HAGERSTOWN COMMUNITY COLLEGE

SELF-STUDY DESIGN

2013-2014

Hagerstown Community College
Hagerstown, Maryland

Hagerstown Community College
Self-Study Design

TABLE OF CONTENTS

I.   INSTITUTIONAL OVERVIEW

Hagerstown Community College is considered the first community college in Maryland.   On September 10, 1946, the Washington County Board of Education unanimously agreed to establish a junior college to offer two years of higher education. Late afternoon and evening college classes were offered eight days later at the Hagerstown High School. In 1956, the College moved to a separate building on the South Hagerstown High School campus. In 1966, Hagerstown Junior College   moved to its current location. The College completed its first comprehensive self-study in 1967 and received its first accreditation in 1968. In 1998, Hagerstown Junior College changed its name to Hagerstown Community College (HCC) to better reflect its comprehensive mission.

Due to its unique location, the College's service region is approximately a 50-mile radius in a tri-state area where the Washington County border touches Pennsylvania and West Virginia. Proximity to HCC makes the commuting range for out-of-state students more practical and convenient than other education / training options in the region. 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's vision is to strive to be above all else: "a learner-centered, accessible lifelong learning institution dedicated to student and community success…"

The College's mission and vision (Appendix A) is realized through an integrated implementation of its institutional effectiveness model, the College's strategic plan, the Student Learning Outcomes Assessment Plan, the 2004 Self-Study, 2010 Periodic Review Report, annual operational plans, and other major institutional planning documents. With its limited resources, the College focuses on its mission based functions and related vision, carefully choosing strategically important directions that support all mission based areas.

The Middle States Commission on Higher Education (MSCHE) reaffirmed the accreditation of HCC in March 2005 following an evaluation team visit in November 2004. The 2004 institutional self-study process gave HCC the opportunity to review its performance, engage in new thinking and positive outcomes-based change while developing a map for the future. As a result, HCC implemented academic and non-academic outcomes assessment programs to move the College toward a successful future with a clear vision, effective planning, institutional effectiveness and resource allocation processes, and institutional renewal to insure student success. Upon reaffirming accreditation, the Commission requested a monitoring report in 2006, asking for an update related to progress made in the implementation of the institutional effectiveness and student learning outcomes models; steps taken to strengthen College finances to address projected deficits, including County support. A monitoring report in 2007 provided additional steps taken to strengthen the institution's finances. The Periodic Review Report (PRR) was submitted in May 2010. Upon acceptance of the PRR and affirmation of accreditation, the Commission requested a progress report in 2011.

In that report, HCC stated its intent to submit a Voluntary Progress Report, by June 2012, providing an update on the assessment of student learning outcomes in the general education

program. Since the 2011 report, faculty reviewed and agreed upon common course outcomes for all general education courses related to a specific general education discipline area. All courses designated as general education courses in the six discipline areas of general education have common course outcomes listed on each syllabus. Each course has several outcomes independent of the general education specific outcomes as well, but the general education specific discipline area outcomes appear on every syllabus. In addition to the posting of common general education outcomes on the syllabus, faculty agreed upon and developed the assessment tools to be used to assess the general education outcomes for each discipline area. Data was officially collected and analyzed for the general education outcomes beginning with the Fall 2012 semester, although several divisions were prepared to begin data collection early and piloted the assessment process during the Spring 2012 semester.

Degree completion is a top institutional priority and work began in Fall 2011 to reduce the number of credits required for graduation from 64 to 60. The process of reducing the number of credits to earn an associate's degree required an examination the College's general education program. HCC reconfigured its general education model by replacing "Computer Literacy" as the topic of the Interdisciplinary and Emerging Issues category with "Diversity and Globalization." This change required more work to be completed on common outcomes for this specific discipline area of the general education program. The courses identified for this category however, will not be from one specific discipline area. The courses will come from various discipline areas, providing an opportunity to assess general education outcomes across the curriculum.

While several of the academic divisions at Hagerstown Community College have been collecting outcomes assessment data and using the data to improve results in student learning, these divisions have been storing the data in files or drives maintained by the division. The College recognizes the need for an institutional database to house all outcomes assessment data and will take steps to create and implement this database during 2013. An additional position was added in the Planning and Institutional Effectiveness Unit to assist with the building and implementation of the college-wide outcomes assessment database, as well as to support overall institutional effectiveness.

II.   NATURE AND SCOPE OF SELF-STUDY DESIGN

As a small comprehensive community college in Western Maryland, Hagerstown Community College is presented many opportunities and faces challenges as well. With its limited resources and these challenging economic times, the College must stay focused on its mission based functions and related vision. It also must carefully choose and resource strategically important directions in all mission based areas. Its mission based and comprehensive "plan, do, assess, and adjust" model is the foundation for strengthening and continuously improving the institution.

HCC has elected to conduct a Comprehensive Self-Study with Emphasis. The integrated areas of emphasis to be studied are curriculum development, instructional design, adherence to academic standards and outcomes assessment. These areas connect to the "accountability movement" that is an increasingly important part of higher education as

challenges in the areas of outcomes assessment and strategic planning are realities on college campuses.

The Comprehensive Self-Study with Emphasis will provide the opportunity for HCC to benefit from thorough self-evaluation and scrutiny by examining compliance with all fourteen MSCHE accreditation standards. With broad participation from all campus constituencies, the resulting recommendations for improvement and institutional renewal will guide, strengthen and enhance academic development and outcomes assessment in all programs, services and activities of the College.

III.   INTENDED OUTCOMES OF THE SELF-STUDY

The self-study provides an opportunity to review the performance of Hagerstown Community College from a variety of perspectives, as well as to establish a framework or "blueprint" for the College's future. At its retreat in April 2013, the Board of Trustees set the stage for the work of the committees by confirming the College's mission, vision, and strategic goals.

In the context of the major areas of study and the emphasis areas of curriculum development, instructional design, adherence to academic standards and outcomes assessment, Hagerstown Community College's planned outcomes for the self-study process include:

1. Engage in a meaningful and useful process to serve as a solid foundation for continuous improvement, strategic planning, development, and change at HCC
2. Provide evidence that practices and processes of the College align with its mission, vision and strategic goals
3. Assess the adequacy and sustainability of institutional resources to support and maintain the College's mission, vision, and strategic goals
4. Analyze the core academic functions of curriculum development, instructional design, academic standards, SLOA, and academic support services to identify ways to strengthen and sustain them
5. Identify institutional strengths and develop strategies to improve areas that will position HCC for an even stronger leadership role in the education and economic development in its service region
6. Confirm that HCC continues to meet the 14 Middle States standards of excellence

Included in this self-evaluation will be a review of every unit of the College, an objective assessment of the unit's effectiveness, recommendations for strengthening the unit, and a plan for implementing recommendations. The self-study process will allow the broadest participation by all campus constituencies as the work teams will be made up of faculty and staff from across the College community. Each work team will answer questions related to Middle States standards, as well as HCC-specific questions and "emphasis questions," utilizing as much data and information as possible.

Recommendations for improvement and renewal that result from this process will provide challenging opportunities as HCC directs its efforts toward the best in teaching and learning in the twenty-first century.

IV. ORGANIZATIONAL STRUCTURE

Self-Study Steering Committee

The Self-Study Steering Committee oversees and providing leadership to the overall self-study process. It is comprised of Work Group co-chairs, who were chosen for their knowledge and leadership skills. Each team of co-chairs includes a faculty member and administrator to ensure broad representation and participation in the self-study process, as well as to provide communication between Work Groups, the Steering Committee, and the broader College community. The Steering Committee is also responsible for monitoring the progress of each working group to ensure that the working groups adhere to the Self-Study schedule.

The Steering Committee meets regularly to facilitate the activities of the Work Groups through the sharing of information and understanding about the interrelationships among the Middle States standards. These meetings also allow for progress updates and for process direction by the Committee.

Specifically, the Steering Committee is charged with the following:
- Determining the key issues for the self-study
- Communicate the self-study process to the overall campus community
- Helping to develop and refine the self-study design
- Review working group questions to insure relevance and to avoid redundancy
- Analyze interim reports from the working groups
- Disseminate interim reports to the campus community and gather feedback
- Establishing, charging and coordinating working groups
- Ensuring the timetable is implemented as planned
- Assuring communication within the institution about the process
- Arranging for institution-wide review of, and responses to, a draft
- Overseeing the completion of the final self-study report and any other documents relevant to the process and team visit
- Participate in campus visits by Middle States representatives

The Steering Committee membership roster follows.

Self-Study Steering Committee

NAME	TITLE	WORK GROUP ASSIGNMENT
Barker, Anna	Vice-President, Finance and Administration	Institutional Resources, Planning, Allocation, and Renewal
Chambers, Jessica	Dean, Student Affairs	Student Admissions, Advisement, Retention, and Student Support Services
Chaney, Mary Beth	Assistant Professor, Early Childhood Education/Reading	Mission, Goals, Leadership and Governance
Harsh, Michael	Faculty Assembly Chair; Professor, English, Speech and Drama	Sustaining and Strengthening Academic Development
Horton, Julian	Associate Dean, Instructional Technology and Online Education	Educational Offerings and Related Educational Activities, General Education and Student Learning Outcomes
Kaiser, Ted	Student Government President	Student Admissions, Advisement, Retention, and Student Support Services
Kessler, Paula	Assistant Professor, Mathematics	Administration, Institutional Integrity and Assessment
Macht, Barbara	Dean, Planning and Institutional Effectiveness	Self-Study Coordinator; Mission, Goals, Leadership and Governance
McGee, Stacey	Assistant Professor, Business and Accounting	Co-chair, Self-Study Steering Committee; Educational Offerings and Related Educational Activities, General Education and Student Learning Outcomes
Pierne, James	Instructor, Business Management	Institutional Resources, Planning, Allocation, and Renewal
Shank, Theresa	Dean, Continuing Education and Business Services	Administration, Institutional Integrity and Assessment
Schoenenberger, Dawn	Director, Developmental Education and Literacy Studies	Faculty
Szczesniak, Jennifer	Assistant Professor, Mathematics	Student Admissions, Advisement, Retention, and Student Support Services
Warner, C. David	Vice-President, Academic Affairs	Co-chair, Self-Study Steering Committee; Sustaining and Strengthening Academic Development
Wells, Susan	Instructor, Nursing	Faculty

Self-Study Work Groups

There are seven Work Groups, each co-chaired by a faculty member and an administrator. Co-chairs will participate in all the Steering Committee functions. Each Work Group is responsible for researching and analyzing an assigned topic(s) and the MSCHE standards aligned to evaluate compliance by exploring relationships between the study topics, the elements of the standards, and data/evidence. Work Group co-chairs are responsible for: directing and coordinating the efforts of the groups; ensuring participation from all group members and relevant College constituency; submitting drafts and analyses on time; and working directly with the Self-study Steering Committee co-chairs to provide communication across the Work Groups and to represent the Steering Committee to various constituencies.

Responsibilities of the Work Groups include:
• Studying materials of the Middle States Commission on Higher Education
• Holding regular meetings
• Developing methods and researching data to respond to research questions
• Producing interim reports and other materials related to the self-study process
• Collaborating if necessary with other working groups
• Participating in college forums
• Writing a final draft of a chapter for the Self-Study Report

The membership rosters of all work groups follow. An asterisk* denotes work group co-chairs and a carat ^ denotes a sub-committee chair.

Work Group: Mission, Goals, Leadership and Governance (Standards 1 and 4)	
Name	**Title**
*Macht, Barbara	Dean, Planning and Institutional Effectiveness
*Chaney, Mary Beth	Assistant Professor, Early Childhood Education/Reading
Franklin, Fonda	Manager, Human Resources
Mason, Joseph	Associate Professor, Mathematics
Roulette, Barbara	Executive Assistant to the President
Shank, JoAnna	Administrative Office Associate I - Job Training Student Resources
Strite, Tammy	Evaluation Specialist

Work Group: Institutional Resources, Planning, Allocation, and Renewal (Standards 2 and 3)	
Name	**Title**
*Barker, Anna	Vice-President, Finance and Administration
*Pierne, James	Instructor, Business Management
Sub-Committee: Human Resources	
^Marriott, Donna	Executive Director, Human Resources
Brown, Norman	Manager, Digital Printing and Design Services
Carter, Britney	Student Financial Aid Counselor
Hudson, Malissa	Instructor, Nursing
Seward, Tom	Associate Professor, Foreign Language
Taylor, Daniel	Buyer/Inventory Control Assistant
Sub-Committee: Facilities	
^Baker, Dawn	Facilities Project Coordinator
Cameron, Shannon	Instructor, Physical Education/Athletic Trainer
Gautney, Henry	Chief, Campus Police and Safety
Jenness, Timothy	Instructor, US and World History
Koons, Kellie	Administrative Office Associate I – Con. Ed. and Business Services
Metcalf, Jonathan	Director, Facilities Management and Planning
Sub-Committee: Technology	
^Fentress, Craig	Director, Information Technology
Fisher, LuAnne	Coordinator, Library Services
Huffman, Brenda	Coordinator, Distance Education Services
Lawrence, Leigh-Anne	Social Media and Public Information Specialist
Thorpe, Nancy	Associate Professor, Chemistry
Weil-Yates, Karen	Assistant Professor, Information Systems Technology
Sub-Committee: Funding	
^Bittorf, David	Director, Finance
Felice, Jennifer	Grant Compliance Officer
Little, Alyssa	Instructor, Dance
Lowman, Stacey	Executive Director, Institutional Advancement
Reed, Dawn	Research Associate
Weedon, Teresa	Assistant, Professor Nursing
Sub-Committee: Planning and Budgeting	
^Shepard, Anne	Director, Grants Development
Kehne, Shannon	Office Support Associate – Facilities Management and Planning
Maruszewski, David	Assistant Professor, Simulation Digital Entertainment
Myers, Anne	Coordinator, Lifelong Learning
Schwartz, Eric	Instructor, Political Science/International Relations
Sterner, Amy	Coordinator, Athletic, Recreation and Community Center (ARCC) Facility

Committee: Administration, Institutional Integrity and Assessment Standards 5, 6, and 7	
Name	**Title**
*Shank, Theresa	Dean, Continuing Education and Business Services
*Kessler, Paula	Assistant Professor, Mathematics
Bullett, Vicky	Instructor, Physical Education
Crawford, Tom	Associate Professor, Mathematics
Hoover, Carolyn	Executive Assistant I - Finance and Administration
Kirkpatrick, Beth	Director, Public Information and Government Relations
Orner, Lita	Director, Business and Procurement Services
Shepard, Brad	Director, Data and Institutional Research
South, Brandi	Enrollment Assistant

Work Group: Student Admissions, Advisement, Retention and Student Support Services Standards 8 and 9	
Name	**Title**
*Chambers, Jessica	Dean, Student Affairs
*Szczesniak, Jennifer	Assistant Professor, Mathematics
Sub-Committee: Admissions and Student Financial Aid	
^Becker-Cornblatt, Robin	Director, Admissions, Records and Registration
Cavey, John	Coordinator, CVT
Cox, Carolyn	Director, Student Financial Aid
Ecton, Michael	SGA Senator
Hollins, Emily	Coordinator, Records, Registration, and Graduation
Spurrier, Ryan	Information Specialist
Williams, Patricia	Assistant Professor, Practical Nursing
Sub-Committee: Student Support Services And Special Programs	
^Martin, Michael	Director, Academic Advising
Cross, Sonjurae	Assistant Professor, Developmental English
Holweck, Tony	SGA Treasurer/PTK President
Hughes, Gloria	Enrollment Assistant
Keller, Cheryl	Workplace Learning Advisor/Externships/Clinicals
McLoud, Rachael	Counselor/Advisor, TRiO
Niessner, Jim	Assistant Professor, Developmental Composition

Work Group: Student Admissions, Advisement, Retention and Student Support Services continued	
Sub-Committee: Student Development and Student Life	
^Leister, Jeff	Student Support Specialist
Barnhart, Heather	Coordinator, Student Activities
Burge, Thomas	Fitness Center Coordinator; Instructor, Physical Education
Cudjoe, Gladys	SGA Vice-president
Madron, Daniel	Assistant Professor, Sociology
Smith, Ellen	Associate Professor, Graphic Design Technology
Taylor, Jackie	Administrative Office Associate II – Athletics and ARCC
Sub-Committee: Advising and Counseling	
^Stonestreet, Jeannine	Assistant Professor, Elementary Education and Psychology
Auldridge, Angela	Academic Advisor/Retention Specialist
Bachtell, Jaime	Coordinator, Disability Support Services
Eyler, Cindy	Administrative Office Associate II - Advancement
Nally, Dawn	Instructor, Medical Assisting and Phlebotomy
Pryor, Sheri	SGA Secretary
Thornhill, Loretta	Professor, Paralegal Studies

Work Group: Faculty Standard 10	
Name	**Title**
*Schoenenberger, Dawn	Director, Developmental Education and Literacy Studies
*Wells, Susan	Instructor, Nursing
Sub-Committee: Faculty Profile	
^Cade, Frances	Chair, Behavioral and Social Sciences; Associate Professor
Oberholzer, Rosie	Human Resources Recruitment Specialist
Kirchner, Sonja	Assistant Professor, Nursing
Shank, Steve	Professor, Information Systems Technology
Sub-Committee: Faculty Roles, Responsibilities and Academic Freedom	
^Bontempo, Joan	Associate Professor, Art Appreciation/Art History
Crawford, Kevin	Assistant Director, Recruitment and Admissions
Giannoumis, Karen	Library Assistant I
McDaniel, Judy	Instructor, Nursing
Rowland, Melanie	Instructor, Medical Assisting & Phlebotomy
Williams, Erick	Instructor, Psychology
Sub-Committee: Selection, Professional Development, Promotion And Tenure	
^Gift, Trudy	Professor, Information Systems Technology
Bird, Louise	Executive Assistant I
Kuehnert, Lore	Instructor ,World and US History
Moore, James	Instructional Assistant, Developmental Mathematics
Olden, Lori	Instructor, Radiography

Work Group: Educational Offerings And Related Educational Activities, General Education, and Student Learning Outcomes Assessment Standards 11, 12, 13, and 14	
Name	**Title**
*Horton, Julian	Associate Dean, Instructional Technology and Online Education
*McGee, Stacey	Assistant Professor, Business and Accounting
Sub-Committee: Occupational Education	
^Valente, Tony	Instructor, Industrial and Energy Technology
Beirdneau, Jennifer	Instructor, Medical Imaging/Program Coordinator
Manilla, Lori	Assistant Professor, Psychiatric and Mental Health Nursing
Dominick, Meredith	Instructor, Administration of Justice
Sweeney, Helen	Administrative Office Associate II – Health Sciences
Sub-Committee: General and Transfer Education	
^Marschner, Joseph	Chair, English and Humanities
Baer, Christopher	Academic Advisor
Carlson, Molly	Director of Instruction
Grahl, Marti	Instructional Assistant, Developmental Writing/Reading/ESL
Jozik, Paul	Professor, Physics
Ketterling, Ardyce	Assistant Professor, Developmental Composition
Wine, Louise	Professor, Psychology and Education
Sub-Committee: Basic Skills/Developmental Education/Learning Support	
^Adams, Jennifer	Coordinator, Academic Testing and Learning Center
Campbell, Richard	Assistant Professor, Developmental Mathematics
Hawbecker, Carrie	Assistant Professor, Developmental Mathematics
Moorman, Sandra	Instructor, Nursing
Taylor, Cassie	Administrative Office Associate II – Developmental Ed. and Adult Literacy Services
Sub-Committee: Online Education and Related Activities	
^Hutson, Peggy	Coordinator, Learning Technology
Drumgoole, Alicia	Instructor, English Composition
Karn, David	Assistant Professor, Accounting
Maher, Sean	Instructor, Web Design and Multimedia Technology
Simmons, Jackie	IT Manager
Sumner, Meredith	Administrative Office Associate I – Instructional Technology and Online Education
Sub-Committee: Continuing and Contract Education	
^Spessard, Lori	Assistant Professor, Economics
Drooger, Jack	Coordinator, Information Technology Training
Hurd, Stephanie	Program Manager and Business Recruitment Specialist
Shank, Michelle	Administrative Office Associate I - Digital Printing and Design Services
Simonetti, David	Director, Police Academy

Work Group: Educational Offerings And Related Educational Activities, General Education, and Student Learning Outcomes Assessment continued Standards 11, 12, 13, and 14	
Sub-Committee: Student Learning Outcomes Assessment	
^Dove, Cynthia	Associate Professor, Anatomy and Physiology/Microbiology
Hammond, Karen	Director, Nursing
Johnson, Joan	Professor, English Composition
Kowalsky, Melinda	Instructor, Psychology
Lopez, Beth	Academic Systems Specialist
Summers, Adrienne	Program Manager, Certification and Licensure
Witmer, Beverly	Instructor/Program Coordinator, Emergency Medical Services

Work Group: Strengthening and Sustaining Academic Development	
Name	**Title**
*Harsh, Michael	Professor, English, Speech and Drama
*Warner, David	Vice-President, Academic Affairs
Sub-Committee: Curriculum	
^Webber, Daniel	Assistant Professor, Art, Music, and Humanities
Arch, Rita	Administrative Office Associate I – English and Humanities
Gerhart, Judy	Coordinator, Curriculum and Academic Systems
Ryan, Daniel	Assistant Professor, Sociology
Karstaedt, David	Assistant Professor, Anatomy/Physiology/Microbiology
Leonard, Rebecca	Instructor, Dental Assisting
Sub-Committee: Instructional Design	
^Miller, Amanda	Assistant Professor, English
Briendolph, Adam	Instructor, MET
Horton, Julian	Associate Dean, Instructional Technology and Online Education
Lewis, Christopher	Associate Professor, Mathematics
Nickerson, Rosemary	Professor, Biology
Thomas, Robin	Administrative Office Associate II – Math/Science
Sub-Committee: Academic Standards	
^May, Melinda	Associate Professor, English and Humanities
Fries, Sondra	Academic Testing Center Assistant
Johnson, Bernard	Athletic Director; Director, HPELS
Moran, Suzannah	Assistant Professor, Geography
Murphy, Bernard	Associate Professor, Biology and Chemistry
Stein, Veronica	Associate Professor, Chemistry and Physical Science
Stoops, Angela	Director, Health Services

Work Group: Strengthening and Sustaining Academic Development continued	
Sub-Committee: Student Learning Outcomes Assessment	
^Peisen, Judith	Chair, Math/Science; Professor, Biology and Chemistry
Benchoff, Kate	Instructor, English Composition
Carlson, Molly	Director, Instruction
Kendrick, Rebecca	Instructor, Developmental Mathematics
Plank, Sherry	Administrative Office Associate II – Technology and Computer Studies
Cordani, John	Instructor, Cybersecurity
Sub-Committee: Faculty Development	
^Spivey, Margaret	Director, Technology and Computer Studies
Bidle, Theresa	Professor, Biology
Blash, Michele	Assistant Professor, Nursing
Fawcett, Teresita	Coordinator, Fletcher Faculty Professional Development Center
Fergesen, Robert	Instructor Instrumentation and Process Control
McLaughlin, Janice	Administrative Office Associate III - Nursing
Yurek, Regina	Instructor, Nursing

Communication Plan

While most members of the community will be involved in some aspect of the research, it is crucial that all have ready access to the process, progress and the findings and recommendations of other teams. To provide this access, the College is establishing a self-study website that contains an introduction to the self-study process, the Self-Study Design, email links to the Self-Study Coordinator and the co-chairs of the Steering Committee, committee meeting minutes, regularly updated announcements, links to self-study documents, and links to relevant external resources. In addition to the website, there will be campus e-mail updates when appropriate. Progress of the Self-Study will also be reported at Board of Trustees meetings.

Survey Research, Focus Groups, and Interviews Process

Committees may find it necessary to survey campus constituencies, students or the external community. Requests to conduct survey research, focus groups, or interviews must be to the Office of Planning and Institutional Effectiveness to coordinate the requests with the Steering Committee. All surveys must be approved by the Self-study Coordinator and Co-chairs. This is essential to avoid duplication efforts, undue workloads on individuals and offices, and inconsistency of data.

Editorial Process

Work group reports will be assembled into the final narrative by the co-chairpersons with assistance from the Self-Study Coordinator. The Steering Committee will be asked to review and comment on a draft of this narrative before it is shared with the campus community.

The Self-study Coordinator and the Steering Committee Co-chairs will serve as the editorial team and will determine the appropriate changes and edits based on the Steering Committee feedback.

V.   CHARGES TO THE WORK GROUPS

Each work group is to function as a collaborative body, working as active team members who are expected to constructively contribute to the development of independent and objective assessments and recommendations, consistent with the assigned self-study topics. Each self-study work group committee is charged with the task of addressing the chapter specific questions on a time line sufficient to meet the deadlines for providing a draft outline (March 2014), as well as a complete first draft narrative (May 2014). The final chapter draft of findings and recommendations is due in June 2014.

Each work group is to study the chapter questions by looking at internal and community data as well related state or national information pertinent to the work group's topics of study. The work group's recommendations should be shared with and discussed as needed with faculty, administrators, support staff, and other internal and external constituencies who have related job duties or are otherwise connected to the study topics. In organizing their work and preparing their reports each work group is asked to include substantial analytic components as a basis for all their recommendations.

Specific charges are the actual questions to be addressed during the self-study process. The following pages delineate the main areas of study, followed by the study questions for each of the chapters. Questions of study and analysis are based upon Middle States publications (*Characteristics of Excellence in Higher Education* and *Self-Study: Creating a Useful Process and Report).* Additionally, and just as importantly, there are questions that reflect institutional topics that are meant to stimulate thinking, require analysis and evaluation, and that connect standards and different dimensions of the institution.

Chapter 1
MISSION, GOALS, LEADERSHIP AND GOVERNANCE

1. How are major themes/aspects of HCC's mission reflected in its strategic goals? How are external and internal communities made aware of HCC's mission, vision, and strategic goals? What can be done to improve awareness?

2. What evidence do we have that the mission drives academic and administrative decision-making related to planning, resource allocation, program and curriculum development, and assessment, including decisions about what internal initiatives and external opportunities are pursued?

3. How does the College assess the effectiveness of the college leadership and governance? In what ways can leadership and governance be improved?

4. How do Board of Trustees (BOT) members demonstrate a clear understanding and commitment to the College's mission, vision, and strategic directions? If there are gaps, what steps need to be taken to facilitate that understanding and commitment?

5. How does the Board assist in generating resources to sustain and improve the vitality of the institution?

6. How does the BOT measure its effectiveness? What procedures are in place for the periodic assessment of how stated BOT objectives are met?

7. Describe the process for orienting new Board members and providing updates for members regarding College's operations, programs and services.

8. How does the Board measure the effectiveness of the President? What measures and/or assurances are in place that he administers the institution in an appropriate and responsible way? How does the President achieve institutional goals to support the institutional mission?

9. Analyze the College's decision-making structure (See HCC's decision-making chart).
   a. Discuss the decision-making processes, the assignment of responsibility for improvements based upon decisions made, and the assurance of accountability and authority that facilitates planning and renewal. How can this be improved?
   b. How is information and data used in the decision-making process of the administration? How are decisions communicated to the College community?

10. How are issues of interest to internal constituents communicated and resolved? What mechanisms exist to enable the sharing of information and opportunity for feedback between and among the governing bodies and various constituent groups?

11. Describe the role of students in governance. To what extent are students provided with an opportunity to provide feedback relevant to policies and decisions that impact them?

12. How does the College's leadership foster a culture and demonstrate support and commitment of college-wide assessment regarding resources and professional development?

Self-Study Emphasis Question:

13. What information, data and activities are used to assess whether HCC achieves each aspect of its mission? How is that information used to improve and guide curriculum development, instructional design, student learning outcomes, and adherence to academic standards?

Chapter 2
INSTITUTIONAL RESOURCES, PLANNING, ALLOCATION, AND RENEWAL

1. Examine and assess the institutional controls for financial, administrative and auxiliary operations. Evaluate the policies and procedures in place to determine allocation of assets in a manner that improves the College's ability to fulfill its mission.

2. Demonstrate how HCC measures and assesses the level of, and efficient utilization of, institutional resources required to support HCC's mission and goals. How does the allocation of institutional resources reflect and demonstrate HCC's priorities? What criteria do we use to evaluate the success of our allocation of resources? What processes are in place to ensure transparency and input by all stakeholders?

3. Analyze the degree to which academic planning stems from academic program review and drives the development of functional plans (i.e., financial, enrollment, facilities, technology) and unit plans. How is program review used to change and improve educational programs? How are results of changes and improvements assessed?

4. How effectively is assessment data used to inform and direct institutional renewal, including the allocation of resources, and the improvement of services and planning? What kinds of observable results are examined when evaluating current and new programs? Evaluate the adequacy and effective implementation of plans in contributing to institutional renewal and improvement, as well as how renewal efforts are documented and shared with College constituents. How the efficacy and efficiency of something previously untried are predicted? In what ways does the planning process help the institution resist complacency?

5. How does the College's planning and resource allocation process consider and account for the internal and external impacts (e.g. reduced State/County funding, flat enrollment) that effect the institution? What issues, including financial sustainability,

should HCC be planning? How does the integrated system of planning and budgeting help address those issues?

6. What prompted recent (over the last five years) significant initiatives and changes to the College's programs, services and activities? How effectively did the 2012 and 2018 Strategic Plans guide those initiatives and changes?   How effectively were/are the results of those changes assessed?

7. How does the college develop long-term financial projections and its financial plan? What is the process for revising and updating these projections? How do enrollment projections inform the institution's financial projections?

8. How does the long-range financial plan align the cost of achieving strategic goals with projected future revenue? How does the College evaluate the adequacy of the financial plan? What have been the challenges when implementing the plan and what changes has the College made as a result of those challenges?

Human Resources:

9. Are the plans, policies and/or procedures to allocate adequate human resources (faculty, staff, and administrative support) sufficiently and effectively implemented to support the institution's mission, goals, and objectives?

10. Consistent with the College's mission to create a more respectful, inclusive and diverse community, how does the College identify, recruit and retain administration, faculty, staff and students with respect to diversity?

11. What are the significant challenges facing HCC over the next five years relative to human resources? How will these challenges be addressed?

12. What methods are used to measure the efficacy of staffing in the achievement of the mission and goals? How are those measures incorporated into the budgeting and planning process?

13. How were the results of the recent climate survey shared with the College community? What did employees identify as areas of institutional strength and of needed improvements? How were changes planned and implemented? How was the success of implementation strategies and changes measured?

Facilities:

14. Evaluate the adequacy and effective implementation of the plans, policies and/or procedures that are in place to allocate adequate capital resources (facilities, equipment, infrastructure needs) to support the institution's mission, goals, and objectives. How are priorities established and resources allocated to support deferred maintenance, equipment replacement and lifecycle maintenance of buildings?

15. How is the planning process for facilities improvement linked to program development and student retention, engagement, and success and intended program purpose?
16. How are the College Development Plan and the Facilities Master Plan used for strategic decisions related to facilities, infrastructure and College land?

17. How does the College ensure that space is appropriately allocated to meet the mission and goals of the college?

18. What is the formal process for planning renovation and soliciting input from existing and prospective users of the new space?

19. What are the significant facilities challenges facing HCC over the next five years? How will these challenges be addressed?

20. Examine and assess HCC's Emergency Operations Plan. How is the campus informed of emergencies? What types of emergency training, safety training, quick response protocols, and communication mechanisms/systems are in place for employees? How does the College plan to address any gaps?

21. Study the College's current security coverage model. How does the College determine if coverage is adequate during campus activities?

Technology:

22. What are the significant challenges, over the next five years, facing HCC relative to technology? How will these challenges be prioritized and addressed? What will be the role of the Technology Council in addressing them?

23. What evidence exists to insure that the College's technology infrastructure is flexible, scalable, and provides the ability to manage, retrieve and disseminate vital information necessary to meet planning and operational needs? How can we ensure that technology resources are working effectively and are maintained at an acceptable level?

24. How is technology supported through both policy and strategic planning by the administration? How well has the College planned and budgeted for a technology infrastructure to support its mission and goals, as well as provide the flexibility for new and emerging technology? How do we ensure that our technology purchases are cost effective?

25. Evaluate the educational and operational technology equipment acquisition and replacement process and plan, including provision for current and future technology, and evidence of implementation. How does HCC identify advancing technologies? How is "life cycle" management employed to maintain currency in technology and equipment?

26. Discuss the ways in which, and to what extent, faculty engage in and use technology in the pursuit of outstanding teaching and learning? To what extent are appropriate technologies, learning environments, and information resources available to support the educational goals of the College? What resources support this?

Funding:

27. What significant challenges might the College encounter over the next five years and how will those challenges impact institutional funding, sustainability and the vitality of the College? Through what mechanisms will the College address these challenges?

28. How do plans and policies for institutional fundraising, including endowment management, ensure consistency with the institution's financial resources, goals, and objectives and summaries of endowment performance?

29. How is the endowment linked to resource allocation across the College?

30. Evaluate the College's grants development and management functions, and their contributions to HCC. Include a five-year history, as well as recommended areas of improvement related to processes and management. How do grant activities support the mission, goals, and strategic plan?

Planning and Budgeting:

31. How effectively does the College's planning process drive resource allocation decisions? Evaluate the adequacy and effective implementation of the budgeting process in supporting the mission, goals and objectives of the College.

32. What assessments are in place to monitor the effective and efficient use of institutional resources to contain costs, redirect resources and develop new revenue streams to support the institution's mission and goals?

33. Evaluate how effectively the College communicates resource allocation policies, procedures, and plans to the College community.

Self-Study Emphasis Questions:

34. What steps have been taken to evaluate how effectively resources are allocated and expended for academic development? How was the need for specific changes determined and implemented? What were the results?

35. To what extent is the conceptual and procedural relationship between HCC's academic strategic plan and the budget development process well understood and effectively implemented? Consider both operational and capital aspects.

Chapter 3
ADMINISTRATION, INTEGRITY AND INSTITUTIONAL ASSESSMENT

1. Review the College's organizational chart and structure. How is the administrative structure aligned to effectively support the fulfillment of the College's mission and goals? How does HCC ensure that the administrative structure facilitates learning? In what ways and for what reasons have staffing patterns and reporting lines changed over the last five years?

2. Analyze the academic background/professional training, skills and experience and other qualities appropriate for executive officers (vice-presidents and deans), directors and coordinators to carry out their responsibilities and functions appropriate to the goals and complexity of the institution.

3. Examine the information and decision-making systems that support the work of administrative leaders. Based upon findings, what are the strengths and areas of needed improvement?

4. How is the College planning process used to assess administrative effectiveness?

5. Review of the adequacy of clerical, technical and others who provide support for administrative personnel. Assess needs and satisfaction with staff development programs, with recommendations for improvement as appropriate.

6. How effective is communication between the administration, faculty, students and community stakeholders? Does this communication effectively inform the decision-making and planning process?

7. When and how are multiple functions assigned and communicated to a single individual or are administrative duties assigned to faculty/staff members as appropriate? If additional functions are deemed not appropriate for the position, how is it communicated and handled by the employee and/or supervisor? What is the process for periodic review for the appropriateness of the added assignment and/or administrative duties?

8. Describe the process and give examples of how HCC discloses accurately, factually, and in a timely manner changes and issues affecting institutional mission, goals, programs, operations, and other substantive changes to internal and external communities, such as including Middle States Commission on Higher Education, Maryland Higher Education Commission, prospective students, and other appropriate bodies. How is student and public access assured?

9. Analyze and give examples of how HCC demonstrates that it fulfills Middle States standards, reporting and other requirements for periodic assessment of integrity evidenced in institutional policies, processes, and practices:
    a. A climate that fosters respect among students, faculty, staff, and administration for the range of diverse backgrounds, ideas, and perspectives

b. Equitable, consistent and appropriate policies and/or procedures in such areas as administrative review, curricular improvement, and institutional governance.

c. Review and analysis of policies and their consistent application regarding deadlines for add, drop, and withdrawal from courses or programs

d. Required and elective courses that are sufficiently available to allow students to graduate within the published program length

e. A climate of academic inquiry and engagement supported by widely disseminated policies regarding academic and intellectual freedom

f. An institutional commitment to principles of protecting intellectual property rights

10. Analyze and give examples of how HCC demonstrates fair and impartial practices, as well as resulting actions or outcomes in relation to students, faculty and staff:

a. Student grievances are addressed promptly, appropriately, and equitably separately as checklists review and analysis of policies and their consistent application regarding the recording of grades on transcripts and regarding re-take exams

b. Fair and impartial processes, published and widely available, to address student grievances, such as alleged violations of institutional policies

c. Review of student grievance and disciplinary policies and procedures

d. How does Academic Affairs address plagiarism? How many incidents have been reported by faculty in the last five years and how were they handled?

e. Evidence that handbooks for faculty describe promotion, compensation, tenure, and grievance procedures, and an analysis of outcomes of these activities

f. Analysis of the application of institutional policies governing conflict of interest, review of promotion and tenure statistics

g. Evidence that handbooks for staff describe hiring, promotion, compensation, grievance and dismissal procedures, and an analysis of outcomes of these activities

11. What evidence is there that the College adheres to the principles of academic freedom? When there have been challenges to academic freedom, how has HCC responded? What has been the resolution or outcome?

12. What communication strategies does the College currently employ to keep its public well informed? How is information about HCC provided in a manner that ensures student and public access to both print and electronic media forms?

13. What does HCC do to monitor its public image in the community? What practices are in place, and how are they reviewed, to ensure honesty and accuracy in public information announcements, advertisements, and recruiting and admissions materials?

14. What evidence demonstrates that the institution's assessment processes are comprehensive and effective? How are assessment results shared and discussed with appropriate constituents?

15. Study and provide analysis of evidence that institutional assessment findings are used to:
    a. Improve student success
    b. Review and improve academic and credit-free courses/programs and student services
    c. Plan, conduct, and support professional development activities
    d. Assist in planning and budgeting for the provision of programs and services
    e. Support decisions about strategic goals, plans, and resource allocation
    f. Evidence that renewal strategies made in response to assessment results have had the desired effect in improving programs, services, and initiatives of renewal strategies, made in response to assessment results

16. Where are the gaps in assessment and what challenges do these reveal? How often are existing assessment processes reviewed to determine the correlation between the results collected and the goals of the college? Explain how the reviews have led to changes in the assessment process.

Self-Study Emphasis Question:

17. How are assessments of academic success (SLOA, instructional design, completion rates, grade assessments, and curriculum changes) used to formulate institutional goals and measure institutional effectiveness?

Chapter 4
STUDENT ADMISSIONS, ADVISEMENT, RETENTION AND STUDENT SUPPORT SERVICES

1. What do demographic trends suggest will be the future of the institution's student base? How is the institution positioning itself to handle any anticipated demographic changes? What else should it consider doing?

2. How does the institution define student success, retention, and the related matter of student development? What criteria are used by HCC to measure them?

3. Discuss HCC's enrollment management plan for recruitment, retention, marketing, and advertising. How is the success of the plan assessed and, where gaps exist, what is being done to guarantee student success?

4. What are faculty, academic programs, and support programs doing to support and retain students and how effective are their practices?

5. Analyze the processes and procedures related to addressing student complaints or grievances and resolutions. Are they reasonable and equitable? How are the procedures disseminated to students? How and where are records of student complaints or grievances kept? Does a review of records indicate whether there are noteworthy patterns?

6. Review student handbooks, catalogs, student publications, and schedules (published in print and/or available electronically) to determine the availability and nature of services. How can these important communications be enhanced? What, if anything, should be added?

7. Analyze the following areas; including services offered, numbers served annually, measures of effectiveness, and student satisfaction. How are these functions, inclusive of their processes, structured to facilitate student learning?
   a. Admissions
   b. Financial aid
   c. Registration
   d. Student Records
   e. Student Orientation
   f. Academic Advising
   g. Veteran Services
   h. Student Activities
   i. Internships and Job Services
   j. Disability Services

Admissions and Student Financial Aid:

8. How are admissions policies developed and implemented? What process is used to determine consistency between admission policies, the mission of the institution, and accreditation guidelines? Does the process of review of admission policies include representation from campus constituencies?

9. How are admissions policies, as well as admissions criteria and information regarding academic programs and placement or diagnostic testing, made available to assist prospective students to make informed decisions?

10. Describe evidence of periodic review for accuracy and effectiveness of admissions catalogs, view books, the College web site, recruiting, financial aid information, scholarship material, and academic advising materials. How do these materials adequately support admission and retention efforts?

11. How has the College specifically measured the effectiveness of its student registration system and its orientation program as it relates to the academic success of students?

12. Examine published and implemented policies for the release of student information. What evidence exists that HCC's procedures and policies relative to the privacy of student information are effective, well understood, consistently implemented and monitored?

13. Study policies and procedures for safe and secure maintenance of student records. What is missing?

14. How do the college's financial aid and other related institutional policies promote or hinder student enrollment and retention?

Student Support Services and Special Programs:

15. Discuss assessment of student support services programs, and evidence that the utilization of assessment results for improvement. What services are available for at-risk students. How does the range of services offered at HCC meet the diverse needs of the student body? What evidence exists that demonstrates that their effectiveness in helping students persist and achieve learning goals and higher education outcomes? If services provided are not meeting these needs, which components are missing?

16. What student support services are available for distance education students? How are gaps in on and off-campus services handled?

17. Which services should be improved, added, expanded, or eliminated? How should changes be implemented? Are inadequate services preventing the institution from achieving its student learning goals?

18. How well are internships and workplace learning experiences developed and integrated with students' academic programs? To what extent are internships and workplace learning assessed in conjunction with a program's stated learning outcomes?

Advising and Counseling:

19. What changes has the College made in the student advisement process over the past five years? What prompted these changes and what data has been collected to assess the outcomes and effectiveness of these initiatives?

20. What information is available to appropriately advise and place students in academic programs? Discuss student advisement procedures and processes. How is advising assessed? This analysis should include diagnostic testing, placement testing and student profile characteristics.

21. What approach does the College use in providing personal counseling and referrals for students in crisis or with personal problems?

22. To what extent does the College provide advising and support services to facilitate successful transfer for students continuing their education?

Student Development and Student Life:

23. Review reports or other evidence of student involvement in and satisfaction with academic support services and co-curricular activities. How do student athletics and student activities contribute to academic achievement, retention, and student development?

24. How are athletic programs regulated by the same academic, fiscal, and administrative principles, norms, and procedures that govern other institutional programs?

25. Does the athletic program maintain an appropriate emphasis on academic achievement such that the success level of athletes matches that of the general student population?

26. If any group of athletes is not succeeding academically at the level of the general student population, what strategies are being employed to ensure academic achievement of the athletes?

27. What procedures and practices are in place to support student advocacy?

28. What processes are used to evaluate the effectiveness of the College's student activities program?

29. How has the college specifically measured the effectiveness of its orientation program as it relates to the academic success of students?

Self-Study Emphasis Questions:

30. How are findings related to HCC's retention and completion rates used to improve academic and student support programs? How can HCC assure that such information facilitates curriculum development, instructional design, adherence to academic standards, and outcomes assessment?

31. What changes in the provision of student support services have been implemented over the past five years? What evidence is there that changes were based on appropriate assessment results? To what extent do such changes demonstrate an institutional commitment to student success and the achievement of student learning outcomes? How effective were the changes? Are inadequate services preventing the College from achieving its student learning goals?

Chapter 5
FACULTY

1. Examine the role of faculty at HCC. Are faculty and academic support professionals (instructional assistants, etc.) appropriately prepared and qualified for the positions they hold, with roles and responsibilities clearly defined? Are there an adequate number to fulfill those roles appropriately, particularly compared to institutions of similar size?

2. How do faculty, including support professionals, demonstrate excellence in teaching and continued professional growth?

3. How does HCC encourage and provide appropriate institutional support for the advancement and development of faculty, including teaching, scholarship, and service? Are faculty development opportunities equitably prioritized and distributed? If not, why not? Has the level of institutional support increased, decreased, or remained stable over time? What has been the impact?

4. Evaluate and discuss published and implemented standards and procedures for all faculty and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard for the rights of all persons. Review results of implemented appointment, promotion, and tenure standards and procedures.

5. Describe the climate of academic inquiry and engagement. What are HCC's policies regarding academic and intellectual freedom? How does the college encourage and support academic freedom and what measures are taken to ensure that the college's policy on academic freedom is effectively communicated and adhered to?

6. What processes are in place to assess policies and procedures to ensure the use of qualified professionals to support the institution's programs?

7. How does the institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in doing that compare to peer institutions?

8. In general, what are the academic qualifications of the (a) career program faculty and (b) transfer program faculty?

9. How has the utilization of part-time and adjunct faculty changed over the past five years? What evidence does HCC have related to the impact on student learning and success?

10. How is academic rigor measured for full-time and adjunct faculty? How is it different for the two groups of faculty?

Self-Study Emphasis Questions:

11. How do scholarship, teaching, student learning and service interrelate at HCC? How do they enhance/improve teaching and student learning?

12. How are faculty involved in academic program development, assessment and improvement? If the methods/mechanisms for involvement have changed over the past five years, what has been the impact of these changes?

Chapter 6
EDUCATIONAL OFFERINGS AND RELATED EDUCATIONAL ACTIVITIES, GENERAL EDUCATION, AND STUDENT LEARNING OUTCOMES ASSESSMENT

<u>Educational Offerings:</u>

1. How is the educational curriculum designed, maintained, updated, and approved by academic officers, faculty, and teaching-support staff?

2. How is the evaluation of curriculum used to improve instruction?

3. In what ways do the College's learning resources, facilities, instructional equipment, library services, and professional library staff support the institution's educational programs?

4. What is student perception of course rigor? How is that perception communicated to the College community?

5. How are student evaluations of faculty performance administered and used for instructional improvement?

6. Compare the delivery mode and location of credit courses in terms of appropriateness and effectiveness of courses and efficiency of course scheduling.

7. What practices, policies, and resources are used to provide comparable and equitable opportunities for adult learners with the traditional learner?

8. What procedures are used to incorporate appropriate learning outcomes in course syllabi?

9. What recognition do students receive who earn academic honors? How involved are the faculty in creating systems that recognizes students for their academic achievements?

10. How does HCC assess its teaching and learning environment to insure that it is equally appealing to students with different backgrounds and values? How are improvements made?

11. How do faculty study student success across the institution at the program and course levels? What measures are in place to improve instruction in those programs and courses with low success levels?

12. How do programs promote student use of a variety of information and learning resources?

Self-Study Emphasis Questions:

13. What strategies are used to provide comparable quality of teaching/instruction, academic rigor, and educational effectiveness of college courses and programs regardless of location and delivery mode?

14. What evidence demonstrates that HCC's educational offerings result in a high quality curriculum; utilize effective instructional designs; and have academic content and rigor appropriate to the level of the credential (LOR, certificate or degree)?

General and Transfer Education:

15. What are the articulated expectations of HCC's General Education program, and are these expectations clearly and accurately described in the college catalog? What evidence is there that these articulated expectations have been used to create the student learning outcomes for written and spoken communication, quantitative and scientific reasoning, diversity and critical analysis for all undergraduate students?

16. Is the scope of HCC's General education program sufficient for the intellectual growth and development of skills and abilities in? Is there evidence that the study of values, ethics and diverse perspectives, as institutional learning objectives, is consistent with HCC's institutional mission?

17. What evidence is there that HCC's General Education outcomes are assessed as a part of HCC's Student Learning Outcomes Assessment plan, and what evidence shows that results are used to improve curriculum? Is there evidence that assesses student understanding of the key learning outcomes of each General Education requirement?

19. How are general education program goals achieved through student learning outcomes?

20. How are transfer education program goals achieved through   program outcomes?

21. What agreements, policies, and procedures are in place to assure the transfer of general education credits to other institutions?

22. Examine published and implemented policies and procedures regarding transfer credit that describe HCC's criteria regarding the transfer of credits earned at another institution. What factors beyond the accreditation of the sending institution are considered and are they fair, consistently applied, and publicly communicated?

Self-Study Emphasis Questions:

23. In what ways and reasons has the general education program been changed over the past five years? How has the impact been measured? What modifications or further assessments have been implemented as a result? What further modifications should be considered?

24. What student learning assessment results are collected regularly in general education courses programs? What evidence is there that assessment findings in general education courses are used to: As discussed with this work group, we will report on the data we have now (course level) and possibly make recommendations for program level data in the future.
    a. Assist students in the improvement of their learning?
    b. Assist faculty in the improvement of curricula and instructional activities?
    c. Assist in reviewing and revising academic programs, academic support services, and student services?
    d. Assist in planning, conducting, and supporting professional development activities?
    e. Assist in planning and budgeting for the provision of academic programs, academic support services, and student services?

Related Educational Activities:

Basic Skills (Adult Basic Education) Programs

25. What assessment tools are used by ABE to determine appropriate programs and coursework?

26. What preparatory coursework and support services are offered by Adult Basic Education?

27. How is student satisfaction with ABE services measured?

28. Analyze the impact of ABE's program completion on GED test scores.

29. What percentage of students who complete ABE programs continue on to attend and/or complete college?

Developmental Education

30. What systematic procedures are in place to identify students who are not fully prepared for college-level study?
    a. Describe established procedures for specific content areas.
    b. Review the effectiveness of tests and other measures used to place students in developmental courses.

31. What systems of provision or referral are established to place under-prepared students in appropriate courses and link them with support services?

32. What range of remedial or pre-collegiate-level, non-credit courses are offered to those under-prepared students?
    a. How is student satisfaction with developmental courses and services measured?

b. How is feedback from students used to improve teaching and learning?
c. Is HCC's approach to developmental education consistently reflected in the instructional designs of its developmental courses? How is instructional design determined for these courses?

33. Analyze the impact of developmental course completion on academic achievement in and completion of degree programs and courses.
    a. What percentage of students who start in a developmental course complete their degree?
    b. Are the remedial courses preparing them sufficiently for college-level courses?
    c. Do success levels differ between students who begin with developmental courses, and those who begin with standard college-level courses? How are completion rates impacted?

Self-Study Emphasis Questions

34. What student learning assessment results are being collected regularly in developmental and basic skills courses? What evidence is there that these findings are used to:
    a. Assist students in the improvement of their learning?
    b. Assist faculty in the improvement of curricula and instructional activities?
    c. Assist in reviewing and revising academic programs, academic support services, and student services?
    d. Assist in planning, conducting, and supporting professional development activities?
    e. Assist in planning and budgeting for the provision of academic programs, academic support services, and student services?

Occupational Education:

Certificate Programs

32. Describe the processes by which career programs (letters of recognition, certificates, degrees) are developed/designed, approved, administered and periodically evaluated.

33. How are occupational program goals measured through student learning outcomes?

34. What evidence is there of published program objectives, requirements, and curricular sequence for career programs (letters of recognition, certificates, degrees)? How is this information shared with students?

35. How do the College's career programs (letters of recognition, certificates, and degrees) clearly articulate expectations of student learning and student outcomes? How are student knowledge and skills documented?

Does the College's full range and depth of its career programs match the needs of its service community? What is the process for deciding which career programs are offered?

36. Are the College's policies and procedures for recruitment, hiring, and developing career program faculty sufficient to maintain faculty who have both teaching and real-world occupational expertise?

37. What student support services are available to career program students? How is effectiveness of support services measured?

Experiential Learning

38. What evidence do we have that students given experiential credit have achieved all the learning goals of their programs?

39. What policies does the College have regarding experiential learning in the admission process or in the waiver of certain prerequisites? How effectively does the institution assure that credit granted for experiential learning is warranted, defensible, and consistently applied?

40. State clearly how credit is awarded for demonstrated learning, supported by evidence in the form of an evaluation of the level, quality and quantity of that learning.

41. How are structured experiential learning activities developed, designed and coordinated with learning objectives?

42. Describe and provide evidence that credit awarded for experiential learning is published and implemented regarding:
    a. Policies and procedures defining the methods by which prior learning can be evaluated, as well as the level and amount of credit available by evaluation
    b. The award of credit for prior learning that defines the acceptance of such credit based on the institution's curricula and standards
    c. Published and implemented procedures regarding the recording of evaluated prior learning by the awarding institution
    d. Credit awarded appropriate to the subject and the degree context into which it is accepted.

43. Who has the responsibility for evaluating experiential learning? What standards do evaluators use in assessing college level learning? What training and qualifications do they possess? Are they knowledgeable about the subject matter and the institution's criteria for the granting of college credit? How is quality assurance and consistency across divisions ensured?

44. Describe and analyze the training available for faculty participating in experiential learning.

45. Analyze the amount and type of evaluated learning credit awarded by discipline.

46. Review the standards utilized by evaluators in assessing college level learning. Analyze the reports prepared by evaluators including the methods of assessing the learning and the information or competencies considered, as well as the student portfolios or other means used to demonstrate college level learning.

Continuing and Contract Education:

Non-Credit Offerings

47. What evidence exists that non-credit offerings are aligned with the College's missions and goals?

48. How are non-credit offerings designed/developed, approved, administered, and evaluated (including student satisfaction and learning outcomes) under established institutional policies and procedures?

49. What academic oversight exists to determine comparability and transferability of non-credit courses into applicable certificate or degree programs offered by the College?

50. How do non-credit offerings impact institutional resources (human, financial, marketing, and facilities) and the College's ability to meet its institutional mission and goals?

51. What evidence exists that qualified personnel (faculty and other academic professionals) are involved in the design, delivery, and evaluation of non-credit offerings?

Additional Locations & Instructional Sites

52. What evidence exists that offerings at off-campus locations meet standards for quality of instruction, academic rigor, and educational effectiveness comparable to those of other institutional offerings?

53. Describe the availability and effectiveness of student services (admissions, registration, advisement, job placement, special services, tutoring) to those participating in off-campus instruction.

54. How do off-campus offerings impact institutional resources (human, financial, marketing, and facilities) and the College's ability to meet its institutional mission and goals?

Contractual Relationships & Affiliated Providers

55. What evidence exists that the College has appropriate oversight over contractual relationships with affiliated providers, other institutions, or organizations? How does the College protect its integrity in these relationships?

56. How does the College review and approve work performed by a contracted party in functional areas such as admissions, hiring of faculty, course content, student evaluation, and outcomes assessment?

Self-study Emphasis Questions

57. What student learning assessment results are collected regularly in non-credit curricular areas? What evidence is there that assessment findings in non-credit courses are used to:
    a. Assist students in the improvement of their learning?
    b. Assist faculty in the improvement of curricula and instructional activities?
    c. Assist in reviewing and revising non-credit programs, support services, and student services?
    d. Assist in planning, conducting, and supporting professional development activities?
    e. Assist in planning and budgeting for the provision of non-credit programs, support services, and student services?

Online / Distributed Learning:

58. To what extent do distance learning courses meet institution-wide standards for quality in the areas of:
    a. Instruction?
    b. Course outcomes?
    c. Academic rigor?
    d. Educational effectiveness?
    e. Curriculum development?
    f. Curriculum validation?
    g. Course assessment?
    h. Student assessment?
    i. Student orientation?
    j. Student/teacher interaction?

59. To what extent do distance learning programs meet institution-wide standards for quality in the areas of:
    a. Instruction?
    b. Program outcomes?
    c. Academic rigor?
    d. Educational effectiveness?
    e. Program assessment?
    f. Student assessment?

60. How is the quality of online programs assessed?

61. What measurements are in place to ensure that online courses/programs meet the same standards as on-site offering?

62. What is the College's demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame?

63. Describe the authentication process used for distance-learning students (hybrid and online).

64. How do we support distance education in the following areas:
    a. Faculty training?
    b. Student training?
    c. Faculty support?
    d. Student support?
    e. Student hardware/software/infrastructure requirements?
    f. Campus hardware/software/infrastructure requirements?
    g. Student services (admissions, financial aid, registration, advisement, counseling, tutoring, placement, etc.)?

65. How do faculty validate course materials or technology-based resources developed outside the institution (e.g. MOOCs)?

66. What learning resources (such as a library or other information resources) are available, accessible, and appropriate to the offerings at a distance?

67. Analyze distance-learning course offerings and scheduling.

68. Examine the institutional support for faculty to participate in the design, development, and delivery of distance learning courses/programs. Describe all resources and professional development available.

69. Discuss partnerships and articulation agreements with other institutions to offer or accept distance learning courses, to assure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution.

70. Review and evaluate published materials of HCC's distance-learning offerings.

71. Analyze HCC's institutional processes to evaluate distance learning operations.

Assessment of Student Learning:

Examine HCC's statements of expected student learning outcomes at all levels - degree/program and course to assure that they are appropriately integrated with one another and align with HCC's mission and standards of higher education.

72. How has outcomes assessment advanced HCC's mission and strengthened its commitment to quality assurance and excellence?

73. Examine the goals of programs to insure that all are stated in terms of student learning outcomes. If there are gaps, what must be done?

74. How is HCC's assessment process/system organized to evaluate and improve student learning?

    a. How does the assessment system utilize multiple qualitative and/or quantitative measures? How is existing data and information utilized? Ascertain if outcomes are stated clearly and purposefully related to the goals they are assessing. How are results used with confidence to inform decisions? Give analysis and examples of direct evidence of student learning.

    b. What evidence exists that student learning assessment information is shared and discussed with appropriate constituents and is used to improve teaching and learning? Examine how assessment results provide sufficient, convincing evidence that students are achieving key institutional and program learning outcomes.

75. Describe the support and collaboration of faculty and administration in assessing student learning and their response to assessment results, including guidelines, timetables, and investment of institutional resources.

76. Discuss periodic evaluation of the effectiveness and comprehensiveness of HCC's student learning assessment processes. How is use of student learning assessment information documented as part of institutional assessment?

77. Analyze institutional support for student learning assessment efforts, including:
    a. Written statements of expectations for student learning assessment work
    b. Policies and governance structures to support student learning assessment
    c. Administrative, technical, and financial support for student learning assessment activities and for implementing changes resulting from assessment
    d. Professional development opportunities and resources for faculty to learn how to assess student learning, how to improve their curricula and how to improve their teaching

78. What processes does HCC follow to insure that SLOA foundation documents (HCC catalog, program descriptions, master syllabi, COG, POG, curriculum matrices) are accurate, consistent, and kept up to date?

79. What evidence exists that faculty are engaged in the review of SLOA data at the course, program and general education levels?

80. Where is SLOA data stored? How do faculty gain access to it?

81. How frequently is SLOA data reviewed and reported? What improvements can be made to the review and reporting process?

82. What is the process for closing the loops by creating improvements in curriculum, instructional design, and academic standards based upon SLOA results?

83. What evidence exists to demonstrate that course learning outcomes assessments align with program outcomes and institutional learning goals?

84. To what extent does each academic program have a documented, organized and sustainable assessment process?

85. How do academic officers use collected outcomes information/data to verify that quality teaching and learning are taking place at HCC? Is the quality and quantity of such information and data sufficient to support assessment and improvement? If not, what do the academic officers need to do to develop and maintain such outcomes information?

Self-Study Emphasis Questions:

86. What student learning assessment measures are collected regularly in career programs? What evidence is there that assessment findings in career programs are used to:
    a. Assist students in the improvement of their learning
    b. Assist faculty in the improvement of curricula and instructional activities
    c. Assist in reviewing and revising academic programs, academic support services, and student services
    d. Assist in planning, conducting, and supporting professional development activities
    e. Assist in planning and budgeting for the provision of academic programs, academic support services, and student services?

Chapter 7
STRENGTHENING AND SUSTAINING ACADEMIC DEVELOPMENT

Curriculum Development:

1. What processes exist to ensure that the curriculum is designed appropriately? (i.e., content is current, applicable to work or transfer)

2. What guidelines exist to assist faculty in the development of new courses/programs, the revision of current courses/programs, or the elimination of old courses/programs?

3. What is the process for bringing new programs to fruition? What are the requirements new programs must meet?

Instructional Design:

4. a) Which Instructional Design (ID) methods are currently being used at HCC?
   b) Which courses have been redesigned in the past 5 years, and why?

5. a) How do we measure the impact of ID on student success?
   b) How have the various models of ID and course redesign impacted student success?

6. a) How is the impact of ID on student success being used to inform decision making processes in academic and support services?
   b) How is the impact of ID on student success being used to inform technology and resource allocation?

7. How do we determine which courses require redesign?

8. a) How are current and anticipated trends in ID methods identified?
   b) How is this information disseminated to faculty and staff?

9. How do changing student demographics affect course ID methods?

10. How do we verify that resources are appropriately allocated to study and support ID trends and changes?

Academic Standards:

11. What processes are in place to protect the institution and its students from grade inflation?

12. How is academic integrity protected and maintained?

13. How is the level of academic rigor determined and measured for all classes?

Student Learning Outcomes Assessment:

14. In what ways are faculty involved in student learning outcomes assessment at the course, program, and institutional levels?

15. How do student learning outcomes assessment foundation documents (master syllabi, COGs, POGs, and curriculum maps) align and integrate with course, program, and institutional learning goals?

16. What assessment evidence exists to document the effectiveness of the Student Learning Outcomes Assessment Plan?

Faculty Development:

17. How do full time and adjunct faculties become knowledgeable about and engaged in curriculum development?
    a. What is the current process?
    b. What are the current measurements?
    c. What future measures could be implemented to strengthen and sustain the faculty knowledge and involvement in curriculum development?

18. How do full time and adjunct faculties become knowledgeable about and engaged in instructional design?
    a. What is the current process?
    b. What are the current measurements?
    c. What future measures could be implemented to strengthen and sustain the faculty knowledge and involvement in instructional design?

19. How do full time and adjunct faculties become knowledgeable about and engaged in academic standards?
    a. What is the current process?
    b. What are the current measurements?
    c. What future measures could be implemented to strengthen and sustain the faculty knowledge and involvement in academic standards?

20. How do full time and adjunct faculties become knowledgeable about and engaged in student learning outcomes assessment?
    a. What is the current process?
    b. What are the current measurements?
    c. What future measures could be implemented to strengthen and sustain the faculty knowledge and involvement in student learning outcomes assessment?

VI.   SAMPLE INVENTORY OF SUPPORTING DOCUMENTS AND RESOURCES

A virtual resource room is being established for use by the Self-Study committees throughout the self-study process and for use by the evaluation team. Work group chairpersons can suggest additional documentation in consultation with PIE. PIE will also provide support and guidance on working group research activities. Most of these materials are available from the Office of Planning and Institutional Effectiveness or from the office on campus which is indicated in parentheses. Some of these reports may be listed in more than one topic area because relevant information or issues may overlap. This listing is provided as a resource and is not meant to be an exhaustive listing of all data and information that is available. A more complete listing, along with location of the materials, will be electronically published for the work groups in Summer 2013.

As mentioned previously, consolidating requests for focus groups, interviews or survey research and coordinating those requests through the Office of Planning and Institutional Effectiveness, which will, in turn, coordinate such requests with the Steering Committee, to avoid duplication efforts, undue workloads on individuals and offices, and inconsistency of data. Also, most of the resources below are found on the Self-Study's S drive. The division/area most likely to answer questions or provide additional information is found in parentheses following the name of the resource.

SUPPORTING DOCUMENTS AND RESOURCES

KEY:
AA – Academic Affairs Office
ARR – Admissions, Records and Registration Office
HCC – Hagerstown Community College
HJC – Hagerstown Junior College
IA - Institutional Advancement Office
IT – Information Technology
IPEDS – Integrated Postsecondary Educational Data System
MACC – Maryland Association of Community Colleges
MSCHE – Middle States Commission on Higher Education
PIE - Planning and Institutional Effectiveness Office
PIGR - Public Information and Government Relations Office
SAO - Student Activities Office
SFA – Student Financial Aid Office
SGA – Student Government Association Office

A. GENERAL RESOURCES
- MSCHE Publications and Related Documents:
    - Characteristics of Excellence in Higher Education
    - Self-Study: Creating a Useful Study and Report
    - Verification of Compliance with Accreditation – Relevant Federal Regulations
    - Team Visits: Conducting and Hosting an Evaluation Visit
    - Distance Education and Higher Ed. Opportunity Act of 2008
    - Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectations
    - Distance Education: Interregional Guidelines for the Evaluation of Distance Education
    - Evaluating Institutional Student Learning Assessment Processes
    - Librarian's Role in Student Learning Outcomes Assessment
    - Why is College Accreditation Important?
    - Statement of Accreditation Status, 2012 (Statements for previous years in PIE Office)
- HCC's History of Accreditation (PIE)
- HCC Catalogs (PIGR)
- HCC New Horizons (Alumni publication)
- Comparative Data: MHEC Databook (since 2004) and other published statewide reports

- IPEDS: Institutional Characteristics (PIE)
- Climate Surveys – 2003, 2004, 2005, 2006 (PIE)
- The Community College Survey of Student Engagement (*CCSSE*) Survey Results, 2004, 2006, 2008, 2010, 2013 (PIE)
- Great Colleges to Work For Survey Results, 2010 (PIE)
- Hagerstown Community College Self-Study Report, 2004 (PIE)
- Evaluation Team Report for Hagerstown Junior College Self-Study Report, 2004 (PIE)
- HCC Response to MSCHE, 2004 (PIE)
- Hagerstown Community College Monitoring Report, 2006 (PIE)
- Hagerstown Community College Monitoring Report, 2007 (PIE)
- Hagerstown Community College Periodic Review Report, 2010 (PIE)
- Hagerstown Community College Follow-up Report, 2011 (PIE)
- Hagerstown Community College Voluntary Progress Report, 2012 (PIE)
- Aspen Prize for Community College Excellence Application, 2012 (PIE)

B. MISSION AND GOALS
- HCC 2012 Strategic Plan (PIE)
- HCC 2018 Strategic Plan (PIE)
- Project 2010 (PIE)
- Institutional Priorities, 2003 – 2015 (PIE)
- MHEC Performance Accountability Reports, 2004 -2013 (PIE)
- HCC Catalogs (PIGR Office)

C. FACULTY AND EDUCATIONAL OFFERINGS
- Academic Affairs Full-time Faculty Guidebook, 2013 (AA)
- Nursing Department Annual Reports (In department)
- Radiography Department Annual Reports (In department)
- Committee Minutes:
    - Admissions and Academic Standards (AA)
    - Curriculum Committee Minutes (AA)
    - Program Advisory Committee Minutes (AA)
    - Learning Community Steering Committee Minutes (AA)
- Academic Council Minutes (AA)
- Division Minutes (Division offices)
- Distance Education Policy (AA)
- HCC Catalogs (PIGR)
- Adjunct Faculty Handbook, 2013 (AA)
- Middle College Position Paper (PIE)
- Consolidated Public Safety Training Center Paper (PIE)
- Enrollment Trends by Programs, Fall Semesters (PIE)
- MHEC Student Outcomes and Assessment Reports (PIE)
- Institutional Retention Reports (PIE)
- HCC Planning Unit Data Reports (PIE)
- Faculty Workload Reports (AA)

- Continuing Education Enrollment Reports (CE)
- Continuing Education Faculty Handbook (CE)
- Climate Surveys (PIE)
- Professional Assessment of the College Environment [PACE] (PIE)
- Faculty Assembly Minutes (AA)
- Faculty Assembly Constitution (AA)
- IPEDS reports – Full-time Faculty Characteristics (PIE)
- Institutional Surveys (PIE)
- Graduate Follow-Up Surveys (PIE)
- Minority Achievement Reports (PIE)
- Cultural Diversity Reports (PIE)
- Perkins Accountability Reports (AA)
- Workforce Investment Act (WIA) Program Performance Reports (PIE)
- IPEDS: Faculty/Staff Head Count Matrix, Fall Staff Survey (PIE)
- MHEC Reports (PIE or MHEC website):
  - Degrees and Formal Awards
  - High School Graduate System
  - Credit Hours of Enrollment
  - Enrollment Information System

STUDENT SERVICES
- Graduate Follow-Up Surveys (PIE)
- CCSSE Surveys, 2004, 2006, 2008, 2010, 2013 (PIE)
- Minority Achievement Reports (PIE)
- Cultural Diversity Reports (PIE)
- Official Enrollment Reports – Internal and MHEC (PIE)
- HCC Student Handbooks (SAO)
- Student Government Minutes (SGA Office)
- Student Assessment of the College Environment (SACE)
- Enrollment Trends by Programs, Fall Semesters (PIE)
- MHEC Student Outcomes and Assessment Report (PIE and MHEC website)
- Institutional Retention Reports (PIE)
- MHEC Enrollment Projections (PIE)
- HCC Planning Unit Data Reports (PIE)
- Nursing Department Annual Reports (Department)
- Radiography Department Annual Reports (Department)
- Selected student services brochures and reports (PIGR, ARR)
- IPEDS Graduation Rate Survey (PIE)
- MHEC Student Outcomes and Assessment Reports (PIE)
- Financial Aid packets (SFA)
- Applications packets (ARR)
- Orientation packets (SAO)
- Selected College advertising and press releases (PIGR)

- MHEC Reports (PIE and MHEC website):
    - Degrees and Formal Awards
    - High School Graduate System
    - Financial Aid
    - Credit Hours of Enrollment
    - Enrollment Information System

D. GOVERNANCE, ADMINISTRATION, AND INSTITUTIONAL CLIMATE

- HCC Decision-Making Chart (PIE)
- Climate Surveys, 2003, 2004, 2005, 2006, 2008 (PIE)
- Professional Assessment of the College Environment (PACE), 2008 (PIE)
- HCC Organizational Charts (President's Office)
- Minutes of Board of Trustees Meetings (HCC website)
- Board of Trustees By-laws (HCC website)
- Code of Maryland - Title 13B, Subtitle 07: Community Colleges, 1997 (COMAR online)
- Minutes and Reports of Ad Hoc Governance Committees and Study Groups (HCC website, divisions)
- HCC Employee Handbook (HR, HCC website)

PLANNING, RESOURCE ALLOCATION, INSTITUTIONAL RENEWAL AND ASSESSMENT

- Information Technology Strategic Plan (IT)
- Audited Financial Statements (Finance)
- Management Letters (Finance)
- State Funded Grants Program reports (Finance)
- Federally Funded Program Reports (PIE, Finance)
- HCC Foundation Audits (Finance)
- Annual Financial Reports (Finance)
- Annual Budgets (Finance)
- Annual Plan and Budget documents (PIE, Finance)
- MD Performance Accountability Reports (PIE)
- MHEC Enrollment Projections (PIE)
- Facilities Master Plans (Facilities Office)
- Campus Development Plan (Facilities Office)
- IPEDS Finance Surveys (PIE)
- Budget Trends and Projections (Finance)
- Institutional Advancement Publications and Materials (IA)
- Alumni Association Publications and Materials (IA)
- HCC Foundation Minutes and Reports
- HCC Economic Impact Study, 2013 (PIE)
- HCC Unit Planning Data Reports (Z drive)

E. INTEGRITY, MARKETING AND PUBLIC RELATIONS

- HCC Website
- HCC Catalogs (PIGR)
- HCC Viewbooks and other publications (PIGR, ARR)
- Program Brochures (PIGR, ARR)
- Institutional Advancement Publications and Materials (IA)
- Alumni Association Publications and Materials (IA)
- HCC New Horizons (IA)
- Student Newspapers (PIGR)

VII. TIMELINE

Initiated in 2013, the Hagerstown Community College Self-Study will culminate with the peer review of evaluators assigned by the Middle State Commission on Higher Education in Spring 2015. Significant activities and planned completion dates for the Self-Study and related processes follow.

Tentative Calendar for Spring 2015 Team Visit

MSCHE – Middle States Commission on Higher Education
SC – Steering Committee

November 2012	MSCHE Self-Study Institute attended by co-chairs
February – March 2013	Choose self-study model and begin drafting design for SC review and input
April 2013	Name Self-study SC and Work Groups
	SC meets for orientation to self-study process and to work with co-chairs to develop/refine questions and design
	Draft self-study design and questions; submit to MSCHE Vice-President, Dr. Ellie Fogarty
May 2, 2013	Dr. Fogarty visits campus to determine HCC's readiness for self-study process
	Self-study design draft submitted to Dr. Fogarty for approval
August 2013	Self-study overview during workshop week by SC
August 2013 – May 2014	Work groups begin their study; SC oversees work groups' research and reporting via regularly scheduled meetings

December 2013	MSCHE annual conference
January 2014	SC gives College community update of their work and progress to date
January-March 2014	MSCHE selects chair for evaluation team and HCC approves recommendation
	HCC submits self-study design to team chair
	Dates selected for preliminary team chair visit (in Fall 2014, four months prior to team visit) and for team visit in Spring 2015
March 2014	SC receives draft outlines of work groups' reports
May 2014	SC receives drafts of work group narratives and develops a draft of self-study report
June 2014	SC receives final drafts of work group findings and recommendations; begins to develop a draft of self-study report
Summer 2014	MSCHE selects evaluation team members and HCC approves recommendations
August 2014	College community reviews draft of self-study report to date
Fall 2014	Writing/revising and editing self-study draft continues
	Board of Trustees reviews draft
	Team chair reviews draft
November – December 2014	Team chair visits campus; HCC submits final draft of self-study prior to visit
January 2015	Submit to MSCHE verification of compliance with accreditation-relevant Federal regulations
	Campus community reviews final self-study report during workshop week
	HCC finalizes self-study and submits to MSCHE and evaluation team six to eight weeks in advance of team visit

March / April 2015   Evaluation team visit

                           Team report and institutional response

Summer / Fall 2015   MSCHE approval/action

VIII. ORGANIZATION OF SELF-STUDY REPORT: CHAPTER OUTLINE

HCC is conducting a Comprehensive Self-Study with Emphasis. The integrated areas of emphasis to be studied are curriculum development, instructional design, adherence to academic standards and outcomes assessment. The self-study is organized to cover all 14 standards by topically grouping major college areas. The College anticipates the following report format:

I.   Executive Summary and Eligibility Certification Statement
II.   Introduction to Hagerstown Community College
            a. Institutional Profile
            b. Scope and Organization of the Self-Study
            c. Intended Outcomes
III.   Self –Study Chapters
    1) Mission, Goals, Leadership and Governance
    2) Institutional Resources, Planning, Allocation, and Renewal
        a. Human Resources
        b. Facilities
        c. Technology
        d. Funding
        e. Planning and Budgeting
    3) Administration, Institutional Integrity and Assessment
    4) Student Admissions, Advisement, Retention and Student Support Services
        a. Admissions and Financial Aid
        b. Student Support Services and Special Programs
        c. Student Development and Student Life
        d. Advising and Counseling
    5) Faculty
        a. Faculty Profile
        b. Faculty Roles, Responsibilities, and Academic Freedom
        c. Selection, Professional Development, Promotion and Tenure
    6) Educational Offerings and Related Educational Activities, General Education, and
        Student Learning Outcomes Assessment
        a. Occupational Education
        b. General and Transfer Education
        c. Basic Skills/Developmental Education/Learning Support
        d. Online Education and Related Activities
        e. Continuing and Contract Education
        f. Student Learning Outcomes Assessment

7) Strengthening and Sustaining Academic Development
   a. Curriculum
   b. Instructional Design
   c. Academic Standards
   d. Student Learning Outcomes Assessment
   e. Faculty Development
IV. Summary of Findings and Recommendations

IX. EDITORIAL AND FORMAT EXPECTATIONS FOR DRAFT DOCUMENTS

The chapter reports will ultimately be merged into the Hagerstown Community College Self-Study. The self-study will integrate the questions, methodologies, data reviewed, findings and recommendations of each committee. It is very likely that sources will become exhibits in the self-study, so be as complete as possible. Steering Committee members, committee members, and the College community at large will have ample opportunities to review the edited drafts to ensure that their efforts are fairly and accurately represented.

Chapter reports (Appendix B) should include the following:
   a. A brief description of the study area
   b. Documents analysis of the strengths and problems in that area
   c. Recommendations for building upon the strengths and addressing the problems
   d. A bibliography of all documents mentioned. Append any documents not readily available to the Steering Committee or any which the committee developed

Editing: Assembling individual reports into the final document will require significant revision and editing. Work Groups should expect to find their submissions reworked and reworded to give the final report one clear, coherent voice. Group members will be asked to review drafts as the report is assembled to ensure content is intact.

<u>Work Group Report Format:</u>

Reports should be saved as Microsoft Office Word or Excel documents (2010 version).

Submission: Emailed as attachments to selfstudy@hagerstowncc.edu

Font: Times New Roman, 12 point (Font sizes for charts and graphs may need to be smaller or larger.)

Spacing:
- Double space body of text and between paragraphs
- Triple space between sections
- Do not indent paragraphs
- Lengthy quotes (5 lines or 100 or more words) are to be centered, single spaced, and referenced.

Headers:
- Page number, bottom right corner
- Work Group name and date, top right corner

Margins: Microsoft Office Word default (1 inch)

Length: No more than 30 pages

Capitalization:

Always capitalize the following terms:
- Self- Study;
- Work Group;
- Steering Committee;
- Middle States;
- names of offices (e.g., Student Financial Aid Office);
- titles of personnel (e.g., Vice President for Academic Affairs);
- College (when used in place of "HCC," as in ". . . the College initiated . . .");
- names of divisions (e.g., English and Humanities Division);
- Board of Trustees.

Usage Rules:
- Use the active voice;
- Do not use contractions;
- Refer to Hagerstown Community College as "HCC" or "the College";
- Use personal pronouns ("we" or "our") when describing actions or attitudes of the College (e.g., "We began the self-study process in . . .");
- Hyphenate "self-study";
- Use the title, first, and last name of individuals (e.g., President Guy Altieri, Vice President Anna Barker, or Professor Trudy Gift) the first time it appears in a report. After that, use just the title and last name of the person;
- Write out the full name of an organization, followed by the acronym in parentheses, the first time it appears, e.g.: Middle States Commission on Higher Education (MSCHE); Subsequent references to the organization may use the acronym.
- Do not capitalize "fall" or "spring" unless beginning a sentence;
- Use lower case for the names of individual academic disciplines (e.g., biology or history) except in the case of proper nouns (e.g., "English");
- Use quotation marks to designate the titles of articles or chapters of a longer work;
- Use italics to designate the titles of books, newspapers, or reports;
- Remember that the word "data" is plural and should be used accordingly (e.g., "The data indicate. . ." or "Given these data. . ." or "The data are clear. . .");
- Write out numbers from zero to ten; use digits for numbers larger than ten, except when beginning a sentence;
- Write out the word "percent" when used in the text. Use the symbol "%" when used in a table or chart;

- Follow bulleted items with a semi-colon or, for the last in the series, a period;
- Follow all but the last item in a list of three or more items with a comma (e.g., "the students, faculty members, and administrators. . .");
- Avoid gender-biased language. Unless the text refers to a particular individual, references to people should not be gender specific. Use the plural, if possible, to avoid the awkward use of he/she;
- Always place a parenthetical reference or citation before the closing punctuation of the sentence;
- Do not place periods after letters used to designate a degree (e.g., AAS) or letters used as an acronym (e.g., MSCHE)

Citation of Sources:

The bulk of each report should be based on the analysis of empirical data. Sources of data used should be cited in parentheses within the text, and include a page number if relevant (e.g.: Exhibit 23, p. 17).

X.   PROFILE OF EVALUATION TEAM

Hagerstown Community College's challenges have changed over the years. Ten years ago, enrollments, funding, facilities, personnel practices, technology applications, outcomes assessment practices, and shared governance were all in need of substantial improvement. Today HCC's physical plant, enrollments, student program completion rates, and fund balance are the best they have ever been.   Regular technology upgrading, shared governance and outcomes assessment have become stronger and more established in the college culture. In addition, other core areas of operations, as well as strategic planning, have improved over the last ten years.

Securing enhanced operating funds from local government to support increased enrollments, especially in STEM career tracks that include high demand, high cost allied health programs, will be especially challenging in light of the slow economic growth projected for Washington County in the next five years. Therefore, the College requests that the team chair has proven leadership experience in an institution of similar size in a largely rural setting, where most regional economic development unfolds at a relatively slow pace. It would also be most helpful if at least one team member has a strong background in evaluating online instructional designs and support components.

With HCC's commitment to strengthening and sustaining academic development, having one or more team members selected who has solid experience in curriculum development, instructional design, academic standards and outcomes assessment is highly desired. A person with considerable experience in enrollment management, academic advising, and student support services in a learning center environment would make a valuable team member for this peer review process as well.

XI.   APPENDICES

APPENDICES

MISSION, VISION AND STRATEGIC GOALS

Mission

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

Vision

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

Strategic Goals

The College's 2018 Strategic Plan reaffirms the College's desire 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. Eight strategic goals are identified in the Strategic Plan:

1. Adopt strategic change and continuous quality improvement systems
2. Maintain responsive, dynamic curriculum and teaching excellence
3. Strengthen enrollment management systems and improve student retention and program completion
4. Expand community and business services, strategic partnerships and alliances
5. Expand and enhance online programs and services
6. Improve human resource development systems, practices and procedures
7. Align technology enhancements, facilities development, and safety and security practices with mission-based priorities
8. Increase technology applications in a cost-effective manner.
9. Enhance financial resource development, allocation, and reallocation strategies to ensure efficient and effective use of available funds and resources

<u>**Appendix B**</u>

Request for Information/Data for Self-Study Work Group

SUBMITTED BY:

Work Group_____

Name of Person Making Request_____
Date of Request_____

INFORMATION/DATA NEEDED:

_____
_____
_____
_____
_____

Information to serve as exhibit in Middle States Resource Library: Yes__ No __

Method to provide information:

Electronically via campus e-mail to: _____

Campus mail to: _____

Will pick up materials from PIE Office in ATC, Suite 125:

Name of person: _____Date:_____

Additional Comments: _____

Email request to ResearchAndAssessment@hagerstowncc.edu

<u>**Appendix C**</u>

TEMPLATE FOR WORK GROUP REPORTS

Work Group:

_____

Work Group Members:

_____

_____

A. Introduction:
- Provide a brief, narrative overview of the Standard(s) addressed by the Work Group.
- State what aspect of the College's operations, programs and/or services was researched and analyzed. What did analysis show?
- Be specific about the plan, policy, procedure and assessment you considered/used.
- How did the Work Group approach assignment, including type and scope of data reviewed.

B. Analysis, Summary and Discussion:
- Give a brief explanation of the method(s) used to study the assigned topic(s). Identify the extent of research done. What data was collected or interviews conducted? Was it sufficient? If not, identify data to be collected in the future.
- Provide an *analytical* discussion of the research findings with special attention to the following questions:
    o How do we meet the fundamental elements of this standard(s)? Provide assessments/reports, etc. used to reach your conclusions.
    o What gaps were identified?
    o Are there questions investigated by other work group that have bearing on this report?

C. Inventory of Documents and Evidence: Data studied

D. Conclusions and Recommendations:
- This section must be based upon empirical evidence.
- Provide outcomes/conclusions of Work Group's research and analysis in documenting HCC's success in meeting/maintaining MSCHE standard
- Provide a brief statement of strengths and challenge.
    o List areas where College has demonstrated exceptional and/or consistent effectiveness and areas in which the College has demonstrated significant improvement since the 2004 self-study.
    o List areas where College demonstrates need for improvement.
- List of specific recommendations for improvement.

E. Relationship to Other Standards
- Discussion of how findings on this question are related to topics addressed by other working groups and nature of any collaborative efforts.