



Commission on the Future of HCC

Positioning Hagerstown
Community College for
Continued Success in
Serving the Local
Community

May 2011



2011

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Continued Success in
Serving the Local Community**

Hagerstown Community College
Hagerstown, Maryland
May 2011

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John League, Editor and Publisher, The Herald-Mail

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Tracy Barlup (Effectiveness and Quality Assurance).....Veterinarian

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FOREWORD

Message from HCC's President

As you read this report, you will learn about the Commission's strong support for the continuation of HCC's "open-door" to an affordable and high-quality college education for all local citizens who can benefit from and want to seek such opportunities. At the Commission's very first meeting, I felt compelled to emphasize that the group's work would not only help HCC succeed, but, indirectly, would bolster Washington County's potential for future success by educating, attracting, and retaining citizens who would be prepared to learn faster and work smarter in fulfilling jobs of the future, right here in Washington County.

As more and more traditional jobs disappear, people need to develop their non-automatable skills to remain marketable and productive in what futurists predict will be a "hyper-human economy." In such an economy, hyper-human service jobs will dominate. These jobs leverage people's higher order thinking skills, which are unique to humans and largely not computerizable. Throughout history, technology has been both a job killer and job creator. Tools, machines, and computer systems do things faster, more easily, and better than humans can do by hand. As the economy and the culture drive more jobs into "hyper jobs," where the human mental skills of discovery, creativity, and problem solving will be in great demand, a local workforce educated in these skills will be critically important to the success of our region. These new century jobs, spanning the emerging STEM disciplines, as well as the traditional humanities, business and behavioral science fields, will require people to be creative, analytical, and able to apply new solutions in approaching their work. Consequently, HCC's future will be very aligned with this emerging need by placing increased emphasis on teaching students, in all curricular fields, to competently apply education-enhanced higher level thinking skills to both advance in their life's work, as well as to meet the expectations they have in their personal lives.

This report includes seventeen distinct and important recommendations. As a whole, they represent valuable perspectives and highly insightful suggestions. In combination, without any precise hierarchy of importance, the recommendations cover student access and support, vital curriculum priorities, resource development and allocation, and quality assurance. They provide strategically

important directions to assure HCC will continue to fulfill its mission and vision in a quality manner and retain high levels of support and satisfaction from the local citizenry.

The community college in America has been correctly referred to as “democracy’s college,” created by local citizens to serve local citizens. To have such a diverse and dedicated group of community members serve as the Commission on the Future of HCC has been simply wonderful. Their collective work will serve as guidance to the faculty and staff as they move ahead to develop a renewed HCC strategic plan based upon sound community input. The College will benefit greatly from the Commission’s viewpoints as enunciated in this report.

In short, this report helps to keep the community front and center in shaping HCC’s future. I both thank and congratulate each commission member for a job well done.

Guy Altieri, Ed.D.
HCC President
May, 2011

INTRODUCTION

In preparing for Hagerstown Community College's (HCC) Strategic Plan 2016, President Guy Altieri initiated the formation of a group of College and community leaders to become the "Commission on the Future of HCC." As the community's college, the Board of Trustees felt it appropriate and necessary to have the perspective and input of the business community and local citizenry to review the College's offerings and performance. The charge to the group was to study relevant data and make informed observations detailing HCC's performance as a higher educational institution and to make recommendations for improvements and highlight areas for future emphasis.

In setting the vision for the Commission on the Future of HCC's work, President Altieri stated that the Commission's role is to help chart HCC's future. He said, "In tomorrow's world, a county's wealth, in large part, will stem from its capacity to educate, attract, and retain citizens who can learn faster and work smarter. HCC welcomes its enhanced role to be the preeminent portal to higher education and workforce development in Washington County."

Thus, the Commission on the Future of HCC's purpose was to identify local needs and suggested responses in positioning Hagerstown Community College (HCC) for continued success in addressing its mission, vision, and values in serving the local community in a rapidly changing world. The Commission accomplished much of its work by dividing into four Study Groups as referenced below. These Study Groups were comprised of an adverse group of sixteen (16) local citizens, all of whom have a collective history of being involved in community matters. Commission meetings were organized to include both Study Group time as well as time for the Commission to meet as a whole body.

A survey tool, using SurveyMonkey.com, was successfully sent to 221 community leaders throughout Washington County and the surrounding area. A survey was also sent to over 700 randomly chosen recent HCC graduates with a link to the survey on SurveyMonkey.com. These surveys provided a base of data for the Study Groups to use as a focus for their discussions to produce final recommendations. Due to lack of valid alumni email addresses and related low response rates to the survey, an alternative supplementary method of obtaining greater student input

was implemented. A panel of five recent graduates representing different majors participated in a discussion covering the four study group areas. Overall, their responses were very positive toward Hagerstown Community College and their experiences here. Additionally, at one of the Commission meetings, members viewed the October 2010 White House Community College Summit video where they further learned about the important educational role that community colleges play. During the Summit, President Obama called for millions of additional community college educated persons by 2025.

Each of the study groups was co-chaired by both an HCC executive officer and a community leader. The membership was comprised of individuals who possessed the knowledge and interest to provide credible input. More specifically, it was comprised of faculty, administrators, alumni, students, and mostly community members. As reflected in the membership, the Commission deferred substantially to community perspectives on how HCC can best serve local citizens.

Major input provided by the Commission will be used to assist the College's transition from HCC 2012 to HCC 2016, the College's long-range strategic plan, which will be implemented beginning in September of 2012. To accomplish this goal, two co-chairs enlisted from the community were invited to provide guidance and leadership for the Commission. Immediate past chair of the HCC Board of Trustees and current board member Carolyn Brooks and *The Herald-Mail* newspaper editor and publisher, John League, accepted these roles. Staff support from the College was provided to the Commission. Co-chairs for four study groups were selected and had their initial meeting in July 2010. Study groups were designed to cover all areas of HCC and were identified as follows:

- Students and Student Affairs
- Programs and Educational Support
- Finances, Facilities, Human Resources and Technology Support
- Effectiveness and Quality Assurance

Community business leaders and members of the local nonprofit world were invited to participate in these four study groups; groups met from September 2010 through February 2011. The Commission's work took place from July 2010 through April 2011 with its recommendations and conclusions shared as part of HCC's 2011 Report to the Community.



Co-chair Carolyn Brooks states, “While each of the committees worked independently, there were many common threads that indicated the importance of continuing to develop new programs and develop a workforce that meets employer requirements. The commitment of the partners in this process demonstrated that HCC plays a vital role in the future. Many thanks to the diverse group of individuals who served on the committees. The group’s work will certainly have a positive impact on Washington County.”



“We’ve had a number of skilled, committed community members participate in the project. They understand and recognize that Hagerstown Community College has played and will play a vital role in shaping the future of our community. That’s why they’ve been so generous with their time and talents. It’s been a pleasure for me to serve as a co-chair of this important initiative.” – John League, Co-Chair, Commission on the Future of HCC

An Executive Summary of the Findings of the Commission on the Future of HCC can be found following the Introduction Section of this document.

In conjunction with a press conference, the formation of the Commission on the Future of HCC was announced in a press release to the local media dated September 23, 2010.



President Altieri addresses the Commission on the Future of HCC at the September press conference.

Board of Trustees Chairman Richard W. Phoebus makes comments.



Commission participants during the press conference presentation.



Programs and Educational Support Study Group during a work session.



EXECUTIVE SUMMARY

“The Commission on the Future of Hagerstown Community College” (CFHCC) was established in July 2010 to identify local needs and provide input to help position the College for continued success in serving the local community. The Commission met from September 2010 through February 2011 and was comprised of four study groups of community leaders, College faculty, administrators, students, staff, and alumni. The groups focused on all areas of HCC and included (1) Students and Student Affairs; (2) Programs and Educational Support; (3) Finances, Facilities, Human Resources and Technology Support; and (4) Effectiveness and Quality Assurance. With the use of a survey tool, community leaders throughout Washington County and the surrounding area, as well as HCC graduates, provided valuable input regarding the future of HCC.

After months of studying relevant data detailing HCC’s performance as a higher educational institution, the CFHCC made 17 informed recommendations for improvements and highlighted priority areas upon which HCC needs to focus. Although all of the recommendations are important for the College’s future, the highest priorities identified were as follows: (1) continue collaborating with the public and private high schools and working toward the implementation of greater curricular agreements to assure college readiness; (2) maintain affordable tuition, fees and all college expenses; (3) continue efforts to seek public and private competitive grants to support institutional priorities and strategic goals; (4) continue collaborative efforts with County and State representatives to secure and protect the fair share of funding for HCC; and (5) maintain adequate technology investments needed for student and staff success.

Commission findings, as well as survey results, indicate that the community feels that HCC does a very good job in meeting community and employer needs. Overall, it is recommended that HCC needs to better promote and market its credit and credit-free program offerings, its affordability, and the success of students, graduates and employees. The Commission’s recommendations will be used in the development of HCC’s 2016 Strategic Plan, the self-study for its Middle States Association of Colleges and Schools reaccreditation, and annual institutional plans.

FINDINGS AND RECOMMENDATIONS

Students and Student Affairs Study Group



Co-Chairs:

Dr. Donna Rudy, HCC Dean of Student Affairs

David Engle, Director, Washington County Department of Social Services

Group Members:

Sila Bartel (Hispanic community)

Leon Brumback (HCC Foundation)

Maureen Grove (Girls Inc.)

Joan Johnson (HCC)

Carol Kreykenbohm-Barnhart (Washington County Public Schools - WCPS)

John Little (HCC Student Government Association - SGA)

Group's Charge Statement: Study current and likely future student demographics and identify gaps in student categories (age, sex, ethnic group, etc.) that are underserved. Recommend methods to better recruit and retain students from these populations until they accomplish their educational goals.

"The Commission on the Future of HCC provided a wonderful opportunity to assess strengths of existing programs, and challenges for the future of higher education in Washington County. The

Student Services Study Group engaged in lively discussions concerning support services needed by incoming student populations such as high school graduates, minority students, and life-long learners, including veterans. Student Services priorities identified were financial assistance and academic advising." - David Engle, Director, Washington County Department of Social Services; co-chair, Students and Student Affairs Study Group

The Students and Student Services Committee had two charges: 1) to conduct a gap analysis of current and likely future student demographics in comparison to Washington County demographics, and 2) to recommend methods to better recruit and retain students until they accomplish their academic goals.

The gap analysis was performed by reviewing data from the following sources:

- Washington County Age Distribution: Selected Age Categories
- Washington County Age Distribution
- Washington County Population Estimates by Race 2009
- Hagerstown Community College Minority Percent of Credit Students
- Hagerstown Community College Fall Semester Enrollment Statistics, 2004-2009

The committee determined that the current primary gaps in matching students to county demographics exist in the categories of male students and students over 46 years of age ("encore" students) as well as a future gap in Hispanic students based on the projected dramatic increase in the Hispanic community. The committee felt that recruitment and retention services should be developed to address these specific student populations, even though the data demonstrate HCC's student diversity matches the typical community college.

The committee spent most of its sessions focusing upon its recommendations regarding how to increase retention and program completion rates. The group was interested in the responses of the community leaders to the question: "What should the College be emphasizing in the future for student services?" Over half of the community respondents indicated that the College should increase the following services: financial assistance, academic and career counseling, and internships. The committee was interested in learning about each of these areas and how each service helps students stay at the College and complete their academic programs. A general description of each

area was presented and followed by extensive discussion. Student satisfaction survey results from the Community College Survey of Student Engagement (CCSSE) were provided and interpreted from 2004, 2006, 2008, and 2010. The results indicated that current and recent students felt a high level of satisfaction with these student services areas. The group agreed that they would recommend that these services be emphasized because of their positive impact on retention and program completion and the high level of satisfaction students expressed when asked about these services. In addition, they felt that the College should highlight these services in its public relations materials.

Even though the community leaders did not provide the highest rank to services for at-risk students, the committee felt it was very important to provide specialized retention oriented services to low income, first generation, and students with disabilities as well as for those who need job training and for those whose primary language is not English. The committee learned about Job Training Student Resources, Disability Support Services, Project Success (HCC's new TRIO program), and English as a Second Language (ESL). Since the individual committee members understood the challenges faced by these groups, they knew the importance of supplemental services. In addition, the committee felt that the College should consider developing special programs for "encore" or older students and male students.

Overall, the committee felt that the College has very good student services in place that emphasize retention and program completion. However, the services need more publicity and higher staffing levels in the future.

Programs and Educational Support Study Group



Co-Chairs: Dr. Judith Oleks, HCC Vice President of Academic Affairs
Cassandra Latimer, Citi Director of Public Affairs and Communications

Group Members: Donna Hanlin (WCPS)
Joe Kroboth (Washington County Government)
Rebecca Massie Lane (Washington County Museum of Fine Arts)
Paul Leatherman (HCC Alumni Association)
Sean Maher (HCC)
Dori Nipps (Pen-Mar Development)
Theresa Shank (HCC)
Maggie Stone (HCC SGA)

Group's Charge Statement: Study current curricula offerings and identify areas, if any, where the programs and courses appear to not align with community needs.
Recommend approaches to make the public more aware of what HCC has to offer and how these opportunities can change lives for the better.

The work of the group was framed by several strong elements that served to motivate and highlight the perceived value of community colleges in general and Hagerstown Community College in particular. The White House Summit on Community Colleges video underscored the importance of the committee's work, while the initial community survey to former HCC students and community

leaders provided solid input into the group's initial discussion. Questions considered included the following:

- To what extent are current credit and credit-free HCC offerings satisfying the educational needs of the citizens of Washington County?
- What improvements need to be made to current offerings to ensure the College is meeting community needs?
- How effective is the College in addressing the educational needs of every citizen, including under-represented populations?
- Does HCC offer quality control online courses?

The community surveys offered a sense of where Washington County's citizens have concerns. Jobs, both present and future, were on their minds. With this feedback in mind, the committee set out to understand the history of HCC, first as a junior college (transfer institution) and now as a comprehensive community college offering transfer programs, career programs, developmental and remedial programs, and credit-free options to its students. Committee members were provided copies of the 2010 - 2011 College Catalog which informed them of HCC's credit offerings; a number of members were very familiar with credit-free programs as well. The group discussed the audience for such offerings, and how the College makes decisions on what new offerings to provide, and how new programs are developed. Committee members learned that program advisory committees, comprised of owners and employees from many businesses in the greater Hagerstown region, provide valuable input to effect program changes and, in some instances, new program development. A companion issue to program development is program discontinuation. There was great interest in what triggers a program discontinuation, and committee members felt that there should be greater clarity in the criteria for program closure, although enrollments and outcomes were mentioned as central to these decisions.

Another discussion point focused on whether the College is providing the appropriate programs and courses for individuals who are currently underserved. This group might include those who would not normally consider themselves as prepared to attend college, or those who might be challenged by life circumstances and possibly unable to afford college. It was suggested that greater efforts should

be made to reach out to those individuals through publicity of programs such as GED, ABE or credit-free offerings. Credit-free offerings may be a starting point for those individuals not comfortable with the idea of college-level courses.

Other discussion areas included the following:

- Online learning and the levels of success and screening of online students
- Target marketing of programs to particular audiences
- Specific programs for future consideration
- ESSENCE courses for high school students
- An enhanced focus on the arts

Finances, Facilities, Human Resources and Technology Support Study Group



Co-Chairs: Anna Barker, HCC Vice President of Administration and Finance
Tom Newcomer, President, R. Bruce Carson Jewelers

Group Members:
Sam Cool (Planet Technologies)
John Itell (Albright, Crumbacker, Moul & Itell)
Phil Kelly (Millennium 3 Energy)
Joe Marschner (HCC)
Matthew Vich (HCC SGA)
Jim Ward (D.M. Bowman Inc.)

Group's Charge Statement: Study current college resource domains and outline projected needs and recommend strategies that HCC could use to increase the likelihood that it will have the resources to serve more students and maintain high quality programs and services.

“Thirty years ago, the HCC curriculum and its caring professors provided me the opportunity to pursue my accounting career. Today, HCC continues to hone its programs to offer current and new opportunities to allow personal development and career choices. Combined with personal determination and focus, the outcome can be very rewarding.” - John P. Itell, CPA/ABV, CVA, Managing Partner, Albright Crumbacker Moul & Itell, LLC; member, Finances, Facilities, Human Resources and Technology Support Study Group

“Hagerstown Community College is critical to workforce development and continuing education in our region. The work performed by the commission to study and make future recommendations included a broad based cross section of the community as well as the student body at HCC. As a precursor to the college's strategic plan, I think it provides insight from a large number of stakeholders and raises the awareness of the community at large and I applaud the board and college staff's efforts to involve cross segments of the community in participating in this important endeavor.” - Tom Newcomer, R. Bruce Carson Jewelers; member, Finances, Facilities, Human Resources and Technology Support Study Group

All committee members possessed general knowledge about the College through business and/or personal experience. However, initially, concern was expressed by some that sufficient detailed knowledge may be lacking to provide value to this process. In an effort to further “educate” community members, many documents and additional information were provided and reviewed. While some of this information was more general in nature, much was directly related to Finances, Facilities, Human Resources and Technology, including Audited Financial Statements, Fiscal Year 2011 Grant Activity, relevant sections of the Middle States Commission of Higher Education Periodic Review and Follow-Up Reports, Maryland Association of Community Colleges Databook, the Campus Development Plan, Key Performance Indicators, HCC Workforce Statistics, the Technology Planning Council Charge Statement, and the Information Technology Strategic Plan.

From the perspective of HCC, one of the values of this process was the opportunity to provide information to community leaders so that they are more equipped to advocate for the College and increase community awareness and the “facts” associated with HCC.

Overall results related to the Finances, Facilities, Human Resources and Technology section of the survey were extremely positive. Responses on both the community and graduate survey mirrored each other with top areas of future focus including (1) maintaining affordable tuition and fees, and (2) maintaining quality faculty and staff.

In an effort to maintain affordable tuition and fees, HCC must continue to be a good fiscal steward. Planning, budgeting and evaluation models are strong and must continue. Improvements should be

made to cost-benefit models and program/service reviews to ensure the efficient allocation of resources. Additionally, textbook costs continue to be a substantial portion of the cost of attending College. HCC should implement measures to improve textbook affordability, including an expanded faculty informational campaign and increased use of electronic versions of textbooks.

To supplement the operating budget, the College should continue to seek external funding sources to support institutional priorities and strategic goals. With a recent grant application to award success rate of 71 percent, external funding has provided valuable resources to support College operations and programs. HCC should consider adding additional staff to support this function and must continue to plan for sustainability once external funds have expired on a program by program basis.

The College should also continue communications and collaborative efforts with county and state representatives to secure and protect funding for community colleges. County government should strive to provide funding that is at least equal to the statewide average among the counties supporting local community colleges. While the College, county government and the community do not have significant influence over state funding, discussions should continue with Maryland Association of Community Colleges and the local state legislative delegation in support of community college funding.

With the expansion of campus facilities, as well as the surge in heating and cooling energy expenses, utility costs have increased as a percentage of the operating budget. HCC should consider conducting a comprehensive space and scheduling usage study to maximize efficiencies. The Facilities Master Plan and Campus Development Plan are key tools to the future on the College campus and should continue to be periodically updated and maintained.

Maintaining an appropriate balance of full-time and adjunct faculty so as to not compromise the quality of curriculum development and instruction is essential. Because the College relies heavily on the use of adjunct faculty, more professional development opportunities should be extended. Community members were impressed with the College's efficient and effective use of adjuncts, student workers and campus volunteers, but recognized that at some point quality and productivity may be compromised if the percentage of full-time regular employees is not expanded.

While the committee was very impressed with the efficient use of part-time employees, student workers, and campus volunteers, the College should plan to expand the faculty and staff to meet the workload associated with current and projected levels of substantial student enrollment growth. More needs to be done to benchmark HCC workforce data with other community colleges of similar size. While the study group recognizes that community colleges may have different approaches to operations and instruction, this data may be helpful in further deciding upon future staffing levels.

It was also clearly evident from the community and graduate surveys that more needs to be done to increase awareness levels related to external grant funding and fundraising efforts through the HCC Foundation (HCCF), Inc. As noted earlier, grant funding has provided valuable resources to support College operations and programs. Additionally, the Hagerstown Community College Foundation, Inc. has recently undertaken its second capital campaign to assist the College with furnishing and equipping new facilities and continues to support student scholarships by awarding in excess of \$300,000 annually. The goal of the current campaign is to raise \$1.6 million.

As mentioned in the White House Summit on Community Colleges, it is imperative that institutions harness technology in the classroom. While the College does have an Information Technology Plan, it must be updated on a regular basis. The College should continue to make improvements related to standardized logins and portal applications. This will allow faculty, staff and students to have a single user experience with a centralized location for critical information. The information could be customized based on the user's role. A study of Web site statistics as well as student focus groups may also provide valuable input as to how the College can best implement improvements and navigation of the website.

Effectiveness and Quality Assurance Study Group



Co-Chairs: Barbara Macht, HCC Dean of Planning and Institutional Effectiveness
Earl Stoner, Health Officer, Washington County Health Department

Group Members: Dale Bannon (WCPS)
Tracy Barlup (local veterinarian)
Mary Anne Burke (Washington County Arts Council)
Rebecca Lake (HCC SGA)
Kathy Maher (City of Hagerstown Government)
Tony Valente (HCC)

Group's Charge Statement: Study HCC's outcomes data and quality assurance opinions (planning, budgeting, personnel evaluation and development, and student outcomes assessment). Make recommendations on how the college can better inform the public of its work to assure quality and enhance community feedback.

“The Commission on the Future of Hagerstown Community College has stimulated exciting conversation about the college's services and the potential for growth and development. Study groups have solicited and examined the opinions, beliefs, attitudes and expectations of the greater community.

The process has facilitated broad input about the planned direction of our community's "community college"----a true regional asset." – Mary Anne Burke, Executive Director, Washington County Arts Council; member, Effectiveness and Quality Assurance Study Group

"Community colleges play critical roles regarding higher education and career development. Upon graduation from high school, attending college was a low priority for me; however the opportunity to attend HCC arose which enabled me to build an educational foundation for career success. Now, as a member of the Commission, I am thrilled to have been afforded the opportunity to assist the College with establishing forward-thinking goals and objectives to continue meeting the needs of the local community." – Earl Stoner, Health Officer, Washington County Health Department; co-chair, Effectiveness and Quality Assurance Study Group

With the aforementioned charge to the EQAC, outcomes resulting from this community-based assessment process included answering these key questions:

- How can the College better inform the public of its work to assure quality and accountability?
- How can HCC enhance its community feedback systems?
- What types of additional evidence/information should be shared?

The EQAC discussed HCC's performance standards and indicators that guide the College's quality assurance processes, as well as its funding and regulatory agencies. A sampling of internal institutional documents and reports reviewed included the FY10 Plan and Budget, the Campus Development Plan, the College's Periodic Review Report to the Middle States accrediting organization, samples of key productivity indicators, performance evaluation instruments for faculty and non-faculty employees, the FY10 Maryland Higher Education Reporting Calendar, comparative data from the National Community College Benchmark Project, an environmental scanning report prepared by HCC research staff, and HCC's 2010 Report to the Community. Committee members also shared their perspectives on HCC's Web site as it related to the charge statement.

HCC's accountability and institutional effectiveness system has evolved over the last few years. The College has developed a flexible and dynamic accountability system that changes according to

shifting needs and expectations of its stakeholders, including students, employees and its community. Key productivity indicators are reviewed at least annually through the unit planning process and broadly demonstrate how well HCC operates as an organization. The indicators show areas of strength and needed improvement, which help HCC plan and allocate/reallocate its limited resources wisely.

The EQAC agreed that HCC's culture of evidence guides decision-making and the establishment of priorities. The College sufficiently documents and internally communicates its outcomes and accountability measures to ensure quality and effectiveness. However, it needs to develop strategies to demonstrate and communicate its effectiveness in preparing the citizenry of the service area for a career or transfer to a four-year college. Additionally, as heard through a focus group of students and graduates, the College provides a welcoming environment and accessibility to faculty and staff. These hallmarks of effectiveness need to be promoted in the service area as well.

Themes regarding demonstrating institutional effectiveness and quality assurance efforts to stakeholders emerged throughout committee discussions. In general, they reflect community and graduate responses to the "Future of Hagerstown Community College Survey" and include the following:

- Market/publicize more widely the workforce readiness and placement of graduates
- Highlight documented performance of students who transfer
- Publicize successes of faculty and staff
- Re-brand and market successes of Continuing Education (CE) to emphasize workforce development and training

THE SEVENTEEN OVERALL RECOMMENDATIONS

Based upon feedback from the four study groups and their reports, co-chairs wrote the Commission's major overall recommendations. Common themes were identified and many of the recommendations crossed over the work of multiple study groups. For example, a number of study groups emphasized the College's need for more enhanced and targeted marketing efforts.

Once drafted, the recommendations were shared with all of the Commission members. Feedback regarding the level of priority that the College should give each recommendation was sought via a second survey distributed to those who participated in the first community survey. Approximately 100 community members responded and highly endorsed all 17 recommendations.

The five recommendations that received the highest priority ranking, as assessed by community members, were recommendations 7, 9, 11, 13 and 15:

- Recommendation #7. Continue to collaborate with the public and private high schools and work toward the implementation of common core standards to assure college readiness where mandated.
- Recommendation #9. Maintain affordable tuition, fees and all college expenses, such as textbooks.
- Recommendation #11. Continue to seek public and private competitive grants to support institutional priorities and strategic goals.
- Recommendation #13. Continue communications and collaborative efforts with County and State representatives to secure and protect the fair share of funding for Hagerstown Community College.
- Recommendation #15. Maintain adequate technology investments needed for student and staff success.

Less than four percent of the respondents disagreed with any of the 17 recommendations. Of the 17 recommendations, the five that were given the lowest priority designation are listed below, but all of these remain important to the College's preferred future and its success.

- Recommendation #3. Continue to recruit students and employees of diverse social, ethnic and educational backgrounds.
- Recommendation #5. Strengthen and expand access to developmental, remedial, and adult education.
- Recommendation #8. Continue to broaden the marketing and number of credit-free continuing education courses and programs.
- Recommendation #12. Increase awareness levels related to successes of private fundraising efforts for student scholarships and capital support through the HCC Foundation, Inc., Booster Club and Alumni Association.
- Recommendation #17. Increase public awareness of HCC's customized training opportunities for businesses, business incubation services, and student internships, as well as the wide variety of credit-free courses for all age groups.

A listing and explanation of the 17 recommendations, which are not in priority order, follows.

Recommendation #1: Emphasize individualized career counseling and academic planning, as well as student extra-curricular activities and athletic programs that contribute to student success.

Because of a small staff and growing enrollments, by necessity, the College historically focused more on academic advising as contrasted with career counseling. It is estimated that less than 5 percent of HCC's students, in the past, received in-depth career counseling. This contributed to higher than ideal attrition levels. Students who take the time to go through an objective decision-making process to choose career areas that match their interests and strengths are more likely to be successful. Also, students who have comprehensive academic plans based on appropriate career goals tend to not drop out when faced with life emergencies.

HCC needs to emphasize career counseling and academic planning services by student advising professionals and faculty advisors to help students improve their chances of obtaining academic success, completing their academic programs, and being prepared for future employment. Shifting the provision of routine information to computerized systems, call center staff, and student ambassadors now makes it possible for full-time academic advisors to concentrate on career counseling and academic planning.

Students who are involved in co-curricular and extra-curricular activities as well as in athletics identify with the College, experience their academic major in another manner, and develop leadership and social skills that are very important in their personal development. Particularly traditional-aged students are attracted to these kinds of activities and see HCC as a "real college." The retention rates of student-athletes and student leaders and club members are generally higher than those of the general student population.

The Commission believes that this is an effective strategy for increasing the number of people in Washington County who are college graduates. In addition, the Commission recommends that HCC better inform the community of the value and the magnitude of these services.

Recommendation #2: Continue to develop, schedule and promote offerings and services for at-risk populations, including disadvantaged, unemployed or underemployed persons.

In the current economic climate, many of our students are enrolling at HCC to gain skills to prepare for employment. Some of these students have special challenges that interfere with their ability to succeed. In order to assist these student populations, the College has developed programs to provide additional support.

The College provides special services to students with disabilities, low income and first generation students, English as a second language (ESL), single parents with young children, and minority students. Data should continue to be collected and analyzed regarding retention, academic success, and program completion rates for these student populations and compared with the respective rates in the general student population to assure that the supportive services provided by the College are effective in meeting their needs.

Currently, the College provides case management and comprehensive advising services to some at-risk student populations. Disability Support Services (DSS) provides support services to students with physical, psychiatric, and learning disabilities. Job Training Student Resources (JTSR) provides support services to low-income adult students (aged 24 and older) enrolled in career programs.

The most recent addition of case management and comprehensive advising services to an at-risk student population is Project Success, which is a TRIO grant to provide student support services (SSS) for disadvantaged students based on their status as first-generation and/or low-income students, or students with documented disabilities. To strengthen and expand access, TRIO goals call for 70 percent of all participants served by TRIO to persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a two-year to a four-year institution during the academic year.

In addition, the ESL program teaches students whose primary language at home is not English how to speak and write English. The Children's Learning Center provides child-centered preschool

education at a reduced rate for young children of students. Minority students receive mentoring from the Multicultural Recruiter while pursuing coursework in their career programs.

The services provided to at-risk populations, such as JTSR, Project Success (TRIO), Disability Support Services (DSS), English as a Second Language (ESL), and the Children's Learning Center (CLC) should continue to receive sufficient resources to sustain their significant growth and to make certain at-risk students receive the special assistance they need to be successful and to complete their academic programs.

Additionally, HCC submitted in March 2011 a grant proposal to the Department of Labor that, if awarded, will increase student awareness of STEM opportunities; help students enter, be retained in and complete STEM programs; and help students find STEM-related jobs. The grant will accelerate student progression through Math 099 and 100 while offering career counseling and planning as a required component of those two courses, which will enable students to learn about STEM careers while completing math courses through collaborative learning exercises. Intensive advising, case management services and job placement for all pre-STEM and STEM students is critical to the success of this model. The College is very committed to this concept as a retention strategy and will develop such a model, whether or not grant funding is available.

Recommendation # 3: Continue to recruit students and employees of diverse social, ethnic and educational backgrounds.

Based upon census figures released in February 2011, Washington County became more racially and ethnically diverse from 2000 through 2010, though it is still primarily white and non-Hispanic according to 2010 census data released in February 2011. In 2000, 10.2 percent of the county population was minority, which grew to 14.9 percent by 2010. Overall, the county grew by 11.8 percent and had 147,430 residents in 2010. Racially, the census shows that 85 percent of the county was white in 2010 and 9.6 percent of residents were black or African American. Over the decade, blacks or African Americans increased by 37.9 percent. The number of Hispanic residents during that same period grew by 225 percent, the highest growth percentage of all ethnic and racial groups, for a total of 3.5 percent of population.

Being a leader in the community, HCC takes very seriously its commitment to recruiting students and employees of diverse backgrounds. The College's minority student enrollment in Fall 2010 was 18.6 percent, reflecting a higher degree of ethnic and racial diversity than found in the county. Minority student enrollments grew by 79.2 percent from Fall 2005 (510) to Fall 2010 (914). African Americans students comprised 10.6 percent of Fall 2010 enrollment, exceeding the percentage in the county. Hispanics comprised 4.3 percent of enrollment during that same period.

However, male and "encore" students (46 years and older) appear to be represented less well in the student body than they are in the community. Male students are under-represented in the student population (38.6 percent at HCC vs. 51 percent in the county). "Encore" students include those who are retired as well as older displaced workers and are also under-represented (7 percent vs. 24 percent in the county). In addition, the high growth rate of Hispanics in the community should justify developing a special recruitment program to attract that population. Consequently, it is necessary to provide special student services to support individuals in these groups to succeed academically and to reach their educational goals.

The College's commitment to diversity extends to current and potential employees as it strives to be a leader in the community in driving and addressing diverse social, ethnic and educational backgrounds

in the county. Though minorities are actively recruited for all employee searches, attracting qualified minorities to the Western Maryland region is difficult. HCC primarily recruits for support positions within the states of Maryland, Pennsylvania, Virginia and West Virginia. The College recruits broadly for faculty and executive leadership positions. However, Western Maryland lacks cultural and ethnic opportunities, as well as a significant professional minority population found in the urban and metropolitan areas. 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 area.

The College is benefiting from its recruitment efforts to increase diversity in hiring faculty to provide role models for the increasing diverse student population. In Fall 2005, there was only one full-time minority faculty member and four part-time. Today, minorities comprise 9.1 percent (7) of all full-time faculty and 4.1 percent (8) of credit adjuncts. Overall, 8.3 percent of all regular employees are minorities compared to 3.7 percent in Fall 2005.

The Human Resource Department (HRD) continues to develop appropriate and effective recruiting models. Additionally, the HRD will study the trend in part-time credit faculty to assist in the strategy to support our desire to increase diversity across all employee categories.

Recommendation #4: Continue to provide a balance between career programs and liberal arts programs as determined by community need and student interest.

Currently, there are 115 programs of study at HCC. Of those, 82 (71 percent) are career or occupational programs, certificates or letters of recognition. The remaining programs (29 percent) are largely designed for university transfer. For Fall 2009, there were 1,822 students enrolled in transfer programs and 1,980 students enrolled in career programs.

The balanced focus is necessary in order to satisfy the varied business, governmental, nonprofit, artistic and cultural communities as well as the growing mix of students who have different educational needs and plans. HCC needs to be mindful of this balance and maintain it in the future.

Though the College has a larger number of career program offerings, transfer and liberal arts programs are of vital importance as part of its comprehensive mission. An example of the commitment to transfer programs is the major investment being made with the addition of Performing and Visual Arts Education Center (PVAEC) and the renovation of the Kepler Theater. Through the PVAEC and the Kepler Theater renovation project, scheduled for completion in 2012, the College will expand its performing and visual arts courses and programs. Having well designed and equipped performing and visual arts education spaces will allow local students and graduates of the Barbara Ingram School for the Arts to pursue their interests in the arts at the local collegiate level at a relatively low cost. HCC plans major changes to its fine, visual, and performing arts courses and curricula to enable local students to pursue their interest in these areas and to strengthen and increase articulation agreements with local K-12 schools and with four-year colleges and universities.

All quality organizations need to change with the times. For HCC, it must both add and delete programs based on market needs. The study group feels that HCC needs to refine its methodology for program discontinuation as needed.

Currently, program discontinuation, especially career programs, comes about as a result of several factors: levels of student interest, program completion rates, cost-benefit to the community and the

economic impact of the program to the College budget. Generally speaking, high student interest, high completion rates, and/or high cost-benefit to the community will keep a program going even if the program is of high cost to the college. Programs with low student interest, low completion rates, and high cost to the College might not survive.

Recommendation #5: Strengthen and expand access to developmental, remedial, and adult education.

Though HCC would prefer not to offer developmental education (DE) coursework, with its comprehensive mission and leadership role in the community, it needs to do so. Offered are developmental classes in reading, writing, and math, as well as classes designed to serve students who speak English as a second language. The College recognizes that appropriate assessment of individual students and providing students, as needed, an effective program of developmental studies is vital to ensuring student success in an institution that is equally committed to high standards and “open door” accessibility for all who can benefit. It is the only community college in Maryland (and one of the few in the U.S.) offering adult basic education and GED classes aligned with DE.

HCC needs to promote programs that are attractive to disadvantaged students. According to the U.S. Census Bureau, 10.5 percent of Washington County residents live in poverty, compared to 8.3 percent in the state as a whole. Only 14.6 percent of Washington County residents between the ages of 25 and 64 have bachelor’s degrees, compared to 35.7 percent for Maryland as a whole and 28.6 percent in the nation. Those requiring remediation upon entering HCC range from recent high school graduates to those who have been out of school for many years. Decades of high school drop-outs, underemployed, unemployed and other disadvantaged individuals, and increasing numbers for whom English is not the native language, will increase the needs for remediation and access.

In academic year 2008 – 2009, there were 2,588 individuals (unduplicated count) enrolled in at least one developmental course and there were 3,518 course enrollments, totaling 21,108 credit hours. Those credit hours accounted for 13 of total credit hours of enrollment generated that year and the average number of courses taken by students enrolled in DE course work was two.

HCC has a strong partnership with Washington County Public Schools to reduce the number of students who place into developmental classes right out of high school. Initiatives have been piloted to improve students’ skills in both math and writing. In addition, WCPS and HCC are working together to align curricula through work on the Common Core Standards and through the Maryland P-20 workgroup. Internally, HCC has developed various ways for students to move more quickly

through the developmental course sequence, including 7.5 week sessions held back-to-back during one semester, thereby reducing total time needed to move through the sequence.

Recommendation #6: Expand the practice of utilizing employers and other community partners in the development of new and updating of ongoing programs.

HCC needs to expand the practice of utilizing business, nonprofit and cultural-community partners in the development of new programs through internships, mentorships and other partnerships. When appropriate and feasible, programs should include experiential learning. The College has 17 advisory committees comprised of slightly more than 300 community and business representatives who have professional expertise in fields related to the committees on which they serve.

Internships provide students an opportunity to gain experience in their chosen career fields and to receive in-depth learning experiences to complement what they learn in the classroom. In addition, internships create partnerships between the College and local businesses and social/cultural agencies by working together to help our students learn. From FY 08 through FY 11, student registrations for internships grew by 38 percent. A total of 105 area employers hosted an HCC intern during that same period. The majors that had the greatest number of interns were Early Childhood and Primary Grades Education, Administration of Justice, Biotechnology, Information Services Technology (Networking), and Human Services Technician.

Other experiential opportunities such as externships, students working in cultural settings, government, clinical experiences, and practica also provide different and valuable kinds of learning. HCC should emphasize internships and other experiential opportunities. Successful partnerships between students, faculty, and businesses/social agencies should be publicized.

Recommendation #7: Continue to collaborate with the public and private high schools and work toward the implementation of greater curricular alignment to ensure college readiness.

HCC needs to collaborate with public and private high schools to implement curriculum alignment standards and assessment that will define whether high school students are college and career ready. It is well documented that people with more education are more likely to be employed and enjoy higher salaries and better health than those with less education. Ninety percent of the fastest-growing jobs require at least two years of postsecondary education. Despite Maryland's successes in education, thousands of students who enter a two or four-year college annually must take at least one remedial course, at significant cost to the student, counties, and state. In FY 09, there were 3,490 course enrollments in developmental education courses at HCC. Of those, 1,859 were unduplicated enrollments. Developmental course hours accounted for 13.7 percent (10,462 hours) of all credit hours generated.

Recognizing these challenges state-wide, Governor Martin O'Malley convened the P-20 College Success Task Force in 2009 and charged it with examining current Maryland policies and practices related to the alignment of secondary and postsecondary expectations, as well as standards and student learning outcomes, with a focus on reading, writing and mathematics. The task force identified gaps between standards for high school exit and those for college entrance and published its report in May 2010. Some of the findings included the need for collaboration, alignment and data sharing between secondary and postsecondary education which is essential to assist students in achieving their educational goals and living up to their potential. HCC and Washington County Public Schools have been working together for several years through the Learning Communities and other activities, including data sharing, to understand and remove barriers to student readiness for college level work. This collaboration with the public school system is critical to ensure college readiness for young people in the service area.

HCC will work with local public school systems to define college and career readiness within the framework of the Common Core Standards developed by the National Governors Association and the Council of Chief State School Officers.

Recommendation #8: Continue to broaden the marketing and number of credit-free continuing education courses and programs to match community need.

HCC needs to continue to broaden the number of credit-free continuing education courses and programs to meet the needs of the citizens of the greater Hagerstown region. Although this work is important, consistent with sentiments expressed in the follow up survey of community respondents (43 percent reported medium priority; 30.1 percent reported low priority), this priority should not displace the marketing of credit-bearing programs. Based on the feedback, the College should emphasize the job-related continuing education offerings as contrasted with personal enrichment courses.

Through partnerships with the American Management Association, REBAC- Real Estate Buyers Agent Certification, National Environmental Health Association CompTIA, Cisco, and testing vendors such as Thomson Prometric and Pearson VUE, students can earn nationally recognized certifications that will enhance their resumes and provide documentation of industry certified programs. Other certifications include EPA refrigerant handling, personal trainer, bartender, MDE lead paint renovator, veterinary assistant and pet grooming.

Because of certain occupational industry needs for continuing education units to maintain certification, Continuing Education delivers accredited programs for nurses, radiographers, and mental healthcare professionals, as well as real estate agents, insurance agents, food safety managers, pool operators, child care providers, and building code inspectors.

Many of the recommendations involve and impact the Office of Public Information and Government Relations (PIGR). HCC needs to perform a study of comparable community college marketing departments and programs, staffing and budgets. The College may need to allocate additional resources to better position HCC as the college of choice because of its effective delivery of quality programs and services. A partnership with other entities (USMH, County, City and WCPS, etc.) may be helpful in delivering the message that education is the key to the economic, social and cultural development of Washington County.

Recommendation #9: Provide an affordable educational opportunity to those who desire and can benefit from higher education.

In order to accomplish this recommendation, it is imperative that the College be a good fiscal steward through thoughtful planning, budgeting, and evaluation. Cost-benefit models and program reviews have become an integral part of this process and will continue to be improved as it becomes more challenging to secure sufficient financial resources.

A review of Maryland Community College data shows student tuition and fees increasing as a percentage of the overall operating budgets. Fiscal year 2011 projections include this revenue source accounting for approximately 47 percent of all operating revenue. While this is above the system-wide average, the College has done well with efficient allocation of resources, maintaining a relatively low cost per full-time equivalent student. HCC will need to monitor statewide and regional tuition and fee rates to ensure affordability.

Additionally, textbooks continue to be a substantial portion of the cost of attending college. The College should accelerate its plans to transition to electronic textbooks when feasible. HCC should implement measures to clearly define textbook affordability guidelines, including, but not limited to, increased textbook buy backs from students for resale in subsequent semesters, determining content differences between new and previous editions and providing students with information when the previous edition is acceptable, textbooks standardizing among courses, and making available bundled and unbundled versions. The administration should also continue to explore avenues to lessen the burden to students by considering textbook rentals, providing additional course materials through its print shop, Reprographic Services and, if appropriate, supporting the development of customized course materials.

Recommendation #10: Increase public awareness about the total cost of going to college and the ways to pay for it.

Excluding capital improvement projects, student tuition and fees account for less than half of the cost of providing an education. Operating expenditures are supplemented by state and county allocations. While this is the case, most students still struggle with paying for a college education. HCC needs to better inform the community of the level of financial support available to students. The College must also continue to make every effort to increase the level of funding for financial assistance for students.

In order to support the HCC mission of access and success in higher education, continued provision of student financial assistance is critical. In FY10, students received approximately \$11,952,469 through the financial aid program: 82 percent from the federal government, 9 percent miscellaneous category, 3 percent state programs, 3 percent civic scholarships, 2 percent Foundation scholarships, and 1 percent institutional scholarships. There has been an upward trend in the amount of financial aid provided to our students: In FY08, students received \$7,004,405, and in FY09, they received \$9,925,138. The Commission believes that providing financial support for students is one of the best strategies to increase the number of persons in Washington County who have college credentials.

The survey of recent graduates indicated a need to better publicize financial assistance opportunities for students. Efforts of the Student Financial Aid Office will continue as well as increased use of social media. The Student Government Association could also be utilized to “spread the word” as this group has a direct connection to students and involvement continues to grow.

Recommendation #11: Continue to seek public and private competitive grants to support institutional priorities and strategic goals.

The College has a 71 percent success rate of grant awards based on all annual submissions (2010 data). External funding has provided valuable resources to support College operations and programs, including equipment and staff for alternative energy technology, nursing, and biotechnology; student support services for students who could otherwise be “at risk”; and other benefits provided not only to the College, but to the community at large. Through grants, students receive scholarships and help with living expenses, HCC improves and launches its programs and ensures that they meet local needs, and employers gain additional training opportunities for their employees. In addition, by increasing training opportunities for the local workforce, HCC helps ensure that the region is attractive for businesses that need a location in which they will be able to find qualified job candidates. HCC may want to consider adding staff to support this function and must continue to plan for program sustainability once external funds have expired. Currently, sustainability is considered during the planning process for every grant.

The College has auxiliary organizations that seek and provide funding. The HCC Alumni Association conducts fund raisers and activities in support of scholarship and capital projects for the College; the HCC Foundation provides scholarship assistance and capital support through special events and campaigns; the HCC Booster Club provides financial support for the College’s athletic programs. In the future, it is recommended that the College more aggressively pursue alumni for private funding.

Recommendation #12: Increase awareness levels related to successes of private fundraising efforts for student scholarships and capital support through the HCC Foundation, Inc., Booster Club and Alumni Association.

As evidenced in the community and student and graduate survey results, the largest percentage of “No Opinion” responses were related to external grant funding and private fundraising initiatives through the Hagerstown Community College Foundation, Inc.

The College does have the strong support of organized campus fundraising through its auxiliary groups, volunteers, and grant writing work, all of which enhance private and public resource development.

The HCC Foundation, Inc. (Foundation) has assets of \$9 million. Its board of directors is comprised of community business members and individuals. The Foundation actively seeks and promotes private financial contributions in support of student scholarship needs and the College’s capital project needs. Its scholarship program provides both need-based and merit-based scholarships. Funding for equipment and furnishing needs for the most recently completed facility renovation project, the Career Programs building, and the current construction and renovations for the new Arts and Sciences Complex are the results of Foundation-led capital campaigns.

With a \$1.5 million scholarship fund within the Foundation, the Hawk Booster Club is the fundraising arm for the College’s athletic programs. Its active community membership efforts support scholarships for student-athletes and also raise funds for special athletic projects.

The HCC Alumni Association (Alumni Association) is a group of dedicated HCC graduates and friends of the College. Twenty-five percent of annual membership dues support scholarships, with preference given to children of HCC alumni. The Alumni Association contacts alumni annually to solicit funds for College-directed needs. The HCC Alumni Amphitheater, which is home to many community and college cultural events, was constructed through the fundraising efforts of the Association. Its newest project is the construction of the Alumni Center/Pavilion.

HCC also maintains a corps of dedicated community volunteers who compliment and supplement the mission, vision, and goals of the College. They serve in a variety of capacities across the campus.

As competition for public dollars becomes more intense, it is very important that the College inform local citizens of its successful efforts to secure private and competitive grant funding, thereby reducing its need for tax dollars.

Recommendation #13: Continue communications and collaborative efforts with County and State representatives to secure and protect adequate funding for Hagerstown Community College.

Washington County is a primary funding source for the College. County governments are required to maintain their funding amount annually, but are not required to keep pace with enrollment. The Annotated Code of Maryland requires that on or before September 30 and March 31 of each year, one-half of the allocation be paid to the College. The Education Article also authorizes the Board of Trustees and County Commissioners to adopt a payment schedule which may differ from the biannual payment noted above. Over the past several years, HCC and the County have adopted a schedule by which one-third of the allocation is paid on July 1, October 1, and February 1. Washington County government has been supportive of Hagerstown Community College's operating budget. While these economic times are very challenging, the Commission is hopeful that County government will continue to support the education of its citizens by striving to provide funding that is at least equal to the state-wide average of 37 percent.

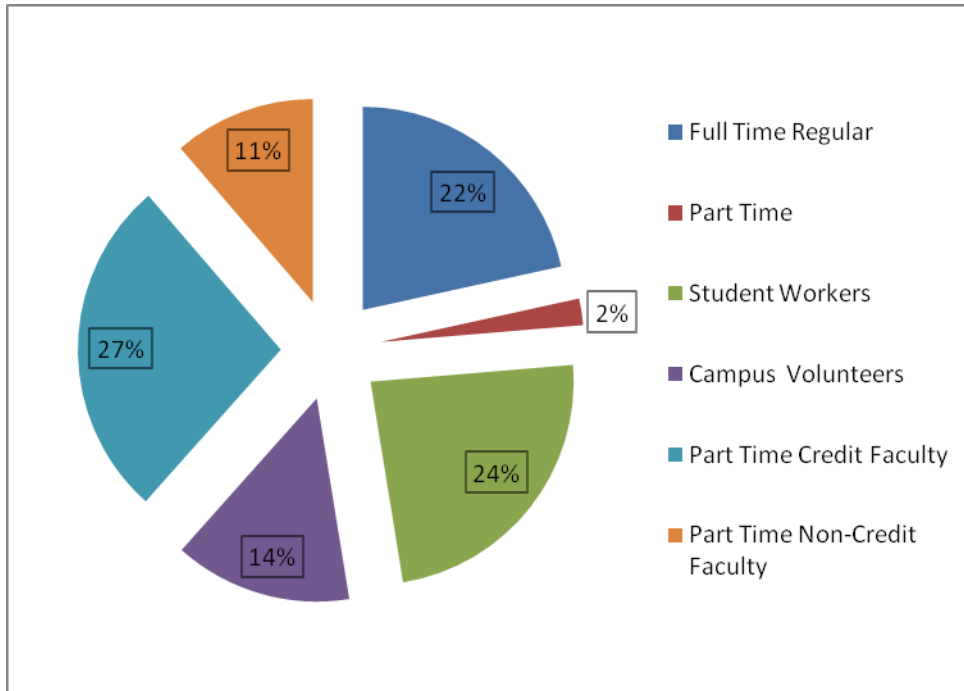
While the College, County government and the community do not have significant influence over state funding for the College, efforts should continue to provide the local delegation with information demonstrating the community college's value and accomplishments. Annual joint meetings with the Washington County Delegation and Board of Trustees should continue to facilitate this information-sharing process. The local legislators should continue to advocate for full funding of the Cade Formula. This formula state aid for 15 Maryland community colleges is provided through the Senator John A. Cade Funding Formula under section 16-305 of the Education Article. The intent of this formula is to base aid on a percentage of the previous year's state aid to selected four-year public higher education institutions and the total number of full-time equivalents (FTES) at the community colleges. Funds would then be distributed to each college based on the previous year's direct grant, enrollment and a small size factor. The formula also includes a "hold harmless" provision that ensures that each college receives no less than the previous year's funding. In recent years, this formula has been modified through the Budget Reconciliation Act, thus reducing aid per full-time equivalent student.

State and county funds are also provided to support community college capital improvement projects (CIP). Recent CIP projects at HCC include the renovation of the Career Programs Building, the Arts and Sciences Complex (including the construction of the STEM Building, and the expansion and renovation of the Performing and Visual Arts Education Center. These projects, which are needed as the College continues to experience record enrollment growth and offer new programs of study, would not be possible without state and county support.

Recommendation #14: Maintain an appropriate balance of full-time and adjunct faculty and expand faculty and staff to meet the workload associated with substantial student enrollment growth.

With personnel costs consuming for approximately 70 percent of the College’s operating budget, managing human resources without compromising quality and efficiency is a challenge. HCC relies heavily on adjunct faculty in both the credit and non-credit programs. Campus Volunteers and student workers also account for a substantial portion of the workforce.

Classification	# of Workers	% of Workers
Full Time Regular	265	21.56%
Part Time	26	2.12%
Student Workers	292	23.76%
Campus Volunteers	174	14.16%
Part Time Credit Faculty	333	27.10%
Part Time Credit-Free Faculty	139	11.31%



Workforce planning naturally complements and is a follow-up to strategic planning. The purpose of a workforce plan is to lay out the specific tasks and actions needed to ensure the institution has the resources to accomplish its mission and strategic goal. A workforce plan translates strategic thinking into concrete action in the area of workforce staffing and training needs.

The College’s planning should seek to determine what type of workforce is needed to sufficiently staff and manage a growing list of academic credit and non-credit programs and its expanding operational needs. As the College strategically plans for the future, key factors such as skill requirements, credentials, experience, retirement eligibility, diversity, turnover rates, and demographic trends and other data need serious consideration.

Workforce planning is a challenge for any organization. As the College grows, resources must be available in order to meet staffing demands, and to assist supervisors and managers in workflow design and the type of personnel to accomplish the work that needs to be done.

With HCC’s increasing reliance of adjuncts and other part-time staff, professional development opportunities should be maintained. These expenditures have been substantially reduced over the last

five years as the allocation of financial resources has become more challenging. While individual opportunities for training have been reduced, the College encourages increased group activities to afford development opportunities to more staff at a lower per employee cost. Additionally, with support of a grant from the Fletcher Foundation, the College will establish a Faculty Professional Development Center. Because so much is expected of adjunct faculty, HCC has done its best in recent years to increase professional development opportunities for this population, but much more could and should be done. In particular, adjunct faculty are hired with strong subject matter backgrounds, but most have no formal training in teaching techniques and best practices that apply to the diverse types of students who enter HCC.

Recommendation #15: Maintain adequate technology investments needed for student and staff success.

Information technology plays a significant role in supporting a teaching and learning environment. Virtually all areas of the College community are impacted by technology, thus increasing the importance of sound information technology strategic planning. This planning must use as a foundation the College's vision, mission, strategic goals, and annual institutional priorities.

HCC's Strategic Goal #5 emphasizes the importance of technology in shaping the preferred future. This goal calls for the expansion of the College's internet capabilities and web presence, the enhancement of technology infrastructure in support of future growth and needs, and equipping instructional spaces and offices with necessary technology to ensure faculty, staff, and student success; faculty, student, and staff technology training initiatives; and the improvement of policies and documentation addressing computer use.

The pace of change in technology and the increasing expectation of students for technically enhanced instructional methods has created a pressing need for educational institutions to implement a technology strategy. With the expanded use of technology in the classroom and the use of the internet and learning management systems as instructional tools, technology and its role at HCC are expanding rapidly. The cost of technology is a major factor in the College's capital and operational budgets, with an average allocation of 10-12 percent of the total operating budget. It is anticipated that this budget will increase to support expanded applications of information technology in the future. However, a long-term strategy is needed to ensure that adequate funding and other resources exist to make these needed technology improvements. In evaluating the impact of technology, the College has to address the following:

- What type of architecture is needed to support today's needs and lead the campus into tomorrow's requirements in the areas of teaching, learning, and administrative services?
- What is the College's vision for the use and implementation of technology administratively?
- What are the emerging technology uses in support of teaching and learning by faculty, students, and staff?

- Do the cross-functional processes, integrated applications, and IT infrastructure work together?

Recommendation #16: Market and communicate more effectively curriculum and service offerings, successes, and opportunities to better position HCC as the local “college of choice.”

Community colleges are a vital part of the postsecondary education delivery system. Approximately 50 percent of those who attend college begin at a community college. Recognizing this fact, President Obama is proposing, through the American Graduation Initiative, a multibillion-dollar investment in the nation’s community colleges to help an additional 5 million Americans earn degrees and certificates by 2020. By the end of this decade, more than 60 percent of jobs will require college education. Obama believes that regardless of the educational path after high school, all Americans should be prepared to enroll in at least one year of higher education or job training to better prepare our workforce for a 21st century economy.

Supporting the federal initiative, Maryland's community colleges are partnering with the O’Malley administration on Skills2Compete-Maryland, which is designed to increase the skills and competitiveness of Maryland's workforce. By preparing more Marylanders for middle-skill jobs (those that require more than a high school diploma, but less than a four-year degree), Marylanders can gain the skills and credentials they need to get good jobs. Middle-skill jobs are the backbone of the state's economy, making up half of Maryland’s labor market.

Improving Maryland’s completion rates is central to Skills2Compete, which aims to improve student achievement and college and career readiness in Maryland by 25 percent by 2015. As part of the strategy to close the “readiness gap” and improve transitions into higher education and the workforce, the Governor set the goal of increasing the number of associate and bachelor’s degrees awarded by Maryland colleges and universities by 6,500 degrees or 17 percent by 2015. Hagerstown Community College ranked number one (of 16) for public two-year colleges with a graduation rate of 26 percent.

To accomplish these federal and state goals, HCC needs to more broadly convey the message that it is a highly accountable community asset that spends public funds wisely. Multiple committees reviewed institutional effectiveness data and reports. It was determined that the College consistently demonstrates its effectiveness and efficiency through its accreditation, financial audits, student pass

rates for licensure and/or career entry exams, the success of students who transfer to four-year colleges and universities, and other measures that attest to the quality of HCC's offerings. As a result, it was affirmed that HCC is an effective organization that needs to communicate more effectively its offerings, student and graduate successes, and opportunities for the individuals it serves, as well as the business community.

Student, graduate and faculty success stories need to be widely publicized via the HCC Web site. Enhanced communication through linked videos of student and faculty achievements can provide external venues for communicating HCC success stories and initiatives. To do so, accurate individual contact information must be maintained and kept current by merging and integrating all institutional databases. This will facilitate the ability to obtain timely feedback from graduates and students regarding their accomplishments and provide an effective avenue for the College to share its successes.

Recommendation #17: Increase public awareness of HCC’s customized training opportunities for businesses, business incubation services, and student internships, as well as the wide variety of credit-free courses for all age groups.

The critical message that HCC needs to continue to convey is the value and need for postsecondary educational and training opportunities in the development of the local economy. There was concern that HCC needs to reach the non-traditional, mid-career or under/unemployed student population through greater targeted publicity. Several Commission members felt that the slogan of "Stay close. Go far." is positive, but may have the greatest attraction to a young demographic. This topic was tested with a student and graduate panel, which felt that it remains applicable to all ages. Perhaps an expansion of the slogan and the marketing of relevant offerings that appeals to working adults may help promote HCC as the community’s college.

Credit-free courses/programs in the areas of workforce (licensure and certification programs) and career development, as well as the successes of continuing education students and programs, need greater community exposure. This may necessitate a re-branding of such credit-free programs. Customized training opportunities should be more widely publicized and marketed to employers. Additionally, HCC’s internship program should receive more publicity as an effective tool for putting theory into practice and gaining relevant work experience. Internships have grown by 34 percent from FY 08 – FY 10. During that same period, there were 106 internship sites, with approximately 70 percent of those being new every year.

Hagerstown Community College's Technical Innovation Center (TIC) is Western Maryland’s largest and most comprehensive technology based business incubator. It is a self-sustaining economic development effort that fosters the growth of new and expanding businesses by providing access to advanced technologies, business development resources, and collaborative opportunities. The center does not limit entry only to start-up enterprises. The TIC's focus is to promote the development of technology or manufacturing-based businesses. The TIC works with local economic development groups to provide facilities and support to local companies and new firms that are being recruited to the area.

CONCLUDING REMARKS

It was early last summer when we were approached by Hagerstown Community College President Guy Altieri and asked to serve as co-chairs of the Commission on the Future of Hagerstown Community College.

Our charge was to lead more than three dozen community members through a process that would help HCC chart its course for the next three to five years.

Neither of us hesitated. We have seen first-hand the impact and extreme importance of education on individuals' personal, professional, social and cultural growth over the course of their lives.

And from a more local perspective, we've been around the community long enough to see the tremendous contributions HCC has made to Washington County and beyond. Many students have told us they were the first in their families to attend college. Had HCC not been affordable and nearby, they would not have had access to higher education.

If you believe that HCC is a place where only high school graduates go to complete their freshman and sophomore years before transferring to a larger college or university, you're familiar with just a fraction of the story. The reality is that HCC is committed to educating *everyone*.

HCC has been here when the community has needed it, through good times and bad, helping our citizenry reach its potential.

It's been here to serve thousands of students, young and old, with degree and professional certification programs.

It's been here to serve unemployed and under-employed citizens, those people who've taken advantage of job training programs to learn new skills or rejoin the workforce.

It's been here for adults who, years ago, dropped out of high school, yet have the courage to return to the classroom and earn their high school diplomas.

The Essence Program has been here for thousands of high school students looking to get a jump on their college careers by enrolling in HCC courses that count toward their college requirement.

And it's been here for the entrepreneurs looking to start their own businesses through HCC's business incubator.

In an HCC classroom, it's not unheard of to find a 30-year-old military veteran just home from Iraq sitting next to a 65-year-old retiree sitting next to a 19-year-old with a goal to transfer to the University of Maryland sitting next to a high school senior from Clear Spring.

Yes, HCC is a very special place. We were honored to be asked to play a small role helping the college chart its course for the next few years.

And we thank the members of the committee for giving of their time and talent to contribute to this report.

Carolyn W. Brooks, Immediate Past Chair, HCC Board of Trustees; current board member
John League, Editor and Publisher, The Herald-Mail

HISTORY AND BACKGROUND

Established in 1946, Hagerstown Community College (HCC) has prepared its citizens for both work and life for 64 years. Its comprehensive mission and vision statements focus upon serving the people of Washington County. HCC takes pride in its diverse and growing population and variety of programs. HCC partners with The Greater Hagerstown Committee, the Washington County Museum of Fine Arts, the Community Foundation of Washington County MD, Inc., the Maryland Symphony Orchestra, Washington County Free Library, Meritus Medical Center, Hagerstown-Washington County Chamber of Commerce, Washington County Commissioners, Washington County Public Schools, the University System of Maryland – Hagerstown, private schools and academies, home schoolers, local businesses, the nonprofit community, and area leaders. Through these strong and productive partnerships with business, education, and arts and human services organizations, it continues to develop new programs to supply the trained workers that local employers need. Leading edge programs include Health Sciences, Alternative Energy Technology, and Biotechnology, as well as programs that are in the development stage, such as Environmental Sustainability, Cyber Security, and new Arts and Humanities programs.

HCC's physical setting, quality of educators, and new construction projects on the horizon, which include a new Science, Technology, Engineering and Math Building, which is environmentally friendly; a refurbished and expanded Kepler Theater for the visual and performing arts; a renovated Classroom Building; and new Learning Center; ensure that its learners will continue to receive the quality education they deserve. HCC is also aware of the importance of maintaining "green" space. The soon-to-be constructed Waltersdorf Quad will provide gardens, tribute areas, and gathering spaces for students and staff. In addition, HCC is in the early stages of planning for doubling the size of its student center to expand activities vital to student retention.

Opened as the first community college in Maryland, Hagerstown Junior College (HJC) met the needs of returning men, mostly, from World War II. Its programs focused primarily on transfer curricula. Its course offerings included those for liberal arts preparation, science, and mathematics for most types of pre-engineering, and home economics. Programs of study reflected the needs of its students and community. Today, HCC's programs of study reflect the same purpose; however, the number of programs has grown from four to 118.

The College opened its doors for late afternoon and evening classes in the Hagerstown High School, located on Potomac Avenue with an initial enrollment of 95 students. In 1956, the College moved to a separate building on the South Hagerstown High School campus, making day programs possible for the first time. Classes were first held on the current Robinwood Drive campus in 1966 with an enrollment of 782 students. Today, HCC has an enrollment of 5,500 credit students and 9,000 credit-free students. Furthermore, the College operates satellite locations at the Valley Mall in Hagerstown and at Fort Ritchie in Cascade, MD. Classes are also offered at various sites in Washington County and Franklin County, PA. HCC maintains a training facility and driving range for its Commercial Vehicle Transportation Program at the Hagerstown Volvo/Mack plant.

On July 1, 1998, Hagerstown Junior College became Hagerstown Community College. The name change is reflective of the expansion of post-secondary degree education. It also reflects the belief that career education could no longer be encompassed in high school and that there is a need for the community college specialization in careers. The name also states that HCC is the community's college.

Whereas HJC was focused on credit and transfer education curricula, HCC today focuses on "lifelong learning." The College is dedicated to providing customers with opportunities for learning required to keep pace with the changes in our economy and society throughout a lifetime. The College offers a wide variety of credit and credit-free courses. Courses are changed and updated on a regular basis in order to meet the educational needs of the community.

"Lifelong learning" at HCC includes both credit and credit-free customized training services for business, government, and industry. It also includes retraining, skills upgrading, and personal

enrichment. It offers space and support for numerous conferences, seminars, workshops, retreats, meetings, or special events.

HCC has educational offerings for every age group and for all stages of one's life. College for Kids provides an educational summer experience for school-age children; adolescents can take college classes while in high school through HCC's ESSENCE Program; senior citizens are afforded the opportunity to take all types of classes, and will soon enjoy the advantages of having the Washington County Senior Center on HCC's campus. Whether taking a field trip, preparing for a career, participating in workforce training, or enriching their lives, individuals can find something to serve their needs at HCC.

As with any organization seeking progress, HCC has major challenges and opportunities related to funding, facility expansions, technology enhancements, literacy education and basic job training, and ever increasing costs for its students. Hagerstown Community College is not static. College officials strive to take advantage of available opportunities while facing the many challenges incurred with a changing environment.

In interfacing with the economic and cultural traditions of our community, HCC is making programmatic and facility investments. New programs include Alternative Energy Technology and Biotechnology, as well as programs that are in the development stage such as Environmental Sustainability, Cyber Security, and new Arts and Humanities programs.

The work of the Commission on the Future of HCC is essential in the College's efforts to craft its long-range plans. HCC's strategic plan reaffirms the College's desire to move beyond the norm and to set into motion a culture that continuously looks at strategic change, continuous quality improvement, and effective stewardship of limited resources as the essential elements to reach and maintain a high standard of excellence. It provides a sense of where the College is going, holding on to what people cherish, but moving forward to set a new direction. The strategic goals address critical issues and the basic conditions that support the College's educational mission.

Strategic Plan 2012 details the vision, strategic goals, and related action plans that will produce the preferred future for the College. Strategic Plan 2016 will take the community input from the Commission's work and will integrate these viewpoints into updating selected 2012 initiatives. Some directions will need to continue, some new strategic directions will emerge for the first time, and some may become a more dominant component in 2016. Strategic Plan 2016 will then align with Strategic Plan 2012 to become the guiding document for what the College plans to become in 2016 in order to meet the new realities while maintaining the College's basic mission and shared vision. The College will then be prepared to set new directions before the Middle States Association of Colleges and Schools reaccreditation process in fall 2014. The accreditation affirms that HCC provides a quality of education that the community has a right to expect and shows confidence in HCC's performance.

HCC'S MISSION AND VISION

Mission

HCC offers a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic education skills enhancement, general and continuing education, as well as student and community service.

Vision

HCC will be a learner-centered, accessible, life-long learning institution dedicated to student and community success.

CHARGE STATEMENT

The charge statement was given to community members, who participated in the Commission on the Future of HCC, to provide context and direction for their work.

1. In support of helping to shape the College's future agenda, the Commission will identify the widely recognized community educational needs and assess HCC's related responsiveness, as well as suggest broad potential improvements that fall within its mission.
2. The Commission will study the challenges and opportunities HCC will face in serving students and delivering comprehensive programs over the next five years and will prioritize the opportunities from a community perspective.

3. The Commission will suggest strategies that would provide high assurance that HCC will have sufficient resources to remain responsive to major student and community learning needs as economic, cultural, and demographic changes reshape the College's service region.
4. By recommending ways to better measure and communicate HCC's effectiveness to local citizens, the Commission will help set forth a strategy that will provide easily understood and convincing evidence that the College resources are being used in a wise and prudent manner.

Appendix 3

FOR IMMEDIATE RELEASE

September 23, 2010

Contact:

Beth Stull, HCC Director of Public Information
301-790-2800, ext. 265
stullb@hagerstowncc.edu



Commission Helps HCC Build Strategic Plan

(Hagerstown, MD) – Hagerstown Community College announced today the formation of a 30-member Commission on the Future of HCC. The group, comprised of community members, alumni, students, faculty members, and HCC administrators, will work through the end of this school year to identify local higher education needs and share recommendations to help HCC shape its long-range strategic plan.

“As the community’s college, it’s imperative that we work with local organizations and citizens to identify the most significant needs of the community,” said HCC President Guy Altieri. “The work of this commission will serve as a valuable tool in helping us plan for continued success in addressing HCC’s educational mission, vision, and values in serving the local community.”

The commission will help identify community educational needs, assess HCC’s responsiveness, and suggest improvements for the mission and service of the college. Commission

members will be asked to examine the challenges and opportunities that HCC is expected to face in the next five years. The end goal is to have the commission set forth recommendations to guide HCC in planning for and using its resources to best serve the community.

Carolyn Brooks, immediate past chair of the HCC Board of Trustees and current board member, and John League, editor and publisher of The Herald-Mail are serving as the co-chairs of the commission. Four study groups within the commission will allow the group to examine the college by specific areas.

The Student and Student Affairs Study Group is co-chaired by Donna Rudy, HCC dean of student affairs, and David Engle, director of the Washington County Department of Social Services. Group members include Sila Bartel, representing the Hispanic community; Leon Brumback, HCC Foundation; Maureen Grove, Girls Inc.; Joan Johnson, HCC faculty; Carol Kreykenbohm-Barnhart, Washington County Public Schools; and John Little, HCC's Student Government Association.

The Programs and Educational Support Study Group is co-chaired by Judith Oleks, HCC vice president of academic affairs, and Cassandra Latimer, director of public affairs and communications at Citicorp. Group members include Donna Hanlin, WCPS; Joe Kroboth, Washington County government; Rebecca Massie Lane, Washington County Museum of Fine Arts; Sean Maher, HCC faculty; Dori Nipps, Pen-Mar Development Corporation; Theresa Shank, dean of HCC's Continuing Education and Community Services Division; and Maggie Stone, HCC SGA.

The Finances, Facilities, Human Resources, and Technology Support Study Group is co-chaired by Anna Barker, HCC vice president of administration and finance, and Tom Newcomer, president of R. Bruce Carson. Group members include Sam Cool, Planet Technologies; John Itell, Albright, Crumbacker, Moul & Itell; Phil Kelly, Millennium 3 Energy; Joe Marschner, HCC faculty; Matthew Vich, HCC SGA; and Jim Ward, D.M. Bowman.

The Effectiveness and Quality Assurance Study Group is co-chaired by Barbara Macht, HCC dean of planning and institutional effectiveness, and Earl Stoner, Washington County health officer. Group members include Dale Bannon, WCPS; Tracy Barlup, Longmeadow Animal Hospital; Mary Anne Burke, Washington County Arts Council; Rebecca Lake, HCC SGA; Kathy Maher, Hagerstown government; and Tony Valente, HCC faculty.

The commission is expected to complete its work by April 2011. Following review by the HCC board of trustees and input from HCC faculty and staff, the final recommendations will be incorporated into HCC's Strategic Plan 2016, which will be implemented beginning in September of 2012.

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METHODOLOGY

Survey #1

Community Leaders Survey and Results – September 2010

As part of the Commission on the Future of Hagerstown Community, a survey was created and sent to **247** community leaders throughout the Washington County and the surrounding area on August 2, 2010 with a link to the survey on SurveyMonkey.com. (Two hundred twenty-one (221) surveys were successfully delivered. Twenty-six (26) were undeliverable due to invalid email addresses.) The survey consisted of 15 questions and is divided into four sections, reflecting the four committees: 1- Students and Student Services; 2- Programs and Educational Support; 3- Finances, Facilities, Human Resources, and Technology Support; and 4 - Effectiveness and Quality Assurance. One hundred twelve (**112**) surveys were completed, an overall response rate of **50.7%**.

See Appendix 4a for the complete survey with compiled results. Comment responses are verbatim as typed. The same survey was also administered to **750** randomly chosen recent HCC graduates.

Graduates Survey and Results – September 2010

A survey was created and sent to **750** randomly chosen recent HCC graduates on August 2, 2010 with a link to the survey on SurveyMonkey.com. Five hundred fifty-seven (557) surveys were successfully delivered. One hundred ninety-three (193) were undeliverable due to invalid email addresses. The survey consisted of 15 questions and is divided into four sections, reflecting the four committees: 1- Students and Student Services; 2- Programs and Educational Support; 3- Finances, Facilities, Human Resources, and Technology Support; and 4 - Effectiveness and Quality Assurance. **48** surveys were completed, an overall response rate of **8.6%**.

See **Appendix 4b** the complete survey with compiled results. Comment responses are verbatim as typed.

Graduate Panel Discussion

Due to lack of valid alumni email addresses and related low response rates to the survey, an alternative method of obtaining greater student input was implemented. A panel of five recent graduates representing different majors participated in a discussion covering the four study group areas at the January Commission meeting.

See **Appendix 4c** for a list of panel participants and a summary of student comments and observations.

Survey #2

Community Leaders Survey and Results – February 2011

Those who responded to the Community Leaders Survey Survey #1 were sent a second survey in February 2011. This survey asked for responses based on the recommendations of the four Study Groups.

See **Appendix 4d** for the complete survey with compiled results. Comment responses are verbatim as typed.

FUTURE OF HAGERSTOWN COMMUNITY COLLEGE Community Leaders Survey Results ~ September 2010

Section 1: EDUCATION PROGRAMS

1. How well is HCC doing with CREDIT course offerings and programs?

	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
University/Transfer Education	42.1% (45)	40.2% (43)	2.8% (3)	0.0% (0)	0.9% (1)	14.0% (15)	4.42	107
Career Education/Job Preparation	43.5% (47)	42.6% (46)	4.6% (5)	0.0% (0)	0.0% (0)	9.3% (10)	4.43	108
Remedial/Developmental Education	19.8% (21)	39.6% (42)	11.3% (12)	1.9% (2)	0.0% (0)	27.4% (29)	4.06	106
Early College Offerings for High School Students (ESSENCE)	38.9% (42)	36.1% (39)	2.8% (3)	0.9% (1)	0.0% (0)	21.3% (23)	4.44	108
Answered question								108
Skipped question								4

2. How well is HCC doing with NON-CREDIT courses and programs?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Adult Education (basic literacy, GED completion, ESL)	35.2% (37)	45.7% (48)	1.0% (1)	0.0% (0)	0.0% (0)	18.1% (19)	4.42	105
Personal Interest Courses	41.9% (44)	45.7% (48)	3.8% (4)	0.0% (0)	0.0% (0)	8.6% (9)	4.42	105
Career Courses and Programs	35.8% (38)	53.8% (57)	4.7% (5)	0.0% (0)	0.0% (0)	5.7% (6)	4.33	106
Customized Job Training	31.4% (33)	39.0% (41)	11.4% (12)	1.0% (1)	0.0% (0)	17.1% (18)	4.22	105
Courses for Senior Citizens	32.7% (34)	37.5% (39)	4.8% (5)	0.0% (0)	0.0% (0)	25.0% (26)	4.37	104
College for Kids	32.1% (34)	35.8% (38)	3.8% (4)	0.0% (0)	0.0% (0)	28.3% (30)	4.39	106
Answered question								107
Skipped question								5

3. What should the College be emphasizing in the future for CREDIT course offerings and programs?

	Increase Number of Offerings	Keep the Same Level	Decrease Number of Offerings	No opinion	Rating Average	Response Count
University/Transfer Education	66.4% (71)	24.3% (26)	0.0% (0)	9.3% (10)	2.73	107
Career Education/Job Preparation	64.5% (69)	26.2% (28)	0.9% (1)	8.4% (9)	2.69	107
Remedial/Developmental Education	26.3% (26)	53.5% (53)	4.0% (4)	16.2% (16)	2.27	99
Early College Offerings for High School Students (ESSENCE)	42.9% (45)	41.9% (44)	1.9% (2)	13.3% (14)	2.47	105
Answered question						107
Skipped question						5

4. What should the College be emphasizing in the future for NON-CREDIT courses and programs?						
	Increase Number of Offerings	Keep the Same Level	Decrease Number of Offerings	No opinion	Rating Average	Response Count
Adult Education (basic literacy, GED completion, ESL)	39.6% (42)	51.9% (55)	0.0% (0)	8.5% (9)	2.43	106
Personal Interest Courses	24.5% (26)	62.3% (66)	3.8% (4)	9.4% (10)	2.23	106
Career Courses and Programs	57.7% (60)	34.6% (36)	0.0% (0)	7.7% (8)	2.63	104
Customized Job Training	55.1% (59)	35.5% (38)	0.0% (0)	9.3% (10)	2.61	107
Courses for Senior Citizens	22.9% (24)	61.0% (64)	1.0% (1)	15.2% (16)	2.26	105
College for Kids	28.2% (29)	51.5% (53)	0.0% (0)	20.4% (21)	2.35	103
Answered question						107
Skipped question						5

5. Additional comments about courses and programs:

- Over all the course transfer rate between HCC and four year universities is on par with most other community colleges. However we should strive to be above the normal level.
- I am active in our business community but have not been involved to know where HCC is focused and how effective it serves the community. From my understanding HCC does stay current on trends and importance of curriculum whether degree oriented or continuing ed.
- increase certificate offerings to assist/increase employment opportunities
- The college should work with the Washington County Public Schools to objectively consider why so many students who are graduating from one of the premier secondary school systems in America are being required to take remedial courses upon matriculation to HCC. If the answer is, as most suspect, an additional revenue stream opportunity for the college, then the college needs to reconsider its commitment to the community it serves. Washington County is not an affluent community where students and their parents can afford to pay for unnecessary non-credit remedial courses, particularly when the data suggests that a large majority of the students being required to take these courses are already prepared to enter directly into college-level work.
- Some concern that geometry is not required prerequisite for introductory and other engineering courses.
- Keep up the great work. HCC has a wonderful reputation that continues to only get better.
- HCC has done an excellent job of responding to changes in the marketplace and the demand for certification programs in addition to the more traditional preparation for post secondary education.
- Although an increase in the number of offerings will put additional strains on a tight budget, a demanding academic curriculum and an increase in the number of classes are essential if Washington County is to be competitive in attracting companies that will offer higher paying salaries. For a number of years, there has been interest in creating a technology park. This hope/dream will not become a reality until we provide the educational base for the companies whose focus is the rich diversity of technology. But in focusing on technology, we must never lose sight of the importance of analytical thinking and the ability to communicate complex ideas in plain English. Too few students read; too few students have a good command of English; and too few students write well. Employers expects students to think critically; to write coherently; and to speak well. We need to put more emphasis on these disciplines.
- HCC has an extremely important mission that is vital for the future of Washington County. I believe the college is doing an excellent job. My "no opinion" answers are because I do not believe I have sufficient knowledge to offer an opinion.
- Concentrate on being the local option for a 2 year career field, and the best starting alternative for then transferring to a 4 year school
- I do not know enough about most of these to offer an opinion.
- Cyber Security is a priority.
- Catalogues are very good at providing description and availability of courses
- We need to continue to have a wide variety of classes offered as this is a community college, try to educate all walks of life. I have requested some courses of study in the past and was ignored. I strongly feel that we need to have transfer college classes as well as technology classes. (My recommendation in the past was a veterinary technician program - as required by the state this is an accredited degree program not continuing education program and could be taught in tandem with nursing and radiology programs. The only vet tech program in Maryland is at Essex CC). I also think that the arts are important - as it is an indication of the type of society we are.
- I believe HCC does a fine job meeting the needs of their students and seniors in their course offerings. I would like to see an increase in opportunities for college for kids courses as this area seems to be growing in numbers and ultimately offers challenges to those kids who actively seek to better themselves and increase their awareness and skills as they continue to work towards their educational goals.
- The S.T.E.M. program is of particular interest to me. I believe that if we are to attract good jobs of the high tech variety to this area we must be ready to offer a well trained work force. Some of the programs now being developed at HCC should help greatly in that area.
- My son was able to attend College for Kids this summer and I was very impressed at the organization, safety, content, and leadership in the class. My responses for the most part are based upon what I hear and discuss with people I work with.
- HCC has grown over the years since I was a student in 1966 - 67. It is doing a great job meeting its mission to "Stay Close, Go Far." I have been struck by the community's need for Adult Basic Education and English as a Second language. With limited resources (grants) and few college funded full time positions, I have been

impressed by the work of the staff and the job being done. The developmental education programs (Eng 98, 99, 100 and Math 98, 99, 100) are also to be commended, as well as the labs and Student Success Center.

- Courses are diverse. "New" courses are especially welcomed. Courses are of high quality.
- 1) My son had difficulty getting courses accepted for transfer from HCC. Despite his AA, much of his course work was not accepted for transfer. 2) There needs to be better coordination of "college readiness" efforts with WCPS so eliminate need for remedial reading classes that most kids seem to need when enrolling at HCC. This is either a shortcoming by WCPS or else is a result of HCC requiring something different. A proficient reader from WCPS should be able to move right into credit classes without having to go through remedial classes.
- While the college has done a good job of stepping up to the plate with many remedial and basic literacy programs, these need to be focused on more closely by the Wash. Co. School Board so they are not graduating so many students requiring remedial help.
- The real estate brokerage and appraisal courses are great.
- Need to increase 4 year degree partnerships.

Section 2: STUDENT AND STUDENT SERVICES

1. As HCC enrollments continue to grow rapidly, HCC priorities should be:

	High Priority	Medium Priority	Low Priority	No Opinion	Rating Average	Response
Maintain current class sizes	53.8% (56)	37.5% (39)	4.8% (5)	3.8% (4)	2.51	104
Increase scholarship and other financial aid	61.5% (64)	33.7% (35)	2.9% (3)	1.9% (2)	2.60	104
Expand facilities	35.3% (36)	46.1% (47)	13.7% (14)	4.9% (5)	2.23	102
Expand parking	34.7% (35)	40.6% (41)	13.9% (14)	10.9% (11)	2.23	101
Add more student services personnel	19.6% (20)	52.0% (53)	11.8% (12)	16.7% (17)	2.09	102
Add more faculty	39.2% (40)	46.1% (47)	3.9% (4)	10.8% (11)	2.40	102
Create more on-line offerings	47.1% (49)	36.5% (38)	7.7% (8)	8.7% (9)	2.43	104
Create additional extension centers	22.3% (23)	38.8% (40)	26.2% (27)	12.6% (13)	1.96	103
Answered question						104
Skipped question						8

2. How well is HCC doing with Student Services?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Financial assistance	27.7% (28)	31.7% (32)	6.9% (7)	0.0% (0)	0.0% (0)	33.7% (34)	4.31	101
Admissions	36.3% (37)	36.3% (37)	2.9% (3)	0.0% (0)	0.0% (0)	24.5% (25)	4.44	102
Registration	30.4% (31)	33.3% (34)	3.9% (4)	0.0% (0)	0.0% (0)	32.4% (33)	4.39	102
Academic advising	18.8% (19)	28.7% (29)	12.9% (13)	1.0% (1)	1.0% (1)	37.6% (38)	4.02	101
Career counseling	14.9% (15)	27.7% (28)	12.9% (13)	2.0% (2)	2.0% (2)	40.6% (41)	3.87	101
Services for students with disabilities	12.9% (13)	34.7% (35)	4.0% (4)	0.0% (0)	0.0% (0)	48.5% (49)	4.17	101
Services for adult students in job training programs	10.9% (11)	38.6% (39)	8.9% (9)	0.0% (0)	0.0% (0)	41.6% (42)	4.03	101
Internships	7.1% (7)	28.3% (28)	15.2% (15)	1.0% (1)	0.0% (0)	48.5% (48)	3.80	99
Intercollegiate athletics	17.8% (18)	42.6% (43)	4.0% (4)	0.0% (0)	0.0% (0)	35.6% (36)	4.22	101
Student activities	19.4% (19)	34.7% (34)	8.2% (8)	0.0% (0)	0.0% (0)	37.8% (37)	4.18	98
Answered question								102
Skipped question								10

3. What should the College be emphasizing in the future for Student Services?						
	Increase Services	Keep the Same Level	Decrease Services	No Opinion	Rating Average	Response Count
Financial assistance	58.4% (59)	30.7% (31)	0.0% (0)	10.9% (11)	2.66	101
Admissions	28.7% (29)	58.4% (59)	0.0% (0)	12.9% (13)	2.33	101
Registration	19.0% (19)	64.0% (64)	1.0% (1)	16.0% (16)	2.21	100
Academic advising	51.5% (52)	31.7% (32)	0.0% (0)	16.8% (17)	2.62	101
Career counseling	60.4% (61)	22.8% (23)	0.0% (0)	16.8% (17)	2.73	101
Services for students with disabilities	23.5% (23)	44.9% (44)	0.0% (0)	31.6% (31)	2.34	98
Services for adult students in job training programs	39.2% (38)	41.2% (40)	0.0% (0)	19.6% (19)	2.49	97
Internships	51.5% (52)	27.7% (28)	0.0% (0)	20.8% (21)	2.65	101
Intercollegiate athletics	5.9% (6)	63.4% (64)	7.9% (8)	22.8% (23)	1.97	101
Student activities	22.0% (22)	55.0% (55)	0.0% (0)	23.0% (23)	2.29	100
Answered question						102
Skipped question						10

4. Additional comments about students and Student Services:

- My answers are based on not knowing the current environment.
- I do not have the basis to offer a valid opinion. The school is going to have to grow and will require a significant investment from the state and county during tough budget years. Funding HCC is money well spent of the future of Washington County.
- RE: Question 1 about facilities, build or expand to off-site satellite facilities...Satelites seem a good idea if needed by HCC; it would certainly help the region find at least one use for the many, many empty buildings.
- Internships available thru HTC very useful in career development
- HCC provides excellent scholarship opportunities to students in need as well as students who excel in their field of study. It is very impressive to see how many students are in some way provided with scholarships that need them as well as earned them.
- 1) Rather than continue to expand the campus, strong consideration should be given to becoming a force for re- invigoration of downtown by redeveloping and/or renting space downtown for classes. 2) Both kids that attended HCC would have benefited from more thorough, available academic advising and career counseling.
- Obviously, as a memeber of the foundation board, I think we need to be increasing the number of scharlarships-- even thought the onus is on us to generate the funds!

Section 3: FINANCES, FACILITIES, HUMAN RESOURCES, and TECHNOLOGY

1. How well is HCC doing with Finances, Facilities, Human Resources, and Technology?

	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Maintaining affordable student tuition/fees	58.0% (58)	31.0% (31)	6.0% (6)	0.0% (0)	0.0% (0)	5.0% (5)	4.55	100
Seeking external grant funding to support programs and services	42.0% (42)	27.0% (27)	7.0% (7)	1.0% (1)	0.0% (0)	23.0% (23)	4.43	100
Private fundraising efforts through the HCC Foundation, Inc.	42.4% (42)	40.4% (40)	6.1% (6)	1.0% (1)	0.0% (0)	10.1% (10)	4.38	99
Maintaining clean and sufficient facilities and grounds	56.4% (57)	35.6% (36)	5.0% (5)	0.0% (0)	0.0% (0)	3.0% (3)	4.53	101
Maintaining quality faculty and staff	41.6% (42)	42.6% (43)	6.9% (7)	1.0% (1)	0.0% (0)	7.9% (8)	4.35	101
Maintaining appropriate levels of instructional and administrative technology	35.6% (36)	42.6% (43)	4.0% (4)	0.0% (0)	0.0% (0)	17.8% (18)	4.39	101
Answered question								101
Skipped question								11

2. What should the College be emphasizing in the future for Finances, Facilities, Human Resources, and Technology?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Rating Average	Response Count
Maintaining affordable student tuition and fees	83.2% (84)	13.9% (14)	0.0% (0)	0.0% (0)	0.0% (0)	3.0% (3)	4.86	101
Seeking external grant funding to support programs and services	73.0% (73)	24.0% (24)	0.0% (0)	0.0% (0)	0.0% (0)	3.0% (3)	4.75	100
Private fundraising efforts through the HCC Foundation, Inc.	59.4% (60)	36.6% (37)	0.0% (0)	0.0% (0)	0.0% (0)	4.0% (4)	4.62	101
Maintaining clean and sufficient facilities and grounds	66.0% (66)	30.0% (30)	2.0% (2)	0.0% (0)	0.0% (0)	2.0% (2)	4.65	100
Maintaining quality faculty and staff	83.2% (84)	15.8% (16)	0.0% (0)	0.0% (0)	0.0% (0)	1.0% (1)	4.84	101
Maintaining appropriate levels of instructional and administrative technology	67.0% (67)	28.0% (28)	1.0% (1)	0.0% (0)	0.0% (0)	4.0% (4)	4.69	100
Answered question								101
Skipped question								11

3. Additional comments about resources:

- As a student I disagree with some of the rules for tutors--they are student workers who should be allowed to do their own assignments and work with a student to help them as long as they need help. Also some of the campus has broken floor tiles (some in the process of renovation) and vandalized doors from last year. Financial aid staff should become more knowledgeable about new rules that revoke financial aid without notification from students.
- HCC's campus facilities are outstanding
- Remaining competitive with MSN nursing faculty should be a high priority....More MSN graduates are successfully being recruited by HCC's competition because of lower wages at HCC.
- Private fundraising will be an ongoing requirement. Maintaining and improving staff is always important. Finding ways to market the college to the community and to get people on campus will always help and will be important to keep and increase strong community support
- Tuition is reasonable
- HCC should use its resources(staff, location, financial and green spaces) wisely. I couldn't believe that a new parking lot was being built instead of a parking deck closer to the academic facilities. Our institution should lead by example and become a smoke-free campus, thus reducing maintenance, encouraging healthy lifestyles, reducing costs for a campus health plan and recouping the time lost for a "smoke break".

Section 4: EFFECTIVENESS AND QUALITY ASSURANCE

1. How well is HCC doing in the following areas?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Sharing information on how successful HCC graduates are when they transfer to a four-year college/university	8.0% (8)	27.0% (27)	47.0% (47)	7.0% (7)	2.0% (2)	9.0% (9)	3.35	100
Sharing information on how successful HCC graduates are in the workplace	7.1% (7)	29.3% (29)	43.4% (43)	12.1% (12)	0.0% (0)	8.1% (8)	3.34	99
Sharing information on the success of faculty and staff	4.1% (4)	24.7% (24)	57.7% (56)	5.2% (5)	0.0% (0)	8.2% (8)	3.30	97
Teaching relevant and current subject matter	36.4% (36)	46.5% (46)	6.1% (6)	1.0% (1)	0.0% (0)	10.1% (10)	4.31	99
Using College resources to provide citizens cultural and recreational opportunities	25.3% (25)	47.5% (47)	18.2% (18)	1.0% (1)	0.0% (0)	8.1% (8)	4.05	99
Making substantial contributions to the local workforce and economic development	27.3% (27)	56.6% (56)	10.1% (10)	1.0% (1)	0.0% (0)	5.1% (5)	4.16	99
Answered question								100
Skipped question								12

2. What information should HCC share with the community in the future?						
	High Priority	Medium Priority	Low Priority	No Opinion	Rating Average	Response Count
Success of HCC graduates when they transfer to a four-year college/university	81.0% (81)	18.0% (18)	1.0% (1)	0.0% (0)	2.80	100
Success of HCC graduates in the workplace	93.0% (93)	6.0% (6)	1.0% (1)	0.0% (0)	2.92	100
Success of HCC's faculty and staff	65.7% (65)	32.3% (32)	1.0% (1)	1.0% (1)	2.65	99
Teaching relevant and current subject matter	87.8% (86)	10.2% (10)	1.0% (1)	1.0% (1)	2.88	98
Use of College resources to provide cultural and recreational opportunities for local citizens	46.0% (46)	48.0% (48)	3.0% (3)	3.0% (3)	2.44	100
Answered question						100
Skipped question						12

3. Additional comments about effectiveness and quality assurance:

- Hagerstown Community College is a public institution. The public should know about the value of the educational programs that are offered to the community. Although I do not have an opinion about the questions in item 1, my "no opinion" is based on a lack of information. I strongly encourage HCC to publicize whenever possible student success stories so the community recognizes that the college is a valuable asset to our social and economic well-being.
- I expect that a lot of people that have been asked to complete this survey are finding it difficult because of the lack of specific experience with the question. Overall, HCC is doing a great job. The demands on the institution will continue to increase and funding will be critical. Any efforts to "market" the college to the community by the success of students would be helpful.
- HCC could and perhaps should work closer with existing organizations rather than trying to establish or grow its own programs. This seems particularly true in the areas of the arts, drama and wellness-physical well-being or our community.
- There should be more emphasis on promoting the Technical Innovation Center (TIC) as a viable entity of Hagerstown Community College through marketing and adequate financial support. The TIC is a real asset to entrepreneurship and economic development in Washington County and promoting its capabilities regionally would be a benefit to future students (including interns), the college, and the community.
- The only reason I answered a few of these as "good" has less to do with the college and more to do with exposure in local press.
- Efforts to include children of all ages in campus life early develops a bond to the college as well as community loyalty for a strong future. Programs, tailored to age-specific groups, should be offered early in the learning process for the greatest success within the community. We should want them to think of HCC first when it comes to learning new things and life-changing experiences. Young minds are the most impressionable. They are the future of HCC. Stay close. Go far. Takes on a whole new meaning doesn't it.

FUTURE OF HAGERSTOWN COMMUNITY COLLEGE Graduates Survey Results ~ September 2010

Section 1: EDUCATION PROGRAMS

1. How well is HCC doing with CREDIT course offerings and programs?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
University/Transfer Education	39.6% (19)	39.6% (19)	4.2% (2)	2.1% (1)	0.0% (0)	14.6% (7)	4.37	48
Career Education/Job Preparation	38.3% (18)	40.4% (19)	8.5% (19)	2.1% (1)	4.3% (2)	6.4% (3)	4.14	47
Remedial/Developmental Education	27.1% (13)	33.3% (16)	6.3% (3)	0.0% (0)	0.0% (0)	33.3% (16)	4.31	48
Early College Offerings for High School Students (ESSENCE)	29.2% (14)	31.3% (15)	0.0% (0)	0.0% (0)	0.0% (0)	39.6% (19)	4.48	48
Answered question Skipped question								48 0

2. How well is HCC doing with NON-CREDIT courses and programs?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Adult Education (basic literacy, GED completion, ESL)	18.8% (9)	20.8% (10)	0.0% (0)	0.0% (0)	0.0% (0)	60.4% (29)	4.47	48
Personal Interest Courses	27.7% (13)	36.2% (17)	4.3% (2)	0.0% (0)	0.0% (0)	31.9% (15)	4.34	47
Career Courses and Programs	31.3% (15)	35.4% (17)	0.0% (0)	0.0% (0)	0.0% (0)	33.3% (16)	4.47	48
Customized Job Training	16.7% (8)	31.3% (15)	4.2% (2)	0.0% (0)	0.0% (0)	47.9% (23)	4.24	48
Courses for Senior Citizens	14.6% (7)	16.7% (8)	0.0% (0)	0.0% (0)	0.0% (0)	68.8% (33)	4.47	48
College for Kids	16.7% (8)	18.8% (9)	4.2% (2)	0.0% (0)	0.0% (0)	60.4% (29)	4.32	48
Answered question								48
Skipped question								0

3. What should the College be emphasizing in the future for CREDIT course offerings and programs?

	Increase Number of Offerings	Keep the Same Level	Decrease Number of Offerings	No opinion	Rating Average	Response Count
University/Transfer Education	53.2% (25)	29.8% (14)	0.0% (0)	17.0% (8)	2.64	47
Career Education/Job Preparation	70.8% (34)	20.8% (10)	2.1% (1)	6.3% (3)	2.73	48
Remedial/Developmental Education	14.9% (7)	53.2% (25)	2.1% (1)	29.8% (14)	2.18	47
Early College Offerings for High School Students (ESSENCE)	34.0% (16)	38.3% (18)	2.1% (1)	25.5% (12)	2.43	47
Answered question						48
Skipped question						0

4. What should the College be emphasizing in the future for NON-CREDIT courses and programs?						
	Increase Number of Offerings	Keep the Same Level	Decrease Number of Offerings	No opinion	Rating Average	Response Count
Adult Education (basic literacy, GED completion, ESL)	23.4% (11)	34.0% (16)	2.1% (1)	40.4% (19)	2.36	47
Personal Interest Courses	23.4% (11)	42.6% (20)	0.0% (0)	34.0% (16)	2.35	47
Career Courses and Programs	47.9% (23)	20.8% (10)	2.1% (10)	29.2% (14)	2.65	48
Customized Job Training	47.9% (23)	18.8% (9)	0.0% (0)	33.3% (16)	2.72	48
Courses for Senior Citizens	19.1% (9)	31.9% (15)	0.0% (0)	48.9% (23)	2.38	47
College for Kids	19.1% (9)	36.2% (17)	0.0% (0)	44.7% (21)	2.35	47
Answered question						48
Skipped question						0

5. Additional comments about courses and programs:

- I enjoyed my time at HCC. When I transferred to Villa Julie College, HCC did everything on their end, the failure to properly match HCC's courses with VJC's equivalent was of no fault on HCC's end. So, although I have had some difficulty with my major's courses counting, I feel HCC did everything correctly, offered great classes, and offered a nice selection of different sections - their times and their dates. I only wish my new college was as flexible and understanding as HCC. Everybody gives community colleges a hard time - saying they "aren't real colleges" and such, but my experience has been that a lot of the professors at CCs are there because 1 - they truly enjoy teaching. they aren't in it for the money and 2 - CCs have more adult students. They don't have to deal with the kids that just want to party and have a good time. The professors seem to enjoy their job more than those at 4 year schools.

I received a very good education at HCC - for the classes that were offered at both schools, I feel i received a better education at HCC than at VJC. Although My new college is a small, private university, sports has gotten in the way of the academics. Even with sports being offered at HCC, they have kept their eyes on what matters - helping prepare my generation for the workplace, and for adult life. Thank you for the education, and thank you for giving me the opportunity to complete this survey. I hope my opinion will help you see how you, and your professors are doing.

- I think HCC is awesome! I have a B.A. from Hood College and am even exploring my options at HCC for a short certificate major to increase my options in this slow economy!
- I took a Medical Terminology course several years ago. LOVED the instructor...Dawn Betris. She was an inspiration to continue on course with Medical Assisting. I was terribly disappointed to know she wasn't going to be teaching the the next semester. More effort to Retain Excellent instructors such as she would help HCC. I have not continued the Medical assisting program.
- Clearly with the increased enrollment, HCC needs to increase the number of class offerings. Our son has had to wait a whole year to get a class that is only offered in the fall. This has really set back his potential to finish in 2 years what he needs at HCC and transfer, not to mention the frustration of being at a 2 yr. facility for 3 + years. If it means increasing staff to remedy this problem....DO IT! Classes fill up way too fast and again, students have to wait until the next semester, if it is even offered then. If it means increasing staff.....DO IT! Unfortunately it will be of no benefit to our son, but maybe it will help a future student.
- I graduated from HCC and transferred to Shepherd University and graduated May 2010 with a BS in Business Administration. Thanks HCC because I was offered a job that required a Bachelor degree.
- Get more programs. Build your art program to acomodate career and up-to-date outlets for it.
- If HCC continues to grow, I would recommend adding more math,science, and english classes. There should be more options in terms of class times, and teachers. It seems that the most important classes are always taken up quickly and most students rush into getting a class they think they need and then end up dropping it the first week, while there may have been another student who could have used that spot in class.
- When hiring teachers screen them better for fairness as I had to repeat Eng-102 becuase my professor wouldn't pass me even though I'd turned in all my assignments ont time. I worked as a waiter at that time and would be accationally late to a class. After plaeding with the pseudo-professor to overlooked my tardies; she refused and I was forced to withdraw.
- The Industrial Trades are slim. I understand there is not much interest in certifications like Occupational Safety & Health Technician (OHST) or construction certifications in our area but I wish there was something closer than Community College of Baltimore (Catonsville). I'm not interested in getting a four year degree at this time and the Shepherd Safety Courses in conjunction with WVU are a bit out of my reach. I must say that HCC does offer courses of interest in construction print reading, etc., that would be very helpful but I'd really like to attend a study program for OHST that is attainable and enhances my skills and knowledge. I've already taken the OSHA 30-hr courses. I would have never made it through Math without the assistance, encouragement and enthusiasm of the folks in the Math Lab. I wish every school had a resource like the Math Lab and tutors. August 2009 graduate -- AA in General Studies with help from the State following a layoff after 20 year's working in a manufacturing Safety and Health Dept. Now working but in construction Safety Dept.
- My daughter will be participating in the ESSENCE program next year. I am happy that she has this opportunity and look forward to the expansion of the program.
- Hagerstown Community College is a great atmosphere that makes it comfortable for everyone. It provides a the chance for students and professors to build a relationship which can be very helpful in the college years. I love HCC and i hope it only experiences growth.
- As an ESSENCE student I got signed up for 4 classes that I didn't need for my major. When I went there the first day I knew what my major would be and told the person that helped me, yet they still signed me up for classes I

didn't need. I was also told that if I got the AAT, I would be able to transfer right into my junior year at a 4 year school, I had to take some extra classes when I got to my 4 year school. As far as career education/job preparation in the Early Childhood Education major, there isn't much. Sure they give you information about all of the theorists and what not and you maybe write a lesson plan or two and do some observation. I strongly believe there needs to be some type of internship where all the students go out into schools and work with a teacher to write and teach lessons which are added to a portfolio. We made a portfolio in EDU 101 and never used it.

- I really struggled between good & very good for transfer offerings. What is offered is excellent & I think, overall, does a very good job preparing a transfer student. However, there are a few programs that may be beneficial to add/enhance. For example, drug/alcohol psychology or human services courses; a communications program more inline with such programs at transfer institutions. Overall, though, the offerings are great. FCC has a fantastic Kids on Campus program. My children have attended both colleges for these classes & I feel FCC is better. They offer 1/2 day options and a huge breadth of courses. However, the price is very high per course.

Section 2: STUDENT AND STUDENT SERVICES

1. As HCC enrollments continue to grow rapidly, HCC priorities should be:

	High Priority	Medium Priority	Low Priority	No Opinion	Rating Average	Response
Maintain current class sizes	62.2% (28)	28.9% (13)	4.4% (2)	4.4% (2)	2.60	45
Increase scholarship and other financial aid	62.2% (28)	31.1% (14)	6.7% (14)	0.0% (0)	2.56	45
Expand facilities	43.2% (19)	38.6% (17)	18.2% (8)	0.0% (0)	2.25	44
Expand parking	56.8% (25)	29.5% (13)	13.6% (6)	0.0% (0)	2.43	44
Add more student services personnel	25.0% (11)	52.3% (23)	20.5% (9)	2.3% (1)	2.05	44
Add more faculty	36.4% (16)	50.0% (22)	11.4% (5)	2.3% (1)	2.26	44
Create more on-line offerings	60.0% (27)	28.9% (13)	11.1% (5)	0.0% (0)	2.49	45
Create additional extension centers	15.9% (7)	52.3% (23)	29.5% (13)	2.3% (1)	1.86	44
Answered question						45
Skipped question						3

2. How well is HCC doing with Student Services?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Financial assistance	15.9% (7)	50.0% (22)	13.6% (6)	0.0% (0)	0.0% (0)	20.5% (9)	4.03	44
Admissions	46.5% (20)	44.2% (19)	4.7% (2)	0.0% (0)	0.0% (0)	4.7% (2)	4.44	43
Registration	52.3% (23)	29.5% (13)	13.6% (6)	0.0% (0)	0.0% (0)	4.5% (2)	4.40	44
Academic advising	31.8% (14)	36.4% (16)	18.2% (8)	4.5% (2)	2.3% (1)	6.8% (3)	3.98	44
Career counseling	23.3% (10)	34.9% (15)	16.3% (7)	0.0% (0)	4.7% (2)	20.9% (9)	3.91	43
Services for students with disabilities	9.1% (4)	15.9% (7)	2.3% (1)	4.5% (2)	0.0% (0)	68.2% (30)	3.93	44
Services for adult students in job training programs	11.4% (5)	27.3% (12)	9.1% (0)	0.0% (0)	0.0% (0)	52.3% (23)	4.05	44
Internships	9.1% (4)	15.9% (7)	20.5% (9)	2.3% (1)	2.3% (1)	50.0% (22)	3.55	44
Intercollegiate athletics	15.9% (7)	11.4% (5)	9.1% (4)	0.0% (0)	2.3% (1)	61.4% (27)	4.00	44
Student activities	13.6% (6)	47.7% (21)	11.4% (5)	2.3% (1)	0.0% (0)	25.0% (11)	3.97	44
Answered question								44
Skipped question								4

3. What should the College be emphasizing in the future for Student Services?						
	Increase Services	Keep the Same Level	Decrease Services	No Opinion	Rating Average	Response Count
Financial assistance	64.4% (29)	31.1% (14)	0.0% (0)	4.4% (2)	2.67	45
Admissions	22.2% (10)	73.3% (33)	0.0% (0)	4.4% (2)	2.23	45
Registration	25.0% (11)	70.5% (31)	0.0% (0)	4.5% (2)	2.26	44
Academic advising	61.4% (27)	36.4% (16)	0.0% (0)	2.3% (1)	2.63	44
Career counseling	56.8% (25)	31.8% (14)	2.3% (1)	9.1% (4)	2.60	44
Services for students with disabilities	18.2% (8)	38.6% (17)	0.0% (0)	43.2% (19)	2.32	44
Services for adult students in job training programs	33.3% (14)	35.7% (15)	0.0% (0)	31.0% (13)	2.48	42
Internships	36.4% (16)	31.8% (14)	0.0% (0)	31.8% (14)	2.53	44
Intercollegiate athletics	20.5% (9)	36.4% (16)	0.0% (0)	43.2% (19)	2.36	44
Student activities	22.7% (10)	50.0% (22)	2.3% (1)	25.0% (11)	2.27	44
Answered question						45
Skipped question						3

4. Additional comments about students and Student Services:

- College kids need faculty and staff to tell them what internships, career opportunities, and volunteer work is available in the community. This should be top priority, as the college experience is meant to prepare for life AFTER college.
- I think that hiring more advisors would be of great value to the student body. Especially since the student body is growing rapidly. The wait time is long and there are many students who cannot wait for up to two and a half hours for an advisor.
- My son Shawn Fogle had a TBI in 2004 and attended HCC from 2005 to 2007. Jamie helped the best she could within the HCC system, however it was extremely difficult to get tutors for his classes. Then when a tutor was provided, he appeared to be a tutor for students that did not have disabilities. I attended almost every class with my son and worked with his as a tutor. I enjoyed this experience in both being with my son and my love for education. However, can every parent afford to do this? I feel that the system lacks the support for people with learning disorders like TBI. Tom Fogle
- I have a very hard time getting any kind of financial aid because my parents "make too much money." Which isn't really the case, but anyway, I think you need to have some kind of financial aid based only on academic performance and not need. I know of people who did very poorly in school and even failed, yet they got aid over people who had 3.5 GPAs and higher. It is very hard to get academic advising. Whenever you go into the admissions building and ask to speak to an advisor about classes and which ones you should take, the helpers always say just sign up online and give you a really hard time about it. ADD INTERNSHIPS TO THE EDUCATION MAJORS!!
- Perhaps a mandatory advising session (online, in person, at a satellite location, e.g.) each semester would be beneficial. This could help keep track of transfer/career goals & also provide guidance for any change on the student's or institutions' part.

Section 3: FINANCES, FACILITIES, HUMAN RESOURCES, and TECHNOLOGY

1. How well is HCC doing with Finances, Facilities, Human Resources, and Technology?								
	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Maintaining affordable student tuition/fees	51.2% (22)	34.9% (15)	9.3% (4)	2.3% (1)	0.0% (0)	2.3% (1)	4.38	43
Seeking external grant funding to support programs and services	25.6% (11)	37.2% (16)	11.6% (5)	2.3% (1)	0.0% (0)	23.3% (10)	4.12	43
Private fundraising efforts through the HCC Foundation, Inc.	18.6% (8)	41.9% (18)	4.7% (2)	2.3% (1)	0.0% (0)	32.6% (14)	4.14	43
Maintaining clean and sufficient facilities and grounds	39.5% (17)	55.8% (24)	2.3% (1)	0.0% (0)	0.0% (0)	2.3% (1)	4.38	43
Maintaining quality faculty and staff	30.2% (13)	58.1% (25)	4.7% (2)	2.3% (1)	0.0% (0)	4.7% (2)	4.22	43
Maintaining appropriate levels of instructional and administrative technology	27.9% (12)	67.4% (29)	4.7% (2)	0.0% (0)	0.0% (0)	0.0% (0)	4.23	43
Answered question								43
Skipped question								5

2. What should the College be emphasizing in the future for Finances, Facilities, Human Resources, and Technology?

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	No Opinion	Rating Average	Response Count
Maintaining affordable student tuition and fees	83.7% (36)	14.0% (6)	0.0% (0)	2.3% (1)	0.0% (0)	0.0% (0)	4.79	43
Seeking external grant funding to support programs and services	69.8% (30)	16.3% (7)	4.7% (2)	0.0% (0)	0.0% (0)	9.3% (4)	4.72	43
Private fundraising efforts through the HCC Foundation, Inc.	53.5% (23)	32.6% (14)	2.3% (1)	2.3% (1)	0.0% (0)	9.3% (4)	4.51	43
Maintaining clean and sufficient facilities and grounds	46.5% (20)	44.2% (19)	7.0% (3)	0.0% (0)	0.0% (0)	2.3% (1)	4.40	43
Maintaining quality faculty and staff	83.7% (36)	16.3% (7)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	4.84	43
Maintaining appropriate levels of instructional and administrative technology	60.5% (26)	37.2% (16)	2.3% (1)	0.0% (0)	0.0% (0)	0.0% (0)	4.58	43
Answered question								43
Skipped question								5

3. Additional Comments about resources:

- I have 0 good teachers this semester at UMUC. I miss HCC faculty.
- I believe that hiring more advisors, and most importantly more professors would be of great importance. Especially in the math, science, and english departments, seeing how these are the general requirements for every one and classes fill too quickly.
- Textbook prices are outrageous and half of the time the teachers don't even use them.
- The reason I selected fair for 'maintaining quality faculty and staff' is that I had two courses in which the teachers refused to answer any questions I had concerning the course, which affected my grade, and I had one course in which my professor was replaced with another, and my new professor obviously had a difficult time teaching us the subject. She gave erratic directions, poor explanations of her expectations on assignments, and was burdensome in the load of work she gave us, and in the end, I got a much lower grade than I believe I deserved as the rest of the class did. I think stricter hiring/replacement policies are in order to prevent this kind of ordeal from taking place again.

Section 4: EFFECTIVENESS AND QUALITY ASSURANCE

1. How well is HCC doing in the following areas?

	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Rating Average	Response Count
Sharing information on how successful HCC graduates are when they transfer to a four-year college/university	4.8% (2)	35.7% (15)	23.8% (10)	4.8% (2)	7.1% (3)	23.8% (1)	3.34	42
Sharing information on how successful HCC graduates are in the workplace	2.4% (1)	33.3% (14)	26.2% (11)	9.5% (4)	7.1% (3)	21.4% (9)	3.18	42
Sharing information on the success of faculty and staff	4.8% (2)	31.0% (13)	35.7% (15)	7.1% (15)	4.8% (2)	16.7% (7)	3.29	42
Teaching relevant and current subject matter	28.6% (12)	57.1% (24)	7.1% (3)	0.0% (0)	0.0% (0)	7.1% (3)	4.23	42
Using College resources to provide citizens cultural and recreational opportunities	9.5% (4)	47.6% (20)	11.9% (5)	2.4% (1)	2.4% (1)	26.2% (11)	3.81	42
Making substantial contributions to the local workforce and economic development	21.4% (9)	40.5% (17)	14.3% (6)	2.4% (1)	2.4% (1)	19.0% (8)	3.94	42
Answered question								42
Skipped question								6

2. What information should HCC share with the community in the future?						
	High Priority	Medium Priority	Low Priority	No Opinion	Rating Average	Response Count
Success of HCC graduates when they transfer to a four-year college/university	70.7% (29)	14.6% (6)	7.3% (3)	7.3% (3)	2.68	41
Success of HCC graduates in the workplace	65.9% (27)	24.4% (10)	4.9% (2)	4.9% (2)	2.64	41
Success of HCC's faculty and staff	46.3% (19)	48.8% (20)	2.4% (1)	2.4% (10)	2.45	41
Teaching relevant and current subject matter	73.2% (30)	24.4% (10)	0.0% (0)	2.4% (1)	2.75	41
Use of College resources to provide cultural and recreational opportunities for local citizens	29.3% (12)	63.4% (26)	4.9% (2)	2.4% (2)	2.25	41
Answered question						41
Skipped question						7

3. Additional comments about effectiveness and quality assurance:

- I think there should be an emphasis on the fact that HCC can only give (at the highest) an associates degree, so that those who wish to pursue a bachelors degree, know that they must transfer. Emphasis should especially go towards ads for health fields including radiography, and nursing programs. My best friend felt as if she was mislead with the nursing program, when she found out that it was only an associates of nursing, while she wanted to get a bachelors degree in nursing. There is a distinct difference in the pay of an associates of nursing and a B.A. in nursing. She thought since she had been at HCC for two years that she could do another two years in the nursing program and that would be equivalent to a bachelors. Thankfully, she did not go through with HCC nursing program and is instead going downtown in Hagerstown for a B.A. in nursing through Towson
- how many more pages???????????
- I think if people saw that you can go to HCC and get the same education you can get at a 4 year school, they would be more likely to attend HCC. The information would have to come from someone who attended HCC and then went to a 4 year school.
- your suvery is too long
- The faculty talent is amazing, yet I wouldn't have known this, except that I am an alum. Additionally, I don't recall a lot (if any??) mention of successful transfer stories, yet I know there must be many! HCC is a treasure and the community needs to hear more about it! Thank you for the opportunity - I sing your praises everywhere!

STUDENT PANEL DISCUSSION

Alumni/Student Panel Members – Profiles

Valerie Repsher '07

Valerie started at HCC in 2007 and graduated with an A.S.N. from the nursing program in 2009. She had a 4.00 GPA, was valedictorian of her class and was a member of Phi Theta Kappa. After graduation she started her nursing career on the oncology floor at City Hospital in Martinsburg, WV. She is presently employed at Meadow Kidney Care in Hagerstown, working as a peritoneal dialysis RN. She lives in Hancock, MD. Valerie enjoys gardening and reading and is the proud grandmother of two little girls.

Gregario (Carlos) Hidrobo '11

Carlos graduated high school from the Chelsea School in Silver Spring, Maryland. He will graduate from HCC in May with an A.A. in Music; he is also currently pursuing a certificate in phlebotomy from the College. Carlos' interests include journalism, logic, religion, philosophy and all things related to science. He has three children aged ten, six, and the newest edition just turned nine months. His girlfriend is also an HCC student, working on a degree in the Rad Tech program. Carlos currently works in the HCC Financial Aid area as a Student Ambassador. He also edits the online HCC student newspaper, *The Hawk*, and served as a Student Government Association Senator last year.

Rachael McLoud '06

Rachael graduated from HCC in 2006 with an A.A. in Foreign Language and then transferred to Shepherd University where she received a BA in Psychology with a minor in Print Journalism. She worked in correctional mental health for three years prior to returning to HCC to work as the Student Support Services Counselor/Advisor. Rachael is a soccer fanatic, loves traveling, reading, and the arts, and is looking forward to being a student again when she begins a master's degree program within the next year.

Frank Getz

Frank is currently president of Pen-Mar Assoc. of REALTORS® (representing 600+ realtors in MD & PA), he is an active realtor licensed in MD and PA. Frank is retired from the U.S. Navy and Washington County Public Schools. He is the Past Post Commander of American Legion Post 42, Hagerstown, MD. Frank is also the Past President of Tidewater Chapter of Credit Unions. Frank's family was recognized by President Carter as "Tidewater Volunteer Military Family of the Year" a few years back. Additionally, Frank has taken a special interest in providing seniors with information that helps them make life-changing decisions regarding downsizing to smaller homes. He enjoys seeing them relocate and being comfortable with their decisions. Frank is representing the students of HCC who take continuing education classes from the College.

Steven Alter '07

Steven Alter graduated from Hagerstown Community College in 2007 with an A.A. degree in Business Administration. He then transferred to Shepherd University, where he graduated in 2010 with a bachelor's degree in marketing with a minor in economics. Steven is employed by Dynamark Security Centers as an "Inside Sales Representative." He recently purchased his first home in Washington County.

The following questions were asked of the panel members. Overall, their responses were very positive toward Hagerstown Community College and their experiences here.

Questions and Summary of Responses

1. What does "Stay close. Go far." mean to you? Does it make sense to you?
 - Participants concluded that they felt welcomed and comfortable at HCC.
 - Faculty was engaged and they received support throughout their experiences.
 - They felt prepared when they transferred and commented on the affordability of HCC.

- For those attending college for the first time, they felt they were able to get their confidence here. One student stated that staying here means he does not have to go to Princeton to learn algebra.
 - Everything you need to learn is at HCC and the professors are excellent.
 - Convenient.
2. What surprised you about your HCC experience?
- The entire warm, welcoming atmosphere from the first day taking the placement exam and throughout their experience at HCC.
 - The staff was very soothing and available.
 - The campus! - its beauty and natural setting.
3. Compare and contrast your HCC educational experience to other higher education institutions you know about.
- For those who became transfer students, they felt that HCC professors were more student oriented and that they were friendly and open to discussion.
 - Students felt they had better relationships with HCC professors.
4. What would you tell others who are considering attending HCC?
- Sign up for FAFSA early! Educate yourself about financial aid.
 - Concentrate on general education courses if you plan to transfer.
 - Best investment made in my whole life.
 - Talk to people. HCC has a wonderful reputation in the community.
 - Consider the fit; smaller colleges can be a better fit for some students.
 - Get a catalog and work from it. Talk to other people, departments, students; they want to help you succeed.
5. What recent improvements at HCC do you especially find valuable?
- Facilities: The Career Programs Building; looking forward to Kepler Theater renovation and addition in support of the fine arts; STEM Building will be a huge draw with its updated technology.
 - For the nursing student, she said “the laboratories.” She felt these students would have a head start in working in a “real” doctor’s office due to the classes and labs.
 - Added parking, late night classes, and tutoring; new cafeteria.

6. What do you feel should be emphasized in the future?
 - Same as what this committee is doing. Economy will have people considering whether they will attend HCC.
 - Future new buildings. With the new hospital, opportunities for medical research.
 - Need to be able to help people “re-tool” themselves for challenges in the workforce.
 - Put more focus on recycling, car pooling; become more socially acceptable. [sic]
 - Concerned about programs changing mid-stream.
 - Financial aid packaging.
 - Book requirements made in a timely manner.
 - Prepare students for graduate level work.
 - Importance of internships; how to read research.
7. What is the biggest impediment they and their friends faced when returning to college?
 - Time and money.
8. Do we have the right media and appropriate social media to reach potential students especially if they think they can't afford HCC?
 - There is not one specific media tool. Financial Aid has a new virtual conference with pre-recorded answers.
9. Could we improve the bridge between high school and HCC regarding financial aid?
 - HCC Web site home page could emphasize financial aid better.
 - Too many different numbers required for the various sites for financial aid.
 - Students need to understand that there is more financial aid than PELL. Grateful that HCC Foundation has merit-based scholarships.
 - Most students start at our Web site; we need to catch them there.
10. How do we get Hispanic population educated on available financial aid?
 - Hispanic TV, festivals, etc.
 - More forms need to be available in Spanish.
11. Did all credits transfer to your four-year school?
 - Yes. Advisors did a great job preparing them.
 - HCC has transfer agreements with several nearby schools including Shepherd and Shippensburg Universities.

- You just need to plan and prepare.
- Know exactly what your transfer university will accept, and take classes accordingly.

**FUTURE OF HAGERSTOWN COMMUNITY COLLEGE
Community Leaders Follow-Up Survey Results ~ February 2011**

As part of the Commission on the Future of Hagerstown Community, a second, follow-up survey was created and sent to **253** community leaders throughout the Washington County and the surrounding area on February 3, 2011 with a link to the survey on SurveyMonkey.com (N=231, excluding invalid email addresses and those that "opted out of the survey"). **94** surveys were completed, an overall response rate of **40.7%**.

Please indicate the level of priority that HCC should give each recommendation. If you do not think the recommendation should be pursued, mark disagree.							
	Top priority	Medium priority	Low priority	Disagree	Unselected	Rating Average	Response Count
1. Emphasize individualized career counseling and academic planning, as well as student-extracurricular activities that contribute to student success	57.6% (53)	39.1% (36)	3.3% (3)	0.0% (0)	0.0% (0)	3.54 Rank 8	92
2. Continue to develop, schedule and promote offerings and services to at-risk populations, including disadvantaged, unemployed or underemployed persons	43.5% (40)	48.8% (45)	6.5% (6)	0.0% (0)	1.1% (1)	3.37 Rank 11	92
3. Continue to recruit students and employees of diverse social, ethnic and educational backgrounds	40.9% (38)	40.9% (38)	15.1% (14)	3.2% (3)	0.0% (0)	3.19 Rank 15	93
4. Continue to provide a balance between career programs and liberal arts programs as determined by community need and student interest	47.8% (44)	43.5% (40)	8.7% (8)	0.0% (0)	0.0% (0)	3.39 Rank 10	92
5. Strengthen and expand access for developmental, remedial, and adult education	30.4% (28)	55.4% (51)	12.0% (11)	1.1% (1)	1.1% (1)	3.16 Rank 16	92
6. Expand the practice of utilizing employers and other community partners in the development of new and updating of ongoing programs	59.1% (55)	36.6% (34)	4.3% (4)	0.0% (0)	0.0% (0)	3.55 Rank 7	93

Dawn M. Reed Administered Survey and Compiled Results February 14, 2011
Note: Comment responses are verbatim as typed.

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**FUTURE OF HAGERSTOWN COMMUNITY COLLEGE
Community Leaders Follow-Up Survey Results ~ February 2011**

Please indicate the level of priority that HCC should give each recommendation. If you do not think the recommendation should be pursued, mark disagree.							
	Top priority	Medium priority	Low priority	Disagree	Undecided	Rating Average	Response Count
7. Continue to collaborate with the public and private high schools and work toward the implementation of common core standards to assure college readiness where mandated	82.8% (77)	17.2% (16)	0.0% (0)	0.0% (0)	0.0% (0)	3.83 Rank 1	93
8. Continue to broaden the marketing and of number of credit-free continuing education courses and programs	24.7% (23)	43.0% (40)	30.1% (28)	2.2% (2)	0.0% (0)	2.90 Rank 17	93
9. Maintain affordable tuition and fees, make textbooks more affordable, and increase public awareness for the various ways to pay for a college education	78.5% (73)	21.5% (20)	0.0% (0)	0.0% (0)	0.0% (0)	3.78 Rank 2	93
10. Increase financial assistance for HCC students and increase public awareness about college financial aid	63.4% (59)	33.3% (31)	3.2% (3)	0.0% (0)	0.0% (0)	3.60 Rank 6	93
11. Continue to seek external funding sources, such as grants and private funds, to support institutional priorities and strategic goals	73.1% (68)	22.6% (21)	3.2% (3)	0.0% (0)	1.1% (1)	3.71 Rank 4	93
12. Increase awareness levels related to successes with external grant funding, fundraising efforts through the HCC Foundation, Inc., and student scholarship opportunities	38.0% (35)	50.0% (46)	9.8% (9)	0.0% (0)	2.2% (2)	3.29 Rank 14	92
13. Continue communications and collaborative efforts with County and State representatives to secure and protect funding for community colleges	75.3% (70)	20.4% (19)	3.2% (3)	0.0% (0)	1.1% (1)	3.73 Rank 3	93

*Devin M. Reed Administered Survey and Compiled Results February 14, 2011
Note: Comment responses are verbatim as typed.*

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**FUTURE OF HAGERSTOWN COMMUNITY COLLEGE
Community Leaders Follow-Up Survey Results ~ February 2011**

Please indicate the level of priority that HCC should give each recommendation. If you do not think the recommendation should be pursued, mark disagree.							
	Top priority	Medium priority	Low priority	Disagree	Undecided	Rating Average	Response Count
14. Maintain an appropriate balance of full-time and adjunct faculty and grow faculty and staff to meet the workload associated with substantial student enrollment growth	56.7% (51)	42.2% (38)	0.0% (0)	1.1% (1)	0.0% (0)	3.54 Rank 9	90
15. Maintain adequate technology investments needed for student and staff success	65.2% (60)	31.5% (29)	3.3% (3)	0.0% (0)	0.0% (0)	3.62 Rank 5	92
16. Market and communicate more effectively curriculum and service offerings, successes, and opportunities to better position HCC as the local "college of choice"	47.8% (44)	41.3% (38)	10.9% (10)	0.0% (0)	0.0% (0)	3.37 Rank 12	92
17. Increase public awareness of HCC's customized training opportunities for businesses, business incubation services, student internships, as well as the wide variety of credit free courses for all age groups	40.9% (38)	48.4% (45)	10.8% (10)	0.0% (0)	0.0% (0)	3.30 Rank 13	93

Comments:

- Additionally, market success of faculty and staff....publications, awards, community involvement, etc.
- All of these things should be done. No. 7 is a top priority with me. If K-12 doesn't do its job, HCC's job becomes more difficult...and more expensive.
- All worthy endeavors.
- Continuing education based on professional skill advancement, be it truck driver training or high tech certification, should be given a priority. Continuing education related to more esoteric activities and social activities should not be a priority given the current economic environment.
- Disadvantaged students need more support to ensure their success.
- Excellent Questions!
- HCC is doing a great job. These recommendations are excellent and match my expectation of what HCC priorities should be. Thank you for sending out the two surveys and getting a broader number of people involved in your process!
- HCC is one of Washington County's gems.

Dawn M. Reed Administered Survey and Compiled Results February 14, 2011
Note: Comment responses are verbatim as typed.

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FUTURE OF HAGERSTOWN COMMUNITY COLLEGE
Community Leaders Follow-Up Survey Results ~ February 2011

Comments (continued):

- HCC's most important role is to be a key participant in increasing the education and job skill levels of Washington County's population and to act as a bridge between public school and the 4 year institution.
- I checked top priority for all recommendations because all are meaningful and important for HCC to continue to be a top notch educational facility.
- I do not know if it is pie in the sky, but the theme of a self sustaining institution (programs that pay for themselves) and a strong emphasis on providing educational opportunities for the "emerging occupations in a more technology oriented/service and research" economy should be emphasized. I think the emphasis on education improvement will be there at the state and federal government I am less certain the funding will be there based on the state of the union
- I marked Statement 12 undecided because I do not know what "awareness levels related to success" means.
- I think you have a great mix of courses, students and offerings. All of the staff and faculty I have interacted with are great!!
- In the many places I have lived during my work years, Community College success was always greatest where the workforce needs of major local businesses were met. Everyone benefitted from the success of both business and individuals. I believe it is also important to have leadership that can gain financial success through contact with successful local business people and industry. The message needs to be strong and persistent. From an outsiders perspective, I do not see much information for students about awareness of educational and/or job opportunities that lie beyond our local borders. Not all want to live close, go far. Some want to go far and live well.
- Not sure I agree with the "college of choice" brand. Our community has come a long way and we should also encourage high school seniors to "choose" four year colleges/universities. "Local" should not mean just Washington County...I'm very pleased with Frostburg University, Shepherd University, Hood, and Shippensburg. These four year colleges are "local." HCC is a good choice, but not the only one. I think the branding should focus on graduates and current students and how the education they received at HCC has benefitted their professional career and quality of life.
- Numbers 2, 3, and 4 are my top picks. Is it possible to put a greater emphasis on liberal arts programs/concentrations? I think the college tends to slant toward career programs (80+) versus traditional liberal arts (30+). For example, why have a General Studies degree (appears a little more watered down) when it is so close to an Arts and Sciences degree? The college is to be commended for it Student Success Centers (I believe there are 5 of them in various disciplines) and strong emphasis on developmental math and English. HCC provides the community wonderful learning opportunities that are close by and at a reasonable cost.
- One college can't be all things to everyone. You have reputation, curriculum, proven products and people who care about student success. Looking at the big picture, HCC fits the community at a very affordable price. You're going in the right direction.
- The cost and feasibility to offer customized training can be a challenge in the technology field due to the expense of the specialized equipment each company requires. However management types of courses avoid this issue.
- The only reason #16 is marked as "low" is because you are already doing a great job with marketing!
- While all 17 items are important and should be considered, I believe top priorities should be to 1) ensure that high school students are college-ready upon graduation; and, 2) ensure that students acquire the appropriate knowledge / skill to be successful post-college graduation. These initiatives will require partnering with both our county schools and our local employers.
- With regard to #3, the college needs to remember that it is a COMMUNITY college, and, as such, should reflect the ethnic and educational diversity of the Washington County community, not that of the nation as a whole. With regard to most of the other priorities, it is important to temper the desire for the latest and best with current realities. Quality post-secondary education at a reasonable cost is important. However, it is also important for HCC to impress upon its students that there education is an investment in their own future. As such, this may mean that they have to take loans that have to be paid back upon graduation, much the same as nearly every student who attends a four-year institution has to do. The taxpayers of the state and the county cannot afford to continue to absorb the increased costs of the college year after year. Despite the recent hype that recessionary times are behind us, Washington County is still in the grip of the recession and will likely continue to be for the foreseeable future.

Dawn M. Reed Administered Survey and Compiled Results February 14, 2011
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TIMELINE

April and May 2010	Selection of Commission Members and begin organization of the Commission's Study Groups, to include recruitment of co-chairs.
July 27, 2010	Meet with co-chairs and further plan the Commission meetings and support materials needed. Develop first draft of survey questions.
August 2010	Workshop presentation to College community. First Community and Graduate Surveys administered and results compiled.
September 23, 2010	Official Commission Kick-Off on the HCC campus, press release
October 26, 2010	Commission Work Session
November 16, 2010	Commission Work Session
January 25, 2011	Commission Work Session Alumni Panel Discussion
January 27, 2011	Due date for each Study Group to turn in 4 – 6 recommendations For second community survey
January 31, 2011	Second Community Survey administered
February 15, 2011	Final Commission Work Session to review draft of Commission's report

March 1, 2011	Trustees review Commission's Draft Report at Board of Trustees' retreat. Report presented by Commission co-chairs.
March 22, 2011	Update College community at open forum and secure additional feedback
April 2011	Send Executive Summary of the Commission's Report to the Community (Internal and External)
May 24, 2011	Recognition Ceremony for Commission Members
June 2011	HCC Begins to Draft 2016 Strategic Plan
November 2011	Board of Trustees Reviews Draft of Strategic Plan 2016
November 2011	College Community Review Draft of Strategic Plan 2016
January 2012	Faculty and staff workshops on the draft Strategic Plan 2016 with adjustments made as needed
March 2012	Board Approves Final Draft of 2016 Strategic Plan 2016 shared with Washington County Commissioners and Middle States Association
April 2012	Strategic Plan 2016 shared with Washington County Community
June 2012	HCC Board of Trustees Approves Final Draft of Strategic Plan 2016
September 2012	Begin Implementation of Strategic Plan 2016

STRATEGIC PLAN 2012 GOALS

Strategic Goal 1 - Adopt Strategic Change and Continuous Quality Improvement Systems, Including Enhancements to Employee Involvement, Communications, and Celebrations

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