

HAGERSTOWN COMMUNITY COLLEGE

2014 Mission and Goals Statement Review

SUMMARY MISSION STATEMENT

The mission of Hagerstown Community College (HCC) is to provide accessible and affordable quality education to the citizens of Washington County and surrounding regions. Its central purpose is to offer a diverse array of courses and programs designed to address the curricular functions of university transfer, career entry or advancement, adult basic skills enhancement, general and continuing education, as well as student and community service. HCC collaborates with community constituencies in fostering regional economic and cultural development.

INSTITUTIONAL IDENTITY

Hagerstown Community College (HCC) offers transfer and career associate degree programs; certificate programs; credit and basic skills courses; student support services; and continuing education, workforce development and lifelong learning opportunities. The College, located in Washington County, is dedicated to delivering high quality education at a reasonable cost to meet the needs of its service area. Its establishment in 1946 as Hagerstown Junior College, Maryland's first community college, was prompted as a response to the educational needs of World War II veterans, who constituted approximately 75 percent of its first enrollments. Initial emphasis was placed on liberal arts courses needed to transfer to four-year institutions. In July 1998, the College name changed from "junior" to "community" to better reflect the College's mission and role in its community.

HCC's 319 acre campus is uniquely located in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Washington County is a commercial and major transportation "hub" in the mid-Atlantic region. As a center of north-south and east-west highways (Interstates 70 and 81) and railroads (CSX and Norfolk-Southern), the County is the leading trade and services center in the tri-state region extending from the area around Chambersburg, PA to the Martinsburg, WV, a role reinforced by the junction of these transportation hubs. HCC has had many programmatic and economic development opportunities as a result. For example, over the last five years, the number of Commercial Vehicle Transportation certificate and degree graduates grew by 27 percent to meet the increased workforce needs of trucking, warehousing and manufacturing businesses in the tri-state region. Additionally, the interstate highways bring Washington County within a 70-mile drive from the Baltimore and Washington DC metropolitan areas. This location, a safe distance from the District of Columbia, is outside of the "Blast Zone" or "Terror Zone". Subsequently,

the Federal government has located a number of critical facilities along the I-81 corridor.

In FY 2013, the College had the largest fall unduplicated credit headcount enrollment in its history. Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education/training options in the region. Washington County residents accounted for 74.3 percent of the Fall 2013 credit enrollment, while 5.2 percent were residents from other Maryland counties. Out-of-state residents accounted for 20.5 percent of all enrollments, with 15 percent from Pennsylvania, 5 percent from West Virginia, and less than one percent from other states). Part-time enrollments accounted for 65 percent of all enrollments. In terms of age, 65 percent of all credit students in FY 2013 were 25 years of age or younger. Approximately 20 percent of all students are minorities, with approximately half being African-American.

The College has maintained accreditation by the Middle States Commission on Higher Education since 1968. Currently, the College is undergoing its decennial self-study. One of the cross-constituent work groups is reviewing and analyzing mission, goals, leadership and governance. The work group finds that there is consistent evidence through planning, assessment, and curriculum review processes that HCC's mission drives academic and administrative decision-making. Annual priorities are vital for the College's ongoing success in fulfilling its mission and include identified opportunities and challenges that can affect HCC's preferred direction and future. When the strategic plan is updated annually, it targets these opportunities and fosters decision making regarding the allocation of resources to support them.

Along with mandated MHEC and Middle States reviews, the mission, goals and vision are reviewed annually through unit planning process for relevance and currency. The College monitors and continuously assesses progress in achieving the goals and objectives of its annual and strategic plans and mission through its integrated institutional effectiveness model. Strategic goals and institutional priorities are broad to encompass every aspect of the College. Annual plans are built upon the College's vision, mission, strategic goals, and institutional priorities, as well as needs of the unit. The most critical component of annual planning is the review of each unit's productivity indicators and data measures, which 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. The "plan, do, assess, and adjust" effectiveness model is the foundation for the College's growth, evaluation, continuous improvement, and development. Working together, the college community establishes action plans designed to reach strategic goals to help ensure the alignment of vision, mission, values, goals, outcomes assessment, and resource allocations.

As of Fall 2013, HCC curricula includes 111 programs of study, spanning both transfer and occupational programs. Of those, 81 (73 percent) are career or occupational programs, certificates or letters of recognition. An institutional priority during FY 10 – FY 12, the College conducted a comprehensive review of all aspects of curriculum quality, including general education requirements and related course outcomes, credit to contact hour ratios for various instructional designs, course and program guidelines, and outcomes assessment standards. The "Curriculum Excellence Project" also addressed enhancements to the curriculum approval

process and the methods, such as periodic program review, to assure ongoing curriculum quality and currency.

The current campus was built in 1966. To meet the needs of its community, remain competitive, and enhance enrollments and retention, HCC recently underwent significant comprehensive construction and renovation. In January 2012, HCC completed construction of its Science, Technology, Engineering, and Math (STEM) Building. In addition to a building dedicated to STEM, this project allowed HCC to renovate two of the original campus buildings. In January 2013, the Classroom Building reopened as the Behavioral Sciences and Humanities Building and the Science Building was renovated into the Learning Support Center (LSC). The LSC is devoted to student success and consolidated HCC's individual learning centers into a comprehensive academic support center. The existing Kepler Theater was refurbished and a new Performing and Visual Arts Education Center was added in 2012. The next CIP project is the construction of an addition that will more than double the size of the current Student Center. Expansion and reprogramming of new spaces will greatly improve the functionality of the Student Center to facilitate student interaction, and foster overall student success and delivery of student services.

INSTITUTIONAL CAPABILITIES

The goals of the 2013 Maryland Plan for Postsecondary Education, hereafter referred to as the State Plan, are fully integrated into HCC's institutional priorities, goals, programs and services. The State Plan includes Goal 1 - Quality and Effectiveness; Goal 2 - Access, Affordability, and Completion; Goal 3 - Diversity; Goal 4 - Innovation; Goal 5 - Economy Growth and Vitality; and Goal 6 - Data Use and Distribution. Recognizing the impact of demographic changes, the need for workforce development, the expansion of technology, and related issues of funding, Hagerstown Community College strives to deliver and maintain affordable, accessible quality education and training to its service area. Accessibility is an important part of the College's history and mission. As a learner centered college, HCC concentrates resources on the learning needs of students and the community through its programs, policies, and practices. In so doing, its educational and training programs result in better, more productive lives for the citizens of the region. The College strives to remove barriers that compromise the full participation of an individual student or the community.

K-16 Initiatives (Support All State Plan Goals)

HCC and Washington County Public Schools (WCPS) have a long history of collaboration. Improving the college going rate in Washington County provided the impetus over a decade ago for ESSENCE, HCC's dual enrollment/early college program. Washington County Public Schools (WCPS), through the College Readiness and Completion Act (SB 740), can enroll in and earn up to 12 college credits at a discounted tuition rate while still in high school. Dual enrollments accounted for over eight percent of headcount and credit hours

generated in FY 13. Efforts to retain these students upon high school graduation are an enrollment management priority.

In Fall 2013, HCC started a science, technology, engineering, math, and medical (STEMM) career-focused technical middle college HCC's campus. The STEMM Technical Middle College (STMC) serves high school juniors and seniors who want to earn college level certificates and/or associate's degrees while concurrently completing their high school diploma. Through STMC, each student must attend HCC as a full-time student, and can earn at least 30 college credits to complete a certificate or 60 credits for an associate's degrees. Creation of the new middle college is being helped by a grant from the Maryland Department of Education to provide implementation funding for the first year. Grant funds are also available from the National Science Foundation to help fund STMC tuition scholarships.

There are several other partnership activities between the two educational entities. WCPS and HCC participate in a data sharing agreement to better understand student readiness and remove barriers to college level work. In FY13, HCC was awarded a TRiO Upward Bound (UB) grant, which is a federally funded college preparatory program for students enrolled in targeted Washington County Public Schools. The program is designed to provide income-eligible students with academic support services needed to successfully transition from high school to college, with a goal of completion.

The absence of a comprehensive public four-year college or university in the county presents unique opportunities for the College. The University of Maryland – Hagerstown (UM-H), located in downtown Hagerstown, offers junior and senior level courses. HCC supports and advocates for 2 + 2 nursing, education, business, information technology, social science and humanities bachelors' degree programs offered at USM-H. In Fall 2012, HCC and Drexel University Online signed an agreement that allows students to complete a bachelor's degree in nursing. The agreement allows students to complete 90 credits at HCC and the remaining 30 credits through Drexel's online nursing program. HCC students receive a 25 percent discount on Drexel's tuition. HCC is exploring opportunities to partner with other universities, such as UMUC, to extend "3+1" options into other academic programs.

It is clearly part of HCC's mission to provide adult learners with basic skills to increase their literacy rates and / or to prepare them for the labor market or for further educational or vocational training. The College offers the adult literacy programs in Washington County, which include Adult Basic Education (ABE), General Educational Development (GED), External Diploma Program (EDP) and English as a Second Language (ESL) programs. In FY 13, there were 1,164 enrollments in adult basic education courses, 59 individuals were awarded the GED and 32 received the EDP.

Supporting the College mission of lifelong learning, the needs of younger learners are addressed through College for Kids (CFK). CFK offers summer courses that provide rich learning experiences for children ranging in age from 7 to 16 (grades 2 – 10) in five one-week blocks from June through early August. In Summer 2013, there were 797 enrollments in 61 CFK course sections.

The HCC Honors Program will begin in Fall 2014. Its primary goal is meet the needs of

students, both career and transfer, who desire more rigorous academic experiences through the extension and enhancement of the classroom experience.

Diversity (Supports State Plan Goal 3)

Cultural diversity, equality in education and equal employment opportunities are viewed as integral parts of the mission and purpose of HCC. Minority groups comprise about 15.5 percent of Washington County's population. African Americans comprise almost ten percent of the total population. The number of Hispanic residents account for three percent of population.

The percentages of minority students at HCC exceeded those of minorities and ethnic groups in the County's population. Compared to the county population, minority credit students accounted for 20.8 percent of all enrollments in academic year 2013. African American students are the largest minority group on campus and comprised 11.3 percent of all FY 13 enrollments and Hispanics comprised 4.4 percent. For the Fall 2008 cohort, the graduation-transfer rate of African American students was 61 percent for African Americans, which exceeded 59.2 percent for all students. These trends, which have planning and budgeting implications, are expected to continue and are reflected in the College's 2018 Strategic Plan goals.

The College is intentional in its plan to recruit a culturally diverse student body and uses a variety of strategies to attract and retain diversity among its students. HCC's multicultural recruiter, who is Hispanic, reaches out to public service agencies, local churches, and businesses to encourage prospective minority students to enroll in adult education, credit courses, or non-credit courses. Providing adequate and sustainable need-based financial aid is also important for recruitment and retention. Annually, the Director of Financial Aid hosts workshops for low income, at-risk students selected by high school counselors. Over the last three years, there was an increase of 120.3 percent in the unduplicated number of minority students receiving assistance compared to an increase of 52.5 percent in the number of total students receiving any type of financial aid. Several case management programs work with at-risk students to help them persist, complete their courses successfully, and graduate. They provide services to a higher percentage of minority students than the percentage of minority students in general. The Job Training Student Resource (JTSR) program works with low income adult students in career programs and in FY 13 approximately 30 percent were minorities. The TRiO Student Support Services program serves students who are first generation, low income, and/or have disabilities and plan to attain a degree and transfer. Of 175 program participants, 35 percent were minority.

The Multicultural Committee, which consists of faculty, staff and students, is charged with promoting student learning, appreciation of differences and similarities, educational and cultural programming to help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of diversity and Martin Luther King, Jr. on the national holiday. The College co-sponsors with the Hispanic Association of Hagerstown an annual festival. Proceeds from the Hispanic festival help fund scholarships at HCC for Hispanic residents of Washington County.

The College is slowly benefiting from its recruitment efforts to increase diversity in hiring faculty to provide role models for the increasing diverse student population. In FY13, of full-time faculty, there are five minorities (3.8 percent) compared to one in FY10. Of all regular full-time employees (204), 16 or 7.8 percent were minorities.

Economic Development, Partnerships with Government, Business and Industry, and Workforce Training (Supports All State Plan Goals)

Strategic partnerships are critical to HCC's success in attaining its mission, vision, and goals of educational, cultural and economic development. In the implementation of its mission and in support of the State Plan, HCC partners with government, business and industry to educate and train a significant portion of the regional workforce by developing flexible credit and continuing education programs.

In FY 11, the College convened a 30-member Commission on the Future of HCC (CFHCC), which was comprised of community and business leaders, alumni, students, and HCC employees. The CFHCC identified local higher education needs and made recommendations to help HCC shape its long-range strategic plan; thereby positioning the College for continued success in addressing its mission, vision, and values in serving the local community. The CFHCC found that HCC's culture of evidence guides decision-making and the establishment of priorities that support the mission, while remaining flexible to shifting needs and expectations of its stakeholders.

The Continuing Education and Business Services (CEBS) Division provides customized training to top employers including Volvo, Citi, First Data, the City of Hagerstown, Washington County Government, Meritus and Summit Health Systems, Veterans Administration Hospital, and Horizon Goodwill, as well as with small and medium-sized companies who depend on the College for professional development. HCC also partners with the Hagerstown-Washington County Economic Development Commission when companies consider locating in Washington County. Additionally, with the County's only high-tech business incubator located in the College's Technical Innovation Center, HCC links resources available for startup companies with the services available there.

All career programs have advisory committees, which include employers who review and provide input into curriculum development / revision. As a result, HCC developed high skill / high wage STEM programs in Biotechnology, Alternative Energy, and Cybersecurity. Likewise, HCC responded to the growing demand by dentists for dental assistants and hygienists by developing its new dental programs. Dental assisting certificate program received accreditation by the Commission on Dental Accreditation (CODA) and began in 2012. The Dental Hygiene program just received CODA accreditation and students will begin the program in Summer 2014.

The College is designated as a National Center for Academic Excellence (CAE2Y). As a result, HCC created the Cyber Security Training Institute, which prepares students for Network + and Security + exams. The Defense Information Systems Agency (DISA) serves as a partner for HCC's NSF cybersecurity (CYB) grant and advises the College about information

assurance/CYB curriculum and career pathways for the CYB program. The networking technology pathway provides support for student achievement of rigorous outcomes and ensures that students are trained using industry-standard equipment and network devices.

County growth increases the demand for public safety services, which, in turn, provides an opportunity for the County and the College to collaborate on the development and operation of a potential training center for law enforcement, fire, and emergency medical services personnel. The construction of the training center is in the College's capital improvement plan for FY 18 - FY19. However, to address an immediate community need for local police training, HCC, in collaboration with the Washington County Sheriff's Office and the Hagerstown Police Department, launched its Police Academy in Spring 2013 to prepare cadets to serve as law enforcement officials. Academy graduates receive a certificate from the Maryland Police and Correctional Training Commissions and a certificate from HCC. Credits earned apply toward an associate's degree.

Funded under the Workforce Investment Act, a long-time training partner, Western Maryland Consortium (WMC), is the regional workforce development agency that provides services to unemployed or under-employed residents of western Maryland. HCC is WMC's single largest provider of short-term skills training programs that include commercial vehicle transportation and certified nursing assistant.

Student learning outcomes assessment is a key component of HCC's institutional effectiveness system and is built upon the sharing of information with faculty related to student success. Learning outcomes for specific career programs are publicly available to current and prospective students via the College Web page. In addition to internal measures and data, external data related to outcomes demonstrates student proficiency and positive outcomes. For example, based upon 2013 Perkins data, HCC students in four career programs achieved 100% pass rates on industry or national exams, while the pass rates for the remaining three programs ranged between 94 and 97 percent.

INSTITUTIONAL OBJECTIVES AND OUTCOMES

The mission statement provides a sense of direction to the College community. The College's mission and vision are realized through the integrated implementation of its institutional effectiveness model, the College's Strategic Plan, the Information Technology Strategic Plan, Facilities Master Plan, annual institutional priorities and operational plans.

The President annually identifies major institutional areas / priorities, which are targeted for special attention during a fiscal year. The areas of emphasis shape HCC's annual plan and budget, require collaboration among many units and often span multiple years. HCC annually updates its strategic plan, revising and adding short-term goals and action plans as institutional priorities change or are added.

Listed in this section are the College's eight strategic goals with short-term goals taken from the 2018 strategic plan, all of which support the State Plan. For the sake of brevity, action plans are not included.

Strategic Goal 1 - Maintain Strategic Change and Continuous Quality Improvement Systems

- 1.1 Maintain mission-based outcomes assessment, planning, and budgeting systems that will facilitate strategic goal attainment
- 1.2 Maintain high levels of campus morale among all groups through effective campus communication, employee and student involvement, and quality employee and student recognition and celebration activities
- 1.3 Support and promote shared campus governance and timely decision making
- 1.4 Utilize program and institutional self-studies, academic program accreditation, and external research for quality assurance and to bring about needed improvements

Strategic Goal 2 - Maintain a Responsive, Dynamic Curriculum and Teaching Excellence

- 2.1 Maintain excellent student-centered teaching, as well as high academic standards
- 2.2 Develop the Fletcher Faculty Development Center into a viable, productive, useful space for faculty professional development
- 2.3 Maintain effective and efficient instructional delivery systems, including a variety of workplace learning approaches, and continuing education/customized training models
- 2.4 Develop new curricula as needed and establish guidelines for changing or phasing out outdated or under-enrolled courses, services, and programs based on community and student needs
- 2.5 Develop and maintain student learning support services that contribute significantly to student success, including high rates of course and program completion
- 2.6 Promote the importance of the Learning Support Center, as well as the expanded Testing Center, to student success and program completion in all curriculum areas campus wide
- 2.7 Engage in the continuous assessment of student learning across all courses and programs through: outcomes identification, assessment design, data analysis and evaluation, and use of results to improve student learning across all student types
- 2.8 Create a learning environment that is respectful of multicultural values and general educational requirements that promote an understanding and appreciation for multiculturalism
- 2.9 Develop an honors program to attract and challenge more students who are ready for very rigorous course work where the level of content and demanding nature of work assignments greatly exceeds normal undergraduate course offerings
- 2.10 Enhance and update, as needed, general education requirements to meet new century expectations focused on the purpose of each college program
- 2.11 Expand the model for prior learning / competency-based awards to help students meet requirements for credit and credit-free credentials

Strategic Goal 3 - Strengthen Enrollment Management Systems and Improve Student Retention and Program Completion

- 3.1 Develop, implement, and maintain strategies and initiatives to reduce attrition and increase completion utilizing changes in instructional design, student support services,

- and information about programs
- 3.2 Develop and maintain proactive student services support and enrollment strategies to increase the number and diversity of student enrollments
 - 3.3 Establish marketing plans to support an increase in student enrollments in all of the College's service areas
 - 3.4 Provide special services to reach out to underserved populations
 - 3.5 Develop and maintain co-curricular and extra-curricular activities that enhance student development, retention and success
 - 3.6 Provide expanded space and opportunities in the Student Center for students to interact and connect with academic advisors and other students, and participate in activities to enhance their academic success, persistence, and completion
 - 3.7 Explore opportunities and challenges for student housing as a means of stimulating enrollment growth and program completion

Strategic Goal 4 - Expand Community and Business Services and Strategic Partnerships and Alliances

- 4.1 Collaborate with local leaders and organizations in shaping the College's future educational and business development services targeted to meet the needs of local employers
- 4.2 Further develop the Technical Innovation Center to advance community economic development, and increase entrepreneurial success and individual opportunity
- 4.3 Expand strategic partnerships and alliances in fulfilling the College's mission and serve as a supporting catalyst for regional economic development
- 4.4 Cooperate with other local educational and community organizations, as well as government bodies, in seeking educational solutions to local economic and social problems
- 4.5 Maintain the College's role as one of the premier intellectual, social, and cultural centers in its service region
- 4.6 Create productive and student-centered partnerships with local PK-12 schools and area colleges / universities
- 4.7 Collaborate, develop and maintain programming to serve the needs of those using the Washington County Senior Center

Strategic Goal 5 - Expand and Enhance Online Programs and Services

- 5.1 Expand the number and variety of distance learning course offerings in credit and credit-free instruction
- 5.2 Develop professional development opportunities and training activities in best practices in teaching and supporting distance learning
- 5.3 Expand and enhance online student services
- 5.4 Create and expand opportunities for student participation online in extracurricular activities through the leadership of Student Government Association, Student Affairs, and

faculty members

- 5.5 Use online strategies and methods to facilitate administrative processes and procedures to maximize institutional effectiveness
- 5.6 Establish comprehensive, integrated strategies for marketing distance online education and electronic communication

Strategic Goal 6 - Improve Human Resource Development Systems, Practices and Procedures

- 6.1 Improve recruitment, selection, and orientation processes aimed at securing and maintaining a diverse and competent faculty and staff who are lifelong learners
- 6.2 Improve goal-setting processes, professional development and evaluation systems in support of the College's mission, vision, and strategic directions
- 6.3 Promote and provide professional development opportunities to enhance employee performance
- 6.4 Establish and maintain externally competitive and internally equitable salary and benefit packages for all employee groups
- 6.5 Maintain human resources policies and procedures that meet legal requirements and communicate with employees any changes, deletions, additions or revisions
- 6.6 Establish and maintain a more robust position management system to track all regular budgeted, temporary, and volunteer positions that would include hours worked and productivity measures tied to HCC key performance indicators

Strategic Goal 7 - Align Technology Enhancements, Facilities Development, and Safety and Security Practices with Mission-Based Priorities

- 7.1 Plan and implement facility improvements to promote student, faculty, and staff success
- 7.2 Align operational priorities in facilities management to directly support strategic directions, particularly in the areas of instruction and enrollment enhancement
- 7.3 Refine and maintain the Campus Development Plan and Facilities Master Plan to address long-term college facility needs and related funding requests
- 7.4 Plan, develop and maintain facilities and facilities modifications consistent with the American with Disabilities Act to ensure compliance, as well as student success
- 7.5 Provide and maintain a safe environment for all students, employees, visitors, and guests
- 7.6 Plan for and maintain information technology systems that are sufficient to support growth and expanding needs
- 7.7 Develop deployment, lifecycle management, and disposal guidelines to ensure the proper management and cost effectiveness of technology-related decisions
- 7.8 Implement new Web-based tools to enhance the College's Web presence
- 7.9 Make technology improvements to enhance the teaching and learning experience, with special focus on enhancement of the quality of Web-based instruction
- 7.10 Evaluate business processes, student, and institutional support services to identify areas where efficiencies could be gained by leveraging new and emerging technologies and to

meet greater demands for accountability, strategic guidance, and accreditation requirements

- 7.11 Plan for and launch an Information Security Management System across academic and administrative functions

Strategic Goal 8 - Enhance Financial Resource Development, Allocation, and Reallocation Strategies to Ensure the Efficient and Effective use of Available Funds and Resources

- 8.1 Refine systems and processes to improve the ability to make sound, data-driven financial decisions, allocations, and reallocations
- 8.2 Establish strategies and plans to enhance revenues from both traditional and non-traditional sources
- 8.3 Expand College Advancement fundraising initiatives and introduce state-of-the-art Web-based fundraising strategies
- 8.4 In response to institutional priorities, college needs, and external funding opportunities, continue to develop grants strategies and submit grant / other resource proposals
- 8.5 Continue to employ effective cost-benefit studies and program reviews that inform resource allocation and reallocation decisions