

# FALL 2013 - 2014

---

## ACADEMIC DEVELOPMENT AT HCC: CONCEPTUAL AND OPERATIONAL OVERLAYS

Prepared by Guy Altieri, HCC President  
Updated Summary  
September 2013

# Basic HCC Academic Development Model

## Four Major Components

- I. Curriculum (Defining the learning: WHAT)
  - Unit Planning – Division specific projects
  - Unit Planning – Areas for improvement and discussion of new or revised programs or courses
  - Governance Committee for policy work – Curriculum Development and Review
  - Academic Council for procedural work
  - Vice President's Office for Matters of Effectiveness and Efficiency
  
- II. Instructional Design (Defining the Delivery Mode: HOW)
  - Unit Planning – Division specific projects
  - Unit Planning – Areas for improvement and discussion of new or revised instructional delivery
  - Governance Committee for policy work – Teaching and Learning
  - Academic Council for procedural work
  - Vice President's Office for Matters of Effectiveness and Efficiency

# Basic Academic Development Continued

- III. Academic Standards (Defining the Performance Level: RIGOR)
  - Unit Planning – Division Specific projects
  - Unit Planning – Areas for improvement
  - Governance Committee for policy work – Academic Standards and Outcomes Assessment
  - Academic Council for procedural work
  - Vice President's Office for Matters of Effectiveness and Efficiency
  
- IV. Outcomes Assessment (Measuring/Adjusting: EXCELLENCE)
  - Unit Planning – Division Specific projects
  - Unit Planning – Areas for improvement
  - Governance Committee for policy work – Academic Standards and Outcomes Assessment
  - Academic Council for procedural work
  - Vice President's Office for Matters of Effectiveness and Efficiency

# I. Curriculum (WHAT)

- A. Degrees – 60 credit limit with some exceptions
- B. Program Laddering – (letters, certificates, degrees)
- C. COGs (course level assessment), POGs (program level assessment), Course Syllabi, and Program Syllabi
- D. Developmental Education/General Education/Applied Education/Specialty Education (model for classifying all courses)
- E. Institutional Student Learning Outcomes
- F. Honors Program Options for all Students
- G. Faculty Development (learning the essentials of HCC's curriculum model)

## II. Instructional Design (HOW)

- A. On-line courses and programs – (special evaluation model)
- B. Scheduling (emphasis on programs versus courses) – making improvements to increase program completers
- C. Instructional Technology (classroom and lab equipment, Moodle, simulations, and electronic student class attendance record keeping)
- D. Experiential Learning and MOOCs
- E. Learning Support Center
- F. Testing Center
- G. Use of lab technicians and clinical/lab instructors
- H. Designs for special student groups (Early College – STEMM Middle College)
- I. Faculty Development (preferred and effective instructional models)

# III. Academic Standards (RIGOR)

- A. Standards in Courses and Programs
- B. Credit for Prior Learning (Completing military training programs, as an example)
- C. “Pass Rates” for course program entry
- D. “Grades” and what they mean
- E. Faculty Credentials – review and goal setting
- F. Faculty Development (defining and matching institutional academic rigor expectations)

## IV. Outcomes Assessment (EXCELLENCE)

- A. COGs and POGs
- B. Course and program completion improvements
- C. Generating substantial change from feedback loops
- D. Development Education/General Education/Applied Education/Specialty Education
- E. Institutional Student Learning Outcomes
- F. Faculty Development (commitment to respond to high quality outcomes data)

# Team Work, Processes, Resources, Opportunities and Challenges

- A. Promoting the special role of the Fletcher Faculty Development Center and plan enhancements
- B. Shape the Faculty Development Center's resources and ongoing offerings to touch all aspects of the academic development model annually
- C. Expand mentoring initiatives to include more faculty mentoring of students and full time faculty mentoring of junior faculty and adjuncts



# Academic Development FY14 and 15

- Sustaining and completing academic development projects (currently academic standards matters)
- Initiating Curriculum Development Projects (for example, developing the new cybersecurity and advance manufacturing programs)
- Finalize the FLPT (faculty load, promotion, and tenure) work via shared governance ad hoc committee
- Implement complete faculty electronic load reporting to payroll each semester (base load and overload)
- Experiment with mobile devices integrated into instructional designs

# Key Points and Special Initiatives Related to Academic Development

1. Coordinating the work load – Team Work is Essential
2. Interfacing the Major Activities (Annual operational matters with annual and strategic planning and the Middle States self study, as well as the accreditation and governmental mandates)
3. Utilizing program grants – new opportunities, current obligations, necessary transitions as certain grants phase out
4. Continue the open and constructive faculty and academic officer dialogs on academic development priorities
5. Using high tech degree programs to spearhead economic development partnerships – CHIEF and the development of Mt. Aetna Technology Park at Hagerstown (Cybersecurity and biotechnology targeted areas of emphasis)

5. Facilitating the transformation into more on-line education where appropriate (continuing to do all the support work and keep the quality high)
6. Promoting effectiveness and efficiency in managing instructional resources (class schedule, curriculum, faculty positions and loads, academic support, spaces and equipment)
7. Continuing to implement cost-benefit studies (review programs and educational support services as funding per student declines further)
8. Reviewing best practices at other colleges and connecting with appropriate professional development opportunities
9. Surfacing data that will help HCC secure additional resources (grants and private funds) to match its level of excellence
10. Providing many opportunities for dialog, inspection of data, adjustment, reprioritization as needed