

5: Educational Offerings

The College's Educational Offerings are central to its Mission and Institutional Priorities as evidenced in the College's Strategic Plan. Promoting student academic achievement in credit and non-credit programs, enhancing excellence in teaching, and improving the quality of the educational environment are clearly stated priorities of the College. Assessment of the College's progress in fulfilling these priorities was accomplished mainly through examination of College educational initiatives, policies and procedures, interviews with staff, and survey results. Based on this information, this section will examine the College's faculty (Standard 10), credit educational offerings (Standard 11), general education (Standard 12), and related educational activities (Standard 13).

Faculty

The College's faculty is composed of full-time faculty, adjunct faculty, and full-time temporary instructors. The full-time faculty include classroom teaching faculty, counselors, and librarians. Full-time faculty are either tenured, on tenure-track, or non-tenured. Adjunct faculty also serve in teaching or non-teaching roles as adjunct, regular part-time, and full-time temporary status, based on credit load or duration of appointment.

Faculty are assigned to one of the following divisions based on their background and discipline:

- Adult Basic Education and Developmental Studies (ABEDS)
- Business, Hospitality, Engineering, and Technology (BHET)
- Communications, Arts, and Social Sciences (CASS)
- Library and Information Resources (LIR)
- Math, Science, and Allied Health (MSAH), or
- Retention Services in Student Affairs (specifically Counseling Services).

The College's academic divisions are administered by a dean with supervisory responsibility over the faculty and staff of the division. All academic deans report to the Vice-President of Academic Affairs and Enrollment Management. Campus teaching faculty have dual reporting lines to their campus deans and to their academic division deans. Within the divisions, degree program coordinators (usually full-time faculty) execute tasks such as class scheduling, staffing, evaluation of adjunct faculty, ordering instructional supplies, and other program-specific duties. Because of the workload and complexity of coordinating certain degree programs, the College is moving from a coordinator model to a department chair model.

For counseling services, central office counselors in Harrisburg report to the Director of Counseling Services. Campus and division counselors, have dual reporting lines to Counseling Services and to the division/campus dean in which they are housed. In the case of the Library and Information Resources division, coordinators perform duties in automation and access services, reference services, library instruction, and collection development. At the regional campuses, Library staff (primarily adjunct faculty and technicians) are overseen by administrators who develop budgets, hire, schedule, and evaluate staff. In essence, the library

administrator position seems to parallel the functions of a program coordinator, which is a faculty position. Therefore, as the College looks at academic restructuring, it should consider how campus library administrators fit the proposed department chair model.

The deans and faculty of each academic division are responsible for qualifying teaching faculty at all campuses and centers, including the Virtual Campus. Faculty qualifications are outlined in Administrative Procedure 824, *Faculty Qualifications*. Generally, teaching faculty must have a minimum of a master's degree in the discipline in which they will be teaching. In technical fields or career programs, exceptions to this degree requirement may be made by division faculty and deans when a candidate possesses extensive professional experience, licensure, or certification. Counseling faculty must hold a minimum of a master's degree in counseling or a related field. Library and Information Resources faculty must hold a minimum of a master's degree in Library Science or Information Science from an American Library Association accredited program. Based on interviews for this Self-Study conducted across divisions and campuses, the procedures for the qualification and hiring faculty appear to be implemented consistently and uniformly.

Hiring practices described in Chapter 2 have created some difficulties in bringing qualified new faculty to the College. Obtaining the best-qualified faculty candidates is challenged by the automated screening process and the timing of the new-position approval schedule. These issues should be resolved when Recommendations 2.7 and 2.8 of Chapter 2 are implemented.

The path to tenure is a five-year process involving classroom observations, administrator and student evaluations, self-assessment, and development of a teaching portfolio. Tenuring procedures are described in AP 872, *Evaluation of Tenure-Track Faculty*, and AP 817, *Faculty Tenure*. The tenuring process has been improved to standardize input from various divisions and campuses; Self-Study interview results indicate these changes have been effective. A positive tenure decision requires evidence of "excellence" in each area (teaching/counseling/library instruction, College service, and professional development) by the end of the fourth year. However, excellence is not defined nor are any specific criteria provided to measure this important parameter for granting tenure. **Recommendation 5.1: Criteria for tenuring faculty need to be developed, along with a valid, reliable, and consistent process for applying it across divisions.**

Procedures for evaluating tenured and adjunct faculty, as detailed in Chapter 2, are undergoing improvements to maintain faculty quality. Because tenured faculty rely only on student evaluations and the faculty member's own self-assessment report, Recommendation 2.12 (see Chapter 2) suggested revision of the Administrative Procedures governing tenured faculty review. In addition, evaluation of adjunct faculty has been inconsistently applied across campuses and divisions; this has been recently addressed by revision of Administrative Procedure 878, *Evaluation of Adjunct Faculty*. The effectiveness of the revised procedure in improving adjunct faculty evaluation will need to be assessed.

Student satisfaction surveys indicate faculty are generally demonstrating excellence. Across all campuses, student evaluations of faculty indicate they are satisfied or very satisfied with their classroom experience (results range from 64 percent to 74 percent). The majority of students are

also satisfied or very satisfied with the availability of faculty; however, the results for the Harrisburg campus were notably lower than the regional campuses (40 percent versus 77 to 82 percent). Faculty excellence is also recognized for both full-time and adjunct faculty by peer committees. The National Institute for Staff and Organizational Development (NISOD) Excellence Award is given annually to full-time faculty to recognize professional excellence. For adjunct faculty, the College awards up to four Adjunct Excellence in Teaching Awards every year.

Faculty are also responsible for development, maintenance, and revision of the curriculum. These activities are coordinated by the Curriculum Coordinator who monitors curriculum and program development at the College and guides faculty to ensure consistency and compliance with College and state documentation requirements. Curriculum development processes are detailed in the following section on Educational Offerings. The Curriculum Coordinator also monitors periodic curriculum assessments, as described in detail in Chapter 6.

Recent changes have introduced a new process for developing and promoting new programs. Since Fall 2005, the planning process for a new program begins when the proponent presents the concept for the program to the Data-Driven Enrollment Management Committee. This committee is charged with assisting new program development by providing guidelines for determining the structure of the new program (credit vs. non-credit, links to existing programs, relationship to state list of high-priority occupations, etc.), the portability of the program (to various campuses and transferability to other institutions), industry or transfer institution demand, and anticipated costs. Upon preliminary design of a new program, a business plan is developed, a DACUM (Develop A Curriculum) process is conducted, and the curriculum is planned. The Data-Driven Enrollment Management Committee then assists faculty in developing an Enrollment Management Plan which establishes the recruitment and retention phases. The goal of the Data-Driven Enrollment Management Committee is collaboration between faculty, Public Relations, and Student Services to develop a plan for marketing the program and for recruiting and retaining students (see the New Program Model in Appendix G). The Data-Driven Enrollment Management Committee's role is not codified in College Administrative Procedure and it has been inconsistently applied. **Recommendation 5.2: To promote uniform application to program development, the composition, purpose, and procedures for the Data-Driven Enrollment Management Committee need to be incorporated into the College's Administrative Procedures.**

One of the pillars of the academic environment is academic freedom for faculty. While this concept is generally supported in the Faculty Organization Constitution and College Policy 879, Academic Freedom, there are concerns across the campuses and divisions about the specific realization of this principal. A chief concern is balancing academic freedom with necessary standard protocols to ensure quality and consistency as the College continues to expand. Some wonder if the varying degrees of flexibility across academic disciplines restrict academic freedom of some instructors more than others. There are also concerns about academic freedom of adjunct faculty stemming from the temporary nature of their appointments. The discrepancy in what is perceived as academic freedom by many faculty has been addressed in recent panel discussions, campus groups, and in-service activities. **Recommendation 5.3: Faculty should continue discussions on academic freedom and work to refine the College procedures to**

maintain academic freedom for all faculty while ensuring consistent quality across campuses and disciplines.

Professional Development

Faculty professional growth is supported via College professional growth activities, various types of instructional grants, campus-based training, and financial support for professional conferences and seminars. Professional growth activities are sponsored by the Professional Growth and Development Committee, which plans two faculty in-service days per academic year. Professional Growth and Development also sponsors faculty forums, guest speakers, and roundtable discussions. On regional campuses with full-time faculty, Professional Growth and Development established committees specific to that campus and two representatives from the campus committee serve on the College-wide Professional Growth and Development committee. The intent is for the College-wide Professional Growth and Development committee to organize in-services, adjunct awards, and adjunct grants, while the campus committees focus on activities specific to their campus. It is anticipated this new campus-based professional growth initiative will be more responsive to faculty needs as well as making professional growth activities more accessible to all faculty, both full-time and adjunct.

The College awards a number of Strategic Initiative Grants (SIG) and Summer Instructional Development Grants (SIDG) every year to faculty. The HACC Foundation funds SIGs for projects supporting institutional priorities that are broad in scope and are related to the College Strategic Plan. The SIDGs are offered through the Office of the Vice-President of Academic Affairs and Enrollment Management to fund instructional development projects that support institutional priorities and require work extending beyond the scope of normal faculty duties. The following presents examples of grants awarded in 2005-2006:

- **SIG:** A total of 40 grants and \$359,920 were awarded for faculty and staff projects in areas including nursing, math review courses, a Geographic Information Systems resource center, a speech lab, health careers academic support, and information literacy.
- **SIDG:** Grants totaling \$12,096 were awarded for projects including Computer Technology Web Resources Center and lab manuals, a study of International Business and Cultural Differences, Paralegal Studies Faculty Web Resources, College-in-High-School Lab Manual for Chemistry, and curriculum development in Childcare Administration and Chemistry.

Both types of grant proposals are reviewed by committees, which evaluate projects based on College priorities, the number of students impacted, and overall project merit.

In some cases, SIGs result in the establishment of additional professional development opportunities for faculty. The Center for Innovative Teaching Excellence on the Lancaster Campus was established in Fall 2005 with the aid of a SIG. As a result, a dedicated room was equipped with 10 computer stations and various teaching resources. Part of the award went to outside speakers and consultants, who, along with College faculty, presented 38 programs on a variety of topics to 250 participants from five campuses and several Lancaster school districts. Assessments distributed after each presentation were very positive. Because of the positive reviews and its support of College strategic goals, the Center for Innovative Teaching Excellence

will continue to be funded as a means of continuing the collaboration between campus and community and furthering faculty professional development. While the Center for Innovative Teaching Excellence events have been well received, the mission of the Professional Growth and Development committee and the activities of the Center for Innovative Teaching Excellence appear to overlap, creating redundancy and potential competition which may not be the best use of College and faculty resources. **Recommendation 5.4: The College should continue to support professional growth activities financially and clarify the relationship between Professional Growth and Development and the Center for Innovative Teaching Excellence.**

Attendance at professional development conferences and seminars is also supported by the academic divisions. Each academic division has a travel budget from which the dean funds off-campus professional development activities for full-time faculty and, to a lesser degree, adjunct faculty. However, funding for conference and seminar attendance is limited, leading to issues relating to the allocation and use of the division travel funds. Full-time faculty have voiced concerns that funding for professional development is inconsistent from campus to campus or division to division or even within divisions. For adjunct faculty, Professional Growth and Development solicits proposals and administers the Adjunct Faculty Professional Growth Awards using funds made available from the Office of Academic Affairs and Enrollment Management. These awards are increasingly competitive, but many adjunct faculty have been able to take advantage of this opportunity and attend conferences, continue graduate course work, or other professional endeavors.

Assessment of the effectiveness of professional growth activities has been very limited. The Professional Growth and Development Committee uses informal assessments at the end of programs to plan future sessions. However, there is no formal or consistent process for faculty to report on, share, or assess the effectiveness and contributions of professional activities they attend. Both Summer Instructional Development Grant and Special Initiative Grant programs require a short report on the outcomes of the grant project to the Vice President of Academic Affairs/Enrollment Management and the HACC Foundation respectively. There is no means, however, to assess the effectiveness of these types of awards towards the College priorities or in the individual faculty member's professional life. **Recommendation 5.5: Because of the importance of professional development to the Strategic Plan and faculty evaluation, the College should develop a consistent and clearly communicated policy for faculty engaged in College-funded professional development that defines allocation of funds, accountability, reporting, and integration into practice.**

Educational Offerings

The Mission and Vision statements commit the College to its role as a premier educational and workforce development institution. Supporting these, the second goal of the 2005-2008 Strategic Plan puts the following specific goals in place to enhance excellence in teaching:

- Develop new programs and enrich existing curricula based on advisory committee and accreditation recommendations, DACUM outcomes, and state workforce priorities.
- Improve and expand diversity in the curriculum.
- Encourage and support professional growth.
- Develop an effective forum for professional collaboration and sharing of best practices.

- Support innovation in teaching and integrate existing and new technologies into the delivery of instruction.

Supporting the College’s Mission, Vision, and Strategic Plan is a diverse suite of educational programs and courses that are planned, organized, managed, and taught by the academic divisions listed in the previous section on Faculty. A detailed list of the academic divisions and associated programs and disciplines is provided in Appendix H. The College’s commitment to being a regional leader in its educational niche is evidenced by its established campuses in Harrisburg, Lancaster, Gettysburg, and Lebanon; sites in York and midtown Harrisburg; the online Virtual Campus; and College in the High School initiative. The scope and diversity of credit and non-credit educational offerings at these locations varies depending on the size and student needs at the campus, site, or company. Credit offerings are discussed in this section, non-credit offerings are discussed in the section on Related Educational Activities.

This expansion and growth of the College has led to concerns about maintaining academic standards, quality, and consistency. The framework for maintaining consistency is the expectation that all faculty teaching a specific course will adhere to its established learning outcomes regardless of location or delivery platform (e.g., Virtual Campus or College in the High School). This Self-Study has initiated revision of the appropriate Administrative Procedures to establish a College-wide system to assess the extent to which the learning outcomes are being achieved, as mentioned in Chapter 6; Recommendation 6.3 addresses the need to ensure outcomes assessment.

Academic Programs

The College offers educational programs and courses leading towards one of the following types of degrees:

- **Associate in Arts or Science Transfer Degree:** Transfer degrees are the equivalent of the first two years of a four-year program. After earning a degree, students transfer to a four-year institution to complete the last two years of the bachelor's degree.
- **Associate in Arts, Science, or Applied Science Career Degree:** Two-year Career degrees provide students with specific skills for employment.
- **Certificate:** Certificate curricula are concentrated programs in specific skill areas designed to provide skills for employment. In most curricula, credits earned in pursuit of a certificate can be applied to an associate degree.
- **Diploma:** Diploma programs are generally less than one year in length and are designed to provide essential entry-level skills for immediate employment.

The requirements for each of these programs are detailed in: AP 781, *Associate in Arts and Associate in Science Transfer Degree Requirements*, AP 784, *Associate in Arts*, *Associate in Science*, and *Associate in Applied Science Career Degree Requirements*, AP 782, *Certificate of Proficiency Requirements*, and AP 783, *Diploma Requirements*.

Program curriculum design is faculty led and based on research of similar programs, industry needs, transfer institution requirements, and student needs. These design parameters are documented on College forms as follows:

- **Form A:** Program description, planning statement (business plan for the program), program outcomes, occupational or transfer opportunities, course sequence, and graduation requirements.
- **Form B:** Course title and digital description in a format to facilitate entry of data into the administrative software (Banner).
- **Form 335:** Course description, pre-requisites and/or co-requisites, learning outcomes, planned sequence of learning activities, and texts. This form mandated by the Pennsylvania Department of Education and is the “living document” for a course after it is approved.

Upon completion by a sponsoring faculty member or discipline coordinator, the forms are approved by the division faculty in which the courses and programs are housed. Then the program and course forms are forwarded to the faculty Curriculum, Instruction, and Library Committee and Faculty Council. When these faculty committees approve the program and course forms, they are forwarded to Academic Council and the President. For new programs, final approval is also given by the Board of Trustees. This process is also followed when programs and courses undergo changes, either as a result of the assessment processes described in Chapter 1 or faculty initiated changes (such as changes to the catalog description or instruction delivery mode). Discipline coordinators (faculty) are responsible for maintaining and updating the 335 forms for each course offered.

New programs must be presented to the Data-Driven Enrollment Management Committee for support in developing, marketing, recruitment, and retention strategies. To date the emphasis of enrollment management has been to focus College resources on new and existing programs in areas of greatest need. In practice, this is being defined as low-enrolled, high-demand areas determined by the Pennsylvania Department of Labor and Industry (PDLI). The types of data gathered and used by Data-Driven Enrollment Management Committee are still being discussed in the committee, including how to calculate program costs and revenues. The Data-Driven Enrollment Management Committee needs to consider the data elements necessary to perform their mission with career and transfer programs. In addition, the PDLI list of high-demand areas may change annually so these data may be difficult to use in making program decisions. Also, the Data-Driven Enrollment Management Committee’s role has not been assessed to determine its long-term effectiveness. **Recommendation 5.6: The Data-Driven Enrollment Management Committee’s role in curriculum development and marketing needs to be assessed to improve its effectiveness for the full-scope of College programs and its program development process.**

The success of a program is measured by numerical criteria, student evaluations, employer feedback, transfer institution feedback, periodic program assessment, and graduate surveys. Monitoring course enrollment trends, program enrollment trends, and program graduation rates provide data on program relevance and popularity. Student evaluations of faculty each semester (using the College-approved Student Evaluation of Educational Quality (SEEQ), and other instruments specific to the accreditation or discipline needs) provide data on the perceived success of each instructor and course. Student satisfaction surveys indicate these evaluations are favorable. Additionally, employers and transfer institutions provide feedback on the success of College graduates and the quality of the programs, either informally through professional

academic relationships or by participation in the program assessment process. The College also conducts 6- and 24-month graduate surveys through the Office of Institutional Research. Finally, programs are formally assessed at least every five years either through a program audit, a DACUM (Developing a Curriculum), modified DACUM process, and other processes as described in Chapter 6.

Learning Resources Supporting Academic Programs

Instructional Technology

Since the last Self-Study, technology has permeated the delivery of instruction at the College. Examples include SMART classroom implementation, online course delivery with the Virtual Campus, computer-aided laboratory equipment, and numerous instructional support software acquisitions. To determine technology needs, faculty are surveyed annually through Instructional Technology surveys. These surveys assess technology in use by faculty, training needs, and future technology needs. Of these, faculty technology training has assumed a priority role and a variety of training opportunities exist for faculty as discussed in Chapter 2.

Instructional technology impacts programs and courses in the areas of online course delivery, enhancement of classroom instruction with WebCT, and various instructional software packages. Training in these technologies is accomplished via:

- **Online Academy:** A twelve-week training course in online course design, delivery, pedagogy, and use of the WebCT software.
- **WebCT:** A short training program focused on the use of WebCT software for faculty who want to use WebCT as a platform for enhancing classroom-based courses.
- **Software-specific Training:** Training in PowerPoint, SMART classroom technology, Web-site development, image scanning, video editing, and other software packages supporting classroom instruction.

The technology training includes instruction in, selection of, and use of equipment, pedagogy, and software. Training also emphasizes the re-design of courses and pedagogy to use the technology to improve student learning. Future training needs include incorporating on-demand learning options for the faculty, perhaps through streaming technologies or use of courses from outside vendors. Success of the training is measured in the number of faculty requesting more advanced training and the number of requests for equipment for classroom use.

Efforts have been made to foster a welcoming and efficient process for faculty, staff, and students to access and use Instructional Technology. Instructional Technology services and materials are available online, by phone and/or e-mail, or walk-in service. Instructional Technology and General Computer Laboratory hours are adjusted to meet student learning needs throughout the school term, with extended hours and increased weekend times. In addition to seeking informal input, annual surveys collect information used to plan and respond to future technology needs of faculty, staff, and students. However, the College has no way of tracking changes in instruction or improvements in student learning outcomes as a result of technology.

Recommendation 5.7: The College should assess student learning outcomes resulting from implementation of Instructional Technology to determine any adverse or positive effects.

Library Services

The Library has expanded its resources to students and faculty through the acquisition of electronic resources. Approximately 18,000 full-text journals are available to the College community on and off campus. Based on faculty feedback, the general periodical databases are adequate for the needs of most liberal arts courses offered at the College. Availability of quality resources within budget constraints presents difficulties in finding adequate database resources for sciences, dental hygiene, and diversity. Library and Information Resources faculty are actively working with teaching faculty to resolve this.

In general, the staff-to-student ratio for the Library compares well against other similar institutions, based on benchmarking by administration. However, full-time faculty commented they feel stretched because they must represent the division on various College committees along with their teaching assignments, normal library functions, academic discipline liaison responsibilities, and several other support functions. As the College continues to grow and as information literacy is incorporated into the curriculum, the College should continue to examine staffing levels at all campuses and centers.

Scheduling, Transfer, and Articulation

The scheduling process for any term begins with the evaluation of the master schedule from the same term of the previous year. Adjustments to the planning of a schedule are made based on need, class popularity, faculty availability, student feedback, and College enrollment trends. The enrollment numbers provide feedback on the success of the scheduling process as counselors, coordinators, and deans track the classes that fill up or the classes that have low enrollment. Evidence of the success of the scheduling analysis and adjustments process includes innovative class times, such as Sunday classes, and off-site locations added to bring classes within a reasonable commuting distance for students. Counselors and coordinators work together to add classes to the schedule as needed to provide students with more opportunities to register for in-demand classes; hence, student needs are better addressed.

Transfer and articulation is another important aspect of the development and success of academic programs. The College communicates extensively with a large number of transfer institutions to assure efficient student transfer. As a result, the College has entered into a variety of agreements with numerous colleges, as follows:

- **Dual Admission Agreements:** Admission to the transfer institution is assured as long as the student submits a “Letter of Intent,” maintains the required academic standard, and follows the requirements of a program parallel to the desired transfer program.
- **Articulation Agreements:** This next level of agreement assures admission to a student who completes an Associate Degree in a program parallel to the desired transfer program.
- **Transfer Information** provides students with the transfer details necessary to plan efficient transfer to certain programs at the discretion of the student and the transfer institution.

Updates to these agreements are needed regularly because of changes in the College’s programs and changing expectations of transfer institutions. Some articulation agreements specify regular

review dates; also, articulation check sheets are updated when program changes occur at either institution.

Information about transfer and articulation agreements is communicated to students via various campus Advising and Transfer Centers, the College’s advising web site, as well as during advising sessions. Transfer check sheets, available on the College’s web site, provide a visual guide to correlate College courses with transfer institution requirements. For students admitted to the Dual Admission programs, the receiving colleges provide a variety of types of support to the College’s students. For example, Penn State Harrisburg and Shippensburg University offer weekly or bi-weekly advising sessions at the Harrisburg campus. Receiving colleges also participate in Transfer Day events held at the campuses to provide students with the opportunity to meet with representatives to discuss their specific educational goals.

The effectiveness of transfer programs is assessed via transfer data and formal feedback during program assessment. The Office of Institutional Research tracks the number of students who transfer and the number of students who complete four-year degrees. Approximately one-third of graduates of associate degree programs have transferred to four-year schools over the past five years. In addition, transfer institutions provide feedback to the College during the program review process. This feedback is used to make the necessary changes to the programs to accommodate the needs of the transfer institutions.

General Education

The overall objective of the general education requirements at the College is to provide certain basic experiences that will educate students to speak, write, read, analyze, and listen effectively. The general education requirements are designed to develop basic reasoning skills and to help students to appreciate the arts and culture, understand social and political forces, use numerical data, and understand scientific reasoning. Every student seeking an associate’s degree at the College is required to take general education courses in the following areas:

Subject Area	Career Degree Requirements	Transfer Degree Requirements
Written Communication	6 credits	6 credits
Speech Communication	3 credits	3 credits
Social & Behavior Science	3 credits	6 credits
Humanities	3 credits	3 credits
Mathematics	---	3 credits
Natural and Physical Sciences	---	3 credits
Math or Sciences	3 credits	3 credits
Physical Education and Wellness	1 credit	1 credit
Gen Ed Transfer Electives	---	3 credits
Free Electives	3 credits	---
TOTAL CREDITS	22	31

For faculty and students, the primary source of information about the general education requirements is the College catalog and academic program sheets available on the College's web site. Students also learn about the College's general education requirements during advising sessions. Faculty are introduced to the requirements during advisor training and counselors learn about them in orientation at the beginning of their service at the College.

To fulfill general education requirements in the Humanities and Arts, Social and Behavioral Science, Mathematics, and Natural and Physical Science categories, students must select "Core" courses from a list provided in the College catalog. These Core courses must meet the following criteria:

- The course is an introductory survey of a discipline or subject. It should expose students to the following:
 - The overall perspective characteristic of the discipline or subject including its history, theoretical underpinnings, and methodologies.
 - A broad-based review of the breadth of knowledge and scope of endeavor in that discipline or subject
 - When appropriate, the course should include a discussion of cultural values and other world views regarding the discipline.
- The course, or its equivalent, is generally accepted at other two- and four-year institutions as satisfying their general education requirements.

Assessment of the College's general education requirements has been a high priority project for the past two years. The previous assessment was a 1985 document, which has been revised by the Curriculum, Instruction, and Library Committee with input from faculty from the academic divisions. While the current general education requirements seemed to be comprehensive, several serious concerns were identified:

1. No review or assessment of the general education requirements had been undertaken since the 1996 Self-Study, and no attempt to codify the criteria or process for qualifying "Core" courses had been completed.
2. Assessment of cumulative learning outcomes for general education had not been conducted and statements of student learning outcomes for general education had not been developed (also a concern of the 1996 Self-Study).
3. The current general education requirements lacked the diversity, technology literacy, and information literacy components to ensure that our graduates are equipped with the skills and knowledge to be lifelong learners, successful in future academic work, competitive in the job market, and productive members of the community.

In light of these concerns, the Curriculum, Instruction, and Library Committee studied the College's general education requirements and drafted a new administrative procedure (AP 718, *General Education Core*). The Curriculum, Instruction, and Library Committee's review included the 2002 Middle States *Characteristics of Excellence in Higher Education*, the general education requirements of other community colleges in the state, and a survey regarding potential changes in the general education curriculum. As a result, the new *General Education Core AP* outlines the purposes for general education, establishes learning outcomes, defines the

criteria for qualifying a course as a “Core” course, and delineates the process for making changes to the general education requirements.

To address other perceived deficiencies in the general education requirements, the Curriculum, Instruction, and Library Committee included in the draft administrative procedure proposed additions of computer literacy, information literacy, and diversity to the general education requirements. General education “Core” courses have also been added to the College’s program and course assessment matrix to ensure they are assessed every five years. Implementing these changes in every degree program at the College in a two-year time frame will pose challenges.

Recommendation 5.8: The College should implement the new general education core Administrative Procedure and assess the effectiveness of the new general education requirements.

Incorporating information literacy into the culture of the College has been actively promoted by Library faculty and staff, but it is challenged by student participation. On its Web site, the Library has published self-guided information literacy tutorials, program-specific research guides, guidelines for citing references, and course-specific information literacy guides to promote information literacy. Library faculty also provide course-specific library instruction for individual instructors. Information literacy is also promoted via library presentations for students during the fall and spring semesters; however, they are poorly attended and there is presently no assessment of their effect on students’ information gathering skills. One of the greater challenges for the Library faculty is fostering information literacy via specific courses. In 2001, they developed two one-credit courses designed to promote information literacy. These introductory courses cover the five Standards of Information Literacy as outlined by the Association of College and Research Libraries (ACRL). The courses have not been highly visible to the College community and course enrollments have been low because they are not part of the required courses in any program. **Recommendation 5.9: Library faculty should assess the effectiveness of all information literacy instruction with regard to enrollments, student learning, and faculty satisfaction.**

Integrating information literacy into specific programs and courses is a related concern. Many courses require students to perform academic research and appropriately document sources; however, no assessment has been conducted to determine how effectively information literacy permeates course offerings. Guidance for accessing information, evaluating information and sources, documenting information, and using the information honestly and responsibly is left up to the individual instructor. There is concern about inconsistency in information literacy instruction within general education courses and how to monitor students’ use of resources. For example, the College does not subscribe to any type of anti-plagiarism software. The conditions of such subscription services generally appear to violate the College’s policy on intellectual property. Monitoring of student use of resources rests with individual instructors who use a variety of methods to check student use and citation of resources. Most disciplines do not require a standard research citation style. **Recommendation 5.10: The College should assess integration of information literacy into courses, reconsider the acquisition of anti-plagiarism software, and require each discipline to specify its preferred citation style.**

Related Educational Activities

While the credit bearing courses are at the core of the educational offerings of the College, the College offers a number of related educational activities supporting its community-focused mission. These offerings include developmental courses for under-prepared students, an honors program, credit for life experiences, non-credit courses, off-campus sites, College in the High School, and the Virtual Campus for online course delivery. The College's certificate programs have been discussed previously under Academic Programs because they are part of the main educational offerings.

Developmental Education

The College offers a progression of developmental courses for students needing further academic preparation in reading, writing, and mathematics to be successful at the college-level. In addition, related developmental services are offered to support an unprepared or under-prepared student in other aspects of the college experience such as study skills, balancing work and course demands, attitudes, decision making, and educational planning. These related services include counseling, advising, academic monitoring, and tutoring. The process and procedures for developmental education are detailed in Administrative Procedure 763, *Developmental Education Courses and Services*. Developmental courses are identified in the College catalog as “zero level” courses and scheduled by the supporting discipline's academic division.

Placement testing, given to all new students, is the primary mechanism for identifying students in need of developmental education. Placement procedures are established by discipline faculty in developmental reading, writing, and mathematics, and administered by learning support services per Administrative Procedure 714, *Placement Testing*. Discipline faculty determine the instrument for the placement assessment, placement cutoffs, and the timeline for periodic review of the placement process. Placement processes are disseminated to the general College community via an online Advising Manual.

Academic Monitoring is an early alert system to identify and assist students who are considered to be academically at risk. Beginning early in the semester, faculty provide feedback to those students through HACCWeb. Based on this feedback, students who are struggling receive follow-up support. Tutoring support is available to all students.

Special advising was implemented for students enrolled in English as a Second Language (ESL 026, 027, and 028) and in developmental reading classes (ENGL 001 and 002). Students enrolled in these classes are advised by specially trained faculty advisors or the Adult Basic Education and Developmental Studies division counselor at the Harrisburg Campus. Students are encouraged to meet with their advisor early in the semester for educational planning and information on learning support services or for referrals to outside agencies as needed. Once a student reaches either ENGL 029 (ESL) or ENGL 003 (reading), he or she is directed to the appropriate division for academic advising by trained program advisors.

An assessment of the processes for supporting and retaining developmental students is necessary, in part, because of recent changes in the processes. For example, the automated academic

monitoring system was started in the Fall 2005 semester, so thorough evaluation of the effectiveness of its process has not yet occurred. The Adult Basic Education and Developmental Studies division started to address this in Spring 2006 by examining data such as the GPA for developmental advisees, academic monitoring for developmental advisees, and other relevant issues to create effective advising services. **Recommendation: 5.11: The College should continue to examine, assess, implement, and enhance services to identify and retain developmental learners.**

The College has conducted various studies of student performance in developmental courses. In 2004, the Office of Institutional Research analyzed yearly student grades by course for students taking zero-level courses for the academic years 1999-2000 through 2003-2004. The 2004 study examined persistence data for the same cohorts relative to one-year retention, graduation after three years, and transfer after three years of taking a developmental course. Another study by the research office examined developmental math courses by analyzing the enrollment and outcomes patterns of developmental math cohorts between Fall 1999 and Spring 2003 semesters. This study was undertaken in light of the increasing number of students taking developmental math courses.

Study results indicate substantial increases (almost double in the case of math) in the number of students taking developmental courses. Using course performance (grades earned by students) as a standard, the data show favorable results with a majority of students earning grade of C or above in the developmental courses. Course performance tends to be correlated with age; that is, adult students older than 29 years were far more likely to succeed than the traditional college age (under 25 years) students. In the case of math, enrollment in a basic math course (Math 005) measurably improved performance. It is important to note, however, that course grades are affected by other factors so any conclusions regarding the success of developmental courses must consider multiple characteristics.

Examination of student persistence suggest that grade achievement in the developmental courses does not correlate with graduation or transfer. Notable trends observed include:

- 50 to 60 percent of students taking developmental courses persist in their college efforts for at least one year;
- Fewer than 10 percent of developmental math students starting at the most basic level (MATH 010) persist to advance to any college level math course;
- Only 7 to 12 percent persist to graduate in three years following developmental course completion, and only 15 to 22 percent transfer in three years.
- A significant number of developmental math students repeat their courses.

It is recognized these trends do not make any definitive statements about the effectiveness of the developmental curriculum, because of the variety of reasons that students in the cohorts may have chosen to repeat a course, leave the College, not complete a degree, or not complete a degree within three years.

The developmental math study, with input from the mathematics faculty, recommended additional assessment of instructional strategies, course content, course format, and support services to improve student retention and success. Course pedagogy should take into account

strategies that have proven successful for different age, gender, and ethnicity/race groups. In addition to tutoring, use of PC-based supplemental instruction and student teaching assistants should be explored to increase student access to one-on-one support. Given the large number of students who repeat developmental math courses, consideration should be given to course formats that allow course completion at a slower pace and focus on subject mastery rather than time. The math study also suggested relationships with local high school teachers could help to better communicate the College's math standards to prospective students.

The College is continuing to assess how well developmental students are being served. For example, the research office studied a focus group of students enrolled in two sections of the College Success course that were linked with other courses in developmental reading, writing, and math in Fall 2004. The study determined that the added services of the linked courses seem to have improved course grades compared to other developmental groups but did not significantly affect retention rates. Comments from students on the survey were used to improve the College Success course in subsequent semesters, but further study will be needed if the College plans to expand it to the full range of developmental students or beyond. In addition, under the new academic monitoring model, Adult Basic Education and Developmental Studies will be conducting a study of developmental students in reading and math who are currently being academically monitored and advised. The research office will also conduct a study similar to the developmental math study for developmental reading and writing during the 2006-2007 academic year. **Recommendation 5.12: Because studies on the effectiveness of developmental education ultimately impact numerous courses and programs, the College needs to consider performance metrics which provide meaningful conclusions, study the relationship between Adult Basic Education and Developmental Studies and the academic divisions, and share information concerning the effectiveness of developmental courses.**

Honors Program

The College's Honors Program offers an integrated alternative to a major portion of the College's general education curriculum. Honors courses are small with depth and rigor of instruction stressed. Course work is supplemented by a lecture series with speakers from outside of the College. Admissions is selective, and the learning outcomes are articulated in the program brochures. In recent years, however, enrollments have declined, and as a result the program director is pursuing several new initiatives: coordinating admissions, providing focused academic counseling, developing new courses, recruiting new faculty, extending the program to three other campuses, and creating opportunities for scholarships and awards for Honors students.

Credit for Life Experience

Credit for Life Experience is a process where students may petition for college credit based on life experience in certain career programs. As stated in the College catalog and according to AP 652, *Transfer of Credit into HACC Credit Programs*, a student submits credentials or a portfolio for evaluation to the dean of the division in which the student would like to receive credit. Presently, the Business, Hospitality, Engineering and Technology Division is the only division with a formal process for granting credit wherein students submit documentation to the dean for review. While the other divisions do not have a formal policy *per se*, the Communications, Arts, and Social Sciences and Math, Science, and Allied Health divisions award credit for experience

under certain circumstances. The Communications, Arts, and Social Sciences division gives credit for experience in the Early Childhood Education program if a portfolio of work is submitted; for Criminal Justice, Early Childhood Education, and Paralegal career programs, credit is given for experience through an exam developed by the discipline and administered by a full-time faculty member. The Math, Science, and Allied Health division awards credit for nationally recognized licensees.

In all situations, a faculty member evaluates the submitted materials and determines if credit is to be awarded. The Student Records Office maintains a list of industry and professional certifications for which credit is awarded. This includes a procedure for evaluating training through the military or other non-collegiate training. Periodic assessment of the practice of awarding credit for life experience—including number of students, number of credits, and the courses—would help the College determine the effectiveness and consistency of its practice.

Non-Credit Offerings

Non-credit courses are offered by the Workforce and Economic Development division in the broad categories of workforce development, public safety, and community education. Workforce and economic development is part of the mission statement and goals of the College; hence, non-credit training and education are integral to the role of the College in the community. The non-credit offerings encompass thousands of classes in a myriad of topics and training specialties and serve nearly 30,000 students a year (generating 52,000 registrations).

By their very nature and purpose, non-credit offerings provide up-to-date curricula matched to industry standards and use a variety of delivery methods. Courses and programs are developed based on industry training requests, industry advisory panels, public interest, and technological advances. Many follow national standards. Every non-credit course must follow Pennsylvania regulations and many follow the requirements of quality and accountability per regulations of federal and state grant funding. Program development is monitored through either adherence to industry standards or through addressing curriculum planning results of the DACUM (Developing A Curriculum) Process. In situations where an industry-tailored training program is delivered, there is no requirement to evaluate the learning outcomes unless requested by the contracting company.

Administration of non-credit programs has shifted from campus-based to centralized administration. The Workforce and Economic Development Non-Credit administration is now organized by function (i.e., business and industry training, public safety, and community education) rather than geography. Directors or coordinators devise educational and training courses and programs for a variety of industries, including healthcare, manufacturing, Information Technology, or management for all counties in the College's service region. Directors have the responsibility for quality control, which primarily consists of student evaluations. Student evaluation forms are reviewed at the director level and problems are addressed. Directors also review requests for future offerings and develop classes when a need is identified. Workforce training program adjunct faculty are usually professionals employed within the industry who are familiar with the latest needs of the local companies.

The College has developed a standardized process for articulation between noncredit and credit, codified in AP 719, *Awarding College Credit for HACC Non-credit Courses*. In some cases, the award of credit for non-credit training works well because the non-credit training fits nicely with hands-on, technical skills courses offered through the career programs at the College. In industry fields such as electronics, computers, fire and police science, and medical, which are driven by industry and state standards, training programs and credit courses have similar learning objectives. Industry certifications and professional licensure also facilitate articulation.

Further work is necessary on areas outside the scope of AP 719, *Awarding College Credit for HACC Non-credit Courses*, however, and the College Strategic Plan recognizes the need to facilitate pathways between non-credit to credit education. The project team charged with reviewing the non-credit to credit pathways is working on administrative, enrollment management, and customer service issues including contracts, salaries, tuition and fee structures, and registration processes. The team is also resolving training and education issues including instructor qualifications, curriculum differences, course transfer, coordination of instructional materials, and the flexibility of offering customized training versus high standards of academic course work. **Recommendation 5.13: The College needs to continue to address the roadblocks identified by the Institutional Priority team before executing non-credit to credit pathways.**

Off-Campus Offerings

The College maintains off-campus sites at a number of schools, civic buildings, businesses and industries for the purpose of delivering college courses at sites remote from the College's campuses. The Curriculum Coordinator's office establishes college courses at off-campus locations for the Harrisburg campus. The academic deans at the regional campuses establish and coordinate off-campus sites in their regions. The procedures for establishing and maintaining off-campus sites are covered in Administrative Procedure 713, *Off-Campus Sites*. Off-campus offerings are typically general education courses because most sites have minimal resources available (typically only audio visual equipment). Courses are also offered at an off-campus site when the site requests a College presence.

In collaboration with academic divisions, each off-campus site coordinator performs many of the administrative and monitoring processes that the academic divisions conduct for on-campus offerings. Off-campus site coordinators arrange classroom sites, assist with course selection and scheduling, negotiate site contracts and book orders, oversee student enrollment and billing, and respond to problems and student complaints. Communication is maintained with discipline and program coordinators to assure that course offerings are meeting the same standards as on-campus offerings and that student needs are being met. Faculty teaching off-campus classes receive detailed information regarding site schedule, resources, and security guidelines. Off-campus courses are assessed the same way as on-campus courses using the College-approved Student Evaluation of Educational Quality (SEEQ) form. Results are shared with the course faculty and the academic dean.

The decision to offer a course at an off-campus site is governed by suitable site conditions, student demand, and faculty availability. In Fall 2005, the following off-campus courses were offered:

- **Harrisburg:** 62 courses at 15 sites;
- **Gettysburg:** 27 courses at 5 sites;
- **Lancaster:** 38 courses at 4 sites;
- **Lebanon:** 2 courses at 2 sites.

Questions have been raised recently about the need to continue a large number of off-campus offerings in light of increased availability of online courses. In addition, adequacy of lab facilities at off-campus sites has occasionally been an issue. **Recommendation 5.14: The College should assess the quality of the facilities and the need for off-campus offerings in light of enrollment trends and available Virtual Campus courses.**

College in the High School

College in the High School involves teaching college classes in a high school setting using qualified high-school instructors as College-approved adjunct faculty. College in the High School (CHS) is a relatively new initiative at the College, starting as a pilot at the Lancaster campus in Fall 2000 and across the entire College by the 2004-2005 academic year. The College offers general education courses to students in high schools or career program courses in county career and technical centers.

Following the work of a College-wide task force investigating best practices, the College passed an administrative procedure (AP 774, *College in the High School Program*) in December 2003 to provide broad outlines for executing the initiative. Keys to the academic integrity of the program written into the procedure include the following:

- The College in the High School course uses the same textbooks and meets the same learning outcomes as the on-campus college course;
- The instructor must meet the same criteria as adjunct faculty in that discipline;
- The students must meet course pre-requisites and either the early admit or provisional admit standards;
- Consistency in curriculum is monitored by a College liaison, who contacts the CHS instructor regularly, reviewing all materials as outlined in the Administrative Procedure.

A concerted effort on all campuses has been made to ensure effective course administration and adherence to standardized policies and procedures. All campuses use a single Memorandum of Understanding form with the high school offering the course and all College in the High School offerings are conducted under the Director of Tech Prep and Secondary Articulation. College in the High School administration is labor intensive, involving coordination with the high school as well as work with discipline faculty liaisons and various offices in academic affairs and Student Services at the College's campuses. This is problematic at the Lebanon campus, where the academic dean is also the College in the High School coordinator in addition to her responsibilities for the oversight of all academic programs and services at that campus. The College should ensure that a position is dedicated to this work on each campus, given the workload of coordinating College in the High School offerings.

College in the High School is promoted in area high schools by the campus coordinator working with the campus academic dean. Each campus CHS coordinator also contacts high school administrators periodically, following through with details of orientation, course planning, placement testing, and other administrative details. The selection process to offer a CHS course

works successfully in areas where the expectations have been clearly spelled out in advance and College procedures have been followed at each step. Generally the selection and approval of CHS courses is driven by instructor credentialing (the instructor must meet College requirements for adjunct faculty) and willingness of the high school to make curriculum and/or textbook changes to meet College course requirements. Students must also meet admissions and placement requirements and are provisionally admitted to the College for the program.

Assessment of course outcomes for College in the High School course has raised concerns about the generally high grades awarded to College in the High School students. An initial assessment of CHS courses was first conducted in the 2004-2005 academic year where the research office tracked the success of CHS students in comparison with all College students by course and by campus. In Fall 2004, nine out of ten students earned an A or B in their CHS course. Further comparison of CHS course achievement with College-wide outcomes for the same course shows the percentage A and B grades awarded in CHS courses significantly surpassed the proportion of A and B grades earned in non-CHS course sections, as follows:

- English 101: 86 percent in CHS versus 58 percent in non-CHS;
- History 103: 93 percent in CHS versus 55 percent in non-CHS;
- Math 121: 79 percent in CHS versus 37 percent in non-CHS.

This comparison was based on English 101, History 103, and Math 121 because they are common selections for CHS students and each course was sponsored by multiple campuses (giving a sufficient sample for review). It is important to note the CHS students involved in this study had above-average grade point averages and SAT scores. Because CHS course grades are significantly higher than the equivalent on-campus courses, division administrators need to review liaison reports carefully to ensure that college-level standards are maintained in each CHS course. The College is currently trying to gain NACEP (National Alliance of Concurrent Enrollment Partnerships) accreditation, which will help in maintaining academic standards.

Liaison reports are currently the best way the College has to ensure that the quality of the CHS experience parallels that of an on-campus class. Based on interviews with liaisons and administrators, the College liaisons appear to be meeting with the high school instructors and aiding in course development and consistency of standards. However, as a result of informal agreements made by previous administrators, problems have been reported recently by liaisons in Harrisburg and Lancaster where correcting concerns about laboratory facilities, course timeframes, and textbooks have created conflict with the area high school personnel. Liaisons have concerns about the timeframes of CHS courses because part of the challenge of a college-level course is completing the required amount of work in the 15-week semester time frame. When the timeframe is extended to an entire academic year, the experience and skill levels may not be the equivalent to a college-level course. **Recommendation 5.15: The College should assess the academic integrity of the College in the High School offerings, the viability of appointing a College in the High School coordinator at each campus, and revisit the various provisions of AP 774, *College in the High School Program*, in light of reports from the research office and faculty liaisons.**

Questions have been raised about the value of the program to the College. While the initial study by institutional research indicates some students are matriculating at the College, the College in

the High School program has not been formally linked yet with the Data-Driven Enrollment Management Committee to facilitate a transition for CHS students to the College. In addition, the question of whether the \$50/student tuition fee covers the administrative costs of the program to the college needs to be addressed. **Recommendation 5.16: The feasibility of the College in the High School program should be re-assessed in light of increasing overhead costs to the College for quality assurance and administration.**

Distance Education — The Virtual Campus

The Virtual Campus is the organizational and administrative vehicle for the delivery of distance learning consisting of video and online courses. The College has been offering distance learning courses since the Fall 1987 through the Harrisburg campus and since Summer 1991 through the Lancaster, Gettysburg, and Lebanon campuses. By the late 1990s, the College recognized the value of the Internet to improve delivery of distance learning courses, and since 1998 it has embraced technology-enhanced education and including College services, programs, and operations in its strategic plans. The College's current Strategic Plan, and its investment in personnel and infrastructure, clearly reflects its long-term commitment to supporting Internet-based educational offerings. The College has decided to phase out video courses from its distance learning offerings by Fall 2008 because video course enrollments have been declining while Internet-based enrollments have been increasing, and questions persist about the effectiveness of a pedagogy that relies solely on students watching video recordings.

The Virtual Campus is the result of a planning process accomplished in several phases involving all constituencies across the College. With the rapid growth in distance learning enrollments, a College-wide Distance Learning Task Force was charged in December 2001 to examine the existing distance learning offerings and make recommendations regarding an overall vision statement, measurable long-term goals, and critical academic issues. The College President, in November 2002, recommended planning begin for a "Virtual Campus" as a natural evolution of the Distance Learning offerings. In 2003, members of the executive cabinet met to issue recommendations on functional units, mission, marketing, budgeting, curriculum control, and strategic enrollment management. Due to the broad nature of the executive cabinet recommendations, "Phase Two" planning continued with four sub-committees fleshing out the details for vision, mission, and purpose; finance and administration; strategic enrollment management; and faculty, instruction, and assessment. Recommendations of the sub-committees were reviewed, synthesized, and approved by the Distance Learning Task Force Steering Committee and all constituency groups, and the Task Force Report was adopted by the President's Cabinet in July 2005. In the Task Force Report, each of the best practice components outlined in the Middle States guidelines on Distance Learning Programs is addressed. The Task Force Report also includes a table of assessment measures to be used as a comprehensive evaluation of the Virtual Campus.

The College chose the campus model for its distance learning offerings when it formed the Virtual Campus. A campus model allows the Virtual Campus to offer complete credit programs and tailored support services to respond to the unique needs of online students. Virtual Campus' administrative offices on the Harrisburg campus centralize payroll, scheduling, marketing, and hiring for the College's distance learning offerings. A campus model also promotes better use of human and financial resources because the number of faculty and enrolled students are

commensurate with a Tier IV campus organization as described in the College's Multi-Campus Task Force Report. However, the campus model has also generated new challenges. Questions remain about how to streamline communication between Virtual Campus and the other campuses in the planning of course offerings and in the sharing and evaluation of faculty. In addition, there are still questions about how to share costs, such as in the reimbursement by Virtual Campus to physical campuses for costs incurred by faculty housed at those locations and Virtual Campus' assumption of software and technical support costs for division or campus faculty using resources of WebCT and the Virtual Campus.

Virtual Campus offerings are proposed and implemented by the same process as any traditional curricular offerings in that they originate with the discipline faculty and must be approved by the joint governance system (AP 711, *Credit Courses and Program Development*, and AP 772, *Distance Education Courses*). While the College uses the same processes to evaluate online course instruction as on-campus instruction (e.g., syllabi review and class observations for adjunct and non-tenured faculty), there is no process to assure that all courses are meeting curriculum requirements and learning outcomes, regardless of delivery method. **Recommendation 5.17: The College should assess the nature of the educational experience and quality of teaching and learning in the Virtual Campus to ensure that it meets institution-wide standards for quality, rigor, and educational effectiveness.**

The College is working to implement many of the curriculum and instruction issues in the Middle States guidelines as part of the discussions of a committee charged with updating AP 772, *Distance Education Courses*, to implement the Virtual Campus Task Force recommendations. This committee has discussed topics such as how to assess course design for new online courses, how to provide technical support for faculty developing new courses, how to conduct online course observations, creating student evaluation instruments, and providing ongoing professional development for online faculty. In Spring 2006, the committee drafted revisions to the Administrative Procedure, which are currently in review by faculty and administration constituencies. **Recommendation 5.18: Updates to the College procedures on Distance Education need to be implemented and their impact on educational quality assessed when appropriate.**

By way of preparing faculty to successfully teach online, the Online Academy (or its equivalent) has been required for any faculty seeking to teach an online course since 2000. Online Academy is a 12-week course on instructional development and pedagogy for an online environment, along with training in the WebCT course platform. The participants in Online Academy have the opportunity to evaluate each session, and they are further asked for feedback once they have begun teaching online. The results of the assessment of Online Academy have largely been positive, and identified weaknesses are addressed with adjustments in the following Online Academy. In addition to Online Academy, Virtual Campus staff offer training in updated WebCT software and other instructional software that supports development of online instructional materials.

The Virtual Campus Task Force Report outlines the range of student services that need to be made accessible to Virtual Campus students. A number of those services are now available online, including the bookstore, library resources, placement testing, registration, and student

academic records. The hiring of a Virtual Campus counselor in February 2006 was a significant step in the development of a comprehensive and cohesive student services package for the Virtual Campus.

The Virtual Campus has had challenges in its efforts to provide a consistent technical framework that is appropriate for students. Each campus is equipped with computing facilities suitable for the online educational software being used by the Virtual Campus. The Video course materials can be viewed by students in each of the campus libraries. In addition, the Virtual Campus conducts orientation sessions to introduce students to the online educational delivery software and learning skills. In their training to be online instructors, faculty are made aware of the challenges student face with computing equipment, software skills, and learning in the online setting. Faculty are concerned that some Virtual Campus students lack the technical skills or learning style to be successful in distance learning, particularly online learning. The Virtual Campus provides an optional self-screening to students to discern their fit for Virtual Campus classes, but it is not clear what effect this self-screening has had.

Each semester, the Virtual Campus staff gathers feedback from students via student satisfaction surveys and student evaluations. Student satisfaction surveys evaluate the student's experience with the Virtual Campus staff and services, their reasons for taking Virtual Campus courses, comfort with technology, experiences with the WebCT Help Desk services, satisfaction with the on-campus testing procedures, and interest in additional Virtual Campus courses. Student satisfaction survey results have been positive, with the predominant student complaint being the requirement for students to come to campus for courses requiring on-campus lab sessions or proctored testing. Student evaluations are conducted either online or via printed instruments distributed and collected during one of the three scheduled on-campus testing sessions. One of the main concerns with the online student evaluations has been the low response rate (approximately 20 percent over most semesters). The Virtual Campus also uses a different student evaluation instrument than the Student Evaluation of Educational Quality (SEEQ) which is used in on-campus course sections, limiting the robustness of comparing distance education offerings to on-campus offerings.

A pilot program for increasing student participation in online student evaluations was tried in Spring 2005 with promising results. In the 12 sections where the evaluation instrument was placed inside the shell of the course, response rates ranged from 31.6 percent to 91.3 percent, with an average of 65 percent. In the 102 sections that did not participate in the new format, the response rates ranged from 0.0 percent to 60.0 percent, with an average of 15.6 percent. In any case, making changes to the administration of the student evaluation instrument, encouraging higher participation rates, and making those consistent across all online courses will continue to be a challenge. **Recommendation 5.19: The Virtual Campus needs to develop a process to ensure higher return rates and comparability to on-campus offerings for student evaluations.**

5: Educational Offerings Recommendations

- 5.1: Criteria for tenuring faculty need to be developed, along with a valid, reliable, and consistent process for applying it across divisions.
- 5.2: To promote uniform application to program development, the composition, purpose, and procedures for the Data-Driven Enrollment Management Committee need to be incorporated into the College's Administrative Procedures.
- 5.3: Faculty should continue discussions on academic freedom and work to refine the College procedures to maintain academic freedom for all faculty while ensuring consistent quality across campuses and disciplines.
- 5.4: The College should continue to support professional growth activities financially and clarify the relationship between Professional Growth and Development and the Center for Innovative Teaching Excellence.
- 5.5: Because of the importance of professional development to the Strategic Plan and faculty evaluation, the College should develop a consistent and clearly communicated policy for faculty engaged in College-funded professional development that defines allocation of funds, accountability, reporting, and integration into practice.
- 5.6: The Data-Driven Enrollment Management Committee's role in curriculum development and marketing needs to be assessed to improve its effectiveness for the full-scope of College programs and its program development process.
- 5.7: The College should assess student learning outcomes resulting from implementation of Instructional Technology to determine any adverse or positive effects.
- 5.8: The College should implement the new general education core Administrative Procedure and assess the effectiveness of the new general education requirements.
- 5.9: Library faculty should assess the effectiveness of all information literacy instruction with regard to enrollments, student learning, and faculty satisfaction.
- 5.10: The College should assess integration of information literacy into courses, reconsider the acquisition of anti-plagiarism software, and require each discipline to specify its preferred citation style.
- 5.11: The College should continue to examine, assess, implement, and enhance services to identify and retain developmental learners.
- 5.12: Because studies on the effectiveness of developmental education ultimately impact numerous courses and programs, the College needs to consider performance metrics which provide meaningful conclusions, study the relationship between Adult Basic Education and Developmental Studies and the academic divisions, and share information concerning the effectiveness of developmental courses.
- 5.13: The College needs to address the roadblocks identified by the Institutional Priority team before executing non-credit to credit pathways.
- 5.14: The College should assess the quality of the facilities and the need for off-campus offerings in light of enrollment trends and available Virtual Campus courses.

- 5.15: The College should assess the academic integrity of the College in the High School offerings, the viability of appointing a College in the High School coordinator at each campus, and revisit the various provisions of AP 774, *College in the High School Program*, in light of reports from the research office and faculty liaisons.
- 5.16: The feasibility of the College in the High School program should be re-assessed in light of increasing overhead costs to the College for quality assurance and administration.
- 5.17: The College should assess the nature of the educational experience and quality of teaching and learning in the Virtual Campus to ensure that it meets institution-wide standards for quality, rigor, and educational effectiveness.
- 5.18: Updates to the College procedures on Distance Education need to be implemented and their impact on educational quality assessed when appropriate.
- 5.19: The Virtual Campus needs to develop a process to ensure higher return rates and comparability to on-campus offerings for student evaluations.