

HAGERSTOWN COMMUNITY COLLEGE

MISSION

Hagerstown Community College ensures equitable access to affordable high-quality educational programs, promotes practices and policies that ensure student success, and fosters innovation and collaboration to strengthen its regional workforce and community cultural development.

INSTITUTIONAL ASSESSMENT

State Plan Goal 1- Access

HCC remains the most affordable of postsecondary educational and training options in its service region. Tuition and fees for a full-time HCC credit student in FY 20 were 43.1 percent of that for attending Maryland public four-year institutions (Indicator 7). The College remains committed to offering affordable education and vigilant about finding opportunities that may benefit our students. Select HCC students benefited from our participation in the statewide Maryland Promise program in the fall of FY 20. This program is for students who are residents of Maryland who attend community college full-time. Another program implemented by the state and active at HCC is the Workforce Development Sequence Scholarship for Continuing Education. This scholarship is for Continuing Education students enrolled in a certificate program leading to a career in the workforce.

Similar to many community colleges in Maryland, credit headcounts have declined as the enrollment benefits of the recent economic recession diminished. In FY 19, the total annual unduplicated total headcount decreased by less than 1.0 percent from the previous year (Indicator 1). The college continued to see a decrease in both unduplicated headcount and annual course enrollments in adult basic education and GED classes aligned with developmental studies, which were down 16.7 percent and 16.8 percent, respectively (Indicator 9). HCC's efforts to attract and retain local high school graduates remained a high priority in FY 19. HCC remains the college of choice for recent, college-bound high school graduates (Indicator 4), and continues to expand its marketing, recruitment, and programming efforts in an attempt to attain greater penetration into the traditional college age (25 years or younger) population.

Being a leader within the community, HCC takes seriously its commitment to recruiting students and employees of diverse backgrounds. Based upon 2010 census data and 2019 population estimates from the Census Bureau, Washington County has continued to become more racially and ethnically diverse from 2010. Minority groups now comprise about 21.8 percent of the county population, but the College's minority credit students accounted for 27.5 percent of all credit enrollments in fall 2019 (Indicator 10). African Americans comprise the largest minority group, both in the county and at HCC, and accounted for 12.6 percent of FY 19 enrollment. There were 83 African American students in the fall 2015 analysis cohort as seen in the degree progress charts. The successful-persister rate after four years (Indicator 17) for the cohort was 68.2 percent, trailing the rate for all students in the cohort. The graduation-transfer rates for the cohorts were 52.3 percent for African Americans (Indicator 19) and 61.4 percent for all students.

HCC has a number of programs and initiatives to attract, retain and support a diverse student body. There are two key programs that provide services to at-risk students to help them persist and complete their studies. The Career Program Achievers (CPA) program works with low-income adult students enrolled in short-term training programs. The TRIO: Student Support Services program provides support services to students who are first generation, low income, and/or have disabilities. Support for student diversity and inclusion is also evidenced by the range of extracurricular student clubs and organizations offered through the Student Activities Office. The Multicultural Committee, which consists of faculty, staff, and students, promotes student-learning, appreciation of differences and similarities, educational and cultural programming, and professional development programs that help create an open campus environment. This committee annually plans and sponsors an on-campus diversity event in honor of Dr. Martin Luther King, Jr. on the national holiday. The community's annual Hispanic festival, from which a portion of the revenue funds scholarships for Hispanic HCC students, has been co-sponsored by the College since 2008.

One of the College's greatest challenges has been the lack of role models for the increasingly diverse student population. The region lacks cultural and ethnic opportunities, as well as a significant professional minority population found in urban and metropolitan areas. The challenge to recruit full-time faculty and administrators from minority groups to provide positive role models and to help create a culturally diverse environment is an institutional priority. Overall, 7.8 percent of all full-time faculty in fall 2019 were minorities (Indicator 11), a percentage that increased slightly from FY 18. In addition, the percentage of minorities classified as administrative and professional staff (Indicator 12) rose from 8.6 percent in fall 2018 to 9.8 percent in fall 2019. To help ensure an inclusive work environment the Human Resources department sponsors training on discrimination and harassment for all employees.

Strategically offering increasing numbers of online courses enhances accessibility and the ability to meet workforce requirements/needs since obstacles of location, class schedules, transportation, and time are alleviated. Expansion of online credit course offerings from FY 16 through FY 19 resulted in an enrollment increase of 3.9 percent, despite a pattern of decreased overall credit enrollment during the same time period (Indicator 6). HCC currently offers a number of degrees and certificates that are offered at least partially online, almost 20 of which can be completed entirely online. A quality assurance tool for online instruction used by HCC faculty is Quality Matters, a faculty-centered, peer review process designed to certify the quality of online and blended courses and online components.

State Plan Goal 2 - Success

HCC continues to examine and refine support systems to improve programs and enhance student satisfaction and success. HCC developed strategies to improve retention in programs with low retention and completion rates, as well as selected student service programs. Program requirements, general education courses, and electives have been studied and aligned more appropriately with programs at transfer institutions. High impact courses have been restructured, and reverse transfer agreements with four-year transfer partner schools continue to grow in number and availability. The Fall-to-Fall retention rate of college-ready students for the fall 2018 cohort was 64.9 percent, which was a decrease from the previous year but more typical of a

normal year. The retention of developmental students increased to 49.4 percent from 45.5 percent (Indicator 13).

HCC made recent changes to improve developmental student retention and completion. All developmental levels across English, English as a Second Language (ESL), and math have been standardized. Furthermore, mentors are assigned to all adjunct developmental studies instructors to provide advice and instructional support, which ultimately benefits students. In January 2019, a new minimum placement score (below which score students will not be admitted to developmental programs) went into effect; students who test below this score can register instead for adult education classes. In addition, if students have a high school GPA of 3.0 or higher (within the last five years), they do not need to take developmental coursework, but may directly enter college-level math and/or English. All math and English developmental courses were also restructured. For example, Developmental English now consists of one level rather than three. English as a Second Language courses offered through HCC's adult literacy services also serve as a bridge from non-credit to credit English courses once successfully completed.

These changes were made in response to the fact that developmental coursework continues to be a barrier for some students who wish to complete degree or certificate programs and is meant to help students proceed quickly but also successfully to credit-level courses. Developmental completion percentages after four years for the fall 2015 cohort increased from 42.6 percent reported in the fall 2014 cohort (Indicator 15).

HCC awarded 570 associate degrees in FY 19 (Indicator 20); fairly flat from the 568 awarded in FY 18, the enrollment declines that began in 2013 have had a correlating effect on overall completion numbers. Student engagement is critical to retention and completion. All new students are required to meet with an academic advisor to select courses. Students are then assigned a faculty advisor with whom they are encouraged to consult regarding program-related materials and future coursework. Students are also encouraged to be more self-sufficient by using Ellucian Self-Service to register for their classes online, as well as establishing positive student-faculty engagement. This, in turn, frees academic advisors to spend more time with those students who need additional support. Case management programs, such as TRIO: Student Support Services (SSS), Disability Support Services (DSS), and Career Program Achievers (CPA), as well as the BIT/CARE team play a big role in HCC's success with program completion. Additional student spaces were created to support retention, growth and development by providing more opportunities to engage students. In addition, HCC added a part-time veterans advisor position to help ensure that student veterans are on track for graduation and access their educational benefits in order to remain on track.

Consistent with student success literature, success levels of developmental completers and college-ready students exceed those of developmental non-completers. The successful-persister rate (Indicator 16), of the 2015 cohort after four years for college-ready students (94.0 percent) and developmental completers (79.8 percent) is higher than that of developmental non-completers (44.7 percent). The same is true of graduation/transfer rates (Indicator 18). The College's emphasis on student learning outcome assessment has been a direct response to an increased emphasis on completion rates. Degree audits, which are reports that show how many and which courses a student needs to complete his/her program, have been a tool used by

advisors to help students close to meeting their degree and certificate requirements. Academic programs are regularly reviewed during annual unit planning to address possible impediments to completion (e.g. unnecessary prerequisites, course scheduling and sequencing, etc.). Perhaps the most significant initiative to facilitate student retention, achievement, and completion at HCC is the Learning Support Center (LSC). The LSC is a facility in which students, learning support specialists, and faculty work as a team to reach common academic goals. Professional staff members handle the content areas of English, business, accounting, computer technology, math, science, writing content areas, and nursing. Peer tutors have expertise in an array of subjects as well.

First time passing rates on licensure/certification examinations (Indicator 25) for Practical Nursing continued to be 100 percent, as they have been for the past several years. Students in HCC's associate degree nursing program held their pass rate to 97.7 percent from 98.0 percent. The percentage of radiology graduates passing the registry examination increased markedly to 87.0 percent from 83.3 percent.

State Plan Goal 3 - Innovation

Building upon its partnership with Washington County Public Schools (WCPS), HCC's Science, Technology, Engineering, Math and Medical (STEMM) Technical Middle College (STMC) offers qualified high school students the opportunity to earn college credits while completing high school graduation requirements. This innovative program continues to successfully grow each year. HCC has TRIO: Upward Bound grant funding which is based upon a collaborative partnership with WCPS.

Student success through teaching excellence is the primary goal of HCC, with commitment to strengthening the teaching-learning process. The Fletcher Center provides a facility, staff support, and resources and training for the college's full-time and adjunct faculty members. Workshop topics offered through the Center include online course design, student engagement, faculty advising, outcomes assessment, and accessibility.

The Learning Support Center (LSC) continues to progressively engage and empower students to become independent, resourceful learners. As a hub for students, learning support specialists, faculty, and student-tutors, the LSC provides academic support to all students, including both credit and non-credit, in areas such as English, writing, science, math, business, accounting and economics, and computer technology. In FY 15, nursing services were added to the LSC in the form of a fully functional Nursing Simulation Lab with Nursing Kelly patient manikin. The lab provides nursing students a quiet and private space to practice nursing skills, head-to-toe assessments, and bedside mannerisms.

As a major partner in the economic and workforce development of the region, HCC educates and trains a significant portion of the regional workforce. To respond to employer needs, local and state employment trends are studied via environmental scanning and input by advisory committees. As a result, HCC developed high skill/high wage programs in Biotechnology, Alternative Energy, Dental Hygiene and Cybersecurity. All career programs have advisory committees, which include industry/business leaders who review program curriculum, provide information regarding employment / hiring trends and changes in the field, and provide input

into curriculum development / revision. For example, the National Cancer Institute (NCI) participates on the biotechnology advisory committee, First Solar on the alternative energy advisory committee, and the Defense Information Systems Agency (DISA) on the cybersecurity advisory committee.

Workforce development, certifications and licensures, and contract training are administered through the Workforce Solutions and Continuing Education unit. FY 19 unduplicated enrollment in contract training (Indicator 33) rose significantly from FY 18. Employer satisfaction with contract training has always been high and posted a 100 percent rate for FY 19 (Indicator 34). Both annual unduplicated headcount and enrollment in continuing professional education saw continued declines since FY 16 (Indicator 31). HCC is continuing to shape its array of credit-free course and program offerings to serve new demands for content as well as instructional delivery preferences.

HCC's Energy and Trades Training Center (ETTC) offers 3,000 square feet of lab and lecture space (one classroom, two lab rooms, and a garage/work/storage area) featuring energy-efficient windows and a geothermal HVAC system. Funding from both the Appalachian Regional Commission (ARC) and the state helped equip the building to enhance instruction. Credit and non-credit courses in alternative energy, advanced manufacturing, electrical engineering, mechanical engineering, and industrial technology are offered in the ETTC, which provides hands-on work space for students.

Recently, HCC launched its ACT WorkKeys® initiative funded in part through a private grant. Students take WorkKeys tests in order to earn National Career Readiness Certificates, which are credentials employers can use to identify successful prospective employees. In addition, HCC is working with employers to complete job profiles that help identify which exact WorkKeys-related skills will be needed for their specific work environments. Using grant and state resources, HCC has purchased new equipment to help students prepare for careers related to these certifications. HCC has also continued its success with state EARN grants, with the Workforce Solutions and Continuing Education division currently managing several EARN grants in support of transportation and logistics programs and one EARN grant specifically in support of programs related to green industries such as alternative energy technology.

INITIAL EFFECTS OF COVID-19 ON 2019-20 CYCLE

In March of 2020, like many institutions, all operations at HCC went remote due to the COVID-19 pandemic. We experienced a significant reduction in enrollments in our Workforce Education courses due to cancellations of hands-on and in-person learning opportunities. This will have a drastic impact on our non-credit FTE.

Remote delivery of instruction caused interruption of education for some of our students. We had students that could not fulfill their requirements for graduation and were delayed. These delays in some cases resulted in incomplete grades that will need to be resolved. There were challenges in delivering programming to enrolled and prospective students. Community events were also cancelled. We anticipate all of these factors could potentially have a long-term impact on enrollment and student success.