty are reluctant to centralize and yield "ownership" of their projects' data and analysis. The institutional research component of PIE is often involved to varying extent and understands that "one size" does not fit all in terms of outcomes assessment measures and reporting. Indeed, "uniformity" in this sense may be too rigid and limiting as buy-in to the SLOA model is critical and continues to evolve.

Standard 8: Student Admissions and Retention

Standard 8.1: Develop strategies to identify and market to students who are undecided about their career goals.

Career planning is considered to be an effective intervention to improve retention and program completion rates at community colleges. The College has implemented a number of strategies which are addressed as early as the admissions process and continue through the student's academic coursework. The current and recommended strategies that help to identify and market career exploration and planning to undecided students are listed and discussed below:

- **Creating the Student Support Specialist Position**

The Student Support Specialist serves as a part-time career counselor (12 ½ hours per week) and discusses career options with students using inventories (i.e. personality and skills assessments) to assist students in making sound career decisions. The Student Support Specialist also serves as the Pre-Nursing/Nursing Advisor (25 hours per week) and meets with students who may need career counseling if they are not admitted into the highly competitive nursing program. The Student Support Specialist has also taught the College level course "Career Planning (STU-102)". In the past, the Career Development Specialist (title of the position that was later changed to Student Support Specialist) worked part-time in the Career Center, but now he works on a full-time basis both in Academic Advising and in Nursing. This arrangement makes him more accessible to undecided students.

- **Adding an Undecided Major Option on the HCC Admissions Application**

HCC has now added an Undecided Major option (AS.UND) for students who are truly undecided. In the past, most undecided students would select General Studies (AA.GST), Arts and Sciences (AA.ASC or AS.ASC), or Non-Degree/Non-Major (NDG.NOM). It was challenging to identify the undecided students in the categories above, because not every student in these majors was undecided. Since HCC now has a more accurate record of undecided students, it is easier to market career planning services to them. Students can only remain in this major for up to 30 credits. At that point, they are contacted to meet with the Student Support Specialist to choose an appropriate major.

- **Initiating Mail and E-mail Outreach to Undecided Students**

The Student Support Specialist sends letters and e-mails to all students listed as Undecided to verify that they are undecided and to refer them to career development resources. In addition, academic advisors refer undecided students. In the past, undecided students were expected to initiate contact with the part-time Career Development Specialist.

- **Providing Professional Development in Career Programs and Career Counseling for Academic Advisors**

The academic advising department currently meets on a weekly basis with faculty and staff of career-based programs to learn about current local career information (e.g. salary, job opportunities, and local employers). The full-time advising staff uses this information to

assist students in choosing appropriate academic programs based on their future goals. In addition, the advising staff is learning how to counsel undecided students so that they can provide more comprehensive academic advising.

- **Implementing Career-based Assignments into Developmental Courses**

This strategy is being piloted in the Spring 2010 semester with developmental English (one class section each for ENG-098/ENG-099/ENG-100). Students will complete different career-based assignments determined by English skill level. This could become one of the most effective strategies, since many developmental students are undecided and at-risk in regard to retention. By having this population as a “captive audience,” the HCC Developmental Faculty and the Student Support Specialist can encourage students to take ownership of their career decisions with the appropriate assignments. By the Fall 2010 semester, the plan is to train developmental faculty to use these career-based assignments in all of their classes and curriculum, while consulting with the Student Support Specialist.

- **Hosting and Promoting a Career Development Week**

HCC has been active in hosting and promoting “National Career Development Week” in November of each year. The Fall 2009 week proved to be HCC’s best planned week to date. Students were encouraged to complete the Myers-Briggs Type Indicator and participate in HCC’s version of “The Amazing Race.” Students were given clues that required them to research and visit different classrooms and career areas on campus. The week provided much fun and excitement about the many career choices on campus.

- **Encouraging use of Career Development Website and Choices Planner**

In the past year, HCC has revamped its website and the Career Development page has become more user-friendly. Information about Career Services, useful websites, and contact information are easily found on the webpage under academic advisement. Furthermore, detailed directions to using Choices Planner (online career resource) assist students in choosing appropriate career goals.

- **Evaluating the Results of the Strategies related to Career Exploration and Planning**

Students who participated in any of the strategies described above should complete a survey at different points in their academic programs, i.e., immediately following the activity, after completing 15 credit hours, 40 credit hours, and program completion. Students who are no longer attending the College should be located and interviewed.

Standard 8:2: Market internship and job placement services more effectively to students and local employers and systemize delivery of career planning services to better serve students.

In 2008, HCC transitioned from a Career Center model offering centralized services to a more fully-integrated model incorporating career counseling into the Academic Advising unit and creating an Internship and Job Services Office. This change has provided greater student access to career counseling services with increased proximity to advising/registration while also enhancing awareness of experiential education on campus. Experiential education is positively correlated with retention in most studies reported in the professional body of literature.

The Internship and Job Services Office is staffed by one full-time employee (Workplace Learning Advisor) and student worker support. The Workplace Learning Advisor is the key campus representative for Internship Education and, as such, serves as a liaison to faculty, students, and community employers to coordinate and develop student internships. This position is responsible for verifying student eligibility, career development/professionalism advisement, coordination of site placements, and registration, as well as offering assistance in finding related employment.

In 2009, the Internship and Job Services Office developed a multifaceted marketing approach with an online emphasis that targeted students, faculty, and employers. A comprehensive website was created providing students with access to a variety of internship and employment resources. The internship program information available online includes eligibility guidelines, an application, internship opportunities, a learning contract, and a handbook. Other marketing efforts include web features on the College's homepage, events listed on the web-based campus calendar, Facebook, and Twitter announcements regarding on-campus recruiters, and a newly created blog. In addition, campus posters, advertisements in the schedule of classes, a listing of recent internship sites in the College view book, and classroom presentations have also been created.

Throughout the year, several specific events are held to provide students with additional career development and internship resources. National Career Development week has been celebrated on campus offering students the opportunity to take the Myers-Briggs Type Indicator (MBTI), meet with the career development specialist to discuss career options, and learn about various internship and career resources. Also new this year, an internship fair was coordinated for HCC students to meet and network with prospective employers. An internship recognition luncheon has been held each spring for the past four years, honoring students, faculty, and employers who have participated in the program. This also serves as a networking opportunity for faculty to learn about additional internship opportunities and for students to gain experience attending a professional business luncheon. Lastly, a satisfaction survey has been designed and is mailed to all interns at the end of the semester to obtain feedback on their overall experience. In Fall 2009, the survey was expanded to include employment questions, including whether or not the student would like assistance in their search for employment. The office then arranges for individual appointments providing additional résumé and job search help.

Employment related resources are available to students online, in a one-on-one appointment with the Workplace Learning Advisor, and via Job Fairs and on campus recruitment visits. College Central Network (CCN) provides students and alumni 24/7 online access to employer postings for area jobs and internships. In 2008 all job postings were available via CCN and the on-campus job board was discontinued. Since that time, 564 jobs/internships have been posted on CCN and 826 students have registered to use this service. Beginning in 2009, internship opportunities were added to CCN, providing students with greater access.

The Internship and Job Services office also works with the local One-Stop Job Center and Herald-Mail Newspaper to coordinate campus job fairs. This spring's fair was a combined career and job fair, hosting employers and academic departments, which served job seekers and individuals looking to continue their education. A total of 37 employers and 25 HCC career

programs were represented. Job seekers in attendance totaled 805, with 83 of those being HCC students.

Enrollment in internships has held steady over the past four years, despite changes in academic programs, with 56 internships in FY 07 to 57 internships in FY10. All students seeking an internship were successfully placed with a site. Trend data indicates that over 93% of those students completing internships actually have an internship included in their program of study as either a requirement or an elective. Recently, as new career programs have been added, internships are being incorporated wherever possible, such as in the new Biotechnology and Pharmacy Technician programs, where there were a combined twelve internships in FY 10.

During the past academic year, the Technology and Computer Studies division placed more than twenty students in internship experiences. The Mathematics and Science division offers internships in biotechnology, pharmacy technician, and mathematics. The Health, Physical Education and Leisure Studies division offers multiple internships in athletic administration, sport coaching, and teaching. The Behavioral/Social Science and Business division offers internships in Administration of Justice (which discontinued its internship requirement in 2009), Human Services, Paralegal, Business, Early Childhood Education, and Psychology. All Education programs and the Human Services program also require observation hours.

The chart that follows shows internship enrollment data for FY 07-FY10.

**Internship Enrollments
FY 07 – FY 10**

	FY 07	FY 08	FY 09	FY 10	Total
Internships	56	46	56	57	215
Internships included in program of study	51	42	54	52	199
Percentage of internships included in programs of study	91%	91%	96%	91%	93%

Since many students are referred by faculty and advisors, developing opportunities for the Workplace Learning Advisor to meet with faculty on a regular basis has been extremely beneficial. Attendance and presentations at academic departmental meetings, career program advisory council meetings, and individual internship orientation sessions with new faculty have proven to be successful. New this year, an internship session was offered during the faculty workshop program which highlighted the internship process, as well as the reasons why experiential education benefits the student in today's world.

Future plans include moving the office of Internship and Job Services into the same building as Academic Advising for greater student access. In addition, an online Student Services area is being created, where student ambassadors will be available to assist students with College Central Network services, as well as other online programs.

Related internship information can be found in Standard 13.3.

Standard 9: Student Support Services

Standard 9:1: Develop, in cooperation with various developmental faculty, a combination study skills/math/writing/reading center, to enable students, particularly those at risk, to receive assistance in a variety of courses.

HCC established the Student Success Center (SSC) in FY 06. With strategic additions made over the last several years, the SSC professional staff now includes two full-time Developmental English Instructional Assistants, one full-time Developmental Mathematics Instructional Assistant and one part-time Developmental Mathematics Instructional Assistant, and several student tutors. The staff in the Science Learning Center has been available prior to FY 06 and continues to provide academic support services. Now under an umbrella known as Learning Centers, these academic resource centers are committed to providing high quality experiences and a caring environment to help students improve their academic performance. They include: the Computer Learning Center (an open lab for all HCC students enrolled in computer technology classes), the Math Learning Center (an open lab for all credit-level mathematics students), the Science Learning Center (an open lab for all students taking courses in the Science disciplines), and the Student Success Center (designed to assist all students seeking successful completion of their programs at HCC).

The Learning Centers are places where students study and complete assignments. Small group study sessions may be conducted by instructional staff, tutors, or peer students. In addition, all tutoring occurs in the appropriate subject learning center. Instructional staff and peer tutors are available in each center to work with students in the major disciplines of English, Math, Information Systems Technology, and Science. SSC staff members provide support to students and respond to faculty requests within multiple disciplines. The SSC staff also offers workshops on APA formatting for various courses, ESL language acquisition skills, and responds to all requests made by faculty to assist them in providing academic support to their students.

The new Arts and Sciences Complex will include an entire building (renovated science building after new STEM building is completed) devoted to developing students' skills and success in both developmental and credit classes. The new STEM building will also have a math lab with 40 stations to enable students and faculty to work more efficiently.

Standard 9:2: Develop an evaluation system for Student Services to yield outcome assessment results and student satisfaction ratings on a regular basis.

Students and staff are asked to rate their satisfaction with student service areas on an annual basis. The Community College Survey of Student Engagement (CCSSE) is administered in even

years (2006, 2008, 2010), and online satisfaction surveys designed by Planning and Institutional Effectiveness (PIE) are administered to students and staff in odd years (2007, 2009).

PIE Satisfaction Surveys

The response rate for the faculty and staff satisfaction surveys relating to student services was acceptable at 43.4% in 2009 and 33.2% in 2007. Faculty and staff tended to rank the following services highly in both years: CLC (Children's Learning Center), Records, Student Activities, ARCC (Athletic and Recreational Community Center), JTSR (Job Training Student Resources), and Registration. The student services area that ranked lowest in both years was the Information Center (Call Center). Since the response rate for the student survey in 2009 was very low at 13.4%, the results are not considered to be representative of the student body. Our goal is to increase the response rate for the student survey in 2011.

As a result of the staff's lack of satisfaction with the Information Center, several corrective actions were undertaken in the area and eventually it was reconfigured. The position of switchboard operator was eliminated. The center is now staffed with three customer service representatives who are trained to answer most of the caller's general questions about College events and processes and also to explain how to navigate the College website. In addition, they have good customer service skills expected by our internal and external customers. One of our expected outcomes for the area is to decrease the number of calls transferred from the Information Center to other campus extensions. With the new focus for the center, we expect that the Information Center will receive a higher rating in the 2011 staff satisfaction survey.

Community College Survey of Student Engagement (CCSSE) Satisfaction Surveys

The CCSSE focuses on institutional practices and student behaviors that promote student engagement which is important because of its positive correlation with academic success and program completion. The survey asks students a combination of questions relating to student use, satisfaction, and importance of student services. Results for all community colleges surveyed usually indicate that academic advising/planning and computer labs receive the highest ratings. The results for Hagerstown Community College demonstrate that our students rated academic advising/planning and, for full-time students only, transfer credit assistance significantly higher than students attending comparable colleges. The significance level is at the $p < .001$ and the effect size is greater than .2, which indicates a magnitude in the difference in average scores between HCC students and students from the other comparison groups. In 2008, the scores for academic advising/planning and transfer credit assistance were also high but did not reach the significance levels and effect sizes of the 2006 scores. There were no low scores that were considered to be statistically significant in the student services categories either year.

State Student Learning Outcomes Project in Student Services

In FY2004, the affinity group for deans and vice presidents of student affairs launched a statewide outcomes assessment project for specific student services areas. The attendees agreed that the stated outcome should be self-directed learners. Each of the following affinity groups established specific goals relating to the general outcome by September 2004, such as:

- Advising – students will use Web Advisor tools to set up educational plans and to register
- Financial Aid – students will apply for financial aid before the priority deadline
- Admissions – prospective students will apply for admission and register for courses
- Student Activities – students will create portfolios of their co-curricular experiences
- Athletics – student athletes will exhibit good sportsmanship
- Career Center – students will be aware of career services

The following student services did not participate because they did not have recognized community college affinity groups in the state: Children’s Learning Center, Disability Support Services, Job Training Student Resources, and the Fitness Center.

As a result of this conference, important improvements were made at the College as part of this effort and are continuing. In Financial Aid, there was a 40% increase in the number of students who completed their FAFSAs by March 1, 2005 and an additional 21% increase by March 1, 2006. The strategies developed at that time are still being used: a financial aid information night on campus, FAFSA help sessions in computer labs on campus, and targeted marketing via an e-mail and postcard campaign.

In Academic Advising, there was a baseline established in terms of tracking the following progressive Web Advisor skills displayed by students: log on the computer, find degree audit, identify general education requirements, identify program requirements, and determine what remaining courses are required to graduate. Currently, except in periods of peak registration, students are asked to demonstrate their skills and then the advisor enters the highest skill level for each student in a database created for this purpose. Then the advisor teaches the student the skill that he or she could not do. The results have been affected positively by the College’s move to primarily online credit registration for new students via Web Advisor for Fall 2009. A space in the building which houses advising, financial aid, and registration has been identified as an online scheduling assistance center. Student ambassadors will assist students in scheduling and registering online and also teach them how to use other online student services in that area.

All of the Student Government Association officers assembled portfolios that included their roles in event planning and project development. They were able to receive recognition for their portfolios at a Student Affairs Council meeting in Spring 2006. Currently, there is no interest in creating portfolios among our SGA officers.

HCC’s athletic program has not had a problem with good sportsmanship, but it adopted the goal of promoting the value of good sportsmanship by making an announcement before each game regarding the importance of sportsmanship and expectations of student athletes and the audience in regard to respecting officials. Only one student athlete was dismissed from a baseball game in the last four years.

The Career Center initiated an awareness campaign by conducting in-class marketing presentations, advertised job and internship openings to classes most suited for the positions, distributed flyers/posters/mailers, conducted in-class workshops in résumé-writing and interviewing skills and hosted general and targeted job fairs. The current marketing of career

services reflects the reorganization of the Career Center, which moved Career Counseling to the Academic Advising unit and created an Internship and Job Services Office.

Admissions attempted to move from a 55% conversion rate of applicants to students to 65% in the fall semester. To accomplish that goal, Admissions focused on improvements in the frequency and quality of communications with prospects and applicants, on-site enrollment at the high schools, the number of personal interviews with prospects and staff training. Unfortunately, the conversion rate has not increased. It became evident that the 65% conversion rate is not realistic. The goal for FY11 is to increase the yield rate of applicants to enrolled students to 57% in the fall and 48% in the spring. In addition, the focus has evolved to reviewing yield rates for specialized groups of students such as recent high school graduates, minorities, and those aged 55 yrs. and above. The College uses communications management to send out periodic mailings and e-mails to applicants until they become enrollees.

While the statewide project is no longer in operation, the project provided many benefits such as engaging all student affairs administrators in learning about the process of student learning outcomes assessment. Since the general outcome was stated as self directed learners, student affairs administrators began to think of themselves more as teachers instead of service providers.

Standard 10: Faculty

Standard 10:1: Consistent with the 2012 strategic plan, hire more full-time faculty as enrollments increase to maintain current student-faculty ratios. [Strategic Goal # 6.1 - Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff (2012 Strategic Plan, p. 20)]

The student: faculty ratio following the self-study visit in FY 05 was 15.4:1. In FY 09 the ratio was 16.6:1. After much analysis and review at unit planning meetings and executive retreats, the administration decided that the student: faculty ratios needed to gradually increase to enhance the College's financial viability. A multi-year institutional priority for the last three years has been improvements in enrollment management, including improving master class scheduling and related instructional facilities usage. For the most part, small sections have been eliminated or merged/realigned to create better faculty load balance. Additionally, in FY 10, an institutional goal has been to increase enrollments in under-subscribed programs.

Consistent with the College's annual plans and 2012 Strategic Plan, new faculty have been hired or some faculty positions reallocated to handle growing enrollments that matched program growth. At the time of the Self-Study, there were 62 full-time faculty. In the FY 09 Plan and Budget, there were 86 budgeted faculty positions, including three that were grant funded. Between FY 04 and FY 09, HCC also hired six temporary senior lecturers to help deal with increasing enrollment. During that same period, there were 23 faculty retirements or resignations.

Standard 10:2: Conduct a study of the teaching and support staff positions in the divisions to determine appropriate staffing levels, then fund and staff positions.

A comparison across academic divisions revealed that the staffing of office associates is equitable in that each division has one support staff person per division chair with, for the most part, similar duties. Staffing patterns of full-time and adjunct faculty demonstrate a greater reliance on adjunct faculty in some divisions than in others (range 32% to 86%). A study of course sections offered in the Fall 2009 semester revealed that three campus academic divisions rely most heavily on the use of adjunct faculty. In the Developmental Education and Adult Literacy Services division, 69% of course sections were taught by adjunct faculty; the Health, Physical Education and Leisure Studies division relies on adjunct faculty to teach 86% of course sections; and the English and Humanities division use of adjunct faculty rate was 63%. The numbers may fluctuate somewhat from semester to semester. More work needs to be done to ensure greater equity, and new full-time faculty positions in the three divisions bearing the greatest burden of adjunct faculty use will have to be a priority.

The Human Resource Department is working to establish a methodology to determine staffing levels based on Student Enrollment/FTE numbers. The goal is to align the annual Unit Planning Process with projected growth numbers.

Standard 10:3: Improve the processes to identify and deliver faculty professional development programs, especially in the areas of outcomes assessment, information literacy, instructional technology, distance education, and student workplace learning.

HCC's workshop agendas have been modified to provide in-house professional development led by faculty. Workshops have included sessions on best practices in online teaching, fostering critical thinking in the classroom, webcasting 101, diversity in the classroom, using iPods and webcams, internships, and other topics of interest to faculty. Divisions are also using webinars for targeted professional development activities, and are teaming with the local school district to offer joint professional development with K-12 teachers. HCC has also provided more professional development for adjuncts, sponsoring several to attend an annual statewide conference, and funding smaller requests for individualized professional development. The TCS division uses Lynda.com for training, webinars from Prentice-Hall, and workshops, seminars, and graduate classes from the CyberWatch consortium. The College also provides SLOA training in an orientation for all new full-time faculty. All full-time faculty also write annual professional development plans.

The faculty relationship with and professional development for student workplace learning have evolved over the past few years. As noted earlier, the College has moved from a Career Center model which combined career counseling, internships, and job placement to an Internship and Job Services Office which primarily focuses on internships. The Workplace Learning Advisor is the key campus representative for Internship Education and, as such, serves as a liaison to faculty, students, and community employers to coordinate and develop student internships. This advisor collaborates with faculty to promote student success throughout the entire workplace learning experience and also attends career program advisory council meetings with local business leaders. The Workplace Learning Advisor for Internships serves all students and programs at the

College except for those in the Health Sciences Division. Another Workplace Learning Advisor coordinates student placement in externships and provides similar services to students and faculty in Health Sciences.

For additional information, please refer to Standard 8:2.

Standard 10:4: Examine courses taught by full-time and adjunct faculty for comparability of rigor, outcomes, and student success and provide professional development accordingly.

Every course, whether taught by a full-time or an adjunct instructor, has common student outcomes. With this as a foundation, the College's goal is to provide equivalent rigor and comparable student success. To assist in the process, all sections, except for very low-enrolled sections, are student-evaluated every semester. Supervisor evaluations are conducted yearly for all part-time and non-tenured full-time faculty. In the English and Humanities division, composition instructors meet regularly for norming sessions to improve grading consistency and the validity of the common rubric. Music and art courses have common outcomes and assessment tools. Instructors also meet regularly to discuss curricula and grading. History courses have been aligned to reflect primary source analysis and critical thinking. The TCS division ensures that faculty meet certification guidelines and are up-to-date in skills. BSS/BUS uses common syllabi across the division and common assessments in Psychology 201 and Economics 201/202, and faculty are developing them in Sociology 101 and Political Science 101. Full-time and adjunct Mathematics instructors meet to review and ensure comparability, as do Nursing and Radiography full-time faculty and clinical adjuncts.

Standard 10:5: Spread faculty non-teaching and service responsibilities among all full-time faculty such that a minority of the faculty are not carrying a majority of the faculty non-teaching duties."

HCC has hired many new faculty, hence more newer faculty have stepped into leadership roles. Program coordinators have been given release time to perform their duties in accordance with a data matrix that delineates their responsibilities.

Standard 11: Educational Offerings

Standard 11:1: Design the new Curriculum Development and Review Committee's procedures to reflect Maryland Commission on Higher Education (MHEC) requirements so that one proposal could be submitted to both for approval.

The curriculum committee has revised its documents to incorporate some MHEC proposal requirements, but MHEC program proposal requirements that extend beyond curriculum matters have not been incorporated into the College's curriculum development and review process.

Standard 11:2: Implement Standards and Quality Indicators for Career Program as part of the unit planning process.

HCC has developed generic program standards for all programs including both transfer and career. Program standards will be integrated into unit planning through the program review process. In addition, HCC has established draft course standards that will be used across divisions to assess the rigor and quality of courses. Program and draft course standards can be found in Appendix 3.

Standard 11:3: Establish and maintain equal levels of academic rigor in all course and program areas.

In order for a satisfactory level of academic rigor to occur, faculty must expect their students to demonstrate content mastery along with applied skills and critical thinking about the subjects being taught. In the past five years the College has undergone tremendous growth in new career programs and new courses. Throughout this growth period, many new career program faculty have been hired to teach the new curricula. Often these individuals have come from workplace settings and are new to academia. All new faculty need to be provided with a thorough grounding in every aspect related to teaching and learning. Professional development opportunities are available, but often are not targeted at the foundation level of curriculum development, classroom management skills, time management, and working with, in some instances, underprepared students. The greatest support for these new hires comes from their direct supervisors – the division chairs and directors. During this same time period, three-fourths of division chairs and directors have changed. They, too, are on a steep learning slope and do not, in every instance, receive the management training they may need. Such a period of great growth and change often leaves scant time for addressing the very important professional development needs of all in a comprehensive way.

An institutional priority for FY11 is to implement an employee professional development initiative called “Closing the Gap.” Executive officers will establish professional development target areas for their units. Funding will be allocated for such faculty and middle management professional development as mentioned previously. In academic affairs, more effort will be focused on ensuring that faculty (full-time and adjunct) are provided with more and better professional development in the areas of online teaching, curriculum development, and classroom management. A publication on curriculum development at HCC will be made available to faculty and administrators in academic affairs.

To further encourage academic rigor, the College administers the Community College Survey of Student Engagement (CCSSE) to students every two years and examines the results to improve teaching and learning. The program and course standards will also help maintain quality and rigor across divisions and courses. The College’s progress with outcomes assessment work has also ensured that courses have common outcomes, textbooks, and many common assessments.

The College examined the results of the most recent CCSSE results in detail and compiled reports for each area in which the College was deficient. Division Chairs and Directors then communicated the details to their faculty. Workshop presentations were developed that addressed

some of these deficiencies and some divisions (e.g. English/Humanities) have instituted division-wide methods to address such areas of concern as active and collaborative learning. For instance, at each division meeting faculty present ten-minute demonstrations of teaching techniques designed to foster active and collaborative learning.

A sampling of topics of professional development workshop sessions held on campus over several semesters include since January 2009 included:

- Best Practices for Online Courses
- Diversity in the Classroom / Classroom Accommodations
- Office 2007 Training Session
- Best Practices in the Classroom
- Digitizing Data
- Classroom & Blackboard Technology - Using iPods and Webcams
- Best Practices for Moderating an Effective Online Discussion Board
- Webcasting 101- Making Online Interactive
- Internships A to Z
- Strategies for Maximizing ESL/International Student Success in Mainstream Classrooms
- Best Practices for Behavioral Issues in the Classroom
- Plagiarism 101
- HCC's Biotech Program
- Best Practices for Promoting Critical Thinking
- CPR Training

A related initiative involves the Curriculum Excellence Project, an important multi-year institutional priority. The central goal of this project will be to conduct a comprehensive review of all aspects of curriculum quality, including general education requirements and related course outcomes, credit to contact hour ratios for various instructional designs, and outcomes assessment standards. The project will also examine for improvement the curriculum approval processes and the methods, such as periodic program review, to assure curriculum quality and currency. As described earlier, the College has made progress on developing program and course standards and program review, and the examination of general education requirements and courses is underway.

Standard 12: General Education

Standard 12:1: Update and revise articulation agreements, both pre-and post-HCC education.

There are current articulation agreements with the Washington County Public Schools (WCPS), James Rumsey Technical High School, Franklin County Area Vocational –Technical School, Waynesboro High School, Fulton County Schools, Montgomery County Schools, and Greencastle-Antrim School District. The Washington County Public Schools articulation agreement is updated annually. Various divisions also have articulation agreements with Shippensburg University, Penn State-Harrisburg, Shepherd University, University of Maryland-Baltimore County, University of Maryland – College Park, George Mason University, and Capitol College. In addition, HCC offers several Associate of Arts in Teaching degrees (early childhood, elementary education, Secondary Education – English) that transfer seamlessly to

Maryland institutions. The HPELS (Health, Physical Education and Leisure Studies) division has an articulation agreement with the United States Sports Academy for all HPELS majors who are accepted. The Behavioral and Social Science/Business division has agreements with WCPS and with Greencastle-Antrim school district for the business programs. The Human Services program has an agreement with Salisbury University and the business program articulates with Mount St. Mary's University. Other career programs (Administration of Justice and Paralegal) are in process. The English department has an informal articulation agreement with Shippensburg University and has one in progress with Shepherd University.

Standard 12:2: Monitor and revise general education course offerings based on such factors as enrollment trends in currently offered courses and outcome assessment results.

New General Education courses have been added to the course offerings. In the Arts and Humanities area, two courses have been added: American Culture and History in Cinema; and World Religions. Both courses were added to satisfy the demand by students for greater variety in Arts and Humanities General Education offerings. In the Biological and Physical science category, three new courses have been added: Introduction to Biotechnology; Introduction to Applied Biotechnology Research; and Applied Physics. The first course was added to provide certificate and AAS Biotechnology students with an appropriate first course in the major, and Applied Physics was added, along with Introduction to Applied Algebra, as appropriate courses for students in the AAS Degree in Alternative Energy Technology. Outcomes assessment results have not prompted additional new courses to the General Education categories, but have prompted modifications to such existing General Education courses as General Chemistry and College Algebra.

As noted earlier, within the past six months, the Student Learning Outcomes Assessment leadership team met with the College President and Vice President of Academic Affairs to begin a process for revising the College's six General Education categories, their definitions and the learning outcomes that are expected from all courses within those categories. It became apparent that a good deal of work needs to be done to refine the definitions and re-write the learning outcomes. While this work is ongoing, for purposes of this PRR report, the General Education categories and learning outcomes will be retained until the Fall 2010 semester. Once new definitions and learning outcomes are determined, all the courses that are currently in the General Education categories will need to be re-evaluated to first see if they meet the new outcomes and, if not, they will need to be removed from the list of courses or be revised so that the course addresses the learning outcomes.

Standard 13: Related Educational Activities

Standard 13:1: Study the impact of the new reading requirements with emphasis on completion rates, staffing, and facilities.

Prior to FY06, Reading and English courses at HCC were taken separately. While English courses, including developmental coursework, as indicated by appropriate COMPASS test scores, have always been a requirement of program completion at HCC, Reading courses were not. Beginning in FY06 (Fall 2006), Developmental English courses at HCC were revised. Up until Fall 2006, there were three levels of Developmental English at HCC: ENG-090

Foundations of Spelling, ENG-099 Basic English (a sentence to paragraph level course) and ENG-100 Developmental Composition (a paragraph to essay course). Beginning in Fall 2006, the ENG-090 Foundations of Spelling class was cancelled and the ENG-099 Beginning Composition course was retitled ENG-098 Writing Basics and modified to include a reading component. A new class was created to replace the gap caused by retitling ENG-099. This new course was titled ENG-099 Writing Essentials (a paragraph to essay course that also included a reading component). The ENG-100 Developmental Composition was renamed ENG-100 Beginning Composition.

By adding a reading component to two levels of Developmental English, the College was able to make a minimum level of Reading an additional requirement of program completion at HCC. Once that change was made, however, it became difficult to compare the data of FY06 to FY09 with that of FY03 to FY06 because the courses, requirements of completing the courses, and COMPASS prescores (directly indicative of the initial range of aptitude encompassed at each course level) have all completely changed.

Using data gathered from FY 06, 07, and 08, however, a new Reading initiative has been undertaken that restructured the delivery and assessment of Reading instruction in Developmental English courses. Beginning FY09 (Fall 2009), the College implemented a program called ReadingPlus in the ENG-098 Writing Basics and ENG-099 Writing Essentials courses. ReadingPlus increases the amount of time students spend reading throughout the semester and provides immediate comprehension results to both instructors and students. In addition, the ReadingPlus program provides an overall level score averaging performance in various reading and writing skills such as analyzing context clues, general comprehension, vocabulary, and even fluency (rate) of reading. HCC will gather data throughout FY09, 10, and 11 on reading comprehension skills in order to provide a valid comparison to data gathered in FY06, 07, and 08.

Standard 13:2: Incorporate information literacy assignments into more courses, especially in the general education curriculum.

The following General Education courses have incorporated information literacy assignments: English composition courses incorporate information literacy into the research component of the courses. Students in Introduction to Information Technology (IST 102) must meet the Texas Information Literacy Tutorial (TILT) requirements, which incorporate information literacy standards required by HCC. Microeconomics (ECO 202) incorporates information literacy into a current events project. All General Biology II (BIO 102) Principles of Biology II (BIO 114) students are required to write a capstone research paper on their Stream Study Project that teaches and requires information literacy.

Standard 13:3: Design and implement a formal structure for experiential learning to ensure quality alternative learning experiences.

Hagerstown Community College has developed a standardized process for all College credit internship experiences. Acting as a key campus representative for internship education, the workplace learning advisor serves as a liaison to faculty, students, and community employers to coordinate and develop student internships. This position is responsible for verifying student eligibility, career development/professionalism advisement, coordination of site placements and

registration, as well as assisting with related employment placement. This position collaborates with faculty to promote student success throughout the entire internship experience.

Eligibility guidelines for the internship program have been developed and include a minimum grade point average of 2.0 and completion of at least half of the program requirements. Internships can be taken for 1, 2, or 3 credits, with the majority being 3 credits. Students are expected to complete 60 on-site hours for every credit, therefore a 3 credit internship would require 180 on-site hours. An internship handbook is provided and contains procedures for resolving field problems, guidelines for early termination, sexual misconduct policy, and incident reporting guidelines. College Central Network provides students with access to a variety of internship opportunities, as well as resume and interviewing assistance. In addition, students may also consult with their faculty supervisor or workplace learning advisor for assistance in locating an internship site.

In consideration of the standards of practice set forth by the National Society for Experiential Education, HCC incorporates the use of a learning agreement, learning outcomes, student journal, and evaluations. All interns must complete and submit a signed learning agreement prior to registration. The agreement provides a mutual understanding between the student, employer, faculty, and school in matters concerning students participating in an internship. Next, specific learning outcomes are developed in collaboration with the employer, faculty member, and student intern. These outcomes are mutually agreed upon by all three individuals and are used to evaluate the intern's performance. Students are also expected to maintain a journal throughout the course of the internship: logging their hours, documenting their work, and reflecting on their experiences. Faculty members complete an on-site visit to the internship site, meeting with the employer and student, discussing the intern's progress or any issues/suggestions, and gaining feedback.

At the conclusion of the internship, employers complete an evaluation of the student's professional preparation, workplace behaviors, and learning outcomes. In addition, all student interns are asked to complete an internship survey. The survey is used to gather feedback on the following: reason for taking internship, satisfaction with internship process, faculty support, and internship site, new skills gained, post-internship employment information, and need for employment assistance.

During the past year, the process for on-campus internships has been formalized and is facilitated by Internship and Job Services, Human Resources, and Volunteer Services. In FY 10, nine students interned in such offices as the Children's Learning Center, Adult Basic Education, Athletics, Public Information, Academic Testing Center, Technical Innovation Center, and NASA grant program. The recent addition of the biotechnology labs has created several new opportunities for students to gain professional scientific lab experience on campus. In 2008, HCC was selected to participate in the Department of Education's Peer Mentoring project, *Community Colleges Can*. HCC's Workplace Learning Advisor partnered with Biotechnology faculty to share internship program development materials with other community colleges across the United States, while also learning how to develop new on-campus internships for science students. The result was the creation of InnovaBio-MD, a biotechnology laboratory which contracts projects for student interns to gain hands on research experience. HCC is the second school in the nation to offer such an opportunity to its students. During 2009-2010, with funding

support from Maryland BRAC (Base Realignment and Closing) grant funding, fifteen paid biotechnology internships were offered to students.

Related career development and internship information can be found in Standards 8.1 and 8:2.

Standard 13:4: Fund and support professional development and training activities in the current best practices in teaching, including distance learning and workplace learning.

The Office of Academic Affairs has had a budget of between \$40,000 and \$50,000 allotted to it, depending on current economic conditions, to fund professional development activities for faculty. The Perkins grant also funds professional development and training, typically about \$10,000 per year, for career program faculty. The College offers frequent opportunities to participate in Quality Matters training for online education. Several faculty and staff participated in University of Maryland – University College Best Practices on Online Learning. HCC also provides in-house workshops on best practices in teaching (both online and face to face) in its three annual faculty workshops. Many faculty have attended such national conferences as the League for Innovation in the Community College, as well as discipline-related regional and national conferences. Recently, budgetary constraints have limited professional development opportunities to in-state activities.

For additional information, please refer to Standard 11:3.

Standard 13:5: Expand the number and variety of distance learning courses.

In FY 07, HCC offered thirty-five distance education courses and one completely online certificate. During FY 08, ninety-two courses were offered, with two certificates offered. Distance education courses increased to 112 in FY 09 with two certificates offered. The College is making progress in offering most General Education courses in a distance education format. Currently, HCC offers several program options in a fully online format, including: Three Letter of Recognition programs (LOR); two certificate programs; and one degree program (General Studies Associate of Arts). Within the next several months, the College expects to add another LOR, as well as two additional certificate programs and one additional degree program.

Beyond the courses themselves, Hagerstown Community College recognizes the importance to all stakeholders of assuring that students enrolled in distance courses are who they claim to be. Insofar as HCC can provide such assurance, it allows students, colleges and universities to which they may transfer, regional employers who may hire them, and other concerned citizens to know that HCC is granting credit for courses to the correct people. This, in turn, allows all concerned to have confidence in the quality of the education HCC provides and of its graduates.

At this time, HCC complies with applicable federal laws and regulations regarding student identification verification. That is, the online course management system requires a login and password unique to each student to enter the site and access courses and learning materials. Depending upon course subjects, many instructors also require assessments that may only be taken in HCC's Testing Center where proctoring is provided. The Testing Center requires that students present a valid picture ID for entry into the facility.

As is the case with many community colleges, most HCC students who enroll in online courses also enroll in traditional face-to-face courses. Additionally, all first-time students are required to meet with an academic advisor prior to enrolling in any course. Thus, most students will, at several points in their HCC career, interact directly with a number of support service personnel such as financial aid staff, librarians, proctors and tutors. Of course, these service points are in addition to the faculty students meet in face-to-face instruction. This interaction can help provide some institutional history for students and thus an additional (albeit minor) form of identification. Other factors that help prevent fraudulent enrollments or other forms of student cheating include the following techniques:

- Only students whose accounts are free of financial obligations to the College and thus fully registered will receive login/password combinations for online courses.
- The College's Honor Code is presented in many venues and testament to working to the Code is required for all students submitting work for evaluation.
- Faculty regularly monitor their students' work for stylistic consistency and evidence of reasonable progress through the subject matter.
- The College encourages and supports faculty training and development in best practices for designing courses and assessments that are not conducive to cheating.

The College's Distance Learning staff tracks technical and professional sources for developments in methods of identity verification. Additionally, the use of e-portfolio software for several assessment and academic integrity purposes is under investigation.

Standard 13:6: Complete the design and development of Web registration for Continuing Education (CE).

In 2010, a new Dean of Continuing Education and Community Services was hired and reporting lines of an extension site (primarily used for CE courses) have moved to Admissions, Records and Registration (ARR). The Dean of CE and the Director of ARR have been tasked to address the low percentage of students using the online registration system. Non-credit registration online via WebAdvisor (instant enrollment) began in Summer 2005, but it has not been used by approximately 95% of the students enrolling in non-credit courses because the technology is not user-friendly.

Before the online registration challenge can be addressed, it is important to review and reconfigure the processes oriented with registration for non-credit offerings to coordinate as much as possible with processes in place for credit registration. After this review process is complete, the transition to web registration for non-credit courses will begin with the most appropriate courses. Currently, the IT department is in communication with another community college that has customized WebAdvisor for its non-credit offerings, and it is considering what changes need to occur here to make the system more user-friendly. Once these steps have been taken, a marketing campaign to use WebAdvisor for CE will be initiated, possibly in FY12. In addition, personal assistance on campus and at extension sites will be provided to students to use the online system.

For additional information, please refer to Standard 2.5.

Standard 13:7: Establish CE benchmarks to balance its revenue and expenditures and develop a projected growth model for the next five years.

Prior to fiscal year 2005, fiscal and student data reports were only produced periodically. A position was created in the Office of Planning and Institutional Effectiveness to focus on data gathering, analysis and reporting for Continuing Education programs. Fiscal and student data reports on course enrollment, course cancellations, tuition income and related expenditures by program area are now generated on a regular basis. These reports assist area leadership with monitoring trends and progress.

Since the Self-Study report was written, tuition and fee revenue continues to exceed direct instructional expenditures. However, that is not the case when factoring in administrative overhead costs. In order to remedy this situation, several staffing changes have occurred over the last several years. Many support positions are becoming more general in nature and not specific to program areas. In addition, the Vice President of Administration and Finance and the Dean of Continuing Education analyzed the FY09 Continuing Education final budget to determine the administrative overhead costs based on the revenue generated and total expenses incurred for the year. This ratio was used to determine the percentage necessary to cover this overhead cost and is now considered part of the direct cost for delivering a program. A Course Pricing Template has been developed to assist program coordinators with establishing appropriate tuition/fees. The template also factors in administrative overhead costs.

Additionally, the Valley Mall, once dedicated primarily to Continuing Education, has expanded to house credit programs. Rental costs for these facilities are now accounted for as general academic support costs instead of directly charged to the non-credit operation. Moreover, in the past, the Continuing Education unit provided all registration functions for non-credit students. This function has shifted to the Office of Admission, Registration and Records to streamline processes and take advantage of economies of scale.

In order to provide cost effective courses to ensure the financial success of Continuing Education programs, HCC strives to maintain a systematic approach to the calculation of Continuing Education tuition and fees. Affordability to Continuing Education students must also be considered in the development of this tuition and fee structure. On an annual basis the Board of Trustees approves the Continuing Education Tuition and Fee structure.

Basic tuition or course charges are calculated as follows:

- Public Offerings – 25% increase above direct costs
- Educational Conferencing and Workshops – 35% increase above direct costs Contract
- Training – 50% increase above direct costs

These percentages are targets and may vary depending upon enrollment, partnerships and community-good programs. Additionally, courses that are offered as either credit or non-credit are priced using the credit tuition/fee structure.

During the annual unit planning process, one full day is dedicated to Continuing Education. Program Managers along with the Dean of Continuing Education meet with the President, Vice President of Administration and Finance, and the Dean of Planning and

Institutional Effectiveness. Each unit completes a self-assessment plan which includes a three year trend analysis of effectiveness indicators. Units also report projected needs for maintaining productivity and improving results; resources needed to maintain or improve productivity (e.g., personnel, supplies, equipment, facilities); a timeline for each need; persons responsible; and assistance that may be required outside of the department.

Standard 13:8: Encourage faculty and students to utilize the high tech firms in the TIC for workplace learning experiences.

The 2004 Self-Study documented concerns regarding the lack of HCC student participation in the numerous internships available at the College's Technical Innovation Center (TIC). At times, students from other educational institutions have taken advantage of on-the-job training when no HCC students were available for placement. It was recommended that communication must be improved with faculty units regarding the TIC's desire for students' participation in its activities and opportunities.

The College has moved from a Career Center model of offering centralized services to a more fully integrated model by incorporating Career Counseling into the Academic Advising unit and also creating an Internship and Job Services Office. The purpose for this change has been to provide greater student access to career counseling services with increased proximity to advising/registration while also enhancing awareness of experiential education on campus.

Since the 2004 Self-Study, Hagerstown Community College has worked diligently to expand work based learning opportunities for students in the technology business incubator. Communication links between the TIC, academic departments and the workplace learning advisor have improved. Prior to 2008, the TIC worked most closely with the Information Systems and Graphic Design Technology departments. The TIC added to its advisory committee another member of the management faculty to create better linkages to that division. As a result of the new biotechnology incubator addition in 2008, the TIC and the Engineering Mathematics and Science division have forged a closer bond. The incubator allocated space to the HCC INNOVA-MD biotechnology program. Under this program, HCC personnel are onsite within the incubator managing a working lab for various government departments located at Fort Detrick. Students in this program perform a variety of laboratory technical procedures under the supervision of HCC faculty. Today, the biotechnology program is the primary driver of increases in the work based learning opportunities within the TIC.

In conjunction with the management of the TIC, resident firms, and academic departments, the Internship and Job Services Office has placed fifteen students at firms located within the business incubator. Between 2007 and 2010, four additional student workers have been utilized by the management office to provide direct relevant experience students in technology disciplines. In one case, the student developed an advertisement for the Washington County Economic Development office that was printed in a national site selection magazine. It was noted that 93% of placed interns are in programs of study that incorporate an internship requirement. As more programs adopt such requirements, there is an expectation of a continued increase in the numbers of students obtaining work based learning opportunities within the business incubator.

Standard 14: Assessment of Student Learning

Standard 14:1: Conduct assessments regularly of student learning at off-campus sites to assure that standards are met, particularly for dual enrollment courses taught in the high schools.

For the most part, courses that are offered at off-campus sites are high impact courses including primarily General Education courses (English Composition, History of Civilization, Public Speaking, Intermediate Spanish, General Psychology, and Introduction to Sociology). Most of these courses have some type of common assessment whether it is a common final exam, a common set of ten questions, or a grading rubric.

Division chairs and directors whose courses meet at off-campus locations frequently meet with onsite personnel to discuss issues, including those involving comparability. For example, HCC personnel and instructors who teach HCC courses at local high schools have met to discuss concerns related to facilities, technology, attendance, and discipline. These issues are then reviewed with school system personnel.

In Spring 2011, a pilot project is planned to require off-site (high school and Valley Mall or other) students to be assessed with the appropriate methodology. Results will be compared with on-campus learning outcomes for the same courses. Course content and teaching methodology will change as necessary to achieve comparable results. The pilot project then will be expanded to include most, if not all, courses offered off-site.

Standard 14:2: Study the comparable student learning outcomes of on-campus versus off-campus and traditional versus distance learning course sections.

All courses have the same learning outcomes no matter how or where they are delivered. Nearly all courses also use common rubrics, exams, or other assessments. Beginning in the Fall 2010 semester, a pilot project will be conducted to verify comparable student outcomes in selected distance and campus-based courses. The work of students in high impact courses will undergo the same scrutiny as the work of students enrolled in the same campus-based courses. The project will continue through several semesters. Once it is verified that the learning outcomes results do not vary significantly, the project will be broadened to include all online courses.

Standard 14:3: Create and publish, for all programs of study, student learning goals, assessment measures, and assessment results.

Program brochures have been the primary method for providing and distributing program information, and many programs have published brochures. Behavioral and Social Sciences/Business publishes brochures for business programs, ADJ programs, Education programs, Human Services, and Paralegal. The divisions of Health Sciences, Nursing, Technology and Computer Studies, and Mathematics and Science have developed materials for all their career programs.

While program brochures have generally included information on student learning goals, they have not in most cases incorporated information on assessment measures and results. As noted earlier in this report, HCC's newly reconstructed website, however, is publishing assessment results where they are available as part of the Student Learning Outcomes Assessment link at <http://www.hagerstowncc.edu/academics/outcomes-assessment>.

Standard 14:4: Integrate occupational program quality indicators, general education outcomes and institutional learning goals into the Student Learning Outcomes Assessment Plan and use them for the improvement of curriculum and the teaching and learning process.

The Student Learning Outcomes Assessment (SLOA) component of this report described the integration of General Education outcomes (synonymous with Institutional Learning Goals at HCC) into the SLOA plan. Standard 11.2 described the work done by the College to establish program standards and quality indicators for all programs. Outcomes Assessment is fully integrated into the expectations for program and course standards and quality indicators.

Standard 14:5: Develop assessment policies and procedures for all units of the College with common definitions and benchmark indicators published in an assessment reference manual.

All assessment data opportunities are important for validating institutional effectiveness when they are analyzed and used to improve student learning, programs, services, and overall efficacy of the College. Now that the model/system of outcomes assessment has evolved over the last three years and the College has longitudinal data on most of its 250 key performance indicators, the next step in analyzing and validating institutional effectiveness is to implement appropriate and applicable benchmarks for all units of the College. To date, benchmarking that data has occurred on a limited basis.

Additionally, as part of the Institutional Effectiveness Plan, the College is ready to develop an assessment policy, as well as begin to develop an electronic reference manual. The development of uniform assessment procedures will be a major undertaking, as well as a challenge for the same reasons cited in Standard 7.2. It will require involvement of all executive officers and major academic and non-academic units. The goal is to have a draft of the manual completed in 2012.

Common data definitions are established by PIE in collaboration with units across campus, while striving for consistency with Maryland Higher Education Commission (MHEC) and the MSCHE. These definitions are shared as part of reports, studies, and preparation for unit planning. More complete and comprehensive documentation of definitions, the use of evaluation results, and benchmarks will better close the loop in the College's assessment and evaluation processes in a more meaningful way. Just as PIE has been committed to collecting data that are meaningful to the units, it will collaborate with them in establishing realistic benchmarks. This will take time and it is believed that most benchmarks will be in place by 2012.

Benchmarks for key performance indicators have been used on a limited basis and will be established for most units by 2012 using multiple sources. These sources include, but are not limited to, data from comparable community colleges; the Maryland Association of Community Colleges; Maryland Higher Education Commission (MHEC); and surveys such as Community College Survey of Student Engagement (CCSSE). The primary source for Maryland community

college benchmarking data comes from the Maryland Performance Accountability Report (MPAR), coordinated by MHEC. In the MPAR, individual college benchmarks are established by the institutions and approved by their boards of trustees. During this process, institutional research offices often share data among peers for benchmarking purposes. National benchmarking data from comparable colleges (including MD colleges) that has been used by HCC are: the National Student Clearinghouse; National Community College Benchmark Project; IPEDS Data Feedback Report, Community College Survey of Student Engagement (CCSSE); and the Collegiate Assessment of Academic Proficiency (CAAP), a nationally normed assessment instrument that evaluates outcomes of General Education programs.

III. Narrative Identifying Major Challenges and/or Opportunities

Hagerstown Community College and Washington County, Maryland are experiencing strong growth that is expected to continue for the foreseeable future. Much of the area's growth is driven by an increase of population migrating from expensive metropolitan areas to the more affordable Washington County. The College has also experienced record enrollment growth in recent years. Growth has created a number of opportunities, and, as economic and workforce development partners, the future of the College and that of the County are intertwined. This response will focus primarily on Standard 2 (Planning, Resource Allocation, and Institutional Renewal), with references to other standards as appropriate.

Opportunities for the College include supporting existing programs and developing new programs that support County economic development goals, especially those which help to create a high technology base (Standard 11). In terms of existing programs, the College is continuing to support the county's workforce needs and health care, business and technology areas, as well as arts and sciences. In the area of new programming opportunities, the College is focusing much effort on both career and liberal arts areas, three of which involve STEM-related programming:

1. *Biotechnology.* The College's Biotechnology AAS and Certificate program, established in 2007, along with HCC's expanded business incubator that provides space for biotechnology start-up businesses, has provided a boost to the county's efforts to attract bioscience investment. The Biotechnology program has also provided interns and employees to Fort Detrick agencies and businesses in Frederick County. Through a number of grants, including funds from Maryland BRAC (Base Realignment and Closure Act) grants, and a three-year grant from the National Science Foundation, the Biotechnology program is able to offer summer institute workshops for Washington County high school science teachers, and summer institute coursework for promising high school students, thus helping to create a pipeline for a future workforce.
2. *Alternative Energy Technology.* HCC has recently developed an AAS and Certificate program in Alternative Energy Technology (AET). The Alternative Energy Technology program will prepare students to enter the industrial/commercial/residential setting in the growing areas of renewable energy, including solar, wind, and geothermal technologies. The program has been designed with the assistance of local businesses and agencies and has strong County support.

3. *Cyber Security.* As dependency on technology continues to increase, computer networks will require even greater protection in order to remain secure from outside threats. To better protect the national information infrastructure, the National Security Agency (NSA) is working to enhance partnerships with government entities, industry, and academic institutions. NSA recently designated HCC as a National Center of Academic Excellence in Information Assurance Two-Year Education (CAE-2Y), one of only six two-year schools to receive this honor. This distinction enables students to transfer seamlessly from HCC to a four-year college in order to complete their degree. HCC's designation as a CAE-2Y coincides with requirement of the Department of Defense (DOD), one of the largest employers of cyber security specialists, that incoming workers have both a bachelor's degree, as well as the necessary certification training needed to meet the rapidly changing demands of the information assurance field. Demand for trained specialists in cyber security is expected to expand in agencies at all levels of government, as well as in business organizations. DOD- related and other Federal opportunities in cyber security are disproportionately high in Maryland because of the state's proximity to defense installations around the District of Columbia.
4. *Public Safety Training.* Washington County's growth has led to an increased demand for public safety services, and this demand has led to an opportunity for the County and the College to collaborate on the development and operation of a potential combined training center for law enforcement, fire, and emergency medical services personnel. A study group composed of City of Hagerstown and Washington County personnel, along with HCC staff, recently completed a concept paper that outlined the need for and benefits of such a center, and recommended that it be constructed on the HCC campus. Though the collaborative effort has been very successful, the recessionary impact on Federal, State and local funds may delay the construction of this needed project for several years. Such a center would serve major County training needs and would provide greater opportunities for entry-level and in-service training for public safety personnel, along with increased access to credit-bearing courses, degrees, and certificates.

County and HCC growth has already resulted in an opportunity to expand College facilities (Standards 2 and 3). Over a three-year period, expansion plans completed and in progress are larger than at any time in the College's sixty-four year history. First, in 2008, the College completed a \$22 million renovation of its outdated 40 plus-year old Career Programs Building, an expansion supported by County and State funding, along with an HCC Foundation capital campaign. That building now houses state-of-the art Nursing and Allied Health programming, along with a conference center, business programs, and Continuing Education.

As the technology-rich new programs described above are developed and implemented, their growth will be enhanced by the construction of a STEM Building, supported by County and State funding and scheduled to be completed in late 2011. STEM Building classrooms and laboratories will provide students with leading edge equipment and technology, including, for the AET program, solar, wind, and geothermal technology. The STEM Building will also contain a digital instrumentation lab to support both the AET program as well as a projected digital instrumentation program. Along with the new STEM Building, renovation of the existing Science Building for conversion to a Learning Center, and renovation of the existing Classroom Building as well as the Kepler Theater, with the addition of a Performing and Visual Arts Education Center, will complete an Arts and Science Complex.

The connection between economic development in the County and HCC's ability to develop and expand new programs is clear and, along with leading to opportunity, presents a challenge (Standards 1, 11 and 14). While the County's population is growing, its future prosperity is linked to its economic development success, assisted by HCC's efforts as a partner. At the same time, while HCC's enrollment continues to grow in all program areas, its ability to develop and expand programming depends on the County's capacity to provide funding support, support which is a direct consequence of a strong economic base (Standard 2). The College's opportunities and challenges, and its future, are thus inextricably linked to the future of Washington County.

IV. Enrollment and Finance Trends and Projections

Enrollment

Unduplicated credit headcount enrollment has grown by 12% from FY 06 through FY 09. Maryland (funding eligible) FTE increased by 22% over that same period. See Appendix 4 for detail by semester. Enrollment by division, by major for FY 07 – FY 09 is seen in Appendix 5. Greatest gains have been made in Accounting and Business, Nursing and Health Sciences, and Early Childhood Education. The College recognizes that some areas need attention and study. Several initiatives are in place or are planned that will impact the College's enrollment. A multi-year Curriculum Excellence Project, begun in FY 10 and led by academic officers, will continue into FY 11. The goal of this project is to conduct a comprehensive review of all aspects of curriculum quality, course and program guidelines, and outcomes assessment, especially at the program and general education levels. This project will also address enhancements to the curriculum approval process and the methods, such as program review, to assure ongoing curriculum quality and currency. Additionally, a priority over the next few years is to increase the number of students who complete credit programs at all levels of achievement (letters, certificates, and degrees). Strengthening student support services, developmental studies offerings and related academic support services, such as tutorial services, supplemental instruction, and program completion advising are institutional priorities. However, it will more than likely take several years to generate substantial improvements and will closely coordinate with the Curriculum Excellence Project, since factors common to both initiatives have bearing on student attrition and graduation rates.

Using a projections model that includes analysis of HCC enrollment trends, new initiatives, and program growth over recent years, environmental scanning information, local school system projections and county population trends, enrollment goals are established annually as part of the planning process. Specifically, for credit enrollment over the next three years, the College expects increasing enrollments of new students, driven by recently established, career-oriented programs in such high-demand areas as biotechnology, alternative energy, and pharmacy technician, as well as more humanities and fine arts graduates from the newly opened public high school for the arts. The market share of college-bound high school graduates is 77%, which has been consistent for the last few years. The College continues to expand its marketing, recruitment, and programming efforts to attain greater penetration into this traditional age market. A major portion of the College's non-credit FTE derives from its offerings at the Maryland Correctional Training Center, a correctional facility located in Washington County. These offerings were cut due to the recent recession, but it is expected that they will

resume. Furthermore, given the recent establishment of the Merle S. Elliott Continuing Education and Conference Center, the College is expanding its offerings of conferences and seminars. A summary of enrollment projections for the fall semesters 2009, 2010 and 2011 are below and ties to the chart entitled “Credit Enrollment and Tuition Projections” found later in this section.

Enrollment Projections: Fall 2009 – Fall 2011

	Fall 2009 (FY 10)	Fall 2010 (FY 11)	Fall 2011 (FY 12)
Total Credit Hours	44,197	46,849	49,191
% Change	8.0%	6.0%	5.0%
Credit Students	4,959	5,242	5,499
% Change	7.0%	5.7%	4.9%
Credit FTE	1,473.2	1,561.6	1,639.7
% Change	7.0%	6.0%	5.0%
Non-credit Enrollment	6,885	6,953	7,127
% Change	-2.0%	1.0%	2.5%
Non-credit FTE	345.3	340.1	341.8
% Change	-5.0%	-1.5%	0.5%

Finances

As outlined in Section II – Standard 3, the College has made great effort to strengthen the institution’s financial position. This success is documented through the maintenance of an adequate fund balance, growing investment in capital assets, and strong financial ratios. All of these elements provide a very positive picture of the College’s financial health. The chart below provides a five-year picture of net assets, total assets, and operating revenue and expenditures. Also included are three fundamental financial ratios: 1) primary reserve ratio, equity ratio, and net income ratio.

Net Assets, Total Assets, Revenue and Expenditures FY 05 – FY 09

	FY05	FY06	FY07	FY08	FY09	5-Year Increase
Net Assets:						
Invested in Capital Assets	\$ 31,375,280	\$ 30,130,075	\$ 30,911,703	\$ 48,051,157	\$ 51,723,328	65%
Unrestricted	\$ 3,745,354	\$ 4,832,632	\$ 6,473,568	\$ 7,175,382	\$ 9,745,576	160%
Total Net Assets	\$ 35,120,634	\$ 34,962,707	\$ 37,385,271	\$ 55,226,539	\$ 61,468,904	75%
Total Assets	\$ 39,271,287	\$ 40,178,289	\$ 46,990,291	\$ 62,558,590	\$ 68,217,630	74%
General Fund:						
Actual Revenue	\$ 19,771,968	\$ 21,723,865	\$ 24,151,334	\$ 27,138,599	\$ 28,919,733	46%
Actual Expenditures	\$ 19,267,461	\$ 20,843,276	\$ 22,679,506	\$ 26,218,648	\$ 26,594,787	38%
Revenues & Expenses (GASB):						
Operating Revenue	\$ 13,881,682	\$ 14,613,906	\$ 16,234,941	\$ 17,087,087	\$ 19,617,686	41%
Non-Operating Revenues	\$ 11,958,862	\$ 12,994,166	\$ 18,750,184	\$ 30,262,973	\$ 22,671,706	90%
Total Revenue	\$ 25,840,544	\$ 27,608,072	\$ 34,985,125	\$ 47,350,060	\$ 42,289,392	64%
Operating Expenses	\$ 24,842,450	\$ 26,984,370	\$ 29,125,819	\$ 33,727,164	\$ 36,047,027	45%
Increase in Net Assets	\$ 998,094	\$ 623,702	\$ 5,859,306	\$ 13,622,896	\$ 6,242,365	
Ratios:						
Primary Reserve	15%	18%	22%	21%	27%	
Equity	89%	87%	80%	88%	90%	
Net Income	4%	2%	17%	29%	15%	

Major revenue sources for the operating fund include student tuition and fees, a state formula-driven allocation, and a county appropriation. Miscellaneous revenue, including interest income and facilities rentals accounts for approximately 1% to 2% annually.

From all major indicators, the College is projecting that its enrollment will grow at a steady pace for the next decade and beyond. Projections for tuition revenue are linked to enrollment projections. Additionally, the residency distribution is factored in based on a three-year average. Over the past five years, the average tuition rate increase has been 2% and, therefore, it is assumed that tuition will increase at a similar rate over the next several years. Tuition increases are recommended to the Board of Trustees based on funding from other sources, enrollment projections and anticipated needs.

The College’s administration continues to study the issue of tuition rates and the overall percentage of the operating budget that is provided by tuition and fees. The number of students

receiving financial aid and the impact of tuition increases is an important component of a tuition decision.

Credit Enrollment and Tuition Projections

Hagerstown Community College			
Credit Enrollment and Tuition Projections			
	2011-12	2012-13	2013-14
	PROJECTED	PROJECTED	PROJECTED
CHG (Credit Hours Generated)	101,339	106,405	111,725
TOTAL FTE - Credit	3,377.97	3,546.83	3,724.17
Fall CHG Projection	46,849	49,191	51,651
Residency Distribution			
County	76.41%	76.41%	76.41%
Out-of-County	3.28%	3.28%	3.28%
Out-of-State	20.31%	20.31%	20.31%
	100%	100%	100%
% Tuition Rate Increase-	2%	2%	2%
County	\$ 105	\$ 107	\$ 109
Out-of-County	\$ 165	\$ 169	\$ 172
Out-of-State	\$ 221	\$ 225	\$ 230
Projected Credit Tuition Revenue			
By Residency			
County	8,135,121	8,712,635	9,331,232
Out-of-County	550,058	589,107	630,933
Out-of-State	4,540,912	4,863,272	5,208,564
Total	13,226,091	14,165,014	15,170,729

It is anticipated that FTE in most continuing education programs will decrease by 5% in FY 11. A smaller decline (1.5%) is anticipated in FY 12. These enrollment declines are directly related to the economy. Many individuals have less disposable income to spend on lifelong learning on personal enrichment courses. Businesses have reduced contract training the state-supported educational programs for prison populations is being reduced. As the economy begins to recover, the College anticipates small enrollment increases beginning in FY 13.

In order to provide cost effective courses insuring the financial success of Continuing Education programs, HCC maintains a systematic approach to the calculation of Continuing Education tuition and fees. Affordability to our Continuing Education students must also be considered in the development of this tuition and fee structure. The Board of Trustees approved the following Continuing Education Tuition and Fee structure for FY11:

- Public Offerings – 25% increase above direct costs to cover indirect costs
- Educational Conferencing and Workshops – 35% increase above direct costs to cover indirect costs
- Contract Training – 50% increase above direct costs to cover indirect costs

These percentages are targets and may vary depending upon enrollment, partnerships and community-good programs. Additionally, courses that are offered as either credit or non-credit are priced using the credit tuition/fees.

Since FY 07, the State and County allocation has increased an average of 7% to 9%. Given the current economic conditions, it is not likely that this rate will be maintained over the next few years. Therefore, for the purpose of financial projections, the College has adjusted projections for the upcoming years.

Hagerstown Community College				
State and County Funding				
Fiscal Year	State Funding	% Inc/Dec Over Previous Year	County Funding	% Inc/Dec Over Previous Year
FY07	\$ 5,839,743	9.42%	\$ 6,906,594	15.00%
FY08	\$ 7,015,073	20.13%	\$ 7,942,580	15.00%
FY09	\$ 7,501,951	6.94%	\$ 8,697,128	9.50%
FY10	\$ 7,577,218	1.00%	\$ 9,045,010	4.00%
FY11	\$ 7,419,294	-2.08%	\$ 9,045,010	0.00%
FY12	\$ 7,270,908	-2.00%	\$ 9,045,010	0.00%
FY13	\$ 7,489,035	3.00%	\$ 9,316,360	3.00%
FY14	\$ 7,713,706	3.00%	\$ 9,689,015	4.00%

Overall, it is anticipated that revenue will continue to increase in the near future. The challenge is to manage and accommodate enrollment growth in a quality manner. This requires both an increase in College resources as well as wise stewardship of available funds through thoughtful planning and budgeting.

Hagerstown Community College				
Long-Range Revenue Projections				
FY10 through FY13				
	FY10	FY11	FY12	FY13
Tuition (Credit)	\$ 10,518,954	\$ 11,909,743	\$ 13,226,091	\$ 14,165,014
Tuition (Non-Credit)	\$ 1,760,715	\$ 1,671,604	\$ 1,646,530	\$ 1,647,353
Fees	\$ 1,660,672	\$ 1,841,762	\$ 1,944,901	\$ 2,051,870
State Allocation	\$ 7,577,218	\$ 7,419,294	\$ 7,270,908	\$ 7,489,035
County Allocation	\$ 9,045,010	\$ 9,045,010	\$ 9,045,010	\$ 9,316,360
Interest Income	\$ 50,000	\$ 50,000	\$ 51,500	\$ 53,045
Other Revenue	\$ 205,598	\$ 251,090	\$ 253,601	\$ 256,137
Total Revenue	\$ 30,818,167	\$ 32,188,503	\$ 33,438,540	\$ 34,978,815
Increase over Previous Year	7.78%	4.45%	3.88%	4.61%

Estimating projections for expenditures is complex as many variables are included in these calculations. The overall, goal of budgeting for expenditures is to be able to continue to provide students with a positive learning experience by advancing the academic plan and academic vitality of the College. HCC strives to maintain a balanced budget in an effort not to deplete net assets through operations and add to the investments in capitalized physical assets. With these goals as the foundation, unit resource requests are gathered and prioritized to best meet the College's institutional priorities and strategic goals. Below, categorized by expenditure subclass, are the assumptions and variables used to project expenditures through FY 13:

- **Compensation and Fringe Benefits** – Based on current faculty/staff to student ratio. Estimated salary increases range from 0% to 3% and a benefits ratio ranging from 20% to 22%. Full-time to part-time faculty ratio remains at 60:40. This category also reflects increased expenditures to cover partially grant-funded positions and new positions across functional areas. Other variables include average class size, percentage of credit hours taught by adjuncts, and the adjunct rate per credit hour.
- **Contracted Services-General, IT and Facilities** – Projections are based on a 5-year historical trend and are adjusted based on service and maintenance contracts for newly acquired equipment. The distribution between general, IT and facilities is also based on an historical analysis.
- **Materials and Supplies** – The projected increases for materials and supplies coincide with anticipated enrollment increases. This category also reflects increased expenditures to cover program costs associated with developing and expanding programs as well as anticipated new programs of study. Non-consumable materials of instruction will also increase as renovated instructional facilities are completed.
- **Communication** - Projections are based on a 5-year historical trend. Larger increases are expected in FY 12 and FY13 to coincide with the completion of renovation projects including improvements to the communication system and expanded bandwidth.
- **Professional Development and Memberships** – Anticipated increases coincide with anticipated staff growth. However, travel restrictions may be imposed depending upon available resources.
- **Grants and Subsidies (Opportunity Scholarship Fund)** – Calculated at 1% of projected credit tuition. Supplemental allocations may be made pending approval by the Board of Trustees.
- **Utilities** – Includes newly negotiated rates for electricity and fuel. Modest increases of approximately 3% are projected for other utilities. Additional costs related to increased square footage are included in these projections.
- **Fixed Charges** - Fixed expenses include student athlete insurance, building and liability insurance, workers compensation and unemployment insurance. Rates are projected to remain constant in FY 11 but on average equate to approximately 1% of the operating budget. The administration will continue to work with agents, providers and consultants to insure that competitive renewal rates are secured.
- **Minor Construction/Deferred Maintenance** – General maintenance needs of the campus including minor construction, carpeting, painting, etc. In the past, County CIP allocations were used to meet the majority of these needs. However, County funds are now dedicated to major capital improvement projects including the Arts and Sciences Complex and the Performing and Visual Arts Education Center/Kepler Theater.
- **Other Expenditures** – Includes matching federal funds for College Work Study, student and property and liability insurance, service charges, uncollectible accounts, commencement, transfers to fund student activities, student recruitment and other minor expenditures. Projected increases are based on a 5-year trend analysis. Contingency and Designated Funds are also included here. These funds are used to meet unanticipated expenditures and to fund new programs and initiatives. These funds are also available to cover potential revenue shortfalls including budget reductions by the State and County and for mid-year budget revisions which may be needed to meet the demands of increasing enrollment and expanded services.
- **Equipment** – Projections to meet instructional equipment needs (including the library collection), information and learning technologies, student services, vehicles, furniture

and maintenance equipment. Increases are anticipated primarily to support new programs of study and information technology improvements.

Hagerstown Community College				
Long-Range Expenditure Projections				
FY10 through FY13				
	FY10	FY11	FY12	FY13
Compensation & Benefits	\$ 21,754,290	\$ 22,410,376	\$ 23,850,266	\$ 24,948,877
Contracted Services	\$ 2,848,504	\$ 2,780,864	\$ 3,202,882	\$ 3,350,416
Materials & Supplies	\$ 1,351,291	\$ 1,208,827	\$ 1,244,507	\$ 1,301,832
Communication	\$ 435,000	\$ 371,000	\$ 482,581	\$ 504,810
Professional Development & Memberships	\$ 231,099	\$ 198,938	\$ 307,548	\$ 321,714
Grants & Subsidies	\$ 182,404	\$ 206,499	\$ 182,346	\$ 190,746
Utilities	\$ 1,190,195	\$ 914,000	\$ 976,356	\$ 1,021,329
Fixed Charges	\$ 305,594	\$ 305,350	\$ 363,130	\$ 379,857
Minor Construction/Deferred Maintenance	\$ 581,600	\$ 935,903	\$ 340,729	\$ 356,424
Other	\$ 739,611	\$ 1,800,100	\$ 741,890	\$ 776,064
Equipment	\$ 1,198,579	\$ 1,056,646	\$ 1,746,306	\$ 1,826,746
Total Expenditures	\$ 30,818,167	\$ 32,188,503	\$ 33,438,540	\$ 34,978,815

The College has been very successful in securing funds to invest in capital improvement projects (CIP). Since FY05, HCC has increased its investment in capital assets by 65% from \$31.4 million to \$51.7 million. As would be expected, asset retirements and depreciation expense has played a role in this change but the majority of the increase is attributable to the newly renovated Career Programs Building (CPB).

Design for the CPB began in FY 05. This multi-year project included asbestos abatement, bringing the building up to ADA standards and making functional and flexible instructional spaces for various types of educational classes and support services. The lower level of the building houses all Nursing and Allied Health Programs, Business, and support services including Information Technology, Reprographic Services and Business and Procurement Services. The upper level of the facility houses an expanded food service area and the Merle S. Elliot Continuing Education and Conference Center. Approximately 6,000 square feet of instructional space was added to the building.

The CPB project also included improvements to the campus traffic loop and additional parking. The dangerous vehicular traffic flow in front of the Career Programs Building was diverted behind the building. This also promoted smooth traffic flow to expedite entering and departing traffic and provided access to the undeveloped College property for future projects. A mall atmosphere was created among the core campus buildings within the expanded loop road.

Career Programs Building & Loop Road						
Funding Summary						
Funding Source	FY05	FY06	FY07	FY08	FY09	Total
State	\$ -	\$248,837	\$ 331,685	\$ 7,670,211	\$2,728,408	\$ 10,979,141
County	\$279,557	\$ 86,507	\$4,327,568	\$ 3,633,798	\$ 380,704	\$ 8,708,134
Other	\$ -	\$ -	\$ 5,400	\$ 1,214,464	\$1,022,287	\$ 2,242,151
Total	\$279,557	\$335,344	\$4,664,653	\$12,518,473	\$4,131,399	\$21,929,427

The continued enrollment growth and expanding programs of study have put the College in a good position to secure additional funding for capital projects. Funding is in place at the State and County levels for the Arts and Sciences Complex. Construction is scheduled to begin late summer/early fall 2009. The main purpose of this \$33 million project is to provide Hagerstown Community College with a new academic building supporting science, technology, engineering and mathematics programs and to renovate facilities to support classroom, laboratory, and office needs of the English and Humanities and Behavioral and Social Sciences/Business divisions. Additionally, the existing Science Building will be renovated as a Learning Center for science, math and literacy, tutoring, and academic support space. The building will also include a large lecture hall to support general instruction.

The College is also included on the State's prioritized list of Community College projects as well as the County's CIP to receive funding for the Performing and Visual Arts Education Center (PVAEC)/Kepler Theater addition. The estimated cost of this project is \$11 million. Design is currently underway with construction scheduled to begin during fiscal year 2011.

The purpose of this project is to construct a Performing and Visual Arts Education Center (PVAEC), as well as renovate the Kepler Theater. The PVAEC will include a gallery for the display of student and faculty art, as well as projects from other disciplines. The Performing and Visual Arts Education Center, which will allow the College to expand their Performing and Visual Arts program, will include a dance studio, art rooms, drama and music areas allowing for all of the arts to be housed into one location. The Performing and Visual Arts Education Center will allow for the much needed storage area and allow the faculty offices to be located together. As the final phase of the Arts and Sciences Complex, students will be able to move freely between the four buildings exposing them to the different programs the College offers.

The current Kepler Theater lobby, which is just over 1,000 square feet, is not large enough to handle crowds moving in to and out of the 500-seat auditorium. Restrooms are not adequate and need to be brought up to code. The project will include the expansion of the lobby by 3,600 gross square foot, along with enough circulation room for crowds to move around the lobby. This area will connect to the new PVAEC gallery.

V. Organized and Sustained Processes to Assess Institutional Effectiveness and Student Learning

Crucial elements in building HCC’s preferred future include its institutional effectiveness model, (including annual planning, budgeting and assessment), its strategic plan, and the Student Learning Outcomes Assessment Plan. These plans and systems are first and foremost about support for teaching, learning, institutional transformation, and the success of students and the community. Consequently, HCC can most productively shape a successful future through having a clear vision, effective planning and resource allocation processes, and meaningful outcomes assessment programs.

HCC uses a thorough integrated planning, budgeting and evaluation/assessment model, which was being developed at the time of the evaluation team visit. This internal process of planning and evaluation ensures that goals and objectives are being met, as well as measures the extent to which the College is successful in reaching its mission of positive student learning. The Institutional Effectiveness Plan (IEP) documents the use of evaluation results that close the loop in the College’s assessment and evaluation processes of “Plan; do; assess/measure; and maintain/adjust/reallocate.” It demonstrates that assessment is not an end, but a means by which effectiveness at all levels of the organization, academic and non-academic units, is enhanced and strengthened. Central to this process is integrated planning, implementation of action plans, and the outcomes of the programs and services that contribute to student and community success.

HCC has ten key institutional performance indicators (KPI) related to its eight strategic goals. The College’s performance and effectiveness is measured using the ten KPI. Approximately 250 data measures were developed over the last few years to measure the KPI, demonstrating how well the College operates as an organization. The performance indicators are well integrated into the College’s 2012 Strategic Plan and its action plans. The documentation of the use of evaluation results closes the loop in the College’s assessment and evaluation processes.

HCC’s mission and vision-based key performance indicators are seen in the chart below.

HCC’s Key Performance Indicators

PURPOSE AND PLANS <i>Mission, Vision, and Values Components</i>	CAPACITY/ ORGANIZATIONAL STRUCTURE <i>Resources Components</i>	PERFORMANCE AND SUCCESS
Student Access and Development	Operating Funds/ CIP/ Foundation Funds	Student Success (Student Learning Outcomes Assessment)
Curricular Development	Facilities	Community Service
Community Development	Personnel and Organizational Structure	College Operational Performance/ Core Systems and Processes

Data sources include internal and external data that also incorporate environmental

scanning information. The Institutional Research (IR) unit generates internal data. Additionally, some data is reported to IR by the units themselves for inclusion in the unit productivity spreadsheets. Nursing and other health sciences are good examples, as they must produce annual reports to the Maryland Board of Nursing. These reports are reviewed during the unit planning process by staff and faculty present, along with the President, the Vice Presidents of Academic Affairs and of Administration and Finance, and the Dean of PIE. Data from the Maryland Higher Education Commission (MHEC), as well as other Maryland community colleges have been used to a limited degree in the last two years as units have been getting comfortable with the assessment model and have worked in partnership with IR to identify meaningful data measures. The College is beginning to use more external information and data as the model expands. Benchmarking using sources such as CCSSE, IPEDS, and NCCBP is an institutional effectiveness goal for 2011-12.

SLOA is a key performance indicator of the Institutional Effectiveness Plan (IEP) focused on measuring student achievement. HCC faculty play major roles in moving outcomes assessment forward as they develop course and program outcomes, construct assessments, deliver instruction, administer assessments, collect and analyze resulting data, and use the results to improve instruction. It is through the analysis of student learning efforts that the College is able to improve learning in a systematic and effective manner. Academic officers and faculty address SLOA related effectiveness matters with the Vice President of Academic Affairs. In turn, academic officers and the Vice President are responsible for determining action plans and budgets to provide resources that support and help effect positive changes or refinements in instruction. The broad philosophy of SLOA is that data collected during the assessment process is used to provide feedback to both students and faculty, reinforcing and improving educational practices that facilitate learning.

Progress in Student Learning Outcomes Assessment was discussed earlier under the Team recommendation for Standard 14.

As part of the institutional assessment process, all units complete a self-assessment plan and report on key performance indicators, along with a productivity report, reflecting their effectiveness in meeting annual unit goals established for the previous year. This self-assessment plan feeds into the annual integrated planning and budgeting process, described in Section VI below.

VI. Linked Institutional Planning and Budgeting Processes

As part of its integrated annual planning, budgeting and evaluation model, planning meetings are held each fall with each campus department/division. Unit leadership along with other members of the unit meet with the President, Vice President of Administration and Finance, and Dean of Planning and Institutional Effectiveness. These meetings are open to the campus community as well.

Unit plans are built upon the College's vision, institutional priorities, and strategic plans, as well as needs of the unit. All units are required to discuss measures of their effectiveness in meeting annual goals. Assessment tools to measure unit effectiveness include key performance indicators and a productivity report for the previous year. Quantative and qualitative outcomes are reported, along with benchmarking data and trend analysis wherever possible. All units are

required to complete this self-assessment plan in support of the upcoming fiscal year's budget. Units report projected needs for maintaining productivity and improving results; resources needed to maintain or improve productivity (e.g., personnel, supplies, equipment, facilities); a timeline for each need; persons responsible; and assistance that may be required outside of the department. This information is the foundation for the unit's plan and budget. The self-assessment plan is each unit's evaluation tool. Forms used in unit planning are included as Appendix 6.

Once all meetings are held, the president holds two planning retreats (two days each) with his executive staff in January and February. All deans and vice presidents participate in these executive retreats. Also in attendance are the Director of Public Information and Government Relations, Director of Human Resources, and the Director of Facilities Management and Planning. Others may be invited to attend as appropriate. Although some important long-range topics may be discussed, most of the retreat is primarily focused on HCC's immediate future, defined as the next two to three years. In this regard, the agenda is designed to emphasize the following areas:

- Strategic Goals and Institutional Priorities
- Major Capital Improvement Projects
- Detail of the annual operating plan and budget
- A broad overview of likely revenue and expenditure priorities

Allocated funds support initiatives and activities that have been incorporated into annual operational plans, the 2012 Strategic Plan, the Student Learning Outcomes Assessment Plan, the Information Technology Strategic Plan, the Facilities Master Plan, the Institutional Effectiveness Model and other major institutional documents. HCC's activities follow a continuous cycle of "plan, do, assess, and adjust." Central to this process is integrated planning, implementation of action plans, and the outcomes of the programs and services that contribute to student and community success.

Planning and funding future growth based upon the College's institutional priorities, strategic goals, outcomes assessment and Self-Study recommendations may necessitate, to some extent, the reallocation of resources. Such decisions are based upon information from the unit planning meetings and enrollment trend analyses in all credit and non-credit programs. Positions or funds for positions, as well as support resources, are reallocated if they better meet students' needs, maximize efficiency and support the College's vision and priorities.

APPENDICES

APPENDIX 1

Hagerstown Community College Mission, Vision and Strategic Goals

Mission

HCC is a state and county supported comprehensive community college. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. It is part of the College's mission to promote and deliver educational excellence within a learning community environment and to foster regional economic and cultural development through community service and collaboration. The College is charged to provide high quality education at a reasonable cost to meet the post-secondary educational needs of the citizens of Washington County and the surrounding region. The College believes in and teaches the ideals and values of cultural diversity and a democratic way of life and also seeks to cultivate in its students critical and independent thought, openness to new ideas, a sense of self-direction, moral sensitivity, and the value of continuing education.

Vision

HCC will be a learner-centered, accessible, life-long learning institution dedicated to student and community success. We will maintain a wide spectrum of college programs and services, with a special emphasis on teaching excellence as measured by verifiable student academic achievement. We are committed to staff success through planning and learning, shared campus governance, the promotion of internal and external partnerships, and making the necessary strategic changes that will assure we successfully address our mission - the purpose, functions, and values of the College.

Strategic Goals

- Strategic Goal 1 – Adopt Strategic Change and Continuous Quality Improvement Systems
- Strategic Goal 2 – Promote Teaching Excellence and Maintain a Responsive and Dynamic Curriculum
- Strategic Goal 3 – Maintain Proactive Enrollment Management, Student Support Services, and Marketing Strategies
- Strategic Goal 4 – Align Facilities Development and Management with Annual Mission-Based Priorities
- Strategic Goal 5 – Increase Technology Applications in a Cost-Effective Manner
- Strategic Goal 6 – Improve Human Resource Development Systems
- Strategic Goal 7 – Enhance Financial Resource Development, Allocation, and Reallocation Strategies
- Strategic Goal 8 – Expand Community Services and Strategic Partnerships and Alliances

APPENDIX 2
Grants Awarded FY 05- FY09

Grant/Program Title	FY 05	FY 06	FY 07	FY 08	FY 09	Total
Federal						
Perkins	\$170,318	\$160,980	\$197,529	\$184,089	\$215,133	\$928,049
Tech Prep	\$7,155	\$3,640	\$994			\$11,789
CCAMPIS	\$12,183					\$12,183
GEARUP	\$38,163	\$45,337	\$21,117			\$104,617
Child & Adult Care Food Program	\$20,442	\$17,251	\$15,912	\$16,159	\$17,172	\$86,936
Adult Ed.	\$152,655	\$179,383	\$162,459	\$174,496	\$177,206	\$846,199
ARC	\$28,696	\$18,292	\$20,909	\$104,698	\$50,000	\$222,595
Online Curricular Enhancement	\$9,672					\$9,672
Mtn. MD. Fast SBIR	\$971	\$1,812	\$1,500	\$1,500	\$1,694	\$7,477
MACC TEC	\$70,195					\$70,195
DOL-CVT Grant		\$15,371	\$608,490	\$272,633	\$37,088	\$933,582
Academic Competiveness Grant			\$17,025			\$17,025
Childcare Career & Prof Dev.					\$18,332	\$18,332
Pre-Service Training Grant					\$80,490	\$80,490
MACC Nursing Grant					\$44,131	\$44,131
TEDCO Intensive		\$10,038				\$10,038
Total Federal	\$510,450	\$452,104	\$1,045,935	\$753,575	\$2,762,064	\$5,524,128
State						
Western MD Safe Communities	\$1,125					\$1,125
Judy Center Grant	\$10,722	\$10,015	\$10,000	\$10,000	\$10,000	\$50,737
ATOD	\$2,000					\$2,000
MD State Part-Time Grant	\$26,191					\$26,191
TEDCO	\$13,511	\$16,000	\$9,938	\$26,027	\$30,607	\$96,083
Health Pers. Shortage	\$8,139					\$8,139
Adult Ed.	\$76,658		\$150,306	\$151,814	\$161,216	\$539,994
Video Conferencing Upgrade	\$16,935					\$16,935
MONA		\$21,282	\$48,995	\$10,504		\$80,781
MAEHSD/Literacy Works		\$102,476				\$102,476
Incubator Bus. Develop		\$7,606	\$7,394			\$15,000
Students with Learning Disabilities			\$12,787	\$8,641	\$7,871	\$29,299
CE Health Profession			\$5,637			\$5,637
IPT				\$29,394	\$4,794	\$34,188
Nurse Support Program				\$111,385	\$119,162	\$230,547
Pre-Service Training Grant				\$69,416		\$69,416
Early College Access Grant				\$1,850		\$1,850
Model Health					\$3,000	\$3,000
BRAC Higher Ed Invest. Fund					\$34,965	\$34,965
MD Space Grant Consort.					\$3,000	\$3,000
Total State	\$155,281	\$157,379	\$245,057	\$419,031	\$374,615	\$1,351,363
Local						
Hope VI Grant	\$33,537	\$33,532	\$12,935			\$80,004
WCPS Children's Learning Center	\$30,321	\$23,821	\$42,374	\$43,138		\$139,654
Cigarette Restitution	\$4,082	\$4,082			\$6,830	\$14,994
Teen Parent/Girls, Inc.	\$41,672	\$41,452	\$41,452	\$42,000	\$42,000	\$208,576
Public Education Channel	\$2,169					\$2,169
Grove Design News	\$149					\$149
Single Parent	\$1,687					\$1,687
Judy Center-Adult Ed	\$13,007	\$3,800				\$16,807
Homewood	\$60,000	\$60,000				\$120,000
Women's Giving Circle		\$75	\$925			\$1,000
TEDCO		\$16,000				\$16,000
Rotary Club Grant		\$2,500				\$2,500
Verizon Mobile Comp Lab		\$37,245				\$37,245
Critical Care - Wyeth		\$1,000				\$1,000
Critical Care - Lily		\$1,000				\$1,000
Career Day		\$100				\$100
Biotech. Internship Program					\$9,836	\$9,836
Dollar General Literacy					\$6,000	\$6,000
Miscellaneous					\$96,802	\$96,802
Total Local	\$186,624	\$224,607	\$97,686	\$85,138	\$161,468	\$755,523
Total by FY	\$852,355	\$834,090	\$1,388,678	\$1,257,744	\$3,298,147	\$7,631,014

APPENDIX 3

**DRAFT (December 18, 2009)
Hagerstown Community College
Course Standards**

Date Completed:

Person(s) Completing:

Standard: Courses provide students with a coherent program of study leading to successful academic goal completion.

COURSE STANDARD 1: CONTENT AND PURPOSE

The program has established a purpose and goals that align with and support HCC's mission and strategic goals.

<u>Indicators: Courses</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Align with the college's mission and Strategic goals.				
2. Ensure that students meet program outcomes.				
3. Reflect and are up-to-date with changes in specific fields and are responsive to community, business, and industry needs through collaboration with other faculty and professions in the field.				
4. Articulate with industry expectations and standards, or with transfer institutions.				
5. Prepare students for subsequent coursework.				
6. Fit into general education, program requirements, or program electives.				
7. Lead to independent learning as students progress through the course sequence.				

COURSE AND STANDARD 2: INSTRUCTIONAL DESIGN

Standard: The course ensures current instructional design methodology appropriate to the discipline.

<u>Indicators: All courses are designed to:</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Align with national standards, industry standards, or standards recognized by members of HCC Advisory Committees.				
2. Align with relevant program outcomes.				
3. Provide a coherent sequence for learning and assessment activities.				
4. Incorporate fundamental discipline models and research-based best practices.				
5. Be offered in a variety of formats, where appropriate.				
6. Incorporate current and, where possible, leading edge technology that prepares students with 21 st century skills that enable them to succeed in a global, knowledge-driven society.				
7. Include material and learning activities that are rigorous and lead to achievement of course outcomes.				
8. Include learning activities that are suitable for a variety of learning styles.				
9. Operate according to college guidelines for syllabi including the same course outcomes, course content objectives and a common textbook for all sections.				
10. Incorporate interactive and collaborative methods that engage students and that lead to independent thinking and learning.				

COURSE STANDARD 3: OUTCOMES ASSESSMENT

Standards: All courses adhere to the college outcomes and assessment plan.

<u>Indicators: All courses incorporate:</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Regular assessment (minimum of three assessments required) aligned with course outcomes.				
2. Assessments demonstrating that students have mastered the course outcomes.				
3. Available and appropriate discipline-or industry-recognized assessment activities.				
4. The use of outcome assessment data to improve instruction and student learning.				
5. The use of outcome assessment data to revise methodology and/or content.				

COURSE STANDARD 4: FACULTY

Standard: All courses are instructed by faculty who are continually committed to developing content knowledge and their skills in pedagogy.

<u>Indicators: The course is instructed by faculty who:</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Are qualified and appropriately credentialed to teach the course.				
2. Are well-prepared in both content knowledge, pedagogy, and college policies.				
3. Remain current in their disciplines by participating in professional development activities as stated in their professional development plans.				
4. Are student focused and try to meet individual needs when possible.				
5. Incorporate technology when useful to student's understanding of the material.				
6. Provide continuity of the course when taught by multiple instructors by using common syllabi and assessments when applicable.				
7. Are willing to make curriculum changes when warranted.				

July 22, 2009/Standards Committee/rev 11.24.2009

Hagerstown Community College
Program Standards and Quality Indicators

Program Name:

Date Completed:

Person(s) Completing:

PROGRAM STANDARD 1: PURPOSE AND GOALS

The program has established a purpose and goals that align with and support HCC’s mission and strategic goals.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Has developed a purpose that is consistent with the mission of the college.				
2. Has goals that align with its purpose and with the College’s strategic goals.				
3. Conducts an annual review to ensure currency and alignment with College mission, goals, strategic plan, and institutional priorities.				

PROGRAM STANDARD 2: FACULTY

All program faculty meet teaching and other requirements in the assigned program and continue to develop knowledge and skills in pedagogy and program content.

The program ensures that:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Faculty are appropriately prepared and qualified in their respective discipline(s), or hold appropriate certifications that meet industry standards.				
2. Full-time faculty submit annual professional development plans that support the College's strategic goals.				
3. Faculty remain current in their discipline's content and pedagogy and transfer that knowledge to students in course content and teaching delivery, as well as to curriculum updates.				

PROGRAM STANDARD 2: FACULTY - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Faculty maintain professional collaboration with peers and external publics.				
2. Full-time faculty meet regularly with advisory committees, upper division institutions, and/or professionals in the field of study to ensure program currency.				
3. Faculty maintain familiarity with current professional resources associated with the program.				
4. Full-time faculty are available to advise students on courses, programs, and career and transfer objectives with support from Student Services.				
5. Full-time faculty serve as College ambassadors with special obligations to promote the program to prospective students and to the local community.				
6. It provides orientation to all new adjunct faculty.				

PROGRAM STANDARD 2: FACULTY - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
7. It provides opportunities for adjunct faculty to participate in program and division activities, for example, professional development opportunities and division meetings.				
8. It provides opportunities for full-time and adjunct faculty to meet regularly to discuss program issues and to collaborate on shared professional topics.				

PROGRAM STANDARD 3: CURRICULUM

The program’s curriculum reflects current trends in curriculum design, educational theory, and student success and completion through rigor, coherence and continuity, and adherence to the college’s student learning outcomes assessment plan.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Provides a coherent sequence of courses leading to independent learning and student completion in both career and transfer programs.				
2. Has established program-level learning outcomes.				
3. Adheres to a master schedule that accommodates student enrollment needs, student success, and program completion.				
4. Provides coursework and a curriculum with appropriate rigor.				

PROGRAM STANDARD 3: CURRICULUM - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
5. Prepares students for successful job placement or transfer including appropriate articulation with four year colleges and universities.				
6. Includes coursework that is relevant to the program and that reflects current trends in the field.				
7. Has established student learning outcomes for every course.				
8. Provides course materials, including software, textbooks, and instructional materials, that are current, appropriate, and support learning outcomes.				
9. Incorporates a common assessment when multiple sections of a course are offered.				

PROGRAM STANDARD 3: CURRICULUM - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
10. Uses the same textbook when multiple sections are offered.				
11. Provides on-going curriculum training to faculty.				

PROGRAM STANDARD 4: INSTRUCTIONAL DESIGN

The program ensures current instructional design methodology that adopts a variety of course delivery methods suitable for varied learning styles.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Considers and selects appropriate instructional design methodologies when developing and revising program curriculum.				
2. Employs fundamental discipline models in designing instructional strategies.				
3. Designs instruction that aligns with relevant national standards				

PROGRAM STANDARD 4: INSTRUCTIONAL DESIGN - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
4. Offers courses in varied formats, including online, face to face, and hybrid models.				
5. Incorporates current technology that prepares students for the 21 st century.				
6. Ensures that courses within the program develop learning activities that lead to achievement of course and program outcomes.				
7. Incorporates research findings related to theory and practice in instructional delivery, e.g. lecturing techniques, and pre- and post-assessment techniques.				
8. Ensures that online courses incorporate best practices in online instruction.				
9. Provides on-going instructional design training to faculty.				

PROGRAM STANDARD 5: PROGRAM OUTCOMES AND ASSESSMENT

The program has established outcomes that effectively measure and document student and graduate achievement.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Has established program-level learning outcomes.				
2. Uses program-level assessment tools that are validated by stakeholders, certification bodies or professional organizations.				
3. Regularly assesses and documents learning outcomes.				
4. Uses available and appropriate industry-recognized assessments.				
5. Uses outcome assessment data to improve instruction and student learning.				

PROGRAM STANDARD 5: PROGRAM OUTCOMES AND ASSESSMENT - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
6. Uses outcome assessment data to revise courses and/or curriculum.				
7. Incorporates available industry skill standards in curriculum.				
8. Meets and maintains required standards of an accrediting, licensing or certification agency, if appropriate.				
9. Demonstrates completers' success through regular employer and transfer institution follow up.				
10. Measures and documents employer satisfaction.				
11. Measures and documents student and graduate satisfaction.				
12. Measures and documents, if appropriate, graduate employment in a field related to their HCC program.				
13. Publishes assessment and follow up information to prospective students, families, and community organizations.				

PROGRAM STANDARD 6: STUDENT INVOLVEMENT

The program involves students in activities beyond the classroom and incorporates personalized student attention through academic and career guidance.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
1. Where appropriate, the program offers experiential learning that combines theory and practical application. Experiential opportunities may include: internships; externships; service learning; field experience; volunteer work; shadowing; simulations; case studies; student clubs; and portfolio development.				
2. Maintains a current list of business and community resources for student experiential learning.				

PROGRAM STANDARD 6: STUDENT INVOLVEMENT (Continued)

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
3. The program uses the HCC Workplace Learning office to place students in internship opportunities.				
4. Maintains open and regular communication lines with students majoring in the program through dissemination of information and events.				
5. Has faculty who are committed to communicating with students concerning their current program and about future educational and/or employment opportunities.				
6. Makes information available to students regarding partnerships and affiliations with transfer institutions.				

PROGRAM STANDARD 7: PROGRAM CONNECTIONS

The program creates and maintains connections with career professionals and/or transfer programs.

The program:

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
<p>1. Has an advisory committee (if appropriate) that meets a minimum of twice a year, operates according to the guidelines of HCC's <i>Advisory Committee Handbook</i>, and is comprised of professionals in the community, graduates, faculty and students of the program. The advisory committee provides input on such topics as: validity of the curriculum; student outcome achievement; current and future labor market trends; job placement opportunities; and equipment and materials.</p>				

PROGRAM STANDARD 7: PROGRAM CONNECTIONS - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
2. Uses guest speakers from the community, including professionals and successful program graduates.				
3. Provides representatives to make presentations about the program to prospective students and community groups.				
4. Provides opportunities for students to interact with a variety of organizations (for example, civic, business, government, non-profit), through such activities as career days, job fairs, and field trips.				
5. Takes advantage of community resources, e.g. grants; funding; scholarships; materials and equipment; facilities; experiential learning opportunities; and adjunct faculty.				

PROGRAM STANDARD 7: PROGRAM CONNECTIONS - Continued

<u>Quality Indicator</u>	<u>Initial Stages</u>	<u>In Progress</u>	<u>Fully Operational</u>	<u>Explanation/Next Steps</u>
6. Provides opportunities for students to interact with representatives of transfer institutions.				
7. Maintains transfer information for student use.				
8. Has established secondary-postsecondary curriculum pathways with area school systems.				
9. Provides opportunities where appropriate for learning through community service projects.				
10. Creates and maintains an academic alliance with faculty from colleges who teach in the same academic discipline to create collaborative relationships that align programs to promote transferability between institutions.				

PROGRAM STANDARD 8: PROGRAM VIABILITY

The program demonstrates its viability and positive cost/benefit ratio through its:

<u>Quality Indicator</u>	<u>Explanation/Next Steps</u>
1. Relationship to the college's strategic plan	<ul style="list-style-type: none"> • Response from program in Standard 1 • Review by VPAA
2. Headcount trend for past 3 years	<ul style="list-style-type: none"> • PIE data collection
3. Full-time equivalent trend for past 3 years	<ul style="list-style-type: none"> • PIE data collection
4. Interrelationship with other programs	<ul style="list-style-type: none"> • PIE data collection • Division Chairs/Directors • Program Coordinators
5. Fall to spring retention rates for past 3 years	<ul style="list-style-type: none"> • PIE data collection
6. Fall to fall retention rates for past 3 years	<ul style="list-style-type: none"> • PIE data collection
7. Graduation and completion rates for past 5 years	<ul style="list-style-type: none"> • PIE data collection
8. Numbers of degrees and/or certificates awarded for past 3 years	<ul style="list-style-type: none"> • PIE data collection

PROGRAM STANDARD 8: PROGRAM VIABILITY - Continued

<u>Quality Indicator</u>	<u>Explanation/Next Steps</u>
9. Occupational outlook for next 5 years and beyond	<ul style="list-style-type: none"> • PIE environmental scanning • Information from program advisory committee and/or other program-provided information
10. Transfer rates to baccalaureate institutions for past 5 years	<ul style="list-style-type: none"> • PIE data collection
11. Cost margins (net cost to provide the program)	<ul style="list-style-type: none"> • Administration and Finance
12. Demonstrated community need	<ul style="list-style-type: none"> • Information from program advisory committee and/or other program-provided information • PIE environmental scanning

APPENDIX 4

**HAGERSTOWN COMMUNITY COLLEGE OFFICIAL ENROLLMENT AND FTE
TRENDS REPORT: FY 2006 - 2009**

CREDIT ENROLLMENT	Semester			Fiscal Year Totals	Fiscal Year Credit Hours Generated (All)	
	Fall	Spring	Summer			
Headcount (unduplicated within semester)						
FY 2006	In-County	2,814	2,675	1,270	5,248 (unduplicated headcount)	67,801
	Out-of-County	130	117	72		
	Total Maryland	2,944	2,792	1,342		
	Ineligible (Out-of-State/Foreign/ Employees & Dependents)	727	691	358		
	Total Headcount	3,671	3,483	1,700		
FTE						
FTE / Maryland (eligible)	828.7	756.9	205.4	1,791.0		
FTE / Ineligible	220.6	194.2	54.3	469.0		
FTE / Total	1049.3	951.1	259.7	2,260.0		
Headcount (unduplicated within semester)						
FY 2007	In-County	2,912	2,739	1,163	5,264 (unduplicated headcount)	68,795
	Out-of-County	106	85	53		
	Total Maryland	3,018	2,824	1,216		
	Ineligible (Out-of-State/Foreign/ Employees & Dependents)	735	684	339		
	Total Headcount	3,753	3,508	1,555		
FTE						
FTE / Maryland (eligible)	848.2	783.1	184.0	1,815.3		
FTE / Ineligible	217.6	201.3	59.0	477.9		
FTE / Total	1,065.8	984.4	243.0	2,293.2		
Headcount (unduplicated within semester)						
FY 2008	In-County	3,027	2,916	1,257	5,531 (unduplicated headcount)	72,308
	Out-of-County	102	105	73		
	Total Maryland	3,129	3,021	1,330		
	Ineligible (Out-of-State/Foreign/ Employees & Dependents)	753	662	360		
	Total Headcount	3,882	3,683	1,690		
FTE						
FTE / Maryland (eligible)	882.7	848.1	213.8	1,944.6		
FTE / Ineligible	220.9	188.5	56.3	465.7		
FTE / Total	1,103.6	1,036.6	270.1	2,410.3		
Headcount (unduplicated within semester)						
FY 2009	In-County	3,288	3,275	1,474	5,901 (unduplicated headcount)	80,644
	Out-of-County	124	102	97		
	Total Maryland	3,412	3,377	1,571		
	Ineligible (Out-of-State/Foreign/ Employees & Dependents)	734	726	367		
	Total Headcount	4,146	4,103	1,938		
FTE						
FTE / Maryland (eligible)	976.8	959.6	254.9	2,191.2		
FTE / Ineligible	221.5	211.9	63.5	496.9		
FTE / Total	1,198.3	1,171.4	318.4	2,688.1		

APPENDIX 5

ENROLLMENT BY DIVISION, BY MAJOR / FY 07 - FY 09											
<i>Note: Due to some students declaring more than one major, headcount will be duplicated.</i>											
HEGIS #	Degree Level	MAJOR	SEMESTER								
			Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
491001	AA or AS	Arts and Sciences	29	29	6	46	44	13	56	50	27
495001	AA	General Studies	597	529	169	593	564	201	707	657	242
Behavioral and Social Sciences/Business											
500201	AAS	Accounting and Business	73	80	33	103	97	39	107	90	41
550501	AAS	Administration of Justice	103	99	35	89	76	22	93	93	31
550501	Certificate	Administration of Justice: Police Services	9	7	1	13	12	1	10	11	4
550502	Certificate	Administration of Justice: Correctional Services	3	1	2	4	1	0	6	2	1
500517	Certificate	Administrative Assistant	4	3	1	6	10	4	16	17	6
909901	Letter	Administrative Assistant	3	3	2	4	3	1	2	4	3
497001	AS	Business Administration	311	286	101	289	279	112	298	259	111
550301	Certificate	Child Care Professional	21	12	2	8	11	5	16	11	7
909901	Letter	Child Care Professional	10	4	1	2	8	7	14	14	7
500540	Certificate	Customer Service Assistant	1	2	0	1	3	2	3	3	3
909901	Letter	Customer Service Assistant	2	1	0	1	0	0	0	1	1
496009	AAT	Early Childhood Education	16	25	12	38	42	24	69	79	40
550301	AAS	Early Childhood and Primary Grades Education	43	28	8	39	35	17	54	45	26
496001	AS	Education	90	92	24	81	79	31	77	82	30
496011	AAT	Elementary Education	69	64	13	79	71	33	67	56	20
491001	AS	Human Services	43	43	8	43	46	16	49	42	19
521601	AAS	Human Services Technician	19	15	7	12	11	13	19	27	19
909901	Letter	Human Services								4	2
496004	Certificate	Instructional Paraprofessional: Language Arts			0	3	4	1	5	8	9
496005	Certificate	Instructional Paraprofessional: Mathematics			0	1	1	0	0	2	2
496006	Certificate	Instructional Paraprofessional: Science			0	1	0	0	1	3	2
500401	AAS	Management	38	35	8	31	31	10	29	37	13
500401	Certificate	Management	2	4	1	8	29	5	26	24	7
909901	Letter	Management	51	59	11	78	67	14	61	87	21
500401	AAS	Management: Marketing	17	12	4	9	13	2	10	9	3
500401	Certificate	Management: Marketing	9	9	3	8	8	2	6	6	4
500401	Letter	Management: Marketing	1	10	0	12	8	0	5	5	1
495001	AA	Paralegal Studies	19	17	7	23	21	8	22	42	6
559901	Certificate	Paralegal Studies	22	19	4	17	14	3	15	12	1
491001	AA	Political Science	7	10	5	5	11	2	9	18	6
491001	AA	Psychology	78	79	29	90	83	25	100	97	45
491001	AA	Sociology	20	9	2	9	19	7	21	19	9
English and Humanities											
491001	AA	English	24	26	9	19	19	12	28	23	19
491001	AA	English Education	12	11	8	12	9	8	13	17	6
491001	AA	Foreign Language	5	4	3	7	9	2	5	4	5
491001	AA	Foreign Language Education	4	5	1	4	3	2	2	6	3
491001	AA	History	8	11	6	11	10	3	13	11	9
491001	AA	History Education	9	14	3	13	14	4	12	14	4
491001	AA	Music	14	13	6	18	14	1	15	9	4
491001	AA	Music Education	7	10	3	6	6	3	5	9	5
491001	AA	Theater	18	11	1	16	15	11	10	12	8
491001	AA	Visual Arts	14	10	5	17	14	4	11	14	3
491001	AA	Visual Arts Education	4	3	1	1	2	0	6	2	1
Mathematics and Science											
491001	AS	Biology	68	65	25	56	61	31	76	83	38
540701	AAS	Biotechnology				5	9	5	16	22	16
540701	Certificate	Biotechnology				0	0	2	4	6	2
491001	AS	Chemistry	12	12	7	14	13	6	13	14	10
491001	AA	Mathematics	11	15	12	20	18	6	17	12	10
529905	Certificate	Pharmacy Technician							10	11	4
491001	AS	Physics	5	4	0	4	5	0	1	2	0
494001	AS	Pre-Engineering	46	34	10	39	28	5	35	36	11

HEGIS #	Degree Level	MAJOR	SEMESTER								
			Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Nursing and Health Science											
909901	Letter	Certified Medicine Aide	2	12	6	9	13	1	2	5	7
909901	Letter	Certified Nursing/Geriatric Assistant	28	39	19	54	46	35	48	67	49
520710	Certificate	Computed Tomography Imaging	8	9	15	9	14	8	18	18	21
520200		Dental Assisting									
529970	Certificate	Magnetic Resonance Imaging	21	25	9	15	14	6	15	18	10
521401	AAS	Medical Assistant	25	33	23	42	34	24	34	44	26
521402	Certificate	Medical Assistant	12	22	15	27	29	14	21	31	13
521301	Certificate	Medical Coding and Reimbursement Specialist	23	20	16	21	26	16	27	32	21
491001	AAS	Medical Laboratory Technology	8	5	5	8	7	1	5	5	4
521401	Certificate	Medical Office Administration	28	14	10	17	12	11	29	42	23
520801	AS	Nursing	85	77	1	79	100	59	107	138	87
529901	AAS	Paramedic Emergency Services	8	6	2	1	5	2	9	4	0
529901	Certificate	Paramedic Emergency Services	2	4	0	1	3	0	4	1	0
529902	Certificate	PES: EMT-I to EMT-P Bridge	0	0	0	0	1	2	3	3	1
520810	Certificate	Patient Care Technician	3	2	2	1	1	1	2	3	2
521405	Certificate	Phlebotomy	15	40	29	47	37	32	57	78	48
491001	AAS	Physical Therapist Assistant	18	15	3	18	20	7	18	19	5
520901	Certificate	Practical Nursing	23	17	26	25	26	26	22	28	24
520701	AAS	Radiography	67	70	63	61	60	64	64	59	63
495001	Associate	Pre-Nursing	327	335	147	329	327	207	405	434	257
495001	Associate	Pre-Paramedic Emergency Services	14	10	2	14	12	6	11	16	9
495001	Certificate	Pre-Paramedic Emergency Services	0	1	1	3	3	0	5	6	6
495001	Certificate	Pre-Practical Nursing	58	48	32	51	44	43	58	68	58
495001	Associate	Pre-Radiography	148	126	52	149	140	68	160	151	81
Physical Education and Leisure Studies											
491001	AA	Health, Physical Education and Leisure Studies	38	47	18	37	36	25	57	66	23
529911	Certificate	Health, Physical Education and Leisure Studies	13	8	3	21	19	4	13	11	3
909901	Letter	Health, Physical Education and Leisure Studies			1	2	5	1	6	8	3
909901	Letter	Sports Coaching							6	6	1
909901	Letter	Sports Officialing							1	2	1
Technology and Computer Studies											
501121	AAS	Commerical Vehicle Transportation Administration				1	2	0	1	7	2
501122	Certificate	Commerical Vehicle Transportation Management				2	5	0	1	9	2
501120	Certificate	Commerical Vehicle Transportation Specialist	46	54	40	43	55	43	45	52	45
909901	Letter	Commercial Vehicle Transportation Specialist - Class B				7	6	0	1	2	0
498001	AS	Computer Science	32	29	10	33	35	15	37	36	20
491001	AS	Graphic Design (GDO) (transfer option)				4	9	5	22	22	8
501205	AAS	Graphic Design Technology (GDT)	60	57	19	57	52	18	46	44	15
501205	Certificate	Graphic Design Technology (GDT)	8	9	2	8	12	2	13	12	5
909901	Letter	GDT: Computer Graphic Artist	7	3	1	9	9	2	8	8	5
909901	Letter	GDT: Graphic Production Specialist	2	3	0	0	2	0	0	0	1
909901	Letter	GDT: Page Layout Specialist	5	6	0	2	3	0	1	1	0
531205	AAS	Industrial Technology (INT)	5	4	0	8	6	0	10	11	9
531205	Certificate	Industrial Technology (INT)	2	0	0	2	3	0	6	5	5
531202	Certificate	INT: Facilites Maintenance Technology	2	1	0	1	1	1	5	4	2
909901	Letter	INT: Heating, Ventilation and Air Conditioning (HVAC)							2	3	0
510101	AAS	IST: Computer Forensics							2	5	3
510101	AAS	IST: Computer Support Specialist	21	15	11	18	20	9	21	28	12
510101	Certificate	IST: Computer Support Specialist	12	7	1	6	9	3	10	15	6
510111	Certificate	IST: Desktop User Specialist	21	30	20	32	59	27	46	40	42
510101	AAS	IST: Networking Technology - Track 1	2	11	6	21	23	9	23	24	11
510101	AAS	IST: Networking Technology - Track 2	2	12	2	14	17	9	17	16	8
510101	Certificate	IST: Networking Technology	5	7	1	7	8	3	7	8	3
510101	AAS	IST: Developer	12	2	7	9	10	8	13	10	3
510101	AAS	IST: Simulation and Digital Entertainment	12	14	2	18	16	2	22	23	6
510110	Certificate	IST: Simulation and Digital Entertainment	3	4	1	4	6	0	9	8	3
510106	Certificate	IST: Small Business Technology	1	2	0	3	3	0	14	13	8
510107	Certificate	IST: Technician Specialist I	6	10	0	7	10	3	6	9	5
909901	Letter	IST: Technician Specialist I	2	5	1	3	3	0	2	3	2

HEGIS #	Degree Level	MAJOR	SEMESTER								
			Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008	Fall 2008	Spring 2009	Summer 2009
Technology and Computer Studies Continued											
531501	AAS	Mechanical Engineering Technology	29	25	10	31	29	11	40	25	9
531501	AAS	MET: Computer-Aided Design	25	29	6	26	21	7	20	17	4
530401	Certificate	MET: Computer-Aided Design	12	15	5	12	11	4	12	10	6
909901	Letter	MET: Computer-Aided Design	6	5	0	1	5	2	4	2	4
531501	Certificate	MET: Computerized Manufacturing	1	2	0	2	2	0	4	3	2
909901	Letter	MET: Machining Technology	4	3	0	2	1	0	1	3	3
501217	AAS	Web and Multimedia Technology (WEB)	10	14	4	12	18	9	15	20	6
501224	Certificate	WEB: Web Applications Developer (WBA)	2	2	0	3	2	0	3	4	1
501226	Certificate	WEB: Web/Multimedia Development (WBM)	5	8	2	4	4	2	8	5	3
909901	Letter	WEB: Web Site Development (WBS)	3	6	0	1	4	1	5	4	1
Undeclared Major											
909901	Undeclared	No Degree, No Major	541	503	198	665	524	246	529	482	181
909901	Associate	Degree-Seeking, Undecided Major							2	56	39



APPENDIX 6

Sample: Unit Planning Packet used in Integrated HCC Planning and Budgeting Model

HAGERSTOWN COMMUNITY COLLEGE Instructions for FY 09 Unit Planning and Resource Requests

Please complete and submit all forms electronically via GroupWise to the Dean/VP of your unit. The Dean/VP is responsible for sending these forms to Dawn Reed, Research Associate, no later than three (3) working days before your scheduled unit meeting. If forms are submitted less than 3 days before your planning meeting, YOU are responsible for making copies and distributing them at the meeting.

General Instructions:

- These form is for all unit plans.
- It should be noted that a cost center may not receive the same allocation in a line item as in FY 08.
- All unit goals should support institutional priorities, strategic goals, Middle States recommendations and/or outcomes data.
- With the exception of position reclassification requests, all requests must include reasonable cost estimates.
- When requesting a position reclassification or new position, refer to the “GUIDELINES FOR REQUESTING A RECLASSIFICATION OF STAFF POSITION OR NEW POSITION” (provided beginning on page 4 of this document). Complete the appropriate “Position Information Questionnaire” and submit along with your Annual Unit Planning and Resource Request Form. Your executive officer must support the request and sign the form for it to be considered.
- Limit attachments, appendices or additional justification to no more than three (3) files (Word, Excel and/or PDF).

~~HCC ANNUAL UNIT PRODUCTIVITY REPORT – FY 07:~~

List and discuss your unit’s primary accomplishments and/or productivity indicators for 2006-2007 (FY 07). Specify quantitative or qualitative outcomes (e.g., # increased enrollments, # graduates, # purchase orders processed, # financial aid awards, # rooms cleaned). Use comparative analysis (e.g., trend analysis or benchmark data) where possible. You are expected to use the Institutional Effectiveness Data Measures established for your unit to the extent possible. The measures were distributed during the August workshop for cost center managers. You can obtain copies from your executive officer.

HCC FY 09 GOALS FORM (new):

Unit: Title as it appears in the catalog/organizational chart.

Overview/Description of Function:

Refer to the Overview/Description of Function in the FY08 Annual Plan and Budget. If changes or modifications need to be made, do so here, using sentence format.

Goals for FY 09:

This section should outline your unit's productivity goals and strategies in support of HCC's mission, vision and strategic goals and Middle States recommendations. Such requests can also help achieve established institutional priorities, as well as new or existing initiatives, programs and services. Goals and strategies may be a continuation or refinement of those set in FY 08.

When completing your Resource Request, link to these Goals by number.

Resource and Support Requirements to Attain Outcomes:

Please list, in general terms, resources/support needed to attain the unit's FY 09 goals.

Examples:

1. Collaboration with ... (List other units or position titles whose assistance is that are necessary for the attainment of you goals.)
2. Furniture/equipment (If listed on the Resources Request Form)
3. Professional development (If listed on the Resources Request Form)
4. Dues and memberships (If listed on the Resources Request Form)
5. Student workers ((If listed on the Resources Request Form)

Organizational Structure and Reporting Relationships:

Indicate, by position title, the individual to whom you report. Refer to the Organizational Structure and Reporting Relationships in the FY08 Annual Plan and Budget. If changes or modifications need to be made, indicate here.

HCC FY 09 UNIT PLANNING RESOURCE REQUEST FORM:

Resource Description – List the resources required to attain goal/strategy from the FY 09 Goals Form. A single goal may have multiple lines in the Resource Description column. List accordingly, one item per line.

Supports FY 09 Goal – Link resources to the each goal number on the FY 09 Goals form.

Supports FY 09 IP, SG, and/or MSR – Link resources to the Institutional Priorities (IP), Strategic Goals (SG), and Middle States Recommendations (MSR). For example, if your resource request supports Strategic Goal #3 – Proactive Enrollment Management, indicate this here as SG3. Use “IP” for Institutional Priorities, “SG” for Strategic Goals and “MSR” for Middle States Recommendations.

Assistance Needed from Other Areas – Indicate by position, department, and/or unit title(s). This will be shared with the support area(s) cited.

Columns 5 through 11 – Include the estimated cost of the items listed under “Resource Description”. The column labeled “Student Workers” should include total hours for the year (not dollars). When requesting student workers, include the number of workers; hours per week per worker; and weeks per year per worker. With the exception of a new position or position reclassification request, all requests must include reasonable cost estimates.

Totals will calculate automatically.

PART 2:

List groups and associations (for which you are requesting membership funds) that provide faculty and staff in your unit with professional opportunities including training. Provide justification for your request.

GUIDELINES FOR REQUESTING A RECLASSIFICATION OF STAFF POSITION OR NEW POSITION

Reclassification of Staff Position

What is a Reclassification?

Reclassification is defined as the assignment of a position in one classification/grade to another classification/grade determined by the increase or decrease in the level of responsibilities of the position. There are two kinds of reclassifications: (1) upward to a grade higher than the current position classification/grade, or (2) downward to a grade lower than the current position classification/grade.

When should a Position be Reviewed?

When the duties and responsibilities of the position change significantly, either in the kind of work performed or in the level of responsibility required. Changes to the position can occur naturally over a period of time or as a result of an organizational change.

Please Note: Reclassification is not an assessment of the personal merit or attributes of the occupant of the position. A greater volume of the same or similar work or isolated occurrences of higher duties are NOT justifications for a reclassification alone. For instance, the following elements are not considered as reclassification factors:

- The employee has obtained a degree, license(s), or certification(s) that are not a requisite requirement to function in the position.
- The employee has reached the maximum of the salary grade.
- Comparisons with other jobs when those jobs are improperly classified.
- Unusual diligence or hard work is performed in the position.
- Volume of work produced by an employee.
- Relative efficiency.
- Qualifications of the employee beyond the minimum required by the duties to be performed.
- Recruitment difficulty.
- Retention of an employee with another job offer with higher pay.
- Length of service

- Financial need.
- Comparing the position to similar position(s) in external market without a comprehensive market survey/study.
- Personality, gender, personal trait or characteristic

Example 1 - A support staff member currently inputs data into Excel spreadsheets, Access databases, and/or Datatel. The staff member may be given additional responsibilities or duties to input class/course data into a campus-wide database. The primary function is data entry of similar information however the volume of data entry has increased. The duties have enlarged to a certain degree, but it has not significantly changed the nature of the position. A reclassification would not be considered.

Example 2 – A position requires a bachelor’s degree, 3-5 years of relevant experience with knowledge of database management. The occupant was hired possessing the minimum requirements. In the two years after being hired into the position, the person became certified in specific database management software. As a result, the occupant’s proficiency and skills in database management dramatically increased. Even though the occupant’s skills sets exceed the minimum requirements, a reclassification would not be considered. However, if in the future the position’s requisite skills would include certain database management certification(s), then the position may be considered for a reclassification.

Example 3 – An exempt level position supervises an office of five employees, oversees the day-to-day office functions and work flow. The position reports to a department manager. Due to growth in the organization and the work that the unit is now responsible for, the position was reviewed to enrich the job responsibilities and duties to include budgeting and planning, and monitoring the overall impact that the growth has on the unit, and developing quarterly reports for the division director and president. As a result, the position’s duties significantly grew in the kind of work to be performed and the level of responsibilities in the department. A reclassification would be considered.

Who should determine if a reclassification is necessary?

The immediate supervisor of the position should recognize when substantial changes have occurred and contact the executive officer (dean, vice president or president) of their division to discuss the position changes and request a reclassification review. **The executive officer must support the request before the reclassification review is considered by College administration. All reclassification requests are made during the unit planning process.**

What is the process to have a position reclassified?

The following are the necessary steps to request a reclassification review:

Step One

In late summer, the immediate supervisor of the position discusses the position changes and offers documented justification with the area executive officer (dean, vice president, president). The area executive officer **must** support and sign the request before going to Step Two. No requests will be considered without the area executive’s approval.

Step Two

Depending on the date of the unit planning meeting the immediate supervisor completes a Position Information Questionnaire Form for Reclassification and Position Status Change. A

revised job description **must** be attached with changes, additions and/or deletions in **BOLD**. The immediate supervisor of the position and the area executive officer must sign the Position Information Questionnaire and include the form in the unit planning materials prior to the unit planning meeting. *In addition, bring to the unit planning meeting the original justification form with the original signatures and the draft job description.* **For the cost estimate on the Unit Planning Resource Request enter TBD (to be determined).** If the request is approved and after the appropriate grade has been determined, budgets will be adjusted accordingly. **Please remember that a submission of a request and any positive comments that are made during unit planning meeting discussions does not constitute approval of the request unless agreed upon by all and actually recorded during the meeting.**

Step Three

In January, the Director of Human Resources makes recommendations to the executive officers concerning the reclassification requests that were made during the unit planning meetings. **At this time cost estimates will be provided by Human Resources.**

Step Four

By early March, the executive officers will either approve (contingent upon funding) or deny the request. The decision will be documented on the Position Information Questionnaire.

Step Five

After the executive officers have made the decision, the area executive officer will communicate the decision to the immediate supervisor and the employee in the position.

Step Six

By mid-spring, the Director of Human Resources will communicate by letter to the employee in the position concerning the decision with a copy of the letter sent to the immediate supervisor of the position and area executive officer.

Requesting a New Position

A new position may be requested when there has been significant growth in a department that has maximized the available personnel resources, or to staff a new, perhaps a grant-funded program. All means to accommodate additional work in the office should be explored before making a request for a new position.

What is the process to request a new position?

The following are the necessary steps to request a new position:

Step One

In late summer, the immediate supervisor discusses the proposed new position with the area executive officer (dean, vice president, president). The area executive officer **must** support the request before going to Step Two.

Step Two

In early-to-late fall, depending on the date of the unit planning meeting, the immediate supervisor completes a Position Information Questionnaire Form for New Position. A draft job description **must** be attached to the justification form. The immediate supervisor of the position and the area executive officer must sign the Position Information Questionnaire Form. The form

and the job description are included in the unit planning materials for review prior to the unit planning meeting. *In addition, bring to the unit planning meeting the original justification form with the original signatures and the draft job description.* **For the cost estimate on the Unit Planning Resource Request enter TBD (to be determined).** If the request is approved and after the appropriate grade has been determined, budgets will be adjusted accordingly. **Please remember that a submission of a request and any positive comments that are made during unit planning meeting discussions does not constitute approval of the request unless agreed upon by all and actually recorded during the meeting.**

Step Three

In January, the Director of Human Resources makes recommendations to the executive management team concerning the new position requests that were made during the unit planning meetings. **At this time cost estimates will be provided by Human Resources.**

Step Four

By early March, the executive management team will either approve (contingent upon funding) or deny the requests. The decision will be documented on the Position Information Questionnaire Form for New Position.

Step Five

After the executive management team has made the decision, the area executive officer will communicate the decision to the immediate supervisor.

Step Six

By mid-Spring, the Director of Human Resources will communicate by letter to the immediate supervisor concerning the decision with a copy of the letter sent to the area executive officer.

The Dean/VP is responsible for sending all forms to Dawn Reed, Research Associate, no later than three (3) working days before your scheduled unit meeting. If forms are submitted less than 3 days before your planning meeting, YOU are responsible for making copies and distributing them at the meeting. Please coordinate with your Dean/VP regarding their submission timelines.

**Hagerstown Community College
FY 07 Annual Unit Productivity Report**

1.	
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**HAGERSTOWN COMMUNITY COLLEGE
FY 09 Goals**

Unit:

Overview/Description of Function:

Goals for FY 09:

1.

Resource and Support Requirements to Attain Outcomes:

1.

Organizational Structure and Reporting Relationships:



(UNIT NAME)
Final Report
Planning Meeting Summary
(Date of Planning Meeting)

ATTENDEES:

-

AREAS OF AGREEMENT:

-

AREAS TO BE STUDIED:

-

FOLLOW-UP ISSUES:

-

NOTES:

-

This form is used to record highlights and agreements of the unit planning meeting. Unless an item is listed under "AREAS OF AGREEMENT," notes are not to be construed as an approval for resources.

**POSITION INFORMATION QUESTIONNAIRE
NEW POSITION**

I. BASIC INFORMATION	
JOB TITLE:	DATE:
SUPERVISOR:	DIV./DEPART:
REQUESTING SUPERVISOR'S SIGNATURE	DATE
AREA EXECUTIVE'S SIGNATURE	DATE
II. POSITION SUMMARY	
<p>INDICATE THE PURPOSE/RATIONALE OF THE POSITION BY DESCRIBING ITS FUNCTION AND ROLE IN THE COLLEGE, THE BREADTH AND DEPTH OF THE WORK TO BE PERFORMED, AND THE LEVEL OF INFLUENCE THE POSITION HAS ON COLLEGE GROUPS, DEPARTMENTS AND EXTERNAL GROUPS/ORGANIZATIONS.</p> <p>INDICATE WHAT HAS BEEN DONE TO ACCOMMODATE THE INCREASED LEVEL OF WORK IN THE DEPARTMENT AND WHAT RESOURCES WERE EXPLORED PRIOR TO REQUESTING A NEW POSITION.</p>	
III. CONTEXT	
<p>INDICATE IN NO MORE THAN FOUR STATEMENTS, HOW THE POSITION MATCHES UP TO THE COLLEGE'S VISION, MISSION, AND STRATEGIC/DEPARTMENTAL GOALS. INCLUDE THE MAJOR ACTIVITIES FOR WHICH THE POSITION IS RESPONSIBLE.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	
IV. SUCCESS FACTORS	
<p>INDICATE IN NO MORE THAN FOUR STATEMENTS THE SPECIFIC RESULTS OR OUTPUT THAT A PERSON IN THIS POSITION IS EXPECTED TO ACHIEVE.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 	

V. POSITION REQUIREMENTS

INDICATE PARTICULAR JOB REQUIREMENTS THAT ARE **NECESSARY FOR SUSTAINED SUCCESS** IN THIS POSITION.

EDUCATION/EXPERIENCE (ACADEMIC BACKGROUND, DEGREES AND MINIMUM YEARS OF EXPERIENCE)
SPECIALIZED KNOWLEDGE (COMPUTER LANGUAGES, EQUIPMENT OPERATIONS, CERTIFICATIONS, LICENSES, ETC.)

OTHER

VI. JOB COMPLEXITY

INDICATE THE COMPLEXITY OF THE POSITION WITH RESPECT TO JUDGMENT NEEDED, ANALYTICAL REQUIREMENTS, DIVERSITY OF FUNCTIONS PERFORMED OR RESPONSIBLE FOR, VARIETY OF SITUATIONS AND CONDITIONS ENCOUNTERED, AND CONSEQUENCES OF ERROR.

VII. DECISION MAKING

INDICATE THE SCOPE AND RANGE OF DECISIONS THAT AN EMPLOYEE PERFORMING THE JOB CAN MAKE INDEPENDENTLY. FOR EXAMPLE, DOES THE POSITION REQUIRE THE EMPLOYEE TO FOLLOW STANDARD PROCEDURES, INTERNAL POLICY STATEMENTS, WORK WITHIN BROAD COLLEGE OBJECTIVES, OR DEVELOP NEW POLICIES AND PROCEDURES.

VIII. TYPE AND NATURE OF WORKING RELATIONSHIPS

INDICATE THE TYPE AND NATURE OF INTERNAL AND EXTERNAL CONTACTS REQUIRED. FOR EXAMPLE, ARE THE CONTACTS OF A ROUTINE NATURE? ARE THERE OCCASIONAL CONTACTS WITH OUTSIDE VENDORS OR SUPPLIERS? DOES THE JOB REQUIRE REGULAR CONTACTS WITH PEOPLE, GROUPS, REPRESENTATIVES OF ORGANIZATIONS, COMMUNITY GROUPS? CONSIDER THE PURPOSE OF THE CONTACTS, THEIR DIFFICULTY, IMPORTANCE, AND LEVEL WITHIN AND OUTSIDE THE COLLEGE.

IX. SUPERVISORY/BUDGET RESPONSIBILITY

INDICATE THE SUPERVISORY RESPONSIBILITIES, IF APPLICABLE, RECORD THE TOTAL NUMBER OF DIRECT REPORTS SUPERVISED.

OF DIRECT REPORTS: _____ (SPECIFY IF THEY ARE PART-TIME AND/OR FULL-TIME EMPLOYEES)

INDICATE THE ANNUAL APPROVED OPERATING BUDGET, (EVEN A PORTION OF THE OVERALL DEPARTMENTAL BUDGET) THAT THIS POSITION HAS DIRECT RESPONSIBILITY FOR, IF APPLICABLE.

ANNUAL DEPARTMENTAL BUDGET: \$ _____

X. WORKING CONDITIONS/PHYSICAL REQUIREMENTS

DESCRIBE ANY SPECIAL PHYSICAL REQUIREMENT, WORKING CONDITIONS, CONCENTRATION, AND/OR TRAVEL THAT ARE NECESSARY TO PERFORM THIS JOB. FOR EXAMPLE, WHAT LEVEL OF ENVIRONMENTAL DISCOMFORT OR UNPLEASANTNESS EXISTS? WHAT KIND OF SAFETY PRECAUTIONS IS REQUIRED? IS THE POSITION MOSTLY SEDENTARY IN NATURE, OR DOES THE POSITION REQUIRE PHYSICAL EXERTION, STANDING, BENDING, LIFTING (POUNDS MUST BE SPECIFIED), PUSHING, CRAWLING, CROUCHING, REACHING, ETC.?

FOR HUMAN RESOURCES USE ONLY

THE POSITION REQUEST FOR A NEW POSITION WAS: APPROVED NOT APPROVED

REASON FOR THE DECISION:

IF THE NEW POSITION WAS APPROVED, PLEASE PROVIDE THE FOLLOWING INFORMATION:

- GRADE: _____
- FLSA CLASSIFICATION: NON-EXEMPT EXEMPT
- HCC CLASSIFICATION: PART-TIME - NO. OF HOURS _____ FULL-TIME - NO. OF HOURS _____
 REGULAR TEMPORARY STAFF FACULTY
- POSITION RE-ALLOCATION: EXPLANATION

GRANT FUNDED: WHAT PERCENT: ___ % GRANT AMOUNT \$ _____ GRANT ENDING

DATE: ___/___/___

GRANT POSITION

TITLE: _____

- POSITION TITLE:

- REPORTING RELATIONSHIP :

- POSITION COST: 15% OF MINIMUM: _____
FICA (7.65%) _____
BENEFITS (12%): _____
TOTAL: _____

HUMAN RESOURCES DIRECTOR

DATE

PRESIDENT

DATE

**POSITION INFORMATION QUESTIONNAIRE
RECLASSIFICATION (UPGRADE OR DOWNGRADE) AND POSITION STATUS CHANGE**

I. BASIC INFORMATION		
JOB TITLE:	CURRENT GRADE:	DATE:
SUPERVISOR:	DIV./DEPART:	
REQUESTING: <input type="checkbox"/> RECLASSIFICATION	<input type="checkbox"/> PART-TIME TO FULL-TIME	<input type="checkbox"/> TEMPORARY TO REGULAR STATUS
CHECK ONE: <input type="checkbox"/> EXISTING VACANT POSITION <input type="checkbox"/> EXISTING OCCUPIED POSITION		
REQUESTING SUPERVISOR'S SIGNATURE	DATE	
AREA EXECUTIVE'S SIGNATURE	DATE	

A REVISED JOB DESCRIPTION MUST BE PROVIDED WITH HIGHLIGHT DUTIES THAT HAVE CHANGED OR HAVE BEEN ADDED AND/OR DELETED.

I. POSITION SUMMARY
Indicate the primary purpose of the position and how it may have changed. If there are new duties, describe them and explain their origin and evolution. If duties have been deleted from the position, explain how it happened and if another position is performing these duties.
II. EDUCATION, CERTIFICATIONS, LICENSES AND EXPERIENCE
Indicate if the minimum education, other credentials and background requirements have changed. If they have changed, please explain the necessity for this change.
III. JOB COMPLEXITY
Indicate how the position duties have become more complex with respect to judgment needed, analytical requirements, diversity of functions performed or responsible for, variety of situations and conditions encountered, and consequences for error.
IV. TYPE AND NATURE OF WORKING RELATIONSHIPS
Indicate the change in the type and nature of internal and external contacts required. For examples, how routine are the contacts? Are there more contacts with outside vendors or suppliers, or working with other departmental staff/faculty and management? Does the job require regular contacts with people, groups, representatives of organizations, community groups? Consider the purpose of the contacts, their difficulty, importance, and level within and outside the College.
V. SUPERVISION RECEIVED
Indicate the change in the nature and extent of direct or indirect oversight exercised by the supervisor, the employee's responsibilities, and review of work completed, if applicable. For examples, oversight exercised by the supervisor may include assignments made, level of instructions given, and priorities and deadlines set.
VI. WORKING CONDITIONS/PHYSICAL REQUIREMENTS
Describe any change in special physical requirements, working conditions, concentration, and/or travel that are necessary to perform this job. For example, what level of environmental discomfort or unpleasantness has changed? What kind of safety precautions is now required? Has the position become more sedentary in nature, or does the position now require more physical exertion, standing,

