



Periodic Review Report
Harrisburg Area Community College
Harrisburg, Pennsylvania

June 1, 2012

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Glossary

AP.....	Administrative Procedure
ARS.....	Advising and Registration Sessions
ATAT	Academic Technology Advisory Team
BAC	Budget Advisory Committee
BIT	Behavioral Intervention Team
BRM	BANNER Recruitment Module
CCAC	College Compensation Advisory Committee
CCSSE	Community College Survey of Student Engagement
CDO.....	Community Development Officers
CHS.....	College in the High School
CITE	Centers for Innovative Teaching Excellence
DACUM	Developing a Curriculum
DDEMC.....	Data Driven Enrollment Management Committee
FT/PT.....	Full Time/Part Time
HACC	Harrisburg Area Community College
IP Goal.....	Institutional Priority Goal
KPI.....	Key Performance Indicators
MD&A	Management Discussion and Analysis
NACEP	National Alliance for Concurrent Enrollment Programs
RTC.....	Petition for Reversal of Tuition Charges
SEEQ.....	Student Evaluation of Educational Quality
SEM.....	Strategic Enrollment Management
SEM-ES.....	Strategic Enrollment Management Enrollment Services Committee
SEM-LT	Strategic Enrollment Management Leadership Team
SEM-R	Strategic Enrollment Management Retention Committee
SENSE	Survey of Entering Student Engagement
SGA	Student Government Association
TAACCCT	Trade Adjustment Assistance Community College and Career Training Grant Program

Preface: Executive Summary

In 1963, the Pennsylvania legislature passed the enabling act that created the Commonwealth's community college system. Harrisburg Area Community College (the College) was founded in 1964 with support from the Commonwealth, student tuition, and sponsoring school districts in Cumberland, Dauphin, and Perry counties. The College offered five liberal arts transfer programs and three technical/career programs. Programs were added in response to community demand and need. Developmental programs were introduced that helped prepare students for college-level English and mathematics. Today, the College serves a diverse population of 22,000 students per semester.

Since 2005, when the last of its six campuses was founded, the College has served a ten-county region in central Pennsylvania that contains a unique mix of rural and urban settings. Students can take classes at the original site in northeast Harrisburg that includes the Senator John J. Shumaker Public Safety Center, the Midtown 1 and 2 facilities in midtown Harrisburg, Lancaster, Lebanon, Gettysburg, York, a Virtual Campus and a number of off-campus community sites. The College also established central administrative offices at Campus Square, a rented mixed-use building adjacent to Midtown I and II, and at the Penn Center location previously used for health careers classes.

The College awards over 200 Associate in Arts (AA), Associate in Science (AS), and Associate in Applied Science (AAS) degrees, certificates of proficiency, and diplomas. The College catalog is available at: <http://www.hacc.edu/Academics/CoursesAndPrograms/Course-Catalog.cfm>.

Classes are offered in fall and spring terms and summer sessions, along with more flexible parts of term for specialized courses. The College's transfer programs provide the first two years of education for students intending to transfer to four-year institutions. The College's career programs provide students with specific skills for employment. Both types of degree programs require two years of full-time study and include courses that provide both concentrated study in a particular field and general education designed to broaden a student's knowledge and skills. The College also offers certificate programs, which require two or more terms for completion; all of the required courses focus on an occupational skill. The diploma programs are less than one year in length and are designed to provide essential entry-level skills for immediate employment. The College in the High School program offers juniors and seniors the opportunity to complete credits for their high school graduation as well as a start on college credits.

Several groups of courses are designed to meet the special interests and needs of students. These include honors courses, English as a second language, and courses in developmental reading, writing and mathematics. The College's Workforce and Economic Development Division includes contract, customized, technical and computer training; transitional programs for individuals in state-assisted job training programs; and workforce development and extension services.

The College is directed by a 19-member Board of Trustees and the College president. The Board of Trustees has three primary areas of responsibility: institutional policy, presidential relations, and financial resources. They are ultimately responsible for the institution's planning, financing, operations, and interface with the community and Commonwealth. The trustees exercise their control through the College president, who is the institution's chief executive officer.

Institutional Approach to Preparation of the Periodic Review Report

The Periodic Review Report (PRR) was conducted by an *ad hoc* PRR Task Force representing a cross section of organizational levels, campuses, and experiences. PRR Task Force members included members of the president's Cabinet, academic and operational deans, professional and classified staff, faculty, and students. Representation encompassed institutional research, institutional effectiveness, academic affairs, student services, human

resources, finance, technology infrastructure, library, transfer programs, and career programs. The PRR Task Force began its work in February 2011 and executed its research via meetings, subcommittees, and an online collaboration workspace (WorkZone). The report was drafted collaboratively by the co-chairs of the PRR Task Force based on the research findings of its members.

The Periodic Review Report research focused on how the College functions. The College's response to the Self Study recommendations were initially examined with regard to whether the recommendation was implemented, being implemented, not implemented, or rendered irrelevant (because of changes since the 2007 Self Study). This examination was conducted by the president's Cabinet, Academic Council, and the PRR Task Force. Then, the recommendations were regrouped along six major themes:

- Capturing students;
- Educational offerings;
- Student experience;
- Financial sustainability;
- Employee education;
- Shared voice.

Then, in a meeting in March 2011, the PRR Task Force engaged in a brainstorming exercise centered on how the College operates within these themes, what the research objectives were, how the research should be conducted, what data need to be collected, and how the team will analyze, interpret and disseminate the findings. The feedback gathered in the brainstorming meeting were analyzed, subcommittees of the PRR Task Force were assigned to each theme, and charge questions were provided to each subcommittee to guide their research. The scope of the questions ranged from broad college-wide topics (e.g., mission, vision, strategic planning, institutional effectiveness, and assessment) to specific questions regarding how the College responded to a Self Study recommendation. The following are examples of the charge questions used for research:

- "How has the College reorganization [of 2009] affected planning, outreach, and enrollments at the College?"
- "How has the recruitment of [Develop a Curriculum (DACUM)] facilitators improved since the 2007 Self Study (refer to Self Study Recommendation 6.1)?"

Research findings and supporting evidence were posted by the subcommittees to WorkZone (web-based project management software) for enhanced collaboration between and among subcommittee members. Frequent teleconference meetings were held between the co-chairs and the subcommittees to guide and facilitate the research. Most of the research was completed by the end of October 2011. At this time, the PRR Task Force met to review the findings and determine the data gaps that needed to be filled. The co-chairs and select PRR Task Force members completed the research through the rest of fall 2011 and began organizing, analyzing, interpreting and disseminating the draft findings.

The report was written by the co-chairs James E. Baxter and Kathleen M. Brickner in early 2012 followed by several stages of review. Throughout the drafting of the report, all members had access and opportunity to contribute to the report via WorkZone. The preliminary draft of the report was reviewed by the College's Accreditation Liaison Officer and the PRR Task Force in March 2012. In April 2012, the co-chairs went to each campus conducting presentations to administrators, faculty and community staff regarding the Periodic Review process. The presentations included an explanation of the Middle States standards, the purpose of Middle States accreditation, and a comprehensive explanation of the Periodic Review report content, its design, and research findings. The first draft report was then posted to the College's web site for a multi-week review. A feedback forum was provided for members of the College community to comment on the report. The College feedback was reviewed and has influenced discussions within the College and the final draft report.

Major Changes and Developments since the 2007 Self Study

College reorganization

At the direction of the then-President Edna Baehre, Ph.D., the College underwent an administrative reorganization beginning in 2008. A number of factors facilitated the College reorganization including:

- The 2007 Self-Study Middle States recommendation highlighting the “one-college concept” philosophy;
- The president's Appreciative Inquiry Forums conducted at each campus;
- The Multi-Campus Task Force Report;
- The Employee Satisfaction Survey.

With the 2009 reorganization, the College transitioned from a decentralized campus-based structure to a centralized hybrid administrative structure.

The effects of the reorganization are ambiguous because it was mixed with other changes in various areas of the College that occurred concurrently. An internal College assessment of the reorganization was conducted in late 2010. The quantitative data from the assessment showed negative effects in the areas of inter-campus relationships and cross-college consistency. The qualitative data, in the form of comments, showed the reorganization worked toward a greater equality between campuses. The results show positive responses in student services administration and academics/curriculum. The positive trend in student services correlates with the reorganization because a student affairs dean was added at each campus and the campus Welcome Centers were developed. In academic affairs, however, the results in academics/curriculum are possibly biased by the pre-reorganization implementation of a department chair model. Another example showed qualitatively the reorganization had clarified lines of communication and made procedures more consistent while allowing local decision making. Conversely, the quantitative data show the majority of perceptions about communication following the reorganization were negative.

College Growth

Over the past decade, the College has enjoyed unprecedented enrollment growth. This growth was driven largely by expansion of the College's service area, including the Virtual Campus. Over the period from 2007 to 2010, unduplicated fall-to-fall headcount increased 25% and credit hours increased 22.3%. The College enjoyed a 13.13% growth in enrollments in FY 2009-2010, however, in FY 2010-2011 the growth rate declined to 1.64%. The enrollments have declined by 3.13% in FY 2011-2012. Associated with the enrollment growth from 2007 to 2010 have been changes in the relative proportion of part-time versus full-time students. The headcount percentage of full-time students has decreased from 38.5% to 32.8% while the headcount percentage of part-time students has increased from 61.5% to 67.2%. Over this period the credit hours for full-time students only increased 6.4% while the part-time credit hours increased 44%. This trend means the College has increased resource needs without an associated increase in revenue.

Over the past year, the College has faced the challenge of financial sustainability as enrollment growth levels off and federal, state and local financial support decline. The College recognizes the need for greater efficiency in organization and procedures and is working on improvements. The College is also reaching out legislatively to improve flexibility in the College's school district sponsorship formula.

Implementation of Institutional Effectiveness

The College employs assessments in every major area of the College which are used to initiate changes in delivery of programs or services as appropriate or to confirm and support strengths as indicated. Budget requests resulting

from these assessments are factored into the annual budget process or the longer-term strategic planning process for implementation. The College recognized the need for central design, coordination and execution of assessment activities and is in the process of implementing the recommendations presented in the 2010 Progress Report to Middle States on Standards 7, 12, and 14. This is being accomplished via various sites of institutional effectiveness such as strategic planning, college organization, finance and College operations, development, and the services provided for students and employees. The College has long been engaged in various assessments but tends to move on or change direction before improvements based on the findings are fully implemented.

Implementation of Assessment of Student Learning

In response to the recommendation of the Middle States visiting team in 2007, the College has been actively implementing assessment of student learning. In March 2009, the College provided a Monitoring Report to Middle States regarding the progress the College made in responding to the recommendation. An ad hoc faculty liaison committee was established to work alongside academic departments to implement assessment of student learning across all departments. The update report concluded, since the Middle States 2007 site visit, the College had implemented a comprehensive plan to assess student learning. In April 2010, the College sent Middle States a second Progress Report which documented challenges within academic departments and assessment of General Education. The *ad hoc* faculty liaison committee was reassigned into two groups, one focusing on departments to maintain the process that had been established and the other on General Education.

The 2011-2014 College Strategic Plan established a clearer connection with assessment of student learning. In response, the College established an Office of Curriculum and Assessment which was repurposed in 2011 into the Office of Institutional Effectiveness. Since then, the Office of Institutional Effectiveness has been actively engaged in improving the process of assessment of student learning at the College. The office established a mission for assessment of student learning, developed a strategic plan, and plans to have the benchmarks accomplished by late 2012 to early 2013. The priorities of the College's Strategic Plan and the organizational entities established in response to the 2007 Middle States Recommendation are expected to acculturate assessment into the College.

New President

The term of John J. "Ski" Sygielski, Ed.D., as the seventh president of the College began July 15, 2012. Upon taking office, Dr. Sygielski initiated a wholesale analysis regarding efficiency improvement college-wide. During the fall 2011 semester, several staff transitions at the vice-president level occurred to consolidate operational structures. The president requested an engagement survey of all College faculty and staff to gain a better understanding of the culture with the intent of designing potential enhancements. During the spring 2012 semester, Dr. Sygielski convened the *ad hoc* Efficiency Task Force to review the current organizational structure and determine ways it can be adjusted to better serve the College and the students. The College is slated to implement a new organizational structure on July 1, 2012.

Highlights of the Periodic Review Report

Chapter 1

Chapter 1 presents highlights of the College's response to the 2007 Self Study recommendations and suggestions from the Middle States visiting team. This chapter provides details on how, through analysis of the recommendations and suggestions, the College is working to meet the Middle States Commission on Higher Education Requirements for Affiliation. In addition, at the end of Chapter 1 are details concerning the College's compliance with the federal requirements relating to Title IV program participation, including the relevant requirements under the Higher Education Opportunity Act of 2008.

The College has implemented or is implementing response to almost all of the 66 recommendations of the 2007 Self Study. The first appendix to this report, Appendix A, is a critical component to Chapter 1 as it provides the

results of the analysis discussed in research approach. Appendix A also lists specific actions the College has taken to respond to the recommendations. Many of the 2007 Self Study recommendations were used to develop the 2008-2011 and 2011-2014 Strategic Plans. Examples include the development of strategic enrollment management, reorganization to acculturate the one-college concept, and the implementation of assessment of student learning. In addition, the 2007 Self Study recommendations played a role in revision of College procedures since 2007. The 2007 Self Study served its intended purposes as a framework for institutional improvement and will continue to do so as the College moves into the future.

Chapter 2

This chapter presents the major challenges and opportunities the College faces. This chapter addresses five major challenges and opportunities:

- College reorganization;
- Response to College growth;
- Changes in state and federal funding;
- Changes in governance;
- Change in College president position.

Chapter 3

Chapter 3 discusses the College's financial and enrollment status and trends. Audit reports show the College as a whole is in a strong financial position. Enrollment growth was accompanied by increased operating expenses, mainly related to personnel costs. The financial health of the College is closely tied to state and local budgets and economic trends. Future funding challenges for the College are being addressed by efficiency, marketing, and legislative initiatives.

Chapter 4

The College's efforts for institutional effectiveness and assessment are presented in Chapter 4. The strategic planning and College organization are recognized as critical components of institutional effectiveness. With the establishment of the Office of Institutional Effectiveness Key Performance Indicators have been developed. Effectiveness from student's perspective is being assessed via the Community College Survey of Student Engagement, the Survey of Entering Student Engagement, program assessment, and behavior intervention measures. Improvements have been made in employee education such as college-wide implementation of Centers for Innovative Teaching Excellence and a Leadership Academy. Improvements are underway for monitoring, revising, and reporting of assessment of student learning.

Chapter 5

Chapter 5 discusses the College's linkage between strategic planning and budgeting. The College has informally linked budgeting and strategic planning by personnel planning, capital requests, projections, debt service, and College initiatives.

Certification Statement



Middle States Commission on Higher Education

3624 Market Street, Philadelphia, PA 19104-2680

Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

**Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective November 8, 2011**

_____ Harrisburg Area Community College _____
(Name of Institution)

is seeking (*Check one*): Initial Accreditation
 Reaffirmation of Accreditation through Self Study
 Reaffirmation of Accreditation through Periodic Review

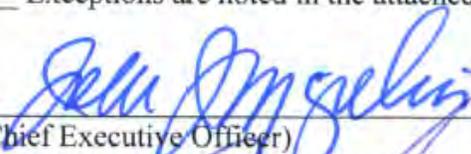
An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

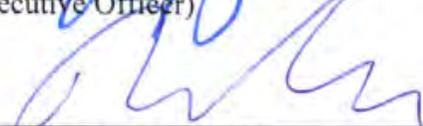
_____ Exceptions are noted in the attached memorandum (*Check if applicable*)



(Chief Executive Officer)

5/8/12

(Date)



(Chair, Board of Trustees or Directors)

5/8/12

(Date)

1: Response to Recommendations and Suggestions

In considering the College's response to the 2007 Self Study recommendations and the suggestions of the Middle States Visiting Team, it became evident the responses needed to be evaluated in light of the changing nature of College operations and organization. The first step in this review classified the recommendations in the categories of "implemented," "implementing," "implementation needed," and "irrelevant." Each recommendation and suggestion was considered by members of the College Cabinet, other administrators, and the Periodic Review Report Task Force. Then, as the research of for the Periodic Review Report was conducted the evidence of how the College responded was researched and analyzed. The results of this analysis are presented in Appendix A.

The College has implemented or is in the process of implementing the 66 recommendations and 27 suggestions. A number of the Self Study recommendations were factored into the [College's Strategic Plans \(Appendix B\)](#) and in procedures. Changes were made in the organization of the College, its processes for student services and enrollment management, facilities, institutional assessment, and assessment of student learning as a result of the 2007 Self Study. The Self Study served its intended purposes as a framework for institutional improvement and will continue to do so as the College moves into the future.

Response to Recommendation of the Middle States Visiting Team

The sole recommendation of the Middle States Visiting Team following the 2007 Self Study was:

The Team recommends that "The college should develop a documented, organized, and sustained assessment process for individual courses to evaluate and improve student learning." The plan should include "clear, realistic guidelines and timetable, and should be supported by the appropriate investment of institutional resources" (Characteristics of Excellence). With no definitive course or general education student outcomes assessment, the college is unable to document the use of assessment information as part of institutional assessment.

Prior to the Middle States 2007 visit, the College had established an *ad hoc* assessment committee to revise the program assessment procedures to include assessment of student learning. The revised procedures were sensitive to faculty needs and included a process for identifying outcomes, assessment instruments, measures, and processes. This *ad hoc* committee also developed a list of recommendations for implementing student learning assessment across the College.

In March 2009, the College provided a Monitoring Report to Middle States regarding the progress the College made in responding to the recommendation. The College's response included:

- Establishing a *ad hoc* faculty liaison committee of faculty to work alongside departments to implement assessment of student learning across all departments;
- Sending the *ad hoc* faculty liaison committee to the Middle States Institute on Student Learning Assessment and inviting one of the Institute presenters to the College to deliver a workshop for deans, department chairs, and faculty;
- Focusing the faculty Professional Growth and Development in-service on assessment and conducting workshops to assist faculty with assessment data analysis and reporting;
- Revising procedures to link program and course assessment;
- Designing a process for General Education assessment;
- Designing longer term plans for making the assessment process organized and sustainable.

The update report concluded, since the Middle States site visit, the College had implemented a comprehensive plan to assess student learning. The report also noted that developing long-term assessment plan and initiating General Education assessment encountered some difficulty. Middle States requested a second follow-up report to be provided one year after the 2009 report to demonstrate how the results from the initial assessment efforts were being used and provide an update on the status of the College's assessment program.

In April 2010, the College sent Middle States a second Progress Report which documented the progress made with assessment, particularly with regard to Standards 7, 12, and 14. This report documented challenges within academic departments which produced varied degrees of implementation. Challenges were also noted with implementing assessment of General Education. The *ad hoc* faculty liaison committee was reassigned into two groups, one focusing on departments to maintain the process that had been established and the other on General Education. The main objective for the General Education group was assisting faculty to develop a comprehensive set of outcomes. The most progress in developing comprehensive program and course assessment was made within the health careers programs (where assessment was already required for other accreditations). A majority of departments had successfully implemented course assessment, but were behind with the integration of course assessment into program assessment, while several departments were still not participating in course assessment. Between 2009 and 2010, the implementation of assessment was slowed by the College reorganization. Details of the College reorganization are presented in Chapter 2 of this report. At the time of the reorganization, administrative responsibilities were changed causing inconsistent leadership in assessment. The 2010 follow-up report mentioned the following steps were needed:

- Creation of a permanent Office of Assessment to lead an assessment committee, monitor deans and departments with their planned cycle of assessment, and plan regular professional development opportunities for faculty and administrators;
- Establishment of a new committee of teaching faculty, counselors, and division deans to oversee the College's general education outcomes and assessment efforts;
- Development of annual reporting timelines to make course assessment part of the regular expectation for all faculty at all campuses;
- Coordination with faculty governance and the College administration on making the General Education Outcomes formal and revise [AP718 - General Education Core](#).

In addition, as each program was scheduled for its five-year review, the College expected to incorporate the assessment of student learning by linking program outcomes to course assessment. The progress made since 2010, and the current status of the College's response to the Middle States recommendation, is presented in Chapter 4 of this report.

Response to Suggestions of the Middle States Visiting Team

Since the 2007 Self Study, the College has implemented or is in the process of implementing all of the suggestions of the Middle States Visiting Team. A summary of each suggestion, its status, and the College's Response to the suggestion is presented in Appendix A. Many of the Middle States visiting team suggestions mirror the Self Study Recommendations, which are discussed in the following section.

Response to Recommendations of 2007 Self Study

The College responded to the 66 recommendations of the Self Study by setting goals in the strategic plan, implementing or revising procedures, reorganizing, restructuring processes, and assessing various areas of the College. The College's Strategic Plan initiated changes, the scope of which encompasses many of the Self Study Recommendations. The [College's Strategic Plans for the 2008-2011](#) planning period and the [2011-2014 planning period are presented in Appendix B](#). Details concerning the College reorganization and other changes at the institution are provided in Chapter 2. Recommendations still needing to be implemented are 5.2 pertaining to enrollment management committees, 5.7 pertaining to student learning outcomes from technology deployment, and 5.13 concerning non-credit to credit pathways. Two of the Self Study Recommendations concerning the multi-campus task force and the Virtual Campus were rendered irrelevant by the administrative changes made during the College reorganization (Recommendations 3.7 and 3.8).

There was a wide variation in the complexity and significance of the College's response to the recommendations. Accordingly, the College's response is presented as a summary table in [Appendix A](#). This table lists each

recommendation, its status, and the manner in which the College has responded to the recommendation. To facilitate analysis of the College’s response to the large number of recommendations, they have been classified into functions or organizational areas of the College. Table 1-1 provides a list of these functions or organizational areas, the Self Study Recommendations which fall in those areas, and an overview of how the College responded to the recommendations in these areas. Within this group, five areas were selected by the committee for detailed discussion within this Chapter.

Table 1-1: Overview of College Response to 2007 Self Study Recommendations		
Function or Organizational Area	Recommendation	Response Overview
Strategic Planning	1.1, 1.2	See the subsection “Strategic Planning” below.
Public Relations and Communications	1.3, 1.4, 1.6	Changes made to address public relations issues. See Summary Table in Appendix A.
Archives	1.5	College has a designated archive area. See Summary Table in Appendix A.
Financial Planning and Sustainability	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	See the subsection “Financial Planning and Sustainability” below and Chapter 3.
Human Resources and Faculty/Staff Development	2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 5.1, 5.3, 5.4, 5.5	See the subsection “Human Resources and Faculty/Staff Development” below and Chapters 2 and 4.
Facilities	2.14, 2.15, 2.16, 2.17, 2.18, 2.19, 2.20	Creation of College Master Framework, CollegeNet implementation, and various improvements to facilities. See Summary Table in Appendix A.
Technology	2.21, 2.22, 2.23	Development of technology plan and technology training improvements. See Summary Table in Appendix A.
Governance	3.1, 3.2, 3.4, 3.5, 3.6	See the subsection “Governance” below and Chapters 2 and 4.
One-College Concept, Multi-Campus Task Force, College Organization	3.3, 3.7, 3.8, 3.9	See the subsection “One-College Concept, Multi-Campus Task Force, College Organization” below and Chapter 2.
Enrollment Management	4.1, 4.2, 4.3	Improvements in College marketing, recruitment, and new student orientation (Chapter 2). Establishment of Welcome Centers at each campus.
Services to Students	4.4, 4.5, 4.6	See the subsection “Services to Students” below and Chapters 2 and 4.
Educational Offerings and Developmental Education	5.2, 5.6, 5.10, 5.11, 5.12, 5.13, 5.14, 5.16, 5.18, 5.19	Implementation of Strategic Enrollment Management (Chapters 2 and 4). Improvements to developmental education, establishment of department chair structure, and changes to procedures for College in the High School and the Virtual Campus. (see Summary Table in Appendix A.)
Assessment	5.7, 5.8, 5.9, 5.15, 5.17, 6.1, 6.2, 6.3	The College has implemented Institutional Assessment and Assessment of Student Learning. See “Response to Recommendation of the Middle States Visiting Team” above and Chapter 4.

Strategic Planning

Since the 2007 Self Study, assessment has been embedded into the College Strategic Planning process via annual progress assessments and review sessions in the final year of any given strategic plan. While the 2008-2011 Strategic Plan was being executed, annual progress summaries in each of the Institutional Priority Goals (IP Goals) were posted by the goal coordinators and formal assessments were scheduled. Independent assessment teams consisting of faculty, staff and students not connected with the original goal team reviewed the posted reports and attended presentations. The assessment teams then completed assessment feedback forms, which were subsequently shared with the respective management teams to obtain their feedback and recommendations. This process then steered the IP Goal committee work towards its intended completion in 2011. As the Strategic Plan entered its final months in 2011, summary presentations were made at each monthly meeting of the Strategic Planning Committee. It should be noted the Strategic Planning Committee consists of representation of faculty, staff and students, not all of whom “owned” an IP Goal, but who brought diverse eyes, skill sets and critical questions to the table. Summary presentations were provided on all strategic plan goals over a six-month period.

With the observed success of this process within the Strategic Planning Committee, the Interim President and Strategic Planning Committee Chair scheduled presentations to the College Board of Trustees. This achieved:

- Enhanced visibility and importance of strategic plan goals to advance their completion;
- Defined priorities for the subsequent College Strategic Plan, such as continuation, expansion and second-phase goal shaping;
- A clear understanding to the Board of Trustees of the College's strategic goals and achievements;
- The ability to author concise final summary reports focusing on results, outcomes and the bigger picture.

The process also provided for transparency by communicating its work to the College community. At the point of strategic plan completion, a final summary report was compiled and routed through the College's administration with the intent of dissemination to the College community.

In addition, the Strategic Planning Committee has shaped a multipart communications plan that includes:

- Charging individual goal managers and teams with publicizing their outcomes, changes and achievements, both internally and externally;
- Creating an eight-page special insert to the College's "Connections" magazine highlighting the accomplishments of the Strategic Plan being completed and foreshadowing the upcoming plan;
- Incorporating the College's strategic accomplishments and goals into the agenda of ceremonies such as Convocation and the Inauguration of the President of the College.

Finally, [AP155 - College Strategic Plan \(Appendix C\)](#) which is the procedural guiding document for the Strategic Planning process was updated following completion of this process for the 2008-2011 Strategic Plan. Revisions to AP155 reflect the assessment enhancements described above, also the addition and identification of "Objectives" and "Tasks" as sub-units of strategic plan goals. Revisions in AP155 are also in progress for the electronic reporting, tracking and posting processes for communication of the plan.

Financial Planning and Sustainability

The Self Study recommendations in the topic of financial planning and College sustainability focused on the College's budget and reducing costs. This included budgeting processes, program cost and other overhead, personnel costs, and addressing areas of the College that were continually operating at a loss, such as the non-credit educational offerings. The College has responded to these recommendations via software acquisitions, auditing, and procedural revisions, all of which are currently under implementation.

One of the first recommendations to be addressed was Recommendation 2.1 regarding the budget process. The procedures governing the Budget Advisory Committee (BAC) were revised to rename it the College Compensation Advisory Committee (CCAC) and to remove the campus-based advisory committees. The current procedures, [AP145 - College Compensation Advisory Committee](#), are presented in Appendix C. The CCAC is a "joint committee," meaning that it is staffed by representation from the faculty, administration, and the classified staff. The procedure revisions limited the scope of the joint committee to providing recommendations regarding salary and benefits. The consequence of this is that personnel budgeting is set by an entity that is linked to the College's governance bodies while other budget lines are determined by administration only (with the caveat that program expense budgeting is coordinated with faculty department chairs). Argos reporting software (a Banner tool) has been implemented since the 2007 Self Study to improve analysis of program costing and budgeting data. The College has also acquired the PFM FuturePerfect Software to aid in personnel planning and longer-term budgeting. Changes have also been made in the enrollment projection process (which is used to support College budgeting). Details concerning these changes are presented in Chapter 3.

The ongoing financial losses in the College's non-credit operations (Recommendation 2.3) have been addressed by auditing the operations and eliminating offerings. The Community Education sector of the College's Non-Credit operations was discontinued in 2011. Also in 2011, the College retained a consultant to conduct an audit of Non-Credit, the details of which are presented in Chapter 3.

In addition to stemming financial losses, the College has actively engaged in efforts to secure and increase funding and other revenue streams. A significant effort has been made in ensuring the College's ongoing sustainability,

especially as the enrollment growth phase since the 2007 Self Study has leveled. Details of the College's efforts in financial sustainability are presented in Chapter 2.

Human Resources and Faculty/Staff Development

The 2008-2011 College Strategic Plan began the College's response to the Self Study Recommendations in this area by proposing goals that included positioning the faculty at the forefront of innovation and teaching excellence and fostering a collegial, inclusive, and continuous learning environment for faculty and staff. One IP Goal committee was primarily responsible for creating opportunities for leadership development (see the section on Leadership Academy in Chapter 2). Another IP Goal committee initiated ongoing faculty professional development via Centers for Innovative Teaching Excellence (CITE) with a framework for centers to be established at each campus (see Chapter 4). The reorganization, which was a 2008-2011 Strategic Plan initiative, brought about campus-based budgeting for faculty and staff travel to conferences.

Since the 2007 Self Study, the College has responded to a number of recommendations regarding employee recruitment, mentoring, performance review, and faculty tenure in the course of the College's cyclical review and revision of its procedures. Updates to [AP822 - Employee Recruitment and Appointment \(Appendix C\)](#) provided for improvements in the recruitment timeline to capitalize on prime recruitment periods. The revisions to AP822 began in late 2007 and clarified the scope and operation of the search process and the various entities involved in the search process. Contemporaneously, Human Resources developed consistent online position posting templates and improvements to the recruitment website.

The Human Resource Department completed a College-wide employee survey leading to changes in the new employee orientation program. Prior to the survey, the orientation program was a day-long session held only at the Harrisburg Campus (which included a tour of the Harrisburg Campus). The orientation was scheduled on a monthly basis during the academic year and bi-monthly during the summer. Survey data indicated three main issues:

- New employees had to wait up to several months to schedule orientation;
- Orientation was costly due to lunch and employee travel to the Harrisburg Campus;
- The Harrisburg Campus tour was not relevant to employees working at other campuses.

As remedies, each campus offers new employee orientation and the College added three campus Human Resources Director positions shared between the campuses. This provides additional personnel and flexibility for scheduling. The result is orientation can occur immediately upon employee hire to cover policies, Administrative Procedures, and campus expectations. In addition to campus orientation, Central Human Resources conducts a portion of the orientation via video conference to cover the sexual harassment policy, mission statement and the Ethics Point reporting system.

College procedures for faculty mentoring ([AP895 - Faculty Mentor Program in Appendix C](#)) were revised and improvements were made to the mentoring program guidelines. College procedures regarding faculty evaluation and discipline also underwent revision beginning in 2007. These procedures include [AP872 - Evaluation of Tenure-Track Faculty](#), [AP873 - Evaluation of Tenured Faculty](#), and [AP874 - Performance Remediation—Tenured Faculty](#). Procedures involving the criteria for tenuring faculty were clarified to link tenure eligibility to faculty performance evaluation, requiring a rating of "good" or "excellent" in a variety of areas including the faculty person's primary area of responsibility, participation in College service, ongoing professional growth, academic advising, and maintaining outside licensing or certification when required. ([See AP817 - Faculty Tenure in Appendix C.](#))

Human Resources also began a Classification and Compensation Program which clarified administrative, professional, and classified employee roles and associated compensation. Details on this project are available on the College's web site at: <http://www.hacc.edu/HumanResources/ClassificationandCompensation/index.cfm>. Also, a working group in CCAC was formed to assess the Halogen pay-for-performance issue for non-exempt employees.

Procedures for grievance ([AP887 - Grievance Procedures for Faculty and Staff](#)) as well as corrective and disciplinary action for faculty and other employees were revised beginning in 2008 to provide a consistent and documented process across the College. (See [AP886 - Corrective and Disciplinary Action for Faculty](#) and [AP888 - Corrective and Disciplinary Action for Regular Full-Time and Part-Time Employees](#) in Appendix C.) These procedures are distributed to new employees at their new employee orientation.

The recommendation pertaining to academic freedom (Recommendation 5.3) was addressed by revision of faculty constitution (Refer to Chapter 2 for details on the Faculty Senate Constitution).

Governance

Responses to the governance recommendations are being implemented via establishment of an Administrative-Professional Organization, revision of [AP111 - Development and Revision of Administrative Procedures](#) (Appendix C) to explain the role of governance bodies, and revision of constitutions of the governance bodies that existed at the time of the 2007 Self Study. (See Chapter 2.)

The new president has improved communications via travel to campuses, e-mail, SKIgrams, blog, and podcasts. The implementation of the myhacc.hacc.edu portal provides a venue for posting agendas and minutes of committee and governance body meetings.

Various institutional assessment activities have also been implemented to evaluate the College's governance effectiveness. (See Chapter 4.)

One-College Concept, Multi-Campus Task Force, College Organization

The recommendations related to the "One-College Concept" mentioned in the 2007 Self Study have been addressed via reorganization of the College. Associated with the reorganization were changes in the governance bodies for faculty, classified staff, and students and the creation of a governance body for administrative and professional staff. Details concerning these changes at the College are presented in Chapter 2.

Services to Students

The College responded to the recommendations pertaining to Services to Students mainly by implementing a number of changes in that area of the College. For example, an Office of Global Education was established to address the needs in international students. The child care recommendation was resolved by outsourcing the child care facilities. Changes in student counseling and enrollment management responded to a number of the other recommendations. Details concerning these changes are presented in Chapter 2 in the context of the challenges and opportunities presented to the College and in Chapter 4 regarding the College's institutional effectiveness with students.

Response to Regulatory Drivers

Requirements of the Higher Education Opportunity Act of 2008

Distance Education. The College has responded to the requirements of the Higher Education Opportunity Act of 2008. Students admitted to the College are assigned a unique user identification and password to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit for the course. The College's Technology Guide for Students publication states student access to the online learning management system is via the College's single sign-on portal. The student technology guide also states: "Student credentials for all resources are confidential and, as such, protected student information." The Technology Guide for Students can be viewed at the College's web site at: <http://www.hacc.edu/Portals/upload/TechnologyGuideforStudents012012.pdf>. In addition, the College's implementation of FERPA regulations is described in the Student Handbook, which provides an overview of the student's privacy rights. The Student Handbook can be viewed at: <http://globaldatebooksonline.com/flipbooks/hac2011/>

Transfer of Credit. The College has responded to the requirements of the Higher Education Opportunity Act of 2008. The criteria for transfer decisions is presented on the College's web site at:

<http://www.hacc.edu/StudentServices/TransferServices/Transferring-to-HACC.cfm> and
<http://www.hacc.edu/StudentServices/Registrar/Transcript-Evaluation.cfm>

The list of articulation agreements is available on the College's web site at:

<http://www.hacc.edu/StudentServices/TransferServices/Agreements/index.cfm> and
<http://www.hacc.edu/StudentServices/TransferServices/Agreements/upload/Agreementsnewlogo.pdf> . The document at the second link is provided to every potential new student.

Credit Hours. The College is in compliance with the requirements of the Higher Education Opportunity Act of 2008. The development of the College's Academic Calendar is presented in [AP114 – Academic Calendar Development](#) (Appendix C). This procedure states that Campus Academic Administrators ensure the recommended number of face-to-face meeting minutes are provided for all courses regardless of the term in which they are scheduled. (For example, the minimum number of meeting minutes for a three-credit lecture course is 2250 plus 120 minutes during the week of final examinations, for a total of 2370 minutes.) The Fall Term and Spring Term shall each consist of a minimum aggregate (not counting holidays, breaks, and no-class days) of 16 weeks consisting of 15 weeks of regular class meetings and one week of final exams. The procedure also mentions the U.S. Department of Education defines an academic year as 30 weeks and specifies the length of the standard fall and spring terms at the College must be at least 15 weeks, including finals week, for federal financial aid eligibility.

Title IV Cohort Default Rate. The College's Title IV disclosures are provided on the College's web site at:

<http://www.hacc.edu/AboutUs/StudentConsumerInformation/index.cfm> which contains a link to the National Student Loan Data Systems. Students accessing the link are taken to an information page about repaying their student loans (<http://www.hacc.edu/FinancialAid/TypesofFinancialAid/Loans/Repaying-Your-Loans.cfm>). This page contains a link to the Federal database. The College's FY2008-2009 default rate was 8.1% which is below the reported Federal FY 2008-2009 national cohort default rate 8.8% (reference: <http://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>).

State Distance Education Mandate Requirements

The College is responding to recent requirements for state authorization to enroll students residing in other states. It is also publishing processes and procedures for resolving any grievances which out-of-state students may not be able to resolve through usual College procedures. The College is publishing on its web site procedures and links to appropriate agencies in other states for resolving any outstanding grievances between the College and residents in those states. The College is also publishing on its web site a list of states from which the College will not enroll students due to authorization requirements. Clarification from some states is still being sought and the list will be updated as needed. Furthermore, as part of the web pages created to disseminate this information, a reference with links to the Middle States Commission on Higher Education is included.

Recommendation

- 1-1 Use the analysis of the 2007 Self Study recommendations presented in Appendix A to inform current and future planning at the College, revision of Administrative Procedures, and financial resource allocation.

2: Major Challenges and Opportunities

The College has long-served its communities as a nationally recognized premier educational and workforce development institution. The College is both locally and globally connected and accessible in its partnerships with business and industry by providing quality instruction and cutting-edge technology and fostering a learner-centered environment that provides students the necessary knowledge skills and values to compete and excel in a global community. These characteristics have enabled the College to be agile and responsive in meeting and seizing opportunities to enhance student learning goals, whether their success is being a first-generation student, beginning a new career, transferring to a four-year college, finding a better job, or increasing business growth. The College has been at the forefront in transforming the landscape of higher education with its demonstration of responsiveness, flexibility, and understanding its mission and the needs of the communities that it serves.

This chapter addresses five major challenges and opportunities:

- College Reorganization;
- Response to College Growth;
- Changes in State and Federal Funding;
- Changes in Governance;
- Change in College President.

Reorganization

At the direction of the then-President Edna Baehre, Ph.D., the College underwent an administrative reorganization beginning in 2008. Combinations of drivers were present that facilitated the College reorganization:

- The 2007 Self-Study Middle States recommendation highlighting the “one-college concept” philosophy;
- The President's Appreciative Inquiry Forums conducted at each campus;
- The Multi-Campus Task Force Report;
- The Employee Satisfaction Survey.

With the reorganization, the College transitioned from a decentralized campus-based structure to a centralized administrative structure (see Figures 2.1 and 2.2). Because the campuses were added to the College at various times, administrative decisions tended to be biased by the perspective of the oldest and largest campus (Harrisburg). The centralized structure equalized the influence and status of the campuses and created a holistic perspective for senior College administration to respond to the online and seven-county service area it serves. The major change made was that all campus administrators were placed under the direction of the provost and vice president of academic affairs rather than reporting directly to the president. The intent was to enhance the culture of one college, many voices, geographically dispersed, high community involvement, very inclusive, and allow a consultative governance style. This environment helped to solidify the College's “one-college” concept which was present in the Middle States Recommendation 2.4 “The College's ‘one college’ philosophy should be balanced and customized to an individual campuses' specific community constituency “and Middle States Recommendation 3.4 “The College should continue to address the one-College concept in a multi-campus setting including divisional and/or organizational structures and communicate its findings to the campus community.”

Figure 2-1: College Organization Chart Prior To Reorganization

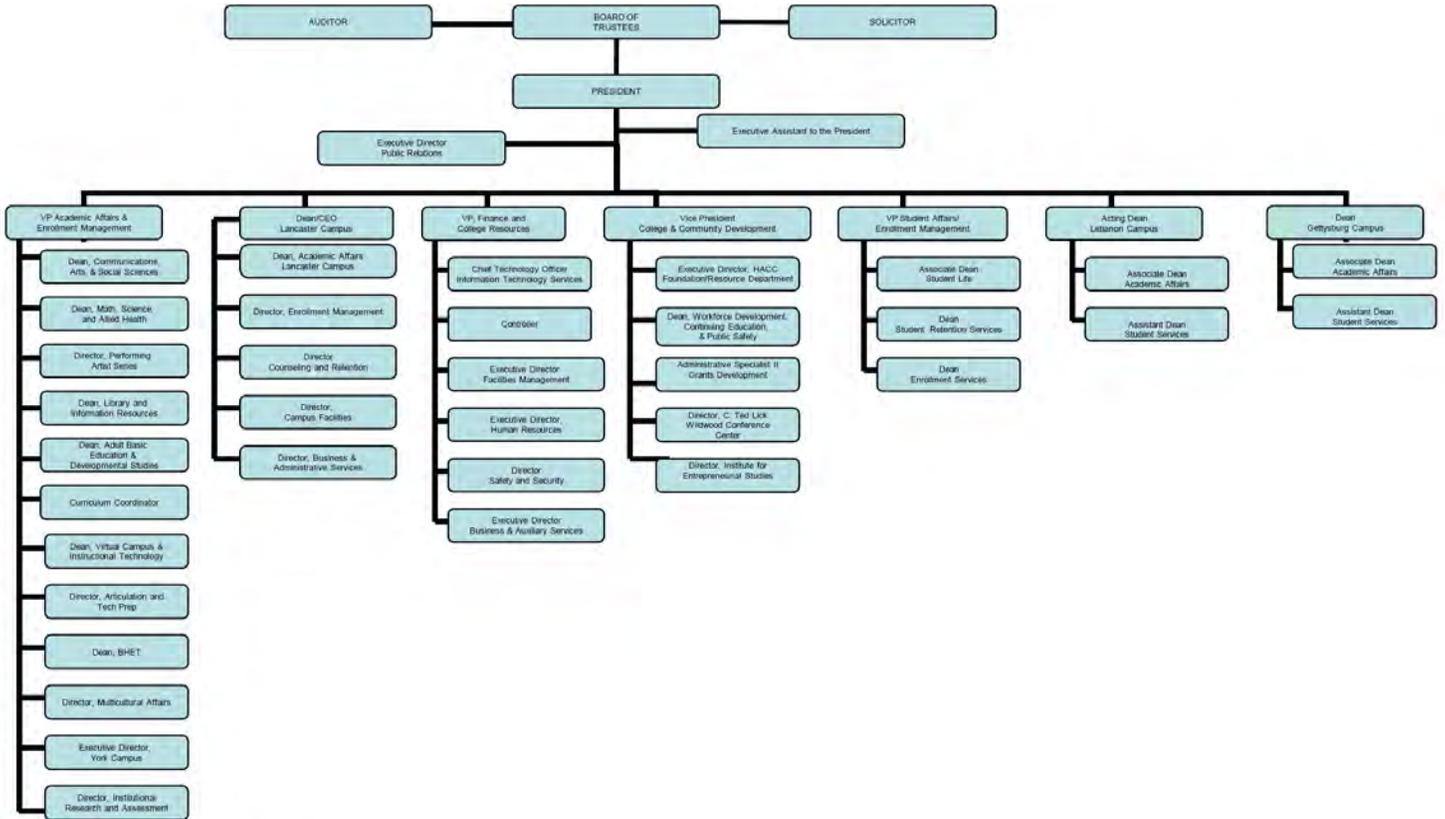
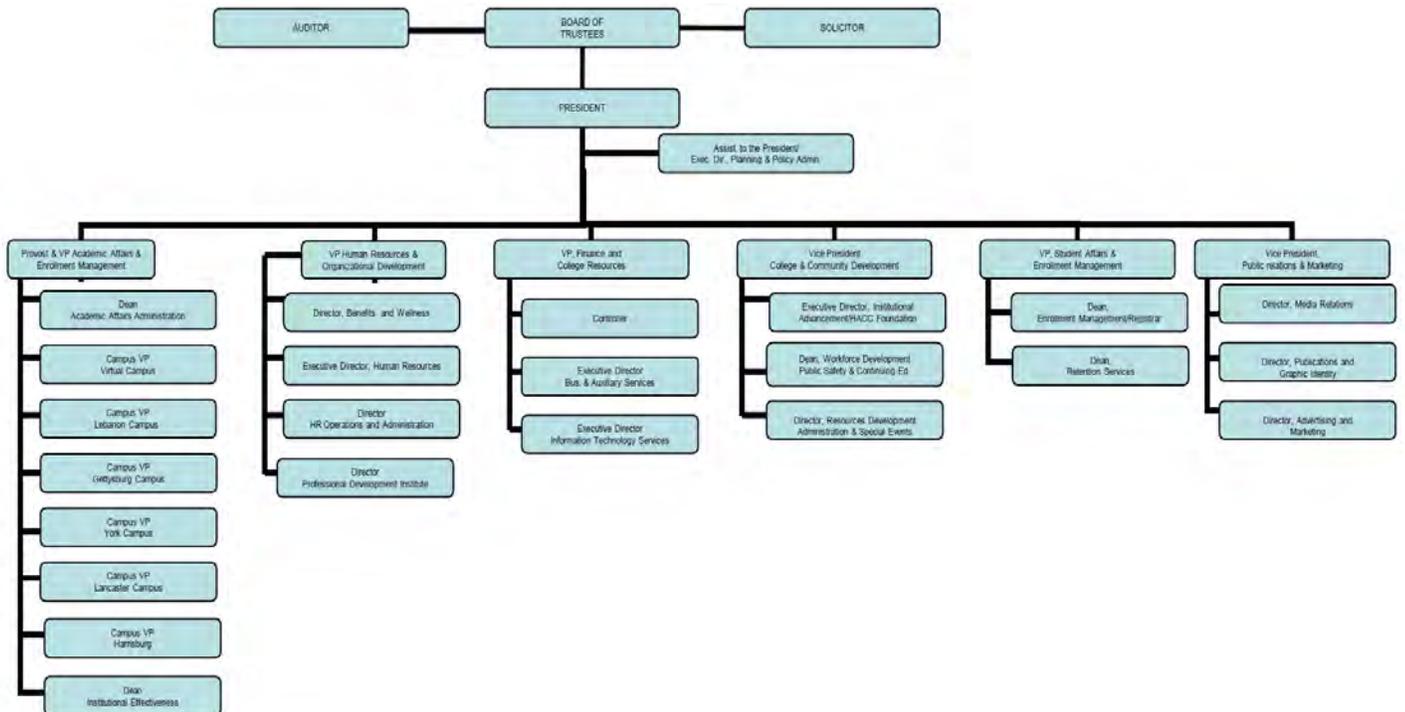


Figure 2-2: College Organization Chart Following Reorganization



Because of the reorganization, deficiencies in the support for at-risk students were noticed and corrected. The College provided additional advising support for at-risk students, including those enrolled in developmental reading classes or on academic probation. Counseling Services requires students on academic probation or suspension reinstatement (students with a GPA below 2.0) to speak with a counselor or advisor for approval of their selected courses. During these advising sessions, strategies for academic success are discussed including tutoring, attending study skills workshops, forming study groups, and communicating with professors. Academic Monitoring is also used to identify and offer assistance to currently enrolled students who show "at risk" behaviors during the first few weeks of the academic term. Challenges with the current academic monitoring system include getting all faculty to participate in the reporting, manually coordinating the distribution of student/person at each of the campuses, and successfully contacting the student early in the term. In addition, the College currently does not have a process to assess the effectiveness of the outreach.

As a part of the College's Strategic Plan for 2011-2014, there are goals to improve student success and degree completion and to prepare students to be successful, including expanding the academic intervention early-alert system. This committee working on these goals is charged with assessing the current system, identifying current best practices, identifying areas for expansion and improvement, and recommending technological enhancements as needed. The intent is to implement their recommendations for Fall 2013. Once implemented, the effectiveness of the newly implemented academic intervention early alert system will be assessed.

In general, the effects of the reorganization are obscured by other changes in various areas of the College that occurred contemporaneously in response to the rapid growth in enrollments. For example,

- Changes in campus budget models because of the reorganization established a mechanism for funding the central administrative structure from the campus budgets (which prevents discernment of the cost impact);
- Development of the College's 2011-2014 Strategic Plan and resultant Institutional Priorities (see Chapter 5);
- Strategic Enrollment Management replaced Data Driven Enrollment Management Model with a revised organizational structure emphasizing strategic direction and planning rather than task execution (see Chapter 4);
- Implementation of Assessment of Student Learning (see Chapter 4);
- Reorganization of the Faculty Governance Structure;
- Various campus facility expansions, maturing of the Virtual Campus, and relocation of Central Administration personnel off the Harrisburg Campus.

The College conducted an assessment of the reorganization in late 2010 by engaging [ModernThink to conduct a survey of the College community](#) (Appendix D). An *ad-hoc* Committee was given all of the data provided by ModernThink, including the employee comments, and was charged with developing and presenting a summary for the College community. In early 2011, this *ad-hoc* committee published a summary of the results that included both a quantitative content analysis and a qualitative summary of responses to two open-ended questions: "What have been the most beneficial outcomes of the reorganization?" and "What have been the least beneficial outcomes and suggestions for improving them?" For presentation purposes, responses to the second question were divided into those identifying least beneficial outcomes and those identifying suggestions for improvement.

The scope of the *ad-hoc* committee's analysis of the quantitative results included the following dimensions:

- Empowerment;
- Meeting Student Needs;
- College Finances and Operations;
- Academic Affairs and Curriculum;
- Communication and Leadership;

- Inter-campus Relationships;
- Cross-College Consistency.

The quantitative results are ambiguous with regard to any overall effects of the reorganization on the College. Figure 2-3 presents a summary of the results. Negative effects in the areas of inter-campus relationships and cross-college consistency from the reorganization are suggested by the survey results. The remaining dimensions are neutral and no effect is apparent. The results show positive responses in student services administration and academics/curriculum. The positive trend in student services correlates with the reorganization because a student affairs dean was added at each campus and the campus Welcome Centers were developed. In academics, however, the results in academics/curriculum are possibly biased by the pre-reorganization implementation of a department chair model.

Examining the quantitative data and qualitative data together, there is additional evidence of the ambiguous nature of assessing the reorganization. The qualitative results in large part suggested the reorganization had a negative effect on the College. Of those who made comments responding to a request for the most beneficial outcome of the reorganization, 121 out of 393 comments or 31% of the total had not observed the benefits of the reorganization so far. (See Figure 2-3 below.) The *ad-hoc* committee reported of those who saw benefits, the most common comment was that the reorganization worked toward a greater equality between campuses. Nevertheless, the results of the quantitative analysis refute this finding. (See data in Figure 2-3 for Inter-Campus Relationships and Cross-College Consistency.) Another example showed qualitatively the reorganization had clarified lines of communication and made procedures more consistent while allowing local decision making. Conversely, the quantitative data show the majority of perceptions about communication following the reorganization were negative.

**Figure 2-3: Engagement Survey Results
Dimensions and Percentage by Response Category**

Dimension	% Positive	% Neutral	% Negative
Empowerment	33	37	30
Meeting Student Needs	31	36	33
College Finances & Operations	29	35	36
Academic Affairs & Curriculum	26	35	39
Communication & Leadership	20	32	48
Inter-Campus Relationships	19	30	51
Cross-College Consistency	16	30	54

Top Five Survey Statements and Percentage by Response Category

Top Five Survey Statements	% Positive	% Neutral	% Negative
Having a Dean of Student Affairs at each campus has enhanced the effectiveness of our student services (#16)	45	33	22
Having HR representatives at the campuses has resulted in better services for the faculty and staff at those campuses (#25)	45	32	24
My Supervisor/Dean has the autonomy he/she needs to run our area (#12)	45	31	24
The curriculum is consistent across all campuses (#21)	39	31	30
My leadership team actively solicits input on issues important to those at this location (#2)	38	29	33

Bottom Five Survey Statements and Percentage by Response Category

Bottom Five Survey Statements	% Positive	% Neutral	% Negative
The reorganization has enhanced the clarity of reporting lines (#3)	15	26	59
The reorganization has not increased the cost of doing work at the College (#22)	14	22	64
The reorganization has enabled my department to run more effectively (#9)	13	28	59
The reorganization has improved collegiality across the College (#8)	11	32	57
The reorganization has improved communication across the College (#1)	11	30	59

Figure 2-3 (continued): Engagement Survey Results

**Content Analysis of Comments Regarding
Most Beneficial Outcomes of the Reorganization**

Total Tally of Comments	TOTAL	Central	Gettysburg	Harrisburg	Lancaster	Lebanon	York	Virtual	Unspecified
Don't see any beneficial outcomes	96	0	7	1	5	2	22	10	49
Don't see any beneficial outcomes yet	25	2	0	0	2	2	4	5	10
Equality of campuses in organization and attitude	65	1	3	7	5	3	15	10	21
Harrisburg is now not the dominant campus	24	3	4	0	4	2	9	1	1
Central administration to give clear and consistent direction for college as a whole	27	2	1	1	2	3	4	6	8
Clearer lines of communication	23	1	1	1	4	1	5	1	9
Local empowerment for better decisions	25	0	3	1	6	1	4	6	4
Smaller divisions	23	0	0	0	2	3	2	1	15
More space for students at Harrisburg Campus	11	0	0	0	0	0	2	2	7
No basis for comparison	9	0	1	1	0	1	0	0	6
One college	9	1	2	0	0	1	0	2	3
Deans more accessible	10	1	0	0	3	1	1	1	3
Better job descriptions	8	0	1	1	0	1	0	3	2
More efficient and careful central processing	4	0	0	0	0	1	0	3	0
Other	34	2	2	0	7	1	6	4	12

The effects of the changes to student services (some of which accompanied the reorganization) will be assessed with a two-fold survey plan for students. In April 2012, the College conducted the Community College Survey of Student Engagement (CCSSE) and in October 2012 the College will conduct the Survey of Entering Student Engagement (SENSE). CCSSE will provide baseline data on student engagement that can be used as a benchmarking tool, a diagnostic instrument for improvements, and a way to monitor student's needs. SENSE will help the College to understand retention, such as why some new students persist and succeed and others do not. This survey will focus on the College's admissions processes and first classroom experiences with the goal of improving entering student retention and outcomes.

Response of College to Growth

Since the 2007 Self Study, the College has experienced unprecedented enrollment growth detailed in Chapter 3. Response to this growth has been demonstrated in a number of ways by the College:

- College Board of Trustees response;
- Virtual and York Campus response;
- Public Relations/Marketing response.

The growth was recognized by the College's Board of Trustees. A number of formal steps have been taken by the Trustees in the past five years to respond structurally to the College's growth:

1. Five years ago, as a result of an amendment to state law, the College added four regional trustees to the Board of Trustees. Since then, one board meeting a year has been held at a regional campus, including Harrisburg (which is now a regional campus). Trustee committee meetings also are held at regional campuses.
2. In 2009, in recognition of the need to build relationships, advocacy events began to be held at regional campuses, specifically to articulate the College's mission, goals, and objectives to legislators and other influential community members. These events are tailored to the unique culture of each campus. Additionally, campus advisory committees, which have existed from the beginning, play a key role in these advocacy events. State or local elected officials often are represented on these groups.
3. Convocation has been rotating to various campuses for the past three years.
4. College Trustees have taken on a greater advocacy role than in the past. They assist development officers in fund raising and contribute financially themselves. This change in the roles of trustees was actively pursued and is now institutionalized as [College Policy 021](#). (See Appendix C.)

5. A year ago, the Director of Legislative Affairs position was added as a one-stop shop for constituent services. The director assists members of the legislature and other elected officials who need information for policy initiatives and serves as the sole and consistent voice of the College to and from the legislature. The director attends board meetings to update trustees and works in tandem with campus development officers and campus vice presidents to support advisory committee advocacy. The director also coordinates with other community colleges on advocacy issues at the state level.
6. A website called "HACCTivism" has been developed to help the Trustees and other College constituencies to become more educated about the impact of the College and advocacy needs, such as the state funding formula.

Several of these initiatives pertain to the challenges in Community and Government Funding which are discussed in a separate section below.

The Virtual Campus has been in the process of scaling up for the past five years. The Virtual Campus has grown both in quantity and diversity of offerings and services. Accompanying this growth was increased demand on the College's technology infrastructure, especially its bandwidth. The College's reorganization brought technology for instruction under the administration of the Virtual Campus. The position of the Director of Academic Computing was eliminated, and the former Learning Technologies Advisory Committee was reorganized and renamed the Academic Technology Advisory Team (ATAT), to become one of four Technology Advisory Teams that provide a college-wide advisory role. This team approach has resulted in the resolution of technology issues associated with growth.

Staffing and structural changes allowed the Virtual Campus to both diversify and improve its services to students. Recruiting, hiring, and training full-time and part-time faculty was a necessary response to its growth. The size of the faculty has grown ten-fold since the Campus was established from three full-time faculty in 2005 to 30 today. The Virtual Campus also has more than 150 part-time and 70 full-time faculty (shared with other campuses). An additional Academic Dean was hired to assist the Executive Dean and to work, in part, on faculty recruiting and professional development. In the student affairs area, a campus coordinator and a student success specialist was added. Teaching Technology Services department was transferred into Virtual, though it continues to also have Central administration functions. Staff positions in user support and training were added to Technology Services to support the Virtual Campus. These changes have added depth to the organizational structure within the Virtual Campus, while the number of direct reports to the vice president remained the same. The changes have led to expanded services, such as an online student community that resulted in formation of a student government.

A number of assessments have been added to the Virtual Campus to ensure that student needs are being met. The Campus surveys students annually; in addition, the Campus now has a process and rubric in place to assess the quality of online courses. (See Chapter 4.)

Growth at York was projected in a five-year model, however, the actual growth was unexpected and was hard to gauge or predict for planning a response. For at least the first five years of its existence, the campus saw 30% yearly enrollment increases without an associated staffing increase. Understaffed areas included the Welcome Center, faculty, building and grounds, and maintenance. The needs were met by cross-training and diversifying staff responsibilities with a priority on student needs rather than staffing needs.

Administrators at both the Virtual and York Campuses reported that growth has hindered their ability to simultaneously execute their curricular administrative responsibilities along with their campus administrative duties. These combined responsibilities were a product of the academic affairs reorganization that occurred with general College reorganization.

Adjuncts are retained to respond to short-term growth trends, which the College has been experiencing continuously for ten years. This effect is particularly noticeable in the newest and fastest growing campuses (e.g., Virtual and York). Full-time faculty requests are slower to fill (requiring planning over a year before hire), and so the College cannot meet that response. The consequence is that the College has increased the adjunct pool more

rapidly than the full time faculty pool, decreasing the FT/PT ratio. It is important to maintain the FT/PT ratio at a level that allows non-instructional full-time faculty work to be executed (such as College-service and student advising). For personnel planning, the College is using an Argos report at the campus level that calibrates to the 40:60 FT/PT ratio.

Financial Sustainability

The impact of the reorganization coupled with the recent decline in enrollments necessitates an examination of the College's financial sustainability. The reorganization was designed to encourage campuses to be self-sustaining. Academic programs are not organized to be self-sustaining; instead high-cost, high-demand programs are sustained by low-cost, high-demand courses such as in the general education core. The academic structure enables the College to meet community workforce needs via high-cost programs (such as nursing) while maintaining an overall balanced budget. Sustainability is challenged as the College transitions from a prolonged growth phase to a period of slower growth or decline. Historically the College relied on growth to meet expenses.

Since 2010 the College has been working to eliminate low-enrolled programs, or programs that are so similar that they essentially compete with each other. With fewer, more distinct, and better enrolled programs, the risk of financial losses will be reduced. Scheduling strategies are being used to improve the revenue to expense ratio. The College-wide goal is 85% fill rates for classes; a goal which is reviewed at the campus, division, discipline, course, and section level using Argos reports. Low-enrolled classes are not run unless they are required for students to complete their degree or the instructor is willing to accept low-enrollment pay. The low-enrollment pay threshold is designed for sections to be self-sustaining if taught at part-time faculty pay. However, students have been impacted by the elimination of low-enrolled classes. With an increased percentage of part-time students in the enrollment mix, anecdotal evidence shows an increasing number of students are encountering challenges with meeting their credit requirements for financial aid.

Programs that experience financial losses yet enroll high numbers of students (such as nursing) have been evaluated to find other ways to manage costs, including closer attentiveness and scrutiny of workload allocations to faculty. Certain costs for such programs are unavoidable due to program-specific accreditation requirements. The College's mission to serve needs in these high demand areas supersedes the goal of making them totally self-sustaining programs.

Marketing Strategies

During the 2007-2008 fiscal year, the College engaged in Focus Group sessions to determine the impact the marketing strategies have on the target market. A major goal of the sessions was to determine the visual values of various newspaper advertisement layouts as perceived by the younger students and students new to the College experience.

With the transition in students to the web as a major life information source and social tool, the consultant engaged for the focus group studies recommended the continued use of web-based communications and educational resources. Within the web venue, it was recommended that the College use lower-quality video values in their video clips that feature students. Lowering the production values on future "admit" videos could spread the production budget further. The consultant recommended that the College continue to explore and take advantage of emerging web-based communications avenues.

In March 2011, and working cooperatively with campus leadership, the communications team at the College enlisted PRWorks, Inc., (PRW) to repeat the College's attributes and advertising effectiveness research with students from the Lancaster campus.

Goals of the two discussion groups were to:

- Address what attributes were of most importance to and ranked in order of preference by students participating in the discussion groups;
- Determine what media (broadcast and social) were of most importance to participants and how best to plan for future use of social media;
- Address how participants found information about the College at various stages of their engagement with the institution.

In this round of discussions, PRW conducted focus groups with students on the Lancaster Campus only. [The 2011 Focus Group Report](#) is outlined in Appendix E.

The website is a highly accessed avenue of communications with students. The web has a major role in presenting information about the College. But, when communicating with students, especially about financial aid, nearly all of the communications avenues are valued, including:

- The College website;
- Flyers on bulletins boards including in the restrooms;
- The roadside marquee;
- Sandwich boards;
- Postcards to the home;
- Campus video screens.

These participants were representative of a shift in using communications vehicles from traditional broadcast media to electronic media for entertainment and information gathering. This suggests that students within the College community are spending increasingly more time in gathering information or seeking entertainment using electronic media ([Appendix E](#)).

Community and Government Funding

As a result of organizational changes since the last Middle States report, the development of a campus level position of Community Development Officers (CDO) was implemented in 2007. CDOs work with the HACC Foundation and the campus vice president to oversee and implement fund raising efforts and programs to provide access and opportunity for prospective and current students. CDOs serve as the liaison between their respective campuses and communities. This role includes awareness and advocacy of the College's mission and resources, donor cultivation, fund development, and partnership building with business and industry. CDOs review fundraising plans and strategies in collaboration with campus vice presidents and the HACC Foundation. Implementation, status reporting, and next steps are reviewed at one-to-one meetings with campus vice presidents. Campus vice presidents serve on major gift committee leadership teams, assist in the solicitation of external leaders for those teams, and have an active role in donor cultivation and solicitation.

The HACC Foundation also plays a major role in securing College funding. The Foundation's responsibility also includes managing the investments for the benefit of the College and its students, ensuring that assets are invested with care, skill, and diligence, according to the rules, regulations, and laws. For example, \$1.6 million has been given back to the College in support of program funding, scholarships, awards, and special initiatives for the 2010-2011 academic year. The HACC Foundation Board of Directors is responsible to donors for ensuring that funds are spent according to intentions, as outlined in the Memorandum of Understanding (MOU) that governs each fund. Day-to-day responsibility for these duties lies with the Board's Investment and Allocation Committees.

Since 2007, the College has also undertaken a comprehensive number of important initiatives that have strengthened its relationships with local, state and federal government. These initiatives are described fully in [Appendix F](#).

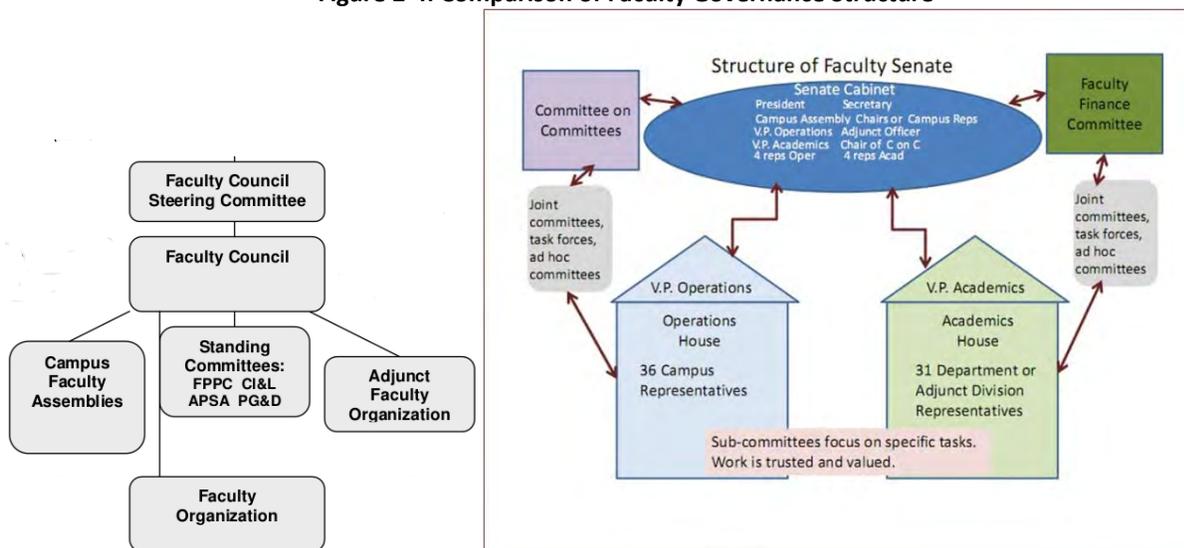
Changes in Governance

In 2009, the Faculty Council convened a Constitution Revision Committee to draft a revised Faculty Constitution. A constitution revision had been passed by Faculty Council in 2006 but was never ratified in 2007. The Constitution Revision Committee completely redesigned the faculty governance structure to address the following concerns:

- Adjunct faculty representation;
- Foster interconnectedness and communication, particularly between joint committees and faculty governance;
- Integration with the reorganized College administrative structure (post-reorganization);
- Reduce redundancy of governance operations and proceeding between standing committees and council; and
- Improve faculty responsibility and role in College budgeting.

The proposed structure was an outgrowth of a thorough analysis of the current governance system. The structure is the result of different types of governance decisions that are made. Included in the revised Faculty Constitution and Rules was a mechanism for compensation of full-time faculty serving in time-consuming leadership roles and for adjunct faculty. This was accomplished via a Memo of Understanding, which serves as a contract between Faculty Organization and the administration, and ensures flexibility to ask for more resources as needed. The Faculty Constitution and Rules were ratified by the College Board of Trustees on March 2, 2011. A comparison of the faculty governance structures is provided in Figure 2-4. The faculty governing body was renamed the “Faculty Senate” due to the profound differences between the old and new faculty governance structures.

Figure 2-4: Comparison of Faculty Governance Structure



In response to Self Study Recommendation 3.1, the Human Resources Office solicited volunteers to explore the possibility of an Administrative and/or Professional Organization at the College. Several administrators and professional staff volunteered to form an exploratory committee. This committee then sought campus-wide representation. Once all campuses were represented, meetings were held at each location to determine the following:

- Should administrators and professionals combine or should each group have their own organization?
- What is the overall interest in forming an organization?
- Should the organization have an informal or formal structure?
- What should the goals of the group be?
- What should the meeting structure be?

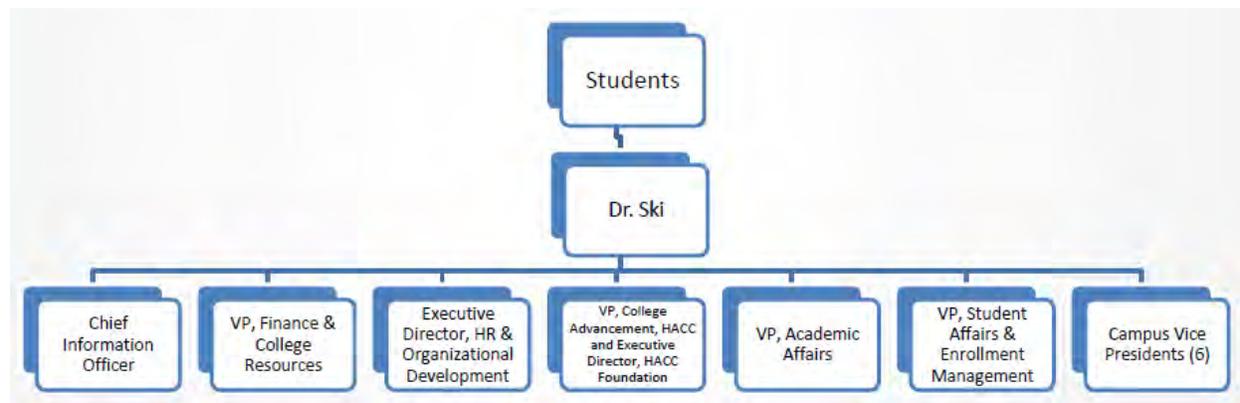
Based on feedback at the meetings, it was determined that the administrators and professionals should form a combined formal organization with an overall goal of shared governance in development of College policy and procedure. The committee draft of a constitution and by-laws was modeled after the Classified Employee Organization (CEO) structure. These documents will be presented for Board of Trustee approval in Summer 2012 for implementation in Fall 2012.

Administrative Changes

Since the Self Study, the College has made a number of changes in its administration. Beginning in the 2008-2009 academic year, the College Board of Trustees experienced several membership changes. In 2011-2012, the Chair of the Board changed along with the Vice Chair and Assistant Treasurer positions. These Board changes coupled with the resignation of the College president have presented opportunities to the College in the form of new leadership.

The term of John J. “Ski” Sygielski, Ed.D., as the seventh president of the College began July 15, 2012. Dr. Sygielski is the immediate past chairman of the American Association of Community Colleges Board of Directors and was president of Mt. Hood Community College in Gresham, Oregon. Upon taking office, Dr. Sygielski initiated a wholesale analysis regarding efficiency improvement college-wide. During the Fall 2011 semester, several staff transitions at the vice-president level occurred to consolidate operational structures. Also, the College employees participated in the ModernThink Employee Engagement Survey (further discussed in Chapter 4). The president requested this survey to gain a better understanding of the culture with the intent of designing potential enhancements. During the Spring 2012 semester, Dr. Sygielski convened the *ad hoc* Efficiency Task Force to review the current organizational structure and determine ways it can be adjusted to better serve the College and the students. The task force presented three organizational models for discussion and in April 2012 a new organizational model (Figure 2-5) was chosen and presented to the Board of Trustees at the May 2012 meeting. The College is slated to implement the new structure July 1, 2012.

Figure 2-5: Organizational Model Effective July 2012



Personnel Transition and Leadership Development

Since the Self Study and during the reorganization, the College began examining avenues for personnel transitions and development of future leaders. It was recognized that in the coming decade transitions were going to occur because of retirements, attrition, and organizational changes. As a result, the reorganization created some redundancies in administrative positions and a Leadership Academy was initiated.

Within Academic Affairs, two academic deans assigned to each division, providing backup when a dean leaves transiently or permanently. Campus academic deans may or may not have shared responsibilities with other

campus deans depending on the campus size. At present, five of the six campuses have more than one dean, one of whom is the executive dean, and the others deans or assistant deans. These other deans are often trained broadly so they can serve as proxy in the absence of the executive. Faculty may also learn administrative responsibilities by accepting three-year appointments as department chair while retaining their faculty status.

Leadership development has been a strategic plan priority since 2008. College personnel interested in becoming administrators have access to leadership development workshops offered through the Faculty and Staff Development Institute. The Institute is designed to provide appropriate professional development opportunities to all levels of faculty and staff. In addition, the College established in 2010 a Leadership Academy as an in-house implementation of a Leadership Institute the College was offering to the business community. The operations of the Leadership Academy are governed by [AP890 - HACC Leadership Academy](#). In addition to the Leadership Academy, a “talent review” of the high-potential employees of the College is being considered. This would entail a meeting of administrators involving discussion of direct reports in terms of aptitudes, needs for improvement, and stability. The director of the Leadership Academy has been working campus leaders and their direct reports to use its leadership development tools, team development, and team-building activities via the College’s professional development venues (such as faculty in-service and CITE).

Recommendations

- 2-1 The Engagement Survey results indicate the College needs to consider improving clarity of reporting lines, cost reduction, effective department operations, collegiality, and consistent communication and leadership in the implementation of efficiency initiatives.
- 2-2 Institutional effectiveness data should be used to assess the results of SEM, financial sustainability efforts, and efficiency initiatives.
- 2-3 Because of the evolution of governance within individual constituencies, this report reaffirms the 2007 Self Study recommendation that the College should implement regular assessments of its governing bodies and the whole governance process.

3: Enrollment and Finance Trends and Projections

In general, the College’s enrollment and financial status has been positive given the challenges presented in Chapter 2. The Financial Overview will review the factors contributing to the College’s financial stability, which includes enrollment growth, detailed budget tracking and auditing, the recognition of potential headwinds, and the need for appropriate corrective action. Regarding enrollments, the College has reaped the rewards of expansion into new markets over the past decade and this enrollment growth has benefited the College in a number of ways, including financial stability, diversification of the student body, and enhancing the College’s position as a venue for low-cost, high-quality higher education in the Central Pennsylvania region.

Financial Overview

The College’s budget, detailed in Appendix G, serves as the plan for financial resources to support the College’s mission and the means to compare performance with expectations. The financial information submitted to IPEDS for the period from [Fiscal Year \(FY\) 2007-2008](#) through [FY 2010-2011](#) is presented in [Appendix H](#).

To facilitate evaluation of performance, every budget manager can access comparisons of budgeted- to actual-expenditures at any time for their areas of responsibility. A monthly budget review report is published which includes the approved budget, current projection (reflecting changes to the approved budget based on actual conditions), actual year-to-date revenues and expenditures, and a comparison of the current projection to the approved budget. Corrections on the basis of the report are made if revenues and/or expenditures need to be adjusted due to either enrollment growth or decline. This budget report is reviewed by the appropriate deans and presented to and approved by the Board of Trustees at their monthly meeting.

On an annual basis, the College’s actual expenditures and overall financial reporting are audited by an independent auditing firm. This firm reviews the College’s Management Discussion and Analysis (MD&A) Report. The MD&A report indicates the internal controls and procedures are in place to protect and monitor assets and resources. Copies of the MD&A reports and management letters for 2007 through 2011 are presented in Appendix I.

In the June 30, 2011, MD&A Report, the College as a whole was reported to be in a strong financial position. This opinion is reflected in each of the MD&A reports over the 2007 to 2011 timeframe. Tables 3-1 and 3-2 present an overview of the College’s financials over the period from FY 2006-2007 through FY 2010-2011. The College manages its budget in two major areas:

- Educational and General—covers all of the College’s Campuses, Central Administration, and Non-Credit and Workforce Development
- Auxiliary—covers the bookstores at the campuses and the C. Ted Lick Wildwood Conference Center on the Harrisburg Campus. In FY 2006-2007 through FY 2009-2010 it also included a store at the State Museum.

	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	FY 2010-2011 Actual
Total Revenues & Transfers In	114,222,013	122,311,306	131,664,320	148,860,810	157,283,526
Total Operating Expenditures & Transfers Out	106,833,307	117,945,841	128,379,123	142,232,667	152,576,973
Net Operating Increase (Decrease)	7,388,705	4,365,465	3,285,197	6,628,143	4,706,553
Net Change to Fund Balance	2,626,123	1,870,460	765,850	1,606,429	(1,174,191)
FUND BALANCE AT JULY 01 (FY BEGIN)	19,345,934	21,824,225	23,525,225	24,291,076	25,897,504
FUND BALANCE AT JUNE 30 (FY END)	\$21,972,057	\$23,694,685	\$24,291,075	\$25,897,505	\$24,723,313

Table 3-2: Financial Summary for Auxiliary Enterprises Budget

	FY 2006-2007 Actual	FY 2007-2008 Actual	FY 2008-2009 Actual	FY 2009-2010 Actual	FY 2010-2011 Actual
Total Revenues & Transfers In	11,429,858	12,257,379	13,018,680	15,481,222	15,323,486
Total Operating Expenditures & Transfers Out	9,999,843	11,088,047	11,901,813	13,989,156	13,603,574
Net Operating Increase (Decrease)	1,430,015	1,169,333	1,116,867	1,492,066	1,719,912
Total Non Operating Transfers Out	25,870	46,451	350,000	552,000	237,475
Net Change to Fund Balance	1,404,145	1,222,881	766,867	940,066	1,482,437
FUND BALANCE AT JULY 01 (FY BEGIN)	273,584	1,825,560	2,948,441	3,715,308	4,655,374
FUND BALANCE AT JUNE 30 (FY END)	\$1,677,729	\$2,984,441	\$3,715,308	\$4,655,374	\$6,137,811

Findings in the MD&A reports show the following trends over the period from 2007 to 2011:

- Enrollment growth and increased tuition were drivers for revenue growth. The 2010 MD&A report noted the majority of the increase was associated with the College's moving from Stafford Loans to the Federal Direct Loan Program with the balance due to increase financial aid funding due to enrollment growth;
- Enrollment growth was accompanied by increases in operating expenses, mainly due to salary and benefit costs. The largest portion of the increase occurred in FY 2009-2010 due to the change from Stafford Loans to the Federal Direct Loan Program, requiring additional staff in growth and partnership areas. The implementation of a major classification and compensation review project also increased salary and benefit expenditures. In FY 2010-2011, increased medical insurance expenditures were noted as a driver for increased in operating expenses;
- Federal grants contributed increased revenues in the form of increased financial aid funding associated with enrollment growth and other federal initiatives;
- In FY 2011-2012, the State did not replace a portion of the College's operating appropriation funded by the American Recovery and Reinvestment Act, resulting in an appropriation reduction of \$3.3 million for the College. The College is addressing this through pursuit of alternative sources of revenue, funding through grants, major gift campaigns, and partnerships with local businesses, hospitals, and state agencies to meet the ongoing mission of providing low-cost education; and
- Capital additions and contributions have varied throughout the period depending on projects that were occurring. These projects include execution of various elements of the College Facility Master Plan.

Note 13 in the FY 2010-2011 annual MD&A report speaks to commitments and contingencies. The only major item was a Lancaster Campus dispute which has been resolved with the arbitration and College's purchase of the campus. This note also shows the current status (commitments) for four major capital projects, the largest being the construction/renovation at Public Safety Center.

In general, the financial position is closely tied to the economy and the state budget. Downturns in the economy, higher unemployment rates, expansion into new markets, and retention rates have resulted in continued enrollment growth. State funding through annual appropriations and other funding continues to be unpredictable. Review of management letters from the period from 2007 to 2011 shows the College being responsive to the issues and recommendations from the auditors.

The College's financial condition over the five-year period reflected in the MD&A Reports was good. During the period July 1, 2006 through June 30, 2011, the audited financial statements of the College showed an increase in Total Net Assets as well as expendable (unrestricted) net assets on an annual basis. In FY 2006-2007, the Expendable (Unrestricted) Net Assets for the College were \$36,034,630 and in FY 2010-2011 they were \$49,287,305 or an increase of \$13,252,675 or 36.8% over that five-year period. Even though the College had ongoing enrollment growth, over the past four years there has been a decline in the dollar amount of the annual increase in net assets. Table 3-3 presents a comparative analysis of selected financial data to illustrate the trends pointing to the need for cost controls. Examining the Net Income Ratio, for example, the percentage declines from 8.27% in FY 2006-2007 to 2.17% in FY 2010-2011. This trend means the College needs to get better control over costs, which College administration is examining on a college-wide basis.

Table 3-3: Comparative Analysis of Selected Financial Data					
	FY 2006/07	FY 2007/08	FY 2008/09	FY 2009/10	FY 2010/11
Condensed Statement of Net Assets (w/o component unit - Educational Foundation)					
Current Assets	\$ 56,387,572	\$ 70,832,646	\$ 80,158,152	\$ 98,016,865	\$ 92,532,091
Noncurrent Assets	82,671,359	95,080,169	115,622,926	130,886,341	138,080,078
Total Assets	\$ 139,058,931	\$ 165,912,815	\$ 195,781,078	\$ 228,903,206	\$ 230,612,169
Current Liabilities	\$ 19,885,815	\$ 21,203,605	\$ 20,728,126	\$ 25,306,902	\$ 25,755,337
Noncurrent Liabilities	30,105,657	43,524,712	66,815,956	88,841,269	84,104,508
Total Liabilities	49,991,472	64,728,317	87,544,082	114,148,171	109,859,845
Invested in Capital Assets, net of related debt	53,032,829	60,590,613	65,782,570	67,424,007	71,465,019
Unrestricted	36,034,630	40,593,885	42,454,426	47,331,028	49,287,305
Total Net Assets	89,067,459	101,184,498	108,236,996	114,755,035	120,752,324
Total Liabilities & Net Assets	\$ 139,058,931	\$ 165,912,815	\$ 195,781,078	\$ 228,903,206	\$ 230,612,169
Current Ratio (higher values indicate stronger financial position)					
Current Assets	\$ 56,387,572	\$ 70,832,646	\$ 80,158,152	\$ 98,016,865	\$ 92,532,091
Current Liabilities	19,885,815	21,203,605	20,728,126	25,306,902	25,755,337
Ratio to 1 (Desired ratio 2:1)	2.84	3.34	3.87	3.87	3.59
Debt Ratio					
Total Liabilities	\$ 49,991,472	\$ 64,728,317	\$ 87,544,082	\$ 114,148,171	\$ 109,859,845
Total Assets	139,058,931	165,912,815	195,781,078	228,903,206	230,612,169
Ratio to 1 (Desired ratio < 1)	0.36	0.39	0.45	0.50	0.48
Condensed Statement of Revenues, Expenses and Changes in Net Assets					
Total Revenues	\$ 139,481,985	\$ 157,213,181	\$ 164,854,219	\$ 261,858,688 ^a	\$ 276,570,949 ^a
Total Expenses	127,946,749	145,096,142	157,801,721	255,340,649 ^a	270,573,660 ^a
Increase (Decrease) in Net Assets	\$ 11,535,236	\$ 12,117,039	\$ 7,052,498	\$ 6,518,039	\$ 5,997,289
Net Income Ratio (signifies managements ability to control costs)					
Increase (Decrease) in Net Assets	\$ 11,535,236	\$ 12,117,039	\$ 7,052,498	\$ 6,518,039	\$ 5,997,289
Total Revenues	139,481,985	157,213,181	164,854,219	261,858,688 ^a	276,570,949 ^a
Percentage	8.27%	7.71%	4.28%	2.49% ^b	2.17% ^b
a. When in FY 2009-10 we converted to the Federal Direct Lending from Stafford for student loans we had to begin recording the revenue and expense of this restricted federal grant on our statements. The change was an increase of \$79 million in FY 2009-10 and \$84 million in FY 2010-11. There is a zero impact to the bottom line.					

While the College's long-term debt has increased over the years, so has the overall size of the College as a whole. When looking at the Debt Ratio over the five-year period, the ratio remains well below the desired ratio of < 1 and ranges from 0.36 in FY 2006-2007 to 0.48 in FY 2010-2011. Table 3-4 presents analysis prepared to determine the annual debt service payments as a percentage of total College revenues and that shows that the debt service has been stable over time (in FY 2006-2007 it was 4.7% of total revenues and in FY 2010-2011 it was 5.0%).

Table 3-4: Debt Ratio Trends					
Source: Audited Financial Statements (College only)	Audit FY 2006-07	Audit FY 2007-08	Audit FY 2008-09	Audit FY 2009-10	Audit FY 2010-11
Total operating revenue	82,034,708	93,058,855	99,780,701	126,915,826	136,281,198
Total non-operating revenue	47,394,482	49,435,475	49,852,859	46,904,579	46,991,688
Total capital contributions	10,052,795	14,718,851	15,220,659	8,585,777	8,706,802
TOTAL REVENUE	139,481,985	157,213,181	164,854,219	182,406,182	191,979,688
Total debt service	6,619,802	7,222,144	6,993,492	7,616,293	9,524,729
Total debt service as % of total revenue	4.7%	4.6%	4.2%	4.2%	5.0%

The College currently maintains an operating fund balance/liquidity to see it through unanticipated financial fluctuations. The fund balance/liquidity gives the College time to correct adverse financial situations by increasing enrollments, containing costs, or other factors. The College has always strived to maintain an adequate operating fund balance (three months of budgeted operating expense) to retain sufficient liquidity to meet its needs during unanticipated revenue/cost fluctuations. Examining only the operating budget, the fund balance in FY 2006-2007 was \$23,649,785 (2.6 months of \$110,408,664 operating expenditures and mandated transfers) and in FY 2010-2011 it was \$30,861,124 (2.5 months of \$147,151,155 operating expenditures and mandated transfers) or an increase of \$7,211,339 or 30.5%.

A decline in enrollments from Fall 2011 to Spring 2012 as well as the flat/declining state and local funding has been recognized and factors affecting this are being analyzed. Anticipated state funding for the FY 2011-2012 operating

budget will be less than the FY 2006-2007 appropriation, although the anticipated institutional growth in credit hours since FY 2006-2007 is 32.2%. School District revenues have not grown in proportion to credit hour growth at the institution. Sponsored students have been burdened with the loss of school district revenue shifting their per credit hour tuition closer to the Non-Sponsored rates. From FY 2006-2007 to FY 2011-2012 tuition per credit hour has increased 17.4% for Non-Sponsored and Out of State students while Sponsored students tuition has increased 69.6% (from \$80.50 per credit hour to \$136.50 per credit hour). At the same time the growth at the institution has been in the Non-Sponsored student, mostly as a result of the expansion of campuses. Enrollment data show percentage of credit hours borne by part-time students is increasing while overall credit hours per student is declining for FY 2007-2008 versus FY 2011-2012. These trends have the effect of increasing the volume of students needing College services coupled with diminished growth in credit-revenue to support their needs.

The College has been working, via the Board of Trustees and legislative action, to change the funding formula and reduce reliance upon school district funding. A subcommittee of Board members and school district delegates has proposed an amendment to the Pennsylvania Community College Act that would isolate the College from the funding provisions pertaining to the 13 other community colleges via a series of conditions contained within the proposed legislation. This proposed legislation would allow the College and its sponsors to negotiate an agreed upon amount that allows for both operating and capital expenses, provided the amount does not exceed the sum of an amount equal or greater than the community college's annual operating cost (less the student tuition) plus one-half of the annual capital expenses. This proposed legislation is currently under review.

Another factor has been an ongoing deficit in the College's non-credit offerings, which were examined by an internal audit in 2011. A copy of the [Internal Audit Report of the Non-Credit Department](#) is presented in Appendix J. This audit assessed the design adequacy and operating effectiveness and identified process improvements, summing the information in terms of relative risk (severity and impact on operations) and resolution difficulty. Specific high-risk/high-difficulty findings included:

- Coordination between Credit, Non-Credit, and Central Operations. Concerns included dissimilar processes and procedures and inadequate qualifications of staff performing various financial functions.
- Registration—Banner Flexible Registration. Concerns included time lags between when students submit registration and when the enrollment is logged in the system, and inaccuracies in registration data.
- Department Evaluations. Several departments have been consistently operating at a loss or break-even point.

The internal audit of Non-Credit also identified several areas with high risk but low resolution difficulty. These included the existence of shadow systems, hiring and background checks, instructor orientation, enrollment issues, Banner billing, and catalog issues.

The Strategic Plan identifies tasks that will assist the College in the future by developing a set of financial measures/ratios to monitor the College's financial condition. More detailed analysis of budgeting at the campus, cabinet, and Board levels along with fiscal monitoring by the Board of Trustees is in place. The College is continuing to recognize the need for cost efficiencies by developing improved reports that generate information such as classroom fill rates to allow for more efficient planning in the academic area and new programs. The College also has engaged a task force, called the Efficiency Task Force, to examine its organizational structure for opportunities to improve function and eliminate redundant reporting lines. One positive outcome of the College reorganization is improvement in financial projection ability. In the past, future-year budgets were based on rolling data from one year's budget to the next. Now a more-focused approach is necessary because of the plateau in enrollment growth. The College has acquired FuturePerfect software and is in the process of implementing it for analysis of the College's financial trends. FuturePerfect allows data-based decision making based on past audited financial data and modeling of projected future scenarios. The software supports informed decisions regarding the timing and size of capital campaigns and projects as well as yearly budget setting in the context of long-term strategic planning.

The College's financial projections for the period covered by the Strategic Plan is presented in Table 3-5. These projections are based on a number of assumptions which are presented below the table. Since the College does not have a multi-year budgeting process the assumptions (shown below the summary budget) were made to balance the budget going forward. The projections are subject to change as the College moves through the current year and builds future year budgets.

Table 3-5: Summary Financial Projections for Educational and Auxiliary Budgets				
2011 through 2014				
	FY 2011-12 Approved Budget	FY 2011-12 Projection	FY 2012-13 Projection	FY 2013-14 Projection
Total Revenues	157,709,337	150,389,473	154,390,853	159,661,339
Total Expenditures	155,939,658	147,196,530	148,691,861	153,971,478
Net Operating Increase (Decrease)	1,769,679	3,192,943	5,698,992	5,689,861
Total Non Operating Transfers Out	4,020,673	5,034,710	5,684,759	5,616,486
Net Change to Fund Balance	(2,250,994)	(1,841,767)	14,233	73,375
FUND BALANCE AT JULY 01 (FY BEGIN)	30,861,240	30,861,240	29,019,473	29,033,706
FUND BALANCE AT JUNE 30 (FY END)	\$28,610,246	\$29,019,473	\$29,033,706	\$29,107,081
Assumptions:				
FY 2011-12 Projection:				
Base was the projection from the December 2011 monthly report. This projection was adjusted as follows:				
<ul style="list-style-type: none"> • Credit hour enrollment - reduced by 204 credit hours to tie to the FY 2011-12 projection provided by Strategic Enrollment Management Enrollment Services Chair on 11/22/11 • Wages - reduced to reflect the anticipated savings from normal personnel turnover during the year (planned offset of annual deficit budget) • Fringes - reduced to reflect the anticipated savings from normal personnel turnover during the year • Supplies - based on historical variance from approved budget to actual cost, as well as reduced need with lower enrollments this projection was reduced • Purchased services - based on historical variance from approved budget to actual cost this projection was reduced • Repair and maintenance – this projection was reduced based on historical variance from approved budget to actual cost • Meeting, travel, training – this projection was reduced based on historical variance from approved budget to actual cost 				
FY 2012-13 Projection:				
<ul style="list-style-type: none"> • Enrollment per multiyear projections received from Strategic Enrollment Management Enrollment Services Chair 11/22/11 • Annual tuition increase at 3.5% • Assumed flat state funding • School district funding flat with Fiscal Year 2012 per agreement • Other income - reduced from prior year to reflect the impact of moving the balance of state mandated capital for the Lancaster campus leases from operating to plant fund to cover the first full year as debt service • Wages - reduced to reflect anticipated savings associated with implementation of efficiency measures; used 2.5% salary pool increase • Fringes - reduced to reflect anticipated savings associated with implementation of efficiency measures; used 5% inflationary increase • Used a base inflationary increase of 3% for most operating expenditure lines • Other Miscellaneous - with the Fiscal Year 2012 implementation of measures to reduce bad debt we anticipate this expense to be reduced in Fiscal Year 2013 • Rentals/Leases - reduced from prior year to reflect the transfer to debt of the remaining 50% of the Lancaster lease cost with Fiscal Year 2013 being the first full year as debt service 				
FY 2013-14 Projection:				
<ul style="list-style-type: none"> • Enrollment per multiyear projections received from Strategic Enrollment Management Enrollment Services Chair 11/22/11 • Annual tuition increase at 3.5% • Commonwealth of Pennsylvania - assumed modest 1% increase in state operating funds as economy turns around • Assumed flat local sponsor funding • Wages - assumed minimal increase in positions based on increased enrollments; used 3% salary pool increase • Fringes - minimal increase associated with new salaries per above; used 5% inflationary increase • Used a base inflationary increase of 3% for most operating expenditure lines • Other Miscellaneous - assumed as continued decline in bad debt after 2 years of cost reduction measures in place 				

In addition to projections by the College's finance office, the development of budgets is influenced by the Faculty Senate and the College Compensation Advisory Committee. The Faculty Finance Committee serves in an advisory capacity to the Faculty Senate. This committee is responsible for setting priorities and coordinating faculty recommendations regarding the College budget, including recommendations related to salaries, benefits, number

of new faculty positions, and College investments in technology, infrastructure, and property, and for monitoring annual College budgets, particularly tracking projections against actual expenditures. The membership and duties of the Faculty Finance Committee are described in Article IV of the [Rules for the Faculty Organization](#) (Appendix K).

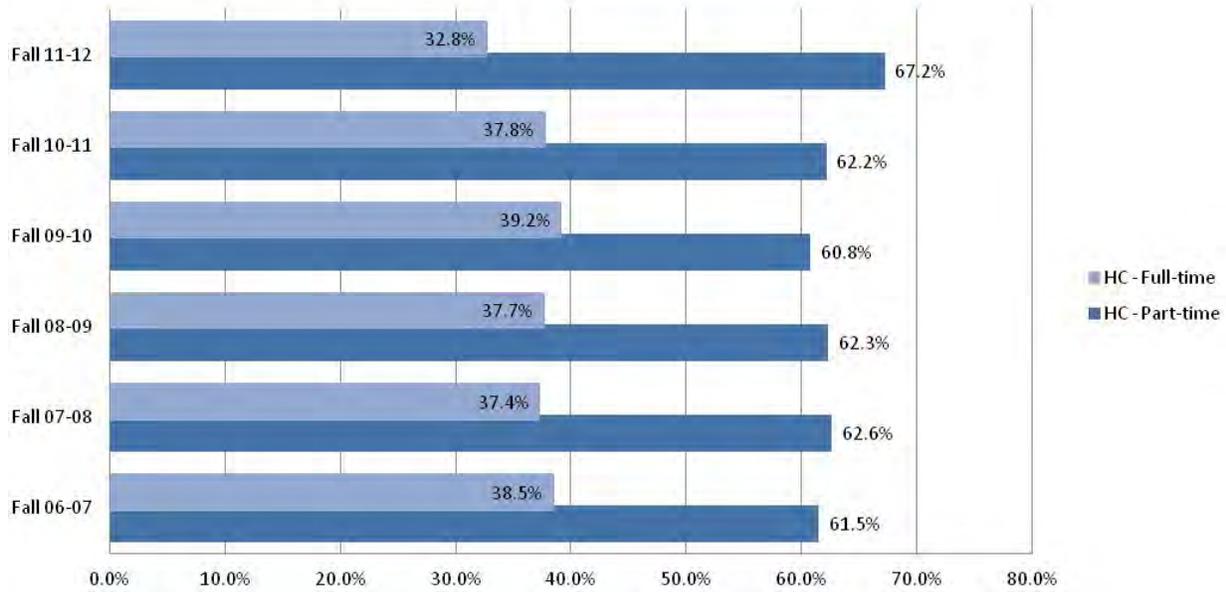
The College Compensation Advisory Committee (CCAC) is a joint committee with representation from administration, classified, and faculty. The is responsible for receiving recommendations regarding salary and benefits from administrative staff, which includes recommendations from the CCAC and presents recommendations to the Board of Trustees. The administrative staff present data and rationale for recommendations to the CCAC based on standards established in [AP454 - Faculty and Staff Salary Standards](#). Members of the committee are responsible for sharing information with their constituency groups in accordance with the procedures established by those groups. The Board of Trustees has the ultimate responsibility and authority for deliberating on the compensation and benefit recommendations of the and making decisions in the best interest of the College.

Enrollment Overview

Over the past decade, the College has enjoyed unprecedented enrollment growth. This growth was driven largely by expansion of the College's service area, including the Virtual Campus. Table 3-6 presents the College's enrollment data from FY 2007-2008 through FY 2011-2012 expressed as credit hours. Over the period from 2007 to 2010, unduplicated fall-to-fall headcount increased 25% and credit hours increased 22.3%. The College enjoyed a 13.13% growth in enrollments in FY 2009-2010, however, in FY 2010-2011 the growth rate declined to 1.64%. The enrollments have declined by 3.13% in FY 2011-2012. Associated with the enrollment growth from 2007 to 2010 have been changes in the ratio of full-time to part-time students (Figure 3-1). For example, over this period the credit hours for full-time students only increased 6.4% while the part-time credit hours increased 44%. See [Appendix L](#) for the detailed data on full-time versus part-time enrollments. This trend means the College has increased resource needs without an associated increase in revenue.

When a given campus enrollment matures the College's enrollments tend to fluctuate with general economic trends. One critical factor is unemployment rate and its correlation to enrollment. Historically enrollments increase when the unemployment rate rises and decline when the economy improves and the unemployment rate decline (though not always the case). Reviewing Table 3-6, this trend is evident in the data for the Harrisburg Campus where the total credit hour enrollments fluctuated in the low 160,000s and then increased to the high 170,000s with the economic downturn in 2008. The Lancaster Campus enrollments showed a similar flatline trend until 2008, with an increase in enrollment afterwards. The Gettysburg, Lebanon, and York campuses show a steadily increasing trend with a leveling off starting in FY 2009-2010. The Virtual Campus shows an increasing trend with less evidence of leveling off. The College's Institutional Research office believes the enrollment trends are beginning to reflect enrollment maturity at all of the campuses. Enrollment data and other community indicators are being monitored and analyzed to confirm or refute this hypothesis.

Figure 3-1: Percent of Full-Time versus Part-Time Student Fall-to-Fall Headcount



Campus	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Gettysburg	24,280	23,995	26,831	32,754	34,122
Lancaster	70,627	75,925	78,944	87,318	86,634
Lebanon	16,529	16,534	17,979	19,643	19,750
Harrisburg	164,496	160,092	162,852	179,484	177,305
York	23,757	30,475	37,879	47,213	49,660
Virtual	43,477	50,404	57,020	64,420	69,448
Franklin				783	1,387
International					373
TOTAL Fiscal Year	343,166	357,425	381,505	431,615	438,679
% increase/decrease	5.93%	4.16%	6.74%	13.13%	1.64%
Full Time Equivalent (FTE)	14299	14893	15896	17984	18278

The College has recently improved its enrollment projection process. Prior to FY 2011-2012, enrollment projections were proposed by the business office with verification by campus administration to account for the unique environment of each campus. The business office projection was based on historical trends and anecdotal evidence. This process had the consequence of causing financial projections to be potentially optimistic and somewhat disconnected from the actual enrollment drivers. In FY 2011-2012, the projection process was moved to SEM Projections Committee (a subgroup of the SEM-ES Committee) with the assumption that those involved in student enrollment would have more representative information regarding enrollment trends. These enrollment predictions are based on assumptions which are developed independently by each of the campuses with the campus leadership teams obtaining input from their constituencies. The Projections Committee reviews the campus projections and coordinates the process with the business directors. Detailed assumptions developed by each campus are presented in [Appendix M](#).

Review of the assumptions suggests that inconsistencies exist in the form and process for developing enrollment projections from campus to campus. The Projections Committee has reflected on their experience with the first year of this enrollment projection process and will be refining the process by requiring that assumptions be

accompanied by a quantitative estimate of its impact. The assumptions in [Appendix M for the Lancaster Campus](#) provide an example of the future projection process for all campuses.

The enrollment projections for the College for the period covered by the College’s Strategic Plan are shown in Table 3-7.

Table 3-7: Enrollment Projections 2012 through 2014 (credit hours)			
Campus	2012	2013	2014
Gettysburg	31,932	32,251	32,896
Lancaster	79,079	79,870	80,669
Lebanon	18,590	18,776	18,964
Harrisburg	168,996	167,795	167,795
York	50,648	51,661	53,211
Virtual	69,888	71,585	73,733
Franklin	1,876	3,025	2,250
International	408	459	482
TOTAL Fiscal Year	421,417	425,422	430,000
% increase/decrease	-3.93%	0.95%	1.08%
Full Time Equivalent (FTE)	17559	17726	17917

The College assesses the accuracy of the enrollment projections via comparison of actual versus projected from year to year. Part of this assessment includes analysis of the enrollment trends among various student demographic groups, including new admits who are recent high-school graduates, all other new admits, part- and full-time returning students, non-fall admits, and College in the High School. A copy of the spreadsheet used for this analysis is in [Appendix N](#). The trends in these individual categories of students are interpreted to focus College marketing efforts. The Projections Committee is also discussing how to offset declining trends in a category (such as recent high-school new admits) with focused efforts to increase market penetration.

Student recruitment and enrollment at the College is managed by the Strategic Enrollment Management (SEM) process, a process that was developed to replace and improve upon the Data Driven Enrollment Management Committee (DDEM) that was mentioned in the 2007 Self Study. Details of the Strategic Enrollment Management process are presented in Chapter 4. With regard to enrollment projections, the Enrollment Services subcommittee of the SEM assists with the yearly enrollment projections. By the SEM process, the total credit hours for each term in the fiscal year are projected for each campus. The leadership team of each campus contributes to the credit hour projection. To support the assumptions made for enrollment projections, trend analysis, economics, program development, high school graduates, and other factors are used. The credit hour projections are the foundation for building the College’s budget.

SEM is also undertaking several initiatives to increase enrollments at the College. These initiatives include a complete process evaluation to remove barriers to student enrollment and streamline the student orientation process. A comprehensive communications plan to prospective and current students is also developed. SEM will also be increasing recruitment activities and increasing the efficiency of enrollment services at the College’s largest campus (Harrisburg).

Recommendation

- 3-1 Follow-up assessment is recommended for recent initiatives in financial and enrollment forecasting to determine the accuracy and reliability of projections used for budgeting and strategic planning.

4: Assessment of Institutional Effectiveness and Student Learning

Assessment processes at the College are transitioning from a decentralized approach to a centralized approach. The College employs a five-year cycle of program and service assessments to measure its institutional effectiveness. The assessments are done in every major area of the College—Finance, Human Resources, Student Affairs, and Academic Affairs. Recommendations from those assessments initiate changes in delivery of programs or services as appropriate or to confirm and support strengths as indicated. Budget requests (capital or personnel) resulting from these assessments are factored into the annual budget process or the longer-term strategic planning process for implementation. In addition, the College reviews and updates course outlines at least every five years to comply with the Pennsylvania Department of Education (PDE) requirements. The College has long been engaged in program assessment and course review, however, much effort was necessary to digest the findings of these diverse assessment activities into a unified comprehensive view of the College's effectiveness. The College recognized the need for central design, coordination and execution of assessment activities and is in the process of implementing the recommendations presented in the 2010 Progress Report to Middle States on Standards 7, 12, and 14.

The improvements in the College's assessment processes, initiated by Commission findings from the 2007 Self Study and Site Visit, began with the [2008-2011 Strategic Plan](#) (Appendix B) which included goals and sub-goals to drive the College towards more systematic and sustained assessment practices. Efforts in response to the 2008-2011 Strategic Plan have resulted in new goals and sub-goals in the 2011-2014 strategic plan which continue to improve assessment at the College. Specific examples include development of Key Performance Indicators for the College, establishment of the Office of Curriculum Assessment, redesigning the College's Enrollment Management processes, and creating an assessment culture through training, professional development and administrative support for assessment activities. This section presents the evidence of College's processes regarding institutional and student learning assessment.

Standard 7: Institutional Assessment

For this review, the College's institutional assessment practices were examined by how they are designed, how they integrate with the College's organization, and how measurements are made regarding students, employees, and the College's finance and operations. The parameters of the analysis incorporated identifying the College's sites of institutional effectiveness, the assessment processes in these areas, and an analysis of the status and results. The following Table 4-1 provides a summary of the College's performance relative to Standard 7: Institutional Assessment.

	Sites of Institutional Effectiveness	Assessment Process	Analysis
Strategic Planning	Board of Trustees <ul style="list-style-type: none"> Detailed in College Policy 021: Function of the Board of Trustees (Appendix C) Strategic Planning Committee <ul style="list-style-type: none"> Detailed in AP155 - College Strategic Planning Committee (Appendix C) Office of Curriculum and Assessment <ul style="list-style-type: none"> Detailed in the Assessment Strategic Plan (Table 4-3 and Appendix R) Institutional Report Card <ul style="list-style-type: none"> Detailed in 2008-2011 College Strategic Plan (Appendix B) 	Board of Trustee Review of College Institutional Policy Key Performance Indicators (Table 4-2) Strategic Plan IP Goals Progress Assessment Form AP155 states Strategic Planning Process to be assessed by Cabinet and Strategic Planning Committee. Details in Chapter 1.	Evidence of cycle of planning, reporting, and follow-up planning in student success, student services, academic excellence, and financial strength. Compare 2008-2011 and 2011-2014 Strategic Plans. "Closing the loop" process not specified in Strategic Plan Goals Progress Assessment form. This possibly allows goal results to be "forgotten." "Annual Report" of Strategic Planning Committee needed. AP155 needs to detail process for assessment of the Strategic Plan

Table 4-1: Standard 7 – Institutional Assessment

	Sites of Institutional Effectiveness	Assessment Process	Analysis
College Organization	<p>One College Concept</p> <ul style="list-style-type: none"> Detailed in 2008-2011 College Strategic Plan (Appendix B) <p>Central Administration</p> <ul style="list-style-type: none"> College-wide functions in academics, finance, human resources, student services, institutional research, information technology, development, and public relations. <p>Campus Administration</p> <ul style="list-style-type: none"> Campus-specific deployment of central administration functions plus security and facilities. 	<p>Efficiency Committee assessing organization structure</p> <p>Major offices within organization assess non-academic services within their areas on a 5-year cycle per AP116 - Assessing Institutional Effectiveness: College Non-Academic Service Reviews</p>	<p>Efficiency Committee and subsequent committees consolidating certain functions to central administration.</p> <p>Assessments completed in Safety and Security, IT, Banner Database, Facilities, Insurance, Business Office, Payroll, Bookstore, Mailing, Purchasing, Human Resources, Student Services</p> <p>Some areas not assessed in the 5 year time frame, but each area has been assessed in about 7-8 years.</p>
Students	<p>Strategic Enrollment Management: Enrollment Services (SEM-ES) and Strategic Enrollment Management: Retention (SEM-R)</p> <ul style="list-style-type: none"> Detailed in text and SEM Overview Presentation (Appendix O) 	<p>Community College Survey of Student Engagement (CCSSE), Survey of Entering Student Engagement (SENSE), focus groups, and HACC student surveys</p>	<p>CCSSE results available in Summer 2012, SENSE will be conducted in October 2012</p>
	<p>Develop a Curriculum (DACUM) and Curriculum Documentation Process (Form A, Form B, Form 335)</p> <ul style="list-style-type: none"> Detailed in AP669 - DACUM Process Detailed in Form A, Form B, and Form 335 Guidelines 	<p>DACUM process includes assessment phase</p> <p>AP765 - Program and Course Assessment</p>	<p>Curriculum assessment implemented via policy and procedure. Program-specific approach hinders examination of College-wide relationships between programs.</p>
	<p>Curriculum Delivery</p> <ul style="list-style-type: none"> Classroom and online instruction Monitoring of student engagement in courses 	<p>Course Success Rates included in the Key Performance Indicators (Table 4-2)</p> <p>Assessment of Student Learning at the Program and Course Level. (See Standard 14 section.)</p> <p>Student Evaluation of Educational Quality (SEEQ)</p>	<p>Results of Key Performance Indicator assessment available in Fall 2012.</p> <p>Assessment of Student Learning occurring across the curriculum. General Education Assessment being examined.</p> <p>SEEQ process being examined to improve follow up.</p>
	<p>Judicial (see text)</p> <ul style="list-style-type: none"> Campus Administration Student Governance and Student Grievance Committee Behavioral Intervention Team (BIT) and Maxient Student Conduct software 	<p>Maxient has resulted in one repository of information allowing early intervention, consistent application of policy, trend analysis, and procedural revision.</p>	<p>BIT has helped to clarify College internal policies, i.e., AP 591 and 592</p> <p>Students do not have a clear mechanism for executing grievances or reporting violations of the College Code of Ethics</p>
Employees	<p>Professional Development</p> <ul style="list-style-type: none"> Employee Goal Setting and Review Leadership Academy Centers for Innovative Teaching Excellence (CITE) Training 	<p>Halogen software used for non-faculty employee evaluation only.</p> <p>Session evaluations conducted at CITE sessions and other training activities.</p>	<p>Engagement Survey identified the need for training</p> <p>Halogen evaluation parameters not linked to the College Strategic Plan.</p> <p>Follow-up and “closing the loop” for CITE and training activities are not documented.</p>

Table 4-1: Standard 7 – Institutional Assessment			
	Sites of Institutional Effectiveness	Assessment Process	Analysis
Employees (continued)	Governance <ul style="list-style-type: none"> • Faculty Senate • Classified Employees Organization • Pending Administrative/ Professional Organization 	Engagement Survey <i>Ad hoc</i> Surveying	Engagement Survey identified shared governance, employee involvement, communication and trust in leadership identified as opportunities for improvement
	Judicial <ul style="list-style-type: none"> • Ethics Point • Ombudsperson • Behavioral Intervention Team (BIT) • Various Administrative Procedures • Employee and Staff Handbook • Human Resources Portal Channel 	Engagement Survey Ethics Point Utilization Maxient (BIT process) allows early intervention, consistent application of policy, trend analysis, and procedural revision.	Engagement survey indicates positive employee perceptions regarding work relationships and safe working environment. Improvement is needed in areas of performance management and trust in senior leadership.
Finance and College Operations	See Chapter 2 – Major Challenges and Opportunities and Chapter 3 – Enrollment and Finance Trends and Projections	Annual Audit Reports and Management Letters Audits of Operational Areas <i>Ad hoc</i> Surveying	Audits indicate the College is generally in sound financial shape. College needs to reduce costs and improve efficiency in response to leveling and possible decline in enrollment growth.
Development	See Chapter 2 – Major Challenges and Opportunities and Chapter 3 – Enrollment and Finance Trends and Projections	Audits <i>Ad hoc</i> Surveying	College implementing legislative initiatives and community development efforts to offset decline in State funding.

Strategic Planning

Since the 2007 Self Study, the College changed policies governing the Board of Trustees and the strategic planning process to incorporate institutional effectiveness. The expectations for service on the College's Board of Trustees ([College Policy 021](#), Appendix C), include requirements for geographic and human diversity, multi-faceted skills and experience, fundraising capability, advocacy, and involvement in College activities. These requirements engage the Board with the community the College serves enabling them to inform and direct academic offerings and operations at the College. The College's procedures for Strategic Planning ([AP155 - College Strategic Plan](#), Appendix C) include assessment by the Strategic Planning Committee and by senior administration. The [2008-2011 Strategic Plan](#) (Appendix B) illustrates how the process of reporting, assessment, and updating are executed per AP155. This review noted that AP155 states the assessment of the strategic plan will occur; however, it does not provide a specific process of assessment. The process tends to happen informally in various committees and AP155 would benefit from revision to provide detail on how assessment of the College Strategic Plan should be conducted.

The need for specific institutional performance outcomes was recognized by the Strategic Planning Committee in their development of the 2008-2011 Strategic Plan. In support of this, the committee established the goal of "Measure HACC's success with an Institutional Effectiveness Report Card." The task force formed to accomplish this goal examined the College's internal and external target audiences and developed Key Performance Indicators (Table 4-2). Surveys were developed to support data acquisition for the enrollment demographics and program vitality indicators. The College implemented the Key Performance Indicator data collection process in Fall 2011 and the results are pending analysis as of this report. As the program vitality data of the Key Performance Indicators are analyzed, the College will be better positioned to assess the changes made regarding the ability of the Strategic Planning Committee to monitor and communicate progress towards goals relevant to program and course assessment.

Table 4-2: College Key Performance Indicators	
Indicator	Measured Parameter
COMPLETION RATES (Follow 2006 COHORT of new students)	Degree completion: First Time FT in 3 yrs and First Time PT in 6 yrs Certificate completion: First Time FT in 1 yrs First Time PT in 3 yrs Degree completion 2010-11: Transfer programs, Career Programs Certificate and degree enrollment and completion numbers and percentages by program—separate.
COURSE SUCCESS RATES (each semester: ENGL 001, 002, 003, 050, 051; MATH 010, 020, 051 Each course and reading, writing, math totals: ABC GRADES VS DFWIY)	Developmental reading, writing and math Overall (average) course success rates College-level course success rates GED and ESL course success rates Gateway courses: English 101, Math 051, Bio 121, Acct 101, others Course success rates by campus
RETENTION RATES (Fall 2010 to Spring 2011, Fall 2010 to Fall 2011)	Overall, college-wide Developmental Reading, Writing, Math Retention GED and ESL Retention rates Campus Retention Rates
ENROLLMENTS Each semester and annual totals	By Campus/County/High School : Capture Rates Sponsored, non-sponsored PA, CHS, out of state, international. Demographic Distributions: Gender, Race/Ethnicity overall and by campus
COSTS	Tuition + fees per credit hour (average) Cost per credit hour per student Student-faculty ratio Full-time/adjunct ratio
PROGRAM VITALITY Annually by certificate and degree program	Enrollments Graduates Revenue/cost -- PVI
WORKFORCE DEVELOPMENT PENETRATION By county	Companies Served by County Training Sessions Offered Participation/Attendance Revenue/Cost -- PVI

The College recently established the Office of Institutional Effectiveness by merging the Offices of Institutional Research and Curriculum and Assessment. It is responsible for working with the to ensure the College's Strategic Plan is being implemented, evaluated and modified on the basis of research and assessment results. Combining the functions of the Institutional Research and Curriculum and Assessment offices allows for the expansion of the assessment process into other areas of the College, thereby fulfilling the goal of college-wide institutional effectiveness. It is expected monitoring and coordination of the College's surveying efforts will be improved to reduce the frequency and number of *ad hoc* surveys.

Assessment activity has occurred across many areas of the College, however, there is no common method to document the findings or subsequent actions taken. A group of invited faculty leaders, Institutional Research staff members, and Office of Planning and Assessment staff formed to evaluate software solutions that could support a comprehensive and systematic approach to replace the sporadically documented efforts of the past. The College is currently in the selection and procurement process of this software. To facilitate prompt deployment, the HACC Foundation will be funding the first year of assessment software implementation with the mechanism for follow-on maintenance funding currently being established. The HACC Foundation is a grant-based funding mechanism and not part of the College's operations budget.

College Organization

At the time of the 2007 Self Study, the College was in the process of incorporating the results of its Multi-Campus Task Force into its organizational structure. Prior to the 2008-2011 Strategic Plan, a committee worked with each constituency group and division within the College and looked at organization models at other colleges. This work was used to inform the 2008-2011 Strategic Plan to develop the goal to implement a college reorganization plan to fulfill its one-college, multi-campus mission. The reorganization model proposed was a multiple campus model with a central administration providing oversight, direction and consistent procedures. A vision of this model was to empower front line faculty and staff at the campuses to provide the services the students need while still maintaining consistency and efficiency across the College. The outcome of this 2008-2011 Strategic Plan goal was the implementation of the College reorganization and follow-up assessment surveys discussed previously in

Chapter 2 – Major Challenges and Opportunities.

The College acted upon the results of these reorganization surveys via the 2011-2014 Strategic Plan. This Strategic Plan included the Major Goal of “Organizational Excellence” and the sub-goal of improving the organization via continuously assessing and improving the organization structure. An Efficiencies Task Force was charged with recommending an organizational structure that would focus the College’s resources to serving students while developing a long-term sustainability model in a climate of reduced funding sources and lower-than-projected enrollment. Two underlying standards included in the charge were to maintain the College’s identity as “one college” and maintain consistent curriculum across the College. As Efficiencies Task Force worked in Spring 2012, input was sought via an open comment forum to ensure that organizational refinements that met most expectations were proposed for final consideration and implementation. The revisions to the College’s organization was presented to the College community and then to the HACC Board of Trustees in May 2012 and are currently being implemented.

The assessment of non-academic services at the College is managed by individual entities within the College’s organizational structure as specified by [AP116 - Assessing Institutional Effectiveness: College Non-Academic Services Reviews](#). The scope of the assessments includes, at a minimum, the following questions:

- How well is the service satisfying the student, staff, and/or faculty clientele it serves?
- How well is the service meeting the goals and objectives and cost analysis for which it was designed?
- How well is the service responding to the needs of the geographic area it serves?
- How adequate is the staffing to meet the service requirements?
- How up-to-date is the service’s equipment and what replacement options are available, if and when replacement becomes necessary?
- How well is the physical setting in which the service is delivered meeting the work requirements of the staff and the needs of the clientele?

Service areas are allowed to expand the scope or conduct assessment on a continuous basis provided the results of their process satisfies the scope of these questions within a five-year period of time. Service areas evaluated by an external accrediting agency follow the assessment protocols of the external agency. A list of the assessments which have been conducted per AP116 since the 2007 Self Study is presented in Appendix P.

Students

With regard to students, the College’s institutional assessment can be considered in the areas where students interact with the College. These areas are:

- Enrollment, retention, and services to students;
- Curriculum development;
- Curriculum delivery;
- Judicial matters such as grievances and behavioral issues.

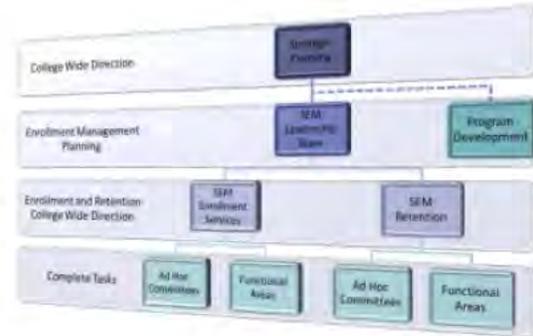
Enrollment, retention, and services to students. As a result of the 2009 College Reorganization and the hiring of a new Vice President of Student Affairs, the College leadership initiated the move from Data-Driven Enrollment Management Committee (DDEMC) to the Strategic Enrollment Management (SEM) structure in 2011. The DDEMC functioned as a leadership team to assist with new program development via comprehensive pre-assessment, business planning, curriculum development, and an enrollment management planning including recruitment and retention). The DDEMC structure shown in Figure 4-1 reflects its focus on programs as a consulting committee. In contrast SEM is focused on the strategic direction of the College with a clear tie-in to the College strategic plan. SEM is comprised of three College-wide representative groups, the SEM Leadership (SEM-LT), SEM Enrollment Services (SEM-ES), and SEM Retention (SEM-R). The SEM structure is shown in Figure 4-2 which how SEM strategies are integrated into the three groups to create strategic plans for resource allocation. SEM-LT is charged with reviewing and maintaining the membership in all SEM groups, establishing the time line for their goal setting,

creating communication plans for stakeholders, creating an advisory committee, and writing the strategic enrollment management plan and strategic plan goals.

Figure 4-1—DDEM Structure



Figure 4-2—SEM Structure



In February, 2012, the SEM-ES committee conducted an extensive three-day enrollment services process mapping evaluation to determine the barriers that students experience in enrolling for classes. Input was obtained from all campuses regarding prospects, admissions, registration and Advising & Registration Sessions, financial aid, payment and use of technology. Some of the immediate solutions to reduce student barriers included:

- Deletion of the signature page after a student submits payment for their online application;
- Replacement of signature page with links to completing the FAFSA and scheduling placement testing;
- Revision of instructions on College web site for students who are applying for admission;
- Revision of the prospect web page a student lands on when applying for admission;
- Extension of dates for students applying for admission on line for late start classes for all terms;
- Improvement of the class search through the College web site.

An *ad-hoc* committee will complete assessment and follow through with roll out to the College community via compressed video.

SEM-ES is also creating a comprehensive communications plan for prospective and current students via the newly purchased Banner Recruitment Management (BRM) module and working to increase recruitment activities college-wide. This software module will be used to strengthen and enrich our communications to prospective and newly admitted students. Initially, BRM will enable continuous communication and engagement with prospective students from the time that they express interest in the College until enrollment. Communications utilized will be a mixture of student HAWKMail and U.S. mail.

The SEM-R committee began by reviewing past college retention initiatives and surveying staff, faculty and students on “what’s working.” This committee then hosted a full day training to assess the College’s retention rate and to identify best practices. These initial tasks have opened up institutional opportunities for developing mandatory orientation and a student success course for first time college students. They are also working on the expansion of an academic intervention (early alert system), faculty best practices, and the expansion of SEM student life involvement in the retention process.

Beginning in the spring of 2010, Student Affairs areas have been collecting data to enhance strategic staffing decisions. Data collected will determine the amount of activity in the various offices versus the amount of staff available at each campus. Moving forward, the College will begin comparing activity levels from year-to-year. This will provide data on activity levels which is expected to inform staffing conversations as well as SEM planning. For ex-

ample, if a 30% increase in activity occurs at the Welcome Center at the York campus, the data can be analyzed to determine the response necessary to sustain an acceptable level of service without additional staffing.

Both SEM-ES and SEM-R committees will be collecting data to assess the connection between the strategic direction of the College and College performance. Some of the data will be collected via the College-wide report card, CCSSE and SENSE student satisfaction surveys, focus groups, secret shoppers, and outside assessment sources. In addition to these, the SEM groups will use the recently completed student satisfaction surveys which assess advising and career services, financial aid, registration, curriculum, bookstore, technology, communications, library, tutoring, campus safety, student life, facilities, and food services.

Prior to SEM, DDEMC managed the transition of the counseling and advising model to a more-consistent College-wide program for new students called "First Choice Sessions." Additionally, the College established Welcome Centers at each campus. The Counseling Department changed the name to Advising and Registration Sessions (ARS) in Spring 2011. The ARS program at each of the campuses covers specific topics about College services to students, such as how to become a successful student, course information, paying for college, and accessing college resources. The sessions also give the student an opportunity to meet with an academic advisor to discuss placement test scores, education planning and ultimately registration for semester classes.

Shortly after the 2007 Self Study, the College convened an *ad hoc* committee for a "freshman experience" model to use for new student orientation. The model has been revised to include the diversity statement, code of conduct, and the HACC Technology Guide for Students. Also, to keep students engaged, breakout sessions covering classroom etiquette, understanding the syllabus, learning styles, time management sessions, and financial aid are offered. Two new student service options added to the College's orientation were Zimride, the online carpooling system and the College-wide emergency notification application that is text or email compatible called E2Campus.

The College enhances student enrollments via partnerships with high schools with the College in the High School (CHS) program. The CHS program enables qualified high school students to enroll in college-level courses at their high school or technical school during the regular school day. CHS students earn concurrent high school and college credit. Course offerings are selected from the College's required courses, core curriculum or technical courses. The State permits the College to include CHS enrollment data in the annual reporting on college wide enrollment, which is used to determine the college's share of state apportionment. In addition, the College now includes CHS enrollments in the budget planning process for each regional campuses. Gettysburg and Lebanon, with smaller traditional enrollments benefit from their large CHS enrollment numbers when it comes to budget dollars.

The Office of Secondary Partnerships and Office of Business and Finance conducted a cost analysis in 2008 of the CHS program to determine whether the revenue from the program was covering the expenses. At that time, the tuition cost for a CHS course was \$50 per course. The program was experiencing a growth trend of about 12% per year, thus obligating more staff resources to the administration of the program. The expense for the program comes in the administration of the program because an administrator at each campus provides local oversight and management for the program. Services are provided by the Welcome Center staff in processing applications, placement testing and enrollments. There are also the necessary auxiliary services provided by Student Accounts and Student Records. The result of that costing study concluded with a recommendation to change the tuition rate by \$30 per credit, which was implemented in the 2009 -2010 academic year. The increased rate has made little impact on CHS enrollment trends.

Develop a Curriculum (DACUM) and Curriculum Documentation. The College offers educational programs and courses leading toward 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.

New programs at the College proceed through a vetting process designed to validate need for the programs and the ability for them to be self-sustaining financially. A key factor in this vetting process is the Program Development Committee, which is a subcommittee of SEM. The role of the Program Development Committee in this process is to provide input, recommendations, and support to faculty. Faculty sponsors meet with the Program Development Committee for a Pre-Assessment Review. Each Pre-Assessment Review yields a Committee report that is designed to make the program proposal as strong as possible. Central to this review is a study of local and state labor market data to help assess demand for program graduates. In short, the College does not want to create new programs that lead to dead ends for students and deficits for the college. This information then helps those individuals decide if they want to move ahead with the program and proceed to creating business plans and convening a DACUM.

As an example, recent years have seen the Committee and faculty work closely in creating new programs in Communications, Plumbing, Health Care Management, Philosophy, Masonry, and Green Technology, among others. Meanwhile, the process has led to several potential programs being withdrawn in the face of identified challenges for their sustained viability. The College has been committed to developing comprehensive processes designed to help achieve and maintain the optimum recruitment, retention, and graduation rates of students.

The College adapts its curriculum to community needs and obtains feedback from its partners at other educational institutions and industry via the DACUM process. DACUM is an acronym that means “Developing A Curriculum” and is executed per College [AP669 - Academic Program Review: The DACUM Process and the DACUM Manual](#). (See Appendix Q.) DACUM is a curriculum development process that involves occupational analysis, or analysis of a transfer degree program, in terms of duties, tasks, knowledge, traits, and attitudes. For career and certificate programs, the process is based on the premise that expert workers best qualified describe or define their occupation. For transfer programs, it is based on the premise that program graduates, higher education professionals, and practitioners from business, industry and government are able to define the outcomes of transfer programs. Committees engaged in the DACUM process are facilitated by trained DACUM Facilitators who execute the process per their [Facilitator Guidelines](#) (see Appendix Q), which ensures the process is consistent both over time and from program to program. Specific examples where the DACUM process led to curricular improvements for the benefit of students include revision of the dental hygiene program and nursing curriculum to address areas where graduates needed to meet licensing requirements, incorporating academic “tracks” into the physical science program for specific disciplines (e.g., physics, geology, astronomy), changes to the real estate curriculum, and modification of the criminal justice and police science programs to match transfer school requirements.

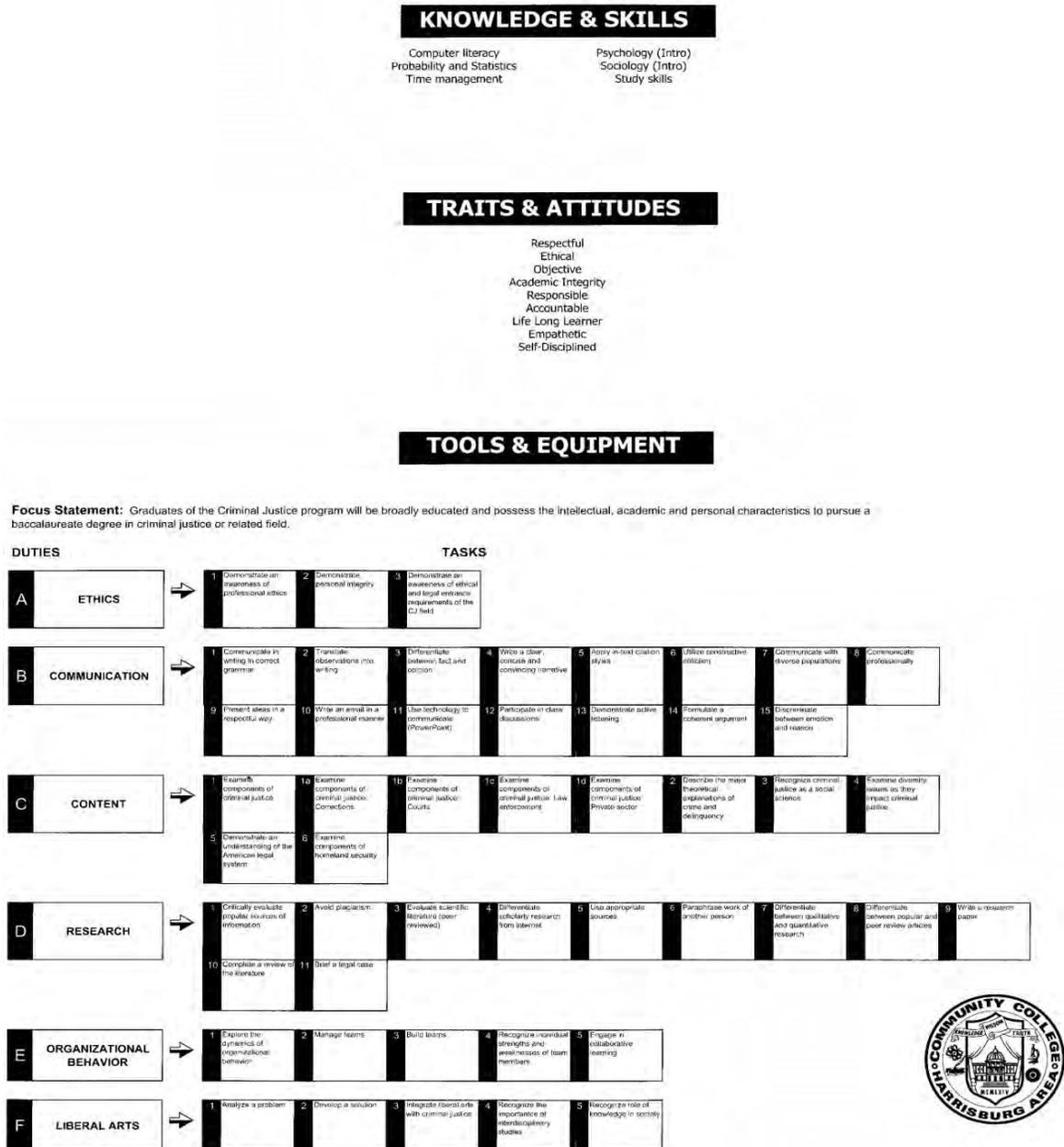
The DACUM process is a systematic model of curriculum development consisting of three phases:

1. Experts from business, industry, government, and/or higher education institution define essential program outcomes which are recorded on a DACUM Chart (see Figure 4-3).
2. Select panel members discuss the DACUM Chart with the aim of outlining or critiquing courses, course sequences, and program length.
3. Panel members assess their courses, course sequences, and programs, and implement the changes deemed necessary, including the development of new courses or the revision of existing courses. This step includes an assessment plan, matching program outcomes with courses and an assessment time table in which each outcome is assessed before the next five year review.

The Program Assessment of the Criminal Justice Program provides an example of the DACUM process ([Appendix R](#)). The program is designed for students intending careers in law enforcement, correctional rehabilitation,

juvenile and adult probation and parole, private security and investigations, forensic science, military police, and criminology. The Criminal Justice programs were assessed through the use of a DACUM, review of assessment data, review of program graduate surveys, and review of college enrollment data. Phase 1 of the DACUM involved a panel which included seven representatives from four-year institutions to which the College's students routinely transfer, which produced the chart shown in Figure 4-3.

Figure 4-3: Phase 1 DACUM Chart



Phase 2 of the Police Science DACUM included Criminal Justice faculty, the Legal Studies Department Chair, and a Division Counselor, as well as two members of the original focus group. From the DACUM came a variety of curriculum recommendations which included inactivation of certain options in the transfer curriculum, modification of pre-requisites for courses, changes in course credit hours, improvements in the digital capabilities of the criminalistics lab, and creation of a police science recruit school option. Additionally, In May, 2012, the

College entered into an articulation agreement with Central Penn College to offer its criminal justice baccalaureate-completion program on the Lebanon Campus. Thus, the DACUM process is used to create new programs and to check the current relevance of an existing program.

Upon completion of the DACUM process, the curriculum 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 (formatted for Banner), learning outcomes, planned sequence of learning activities, texts, and assessments. This form mandated by the Pennsylvania Department of Education and is the “living document” for a course after it is approved.

The forms are initially completed by the faculty, then are approved via a process that includes department and division administrators, the Faculty Senate, Academic Council, and the president per [AP711 - Credit Courses and Program Development](#). The curriculum documentation is created by a preliminary approval involving the department chair, the catalog editor, the curriculum compliance office, and the Provost and VP of Academic Affairs. Final approval of the curriculum documents involves an approval process by the department chair, Academic Affairs Deans for Curriculum Administration (who base their approval on division faculty vote), Curriculum Compliance, the Academics House of the Faculty Senate, and the Provost and Vice President of Academic Affairs. Details of the process are provided in [Appendix S](#). 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 program and course assessment processes or faculty initiated changes (such as changes to the catalog description or instruction delivery mode).

Curriculum Delivery—Monitoring of Student Engagement. The College’s institutional effectiveness relies on the delivery of the curriculum to students and encouraging their engagement in the academic process. Within the classroom, the student’s experience is assessed via the Student Evaluation of Educational Quality (SEEQ). SEEQ results are used by faculty to improve instruction, provide benchmarking for a specific section of a course relative to other sections of the same course and the overall course offerings of the College. Faculty evaluations also include SEEQ results.

Since the 2007 Self Study, the College has focused on the ancillary services to actively engage students and improve their results with students. These services are:

- Academic Advising Model
- Academic Monitoring (Chapter 2)
- Late Registration Overrides
- Confirmation of Attendance
- Petition for Tuition Refund

These services are introduced in the student’s first interactions with the college and continue with intensity during their first few weeks and months.

In 2007, the College completed an Advising Assessment that focused on academic advising services that foster a collaborative, supportive environment that embraces diversity and the needs of each individual student. New programming, consistent at each campus for first time students, was developed. The College is also in the process of reorganizing the structure of the advising model, using both Master-level counselors and Bachelor-level advisors with the following mission in mind:

The College's academic advising mission statement complements the learning process and addresses students' needs in developing an educational plan consistent with their academic, personal and career goals. Advisors introduce students to college resources and provide assistance to enhance the knowledge and skills necessary for responsible decision-making.

In response to serving the needs of all students on all campuses, Comevo, the online new student pre-advising and registration session was established. Comevo provides an online option to students who are unable to attend an in-person advising and registration session. Students who complete the online session will still need to review their placement results and discuss their education plans with an advisor before registering for their courses. The College opened the sessions in Spring 2012.

Historically, students had the ability to register for classes up until the fourth hour of the class meeting time (drop/add period) without faculty approval, making it difficult for faculty to have an up-to-date-roster. In the fall of 2011, Faculty Senate implemented a change known as Late Registration Overrides. This change mandates that students need to meet with the faculty either face-to-face or via the College email (HAWKMail) to request addition to the class after the initial class start thereby shortening the unapproved drop/add period. The decision remains with the faculty to allow registration after initial class start.

Attendance-taking in the classroom has long been a controversial subject for many faculty and administrators at the College. However seeing the benefits of early intervention, in the fall of 2010 the College Faculty Senate passed an addendum to [AP632 - Registration and Change of Roster for Credit Courses](#) to enhance student engagement and classroom attendance with the Confirmation of Attendance process. This procedure is a measure to help reduce bad debt, maintain more accurate rosters and increase student success in the classroom. Faculty review rosters prior to tuition refund period and remove students from their roster who have never attended. The College defines never attended as, "a student who has not attended any classes by the time the attendance is being confirmed by the instructor. For on line classes that mean the student has not done anything to meet the academically engaged requirement." Students are assessed a 50% tuition and fee charge at this time.

Prior to January 2010, the College's students did not have a consistent procedure to petition for tuition forgiveness. Each of the campuses handled these requests on a case-by-case basis without full support or guidance of [AP641 - Refund Policy/Tuition Forgiveness](#). AP641 was updated in January of 2010 outlining the new student procedure. The name of the AP was also changed to Refund Policy—Credit and Non-Credit Courses. The student procedure changed beginning with a name change from Tuition Forgiveness, which gave the impression to students and staff that all petitions were granted, to Petition for Reversal of Tuition Charges (RTC). Campuses have the students fill out the Petition For Reversal of Tuition Charges (RTC) document, compose a letter referencing the nature/cause of the petition, and provide back up documentation.

A student may petition reversal of tuition and fee charges for non-academic reasons or for institutional error that are not covered under these Administrative Procedures:

- [AP513 - Financial Aid Satisfactory Academic Progress;](#)
- [AP591 - Student Grievances;](#)
- [AP663 - Appeal of Academic Decisions;](#)
- [AP875 - Harassment;](#)
- [AP879 - Bullying.](#)

Students must submit the Petition for Reversal of Tuition Charges Form no later than the end of the next term. Petitions are reviewed by an *ad hoc* Committee at the student's home campus.

Judicial

The student's judicial experience has been enhanced at the College by the formation of the College-wide Behavioral Intervention Team (BIT) and their use of the Maxient software to identify and monitor student issues. Since implementation, BIT has reported a total of 473 cases across all six campuses in the following categories:

- Discipline (violation of College Policies): 150 cases
- Academic Dishonesty: 153 cases
- Other Concerning Behavior: 170 cases

The use of Maxient has resulted in a single-source repository of student behavioral information, which is important with students taking courses at multiple campuses. This repository is used as an early intervention/identification of student behavioral issues and has sanctioned disciplinary norming across the College.

This reporting process has also enhanced the communication across the College by giving the College community (faculty and staff) one point of contact for behavioral or disciplinary cases. The Campus BIT teams have promoted a more holistic look at student behavior by tracking campus trends on observed behaviors which is also helpful in identifying continuing training needs for faculty, staff and students. BIT has solidified the internal policies APs 591 and 592.

Employees

With regards to employees at the College, institutional effectiveness is focused on faculty excellence and fostering leadership, providing employees a voice and role in College decision making, and fostering a safe and ethical work environment. These concepts can be broadly organized into sites of institutional effectiveness in profession development, governance, and judicial processes.

Professional Development. The 2008-2011 College Strategic Plan established two goals relevant to professional development:

- Position College faculty at the national and international forefront of educational innovation and teaching excellence;
- Establish a Faculty and Staff Development Institute that prepares employees for the College's future.

The 2011-2014 College Strategic Plan builds on the accomplishments of the earlier plan by setting the goals of increasing access to and support for professional development and training.

Execution of the plan resulted in campus-based professional growth and development budgets for each of the six campuses in addition to the budget used to support Fall and Spring faculty in-services, adjunct professional development grants, and adjunct excellence awards. Each campus with ten or more full-time faculty have the opportunity to establish a Center for Innovative Teaching Excellence (CITE) center modeled after the center at the Lancaster Campus mentioned in the 2007 Self Study. The CITE centers will be led by a faculty CITE coordinator who has release time to chair a campus CITE committee members and organize campus-based professional development events. CITE centers have been established at the Harrisburg, Lancaster, Virtual and York campuses. Lebanon, which is currently too small to have an official campus CITE, has chosen a CITE representative to represent Lebanon in campus and College-wide events. The Gettysburg Campus opted out of having an official campus-based CITE for the 2011-2012 academic year.

The establishment of a Faculty and Staff Development Institute centered around a program model with topics in supervising, management, chairing academic departments, individual contributing, teaching and learning, technology, work/life, and leadership. The curriculum was developed and implemented for the Faculty and Staff Development Institute, including the Leadership Academy (see Chapter 2).

Governance. The 2008-2011 College Strategic Plan set the agenda for the College reorganization discussed in Chapter 2—Major Challenges and Opportunities. The [2011-2014 College Strategic Plan](#) builds on the reorganization by setting goals under the broad category of "Organizational Excellence." Included in this are goals for improving communications, improving collegiality, civility and trust, and infusing diversity, equality, and inclusion into the College culture. One consequence of reorganization was the faculty re-structuring their governance constitution to improve inclusiveness and interconnection between joint committee proceedings and the voting body of the faculty, the Faculty Senate.

In 2011, the College conducted a survey to assess key dynamics and relationships that are influencing our institution's culture and performance (called the "Engagement Survey"). The survey results found that employees of the College understood how their job related to the mission of the College and that the College actively contributes to the community. Responses regarding personal freedom to perform a job, relationships with supervisors and department chairs, and a safe working environment were all positive. The respondents also felt the College places sufficient emphasis on having diverse faculty, administration, and staff. Areas that need improvement include trust in leadership, involvement and trust in the shared governance of the College, teamwork, performance management, and meaningful recognition.

Judicial. The College uses a variety of Administrative Procedures to govern employee conduct, monitor employee performance, resolve disputes, and provide for emergency preparedness. These procedures are summarized in the [Employee Handbook](#) (see Appendix T) which is updated regularly. Employees have a spectrum of avenues for reporting and resolution of their concerns including:

- Supervisors and department chairs;
- Ombudspersons;
- Employee Assistance Program;
- Ethics Point (an anonymous ethics violation reporting site).

The policies and resources are readily available by means of the Human Resources channel of the Employee tab of the College's single sign-on Web portal.

The Engagement Survey results suggest mixed findings regarding these procedures. For example, a safe, secure environment and good relationship with supervisor and department chair were cited in the top survey responses. On the other hand, negative responses were made in the areas performance management, communication and dialogue, and meaningful recognition.

Finance and College Operations

See Chapter 3 for an overview of the College's finances. One element within the College's Operations is the commitment to sustainability within the College's Strategic Plan. To this end, the College created Zimride (<http://zimride.hacc.edu>). Created through the Office of Sustainability, Zimride is the College's response to the growing need to decrease greenhouse gas emissions and promote the College's mission to go green. To date there are 880 active users of the College's carpooling software, and there are 434 active ride posts. The cost of this software funded by the campus Student Government Associations. Since going live in May 2011, approximately 334,467 miles and 13,116 gallons of gas have been saved.

Development

See Chapter 2 for a discussion of this topic.

Standard 14: Assessment of Student Learning

The College's assessment of student learning practices were examined from the viewpoint of institutional commitment to assessment, general education, degree and programs, and courses. The parameters of the analysis incorporated identifying the College's expected outcomes, the assessment processes, and an analysis of the status and results. Table 4-3 provides a summary of the College's performance relative to Standard 14: Assessment of Student Learning.

Institutional Commitment

Before the 2007 Self-Study was completed, the College implemented a department-based assessment of student learning in courses to supplement the existing process for program assessment. The Middle States visiting team

noted the College had a plan in place but needed to produce results. The College submitted a Monitoring Report in 2009 and reported the first round of assessment results. That report showed the college had initiated assessment of student learning at the course level in every department; however, a Follow-up Report was requested and presented to Middle States in 2010 to demonstrate how the results of the initial assessment efforts were used and to provide longer term plans for assessment.

Table 4-3: Standard 14 –Assessment of Student Learning			
	Expected Outcomes	Assessment Process	Analysis
Institution	<p>Vision states the goal that the College is nationally recognized as evidenced by students excelling in achieving their learning goals</p> <p>Strategic Plan Major Goal 1: Teaching and Learning Excellence includes sub-goals for improving student success, degree completion, creating an assessment culture, improving assessment processes, and increasing global and virtual curricular content.</p> <p>Office of Curriculum and Assessment Mission Statement: “We KNOW our students are learning.”</p>	<p>Strategic Plan Defines Measures to be used</p> <p>Office of Curriculum and Assessment Strategic Plan defines goals for establishing an assessment culture, meeting accreditation requirements, and using assessment to inform improvement.</p> <p>Office of Curriculum and Assessment plans to implement an online assessment system in 2012.</p>	<p>2008-2011 plan that established assessment as a priority</p> <p>2011-2014 College Strategic Plan had improved goals regarding institutional assessment and assessment of student learning</p> <p>Office of Curriculum and Assessment Strategic Plan defines benchmarks and timeline for implementation</p>
General Education	<p>AP718 - General Education Core defines core knowledge areas in written communication, speech communication, humanities and arts, social and behavioral science, mathematics, natural and physical sciences, diversity, and physical education and wellness.</p> <p>General Education Outcomes have been defined for each of the knowledge areas by the Office of Curriculum and Assessment.</p>	<p>General Education Courses are assessed as part of the course assessment process.</p>	<p>Processes are currently being conducted to consolidate general education outcomes and procedures into a single document.</p>
Degree/Program	<p>DACUM defines degree/program outcomes.</p> <p>Outcomes are listed in the Curriculum Documentation documents (Form A).</p>	<p>AP765 - Assessing Institutional Effectiveness of Academic Programs and Courses describes procedures for program and course assessment</p> <p>Details of program and course assessment presented Office of Curriculum and Assessment Strategic Plan</p>	<p>Program assessment process provides meaningful information to define needs, monitor student satisfaction and enrollments and improve curriculum</p> <p>Curriculum Documentation forms are accessible to the College community on the Academic Affairs network folder</p>
Course	<p>DACUM defines course outcomes.</p> <p>Outcomes are listed in the Curriculum Documentation documents (Form B/335).</p> <p>Virtual Campus Course Assessment Rubric (VCCAR) sets standards for online courses.</p>	<p>AP765 - Assessing Institutional Effectiveness of Academic Programs and Courses describes procedures for program and course assessment</p> <p>Details of program and course assessment presented Office of Curriculum and Assessment Strategic Plan.</p>	<p>Most departments conducting course assessment. Assessment Strategic Plan is targeting improvement of phase-in of course assessment.</p> <p>Curriculum Documentation forms are accessible to the College community on the Academic Affairs network folder</p>

Table 4-3: Standard 14 –Assessment of Student Learning			
	Expected Outcomes	Assessment Process	Analysis
Course (cont'd)		AP772 - Virtual Campus Courses specifies assessment of the overall quality and integrity of the Virtual Campus student's academic experience.	Full online courses subject to the VCCAR and AP772 - Virtual Campus Courses. VCCAR assesses the course and the delivery of the course

The 2010 Follow-up Report found the following changes were necessary to institutionalize assessment of student learning:

- Create a permanent Office of Assessment;
- Establish a committee to oversee the College’s general education outcomes and assessment efforts;
- Develop formal general education outcomes and update procedures;
- Develop process for and enforce annual reporting.

When the 2010 Follow-up Report was submitted, the Office of Assessment was proposed to lead an committee dedicated to assessment, oversee deans and departments with their planned cycle of assessment, and plan regular professional development opportunities for faculty and administrators. The committee would be composed of teaching faculty, counselors, and division deans. The committee would also work with faculty governance and the College administration on to make formal general education outcomes and update our [AP718 - General Education Core](#). It was also proposed in the 2010 Follow-up Report that as each program engaged in its five-year review the review would incorporate assessment of student learning by linking program outcomes to course assessment.

The College’s vision statement sets the broad outcome for student learning of “students excelling in their learning goals” to reflect the diverse educational goals of the College’s student body. This vision was incorporated into the College’s 2008-2011 Strategic Plan along two major goals:

1. HACC provides learning support services and environments which engage and support students to ensure their academic, personal, and professional success.
2. HACC is recognized as a leader in academic programs, instruction and services.

Within the context of these major goals the College established goals specifically oriented toward educational excellence for both faculty and student. Examples include developing an Honors Program, establishing mechanisms for faculty educational and teaching excellence, improving Developmental Education retention, improving the connection between curriculum and student needs and workforce priorities, and developing methods the previously discussed Key Performance Indicators. The changes occurring at the College during the 2009 to 2010 timeframe hindered implementation of the goals because of administrative adjustments and the need for central report dedicated to assessment mentioned in the 2010 Follow-up Report.

The 2011-2014 College Strategic Plan improves on the earlier plan by establishing a clearer connection with the vision of “students excelling” via the goal of “Teaching and Learning Excellence.” Within this goal are two subgoals:

1. Improve Student Success and Degree Completion
2. Improve the Process for Assessing Programs, Courses, and Student Learning

The first of these goals is being implemented via SEM described under Standard 7. The second goal was originally implemented via the establishment of the Office of Curriculum and Assessment and is currently in the jurisdiction of the Office of Institutional Effectiveness. The priorities of the 2011-2014 Strategic Plan and the organizational entities established in response are expected to acculturate assessment into the College.

Assessment of Student Learning Strategic Planning. The Office of Institutional Effectiveness has been actively engaged in improving the process of assessment of student learning at the College. The office established a mission for assessment of student learning (“We ‘KNOW’ our students are learning”) and developed a strategic plan. The Assessment of Student Learning Strategic Plan are presented in Table 4-4 below. The Office of

Institutional Effectiveness plans to have the benchmarks accomplished by late 2012 to early 2013 (details of the Strategic Plan for Assessment and Timeline are presented in [Appendix U](#)).

Table 4-4: Strategic Plan Goals for Assessment of Student Learning		
Goal	Tasks	Benchmarks
To foster an institution-wide view of assessment as a necessary response to a demand for accountability to an understanding that assessment is a continuous process and source of information for instructional improvement.	<p>Plan and assess institution, program, and course assessment on a continual basis.</p> <p>Support and foster faculty ownership of the assessment process.</p> <p>Demonstrate administrative support through the maintenance of an adequate budget for assessment activities.</p> <p>Inform students of the types of and reasons for assessment activities.</p> <p>Integrate assessment strategies in the development of new courses and programs.</p>	<p>Develop assessment steering committee</p> <p>Budget developed</p> <p>Amend appropriate job descriptions to include assessment.</p> <p>Include assessment as part of the tenure review.</p> <p>Develop informational piece for Fourth Estate and Student newsletters.</p> <p>All new courses as part of the curriculum approval process will identify the learning outcomes of the course and the means by which the student learning of those outcomes will be assessed.</p>
To respond to accreditation demands, specifically Middle States assessment criteria, and to State and outside agency assessment/accreditation criteria.	<p>Review and coordinate the College's assessment plan with Middle States, state and other agency criteria when appropriate.</p> <p>Provide information and resources to programs seeking state and/or national accreditation.</p>	<p>Develop assessment handbook based on incorporating Middle States criteria.</p> <p>Work with program Chairs to offer resources regarding accreditation.</p>
To train faculty and staff in assessment processes and serve as a college-wide resource.	<p>Recommend, develop, and/or implement faculty and staff assessment training.</p> <p>Send committee members to assessment conferences and workshops.</p>	<p>Secure budget for professional development</p> <p>A minimum of \$10,000 will be allocated each academic year for faculty to use for professional development in the area of assessment.</p> <p>HACC will apply to become members of the presidents Alliance for the new Leadership Alliance for student learning and accountability.</p> <p>Develop a faculty professional development plan that incorporates a needs analysis of faculty and staff.</p> <p>At least once a year, the CITE's will make available workshops on assessment, and especially course assessment. Assessment at HACC and the role of course assessment will be an important part of the orientation of all new faculty members in HACC-101.</p>
To facilitate the feedback of assessment results into institutional, program, and course planning.	<p>Publish minutes of meetings</p> <p>Research and implement an assessment tracking system.</p> <p>Create and maintain web pages focused on assessment.</p> <p>Coordinate assessment activities and feedback with the college's strategic planning and budget processes.</p>	
To develop, implement, and improve the assessment process.	<p>Assess and research methods, strategies, and processes for the purpose of ongoing improvement.</p> <p>Share and collaborate on assessment activities and outcomes both internally and externally.</p>	<p>Develop an assessment newsletter</p> <p>Share program results on the website</p> <p>Arrange for 'Assessment brown bag lunches' 'data days' and assessment workshops.</p>

Table 4-4: Strategic Plan Goals for Assessment of Student Learning		
Goal	Tasks	Benchmarks
To develop, implement, and improve the assessment process (con't).	Oversee assessment plans, instruments, and data collection.	There will be a yearly audit of assessment by the Collegewide Assessment Committee following the collection and evaluation of the yearly assessment reports to determine where and how the assessment process can be improved and how greater efficiencies can be accomplished.

This strategic plan is executed via the work of the College-wide Assessment Committee, which is a long-term committee that makes recommendations to the Dean of the Office of Institutional Effectiveness concerning ongoing institutional, program, and course assessment of student academic achievement. The College-wide Assessment Committee consists of two faculty representatives from each academic division along with representatives from the Strategic Enrollment Management team, Academic Affairs and Institutional Research. The committee is chaired by an additional appointed faculty member. Throughout 2012, the work of the College-wide Assessment Committee will include:

- Documenting the scope, workflow, and operation of the College-wide Assessment Committee;
- Reviewing and improving the Administrative Procedures pertaining to assessment of student learning;
- Monitoring the implementation of assessment and drafting a “State of the College” report;
- Developing a public relations plan;
- Knowing accreditation requirements and best practices for assessment.

The College has a cycle of assessment that is to be completed with each academic year.

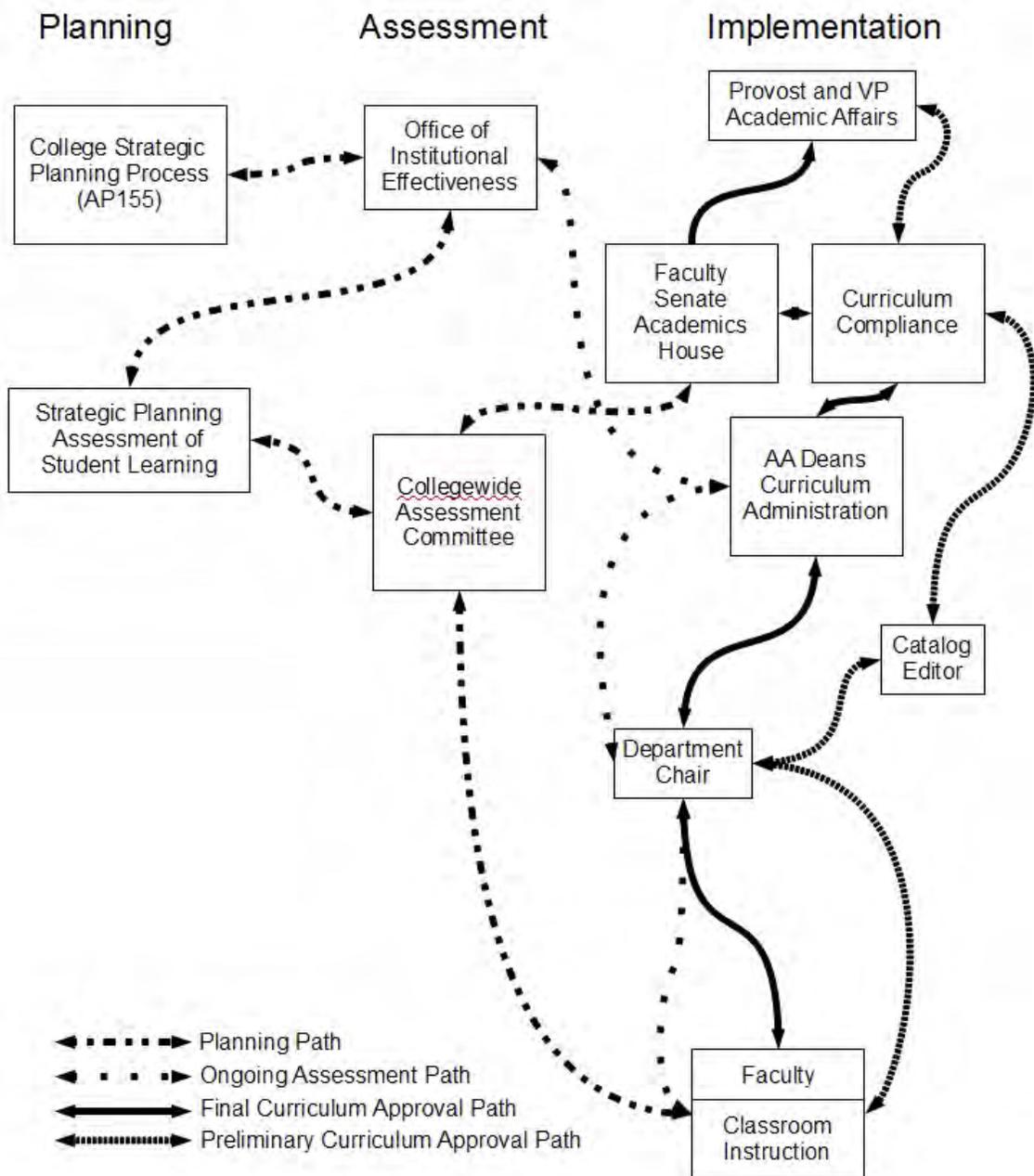
Table 4-5: Assessment Cycle		
Plan Identify goals Identify specific objectives for each goal	Fall semester start through Mid- October	Assessment workshops offered for faculty and staff
	Mid-October	Department Chairs submit Discipline/Program Assessment Reports to the Assessment Steering Committee.
	Late October to mid-December	Assessment Steering Committee reviews Discipline/Program Reports
Implement Select assessment methods/measures for each objective Develop performance criterion for each objective	Mid-December	Assessment Steering Committee returns approved Assessment Reports to department chairs.
	Mid- December to Spring	Department Chairs and faculty implement assessment plans.
Assessment Collect, analyze and interpret data	September through May	Data collection throughout academic year.
	May through August	Analysis of assessment data by department chairs, faculty, and institutional research.
Report/Revise Close the feedback loop Report findings to appropriate constituents Initiate appropriate changes	October	Departments submit assessment reports to the Assessment Committee.
	October through December	Feedback to department chairs and faculty. This time period is critical for inclusion into the Strategic Planning process.
Plan	Fall semester start through October	New assessment cycle begins. Incorporate revisions from last year. Considerations/rewards/reports from president and Dean of Institutional Effectiveness

The status of assessment is currently being monitored via a spreadsheet maintained by the [Office of Institutional Effectiveness](#) (Appendix V). This spreadsheet tracks which assessment plans exist, which programs and courses have assessment by program, department, core area, and course. Assessment is being performed across programs

and courses; however, the overall number of courses under assessment needs improvement. The general education assessment involves approximately half of the general education core. The Office of Institutional Effectiveness has recognized tracking assessment with a spreadsheet is too maintenance intensive for the scope of the programs and courses at the College. The software solution currently being obtained will enable real-time monitoring, allowing the resources of the Office of Institutional Effectiveness and the College-wide Assessment Steering Committee to be focused on improving assessment compliance.

Implementation of improvements identified by the assessment process involve revision of the curriculum documents (Form A, Form B, and Form 335) mentioned in the previous section on Standard 7. Figure 4-3 provides an illustration of how the assessment processes of planning, assessment, and implementation are interrelated.

Figure 4-4: Relationship of Components of the College Assessment Cycle



General Education

The College's General Education Core requirements are detailed in [AP718 - General Education Core](#). Following the 2010 Follow-up Report, the first General Education and Core assessment pilot (Appendix W) was developed to establish a baseline for student work across the ten core competencies. The results of the assessment pilot from the Office of Institutional Effectiveness are summarized in Table 4-6.

Core Knowledge Area	Core Outcome	Assessment Pilot Findings
Written Communication	Under development	Not completed. The department engaged in literature assessment but did not link it to the Core.
Speech Communication	Under development	The Speech department states that until they have the technology to record speeches, they cannot undertake assessment.
Humanities and Arts (called "Core A")	Evaluate the impact of history, theory, and/or world views as represented in fine art, performing arts, literature, foreign language, or philosophy course.	It is recommended that this competency be re-written to allow for the broadness of this competency and to promote measurability. It is also recommended that a Core A team as part of the college wide assessment subcommittee working in conjunction with this discipline design, administer and analyze this core.
Social and Behavioral Sciences (called "Core B")	Identify major thinkers and theorists in the field and their contributions in the history of the discipline. Recognize, define, and demonstrate an understanding of the concepts and/or theories that constitute the core of the discipline.	It is recommended that a rubric be developed for this core that is used consistently. With different assignments and measures used, it is difficult to obtain a complete picture of whether the students are meeting this outcome. It is also recommended that this Core outcome be amended to allow for measurability and a Core B team as part of the college wide assessment committee working in conjunction with this discipline design, administer and analyze this core.
Mathematics (called "Core C")	Analyze quantitative data to solve problems.	The Core C competency should be changed to reflect analytical inquiry and would thus measure the students ability to think analytically which is more aligned with a Core value, rather than a specific mathematical competency. It is also recommended that a Core C team as part of the college wide assessment committee working in conjunction with this discipline design administer and analyze this core.
Natural and Physical Sciences (also part of Core C)	Identify the steps in the scientific method when given particular statements concerning the process. Apply the scientific method in theoretical and experimental situations.	The Core-C should be modified so that is more inclusive of scientific inquiry and less specific to just the one outcome- the scientific method. It is also recommended that a Core C team as part of the college wide assessment committee working in conjunction with this discipline design, administer and analyze this core.
Diversity	Under development	Diversity was assessed only in Art- whereby students were asked to demonstrate an understanding of different cultural systems and worldviews. Their results indicate that of those students sampled, 45% met the competency. This falls short of the 70% score that was used as a baseline measure.
Physical Education/ Wellness	Under development	Physical Education/Wellness created an assessment tool based upon a pre/post questionnaire. The data shows that the average pre-test score was 5.52 out of 10 points. The post-test score shows an average of 5.16 out of 10 with a loss of -0.36 points.
Information Literacy	Under development	Information Literacy used ENGL-102 as the course best able to document information literacy. A sample of 52 essays was scored at the end of the semester using a rubric. The results show that 52% of the students sampled were able to find, evaluate and use information from a variety of sources and 56% of students could document sources properly.
Computer Literacy	Under development	The Computer Literacy assessment team took an embedded Windows 7 quiz in CIS-105 and analyzed the results. The data shows that of the 90% of students sampled they averaged a quiz score of 83% showing that the students have demonstrated mastery in Windows 7.

The broad conclusion of the Core Pilot Study Report was the College should undertake a reconsideration of the General Education and Core competencies as currently written. The current General Education and Core outcomes were developed to augment the findings from the College's program and course review process. While potentially a rich source of assessment data for the college, the outcomes do not provide a comprehensive overview of general education. The rubrics need to be based on student work, evolving from a clear understanding of the kinds of curriculum and assignments faculty at the College have created. Specific Recommendations of the Core Pilot Study Report were:

- Conduct benchmarking assessment semiannually;
- Develop and revise rubrics focused on general education usage across the curriculum;
- Educate faculty and administration regarding the relationship between the rubrics and the assessment scores;
- Require and evaluate student portfolios for the General Education and Core competencies;
- Share benchmark data College-wide.

Degrees and Programs

Each program within the College is required to complete program assessment every five years. The procedures for program assessment are specified in [AP765 - Assessing Institutional Effectiveness of Academic Programs and Courses](#). AP765 serves the purpose to provide regular review of the College's programs and courses to improve quality and efficiency, gather periodic data, identify strengths and weaknesses, and develop and maintain accountability to the College's stakeholders. Except for these broad goals, AP765 does not specify outcomes for program assessment. The processes for assessment detailed in AP765 typically are either:

- DACUM (as described above under Standard 7);
- Modified DACUM (adapted for transfer programs);
- Audit using alternative assessment criteria approved by the Chief Academic Officer; or
- External agency requirements (for programs which are accredited by agencies other than Middle States).

The program audits and DACUM process requires questions to be asked regarding graduate transfer or employment. The Program Review Report is expected to present, with supporting rationale, the following fundamental elements of an academic program:

- Effectiveness in meeting the educational needs of its service area;
- Duplication or competition with other programs in the area;
- Relevant and appropriate competencies;
- Assessment data on program outcomes (direct and indirect measures as appropriate);
- Participation rates as measured by five-year enrollment data;
- Satisfaction rates as measured by six-month and 24-month graduate surveys;
- Numbers of graduates in each of the last five years.

Improvements identified by the assessment are the responsibility of the academic department to implement. The department is responsible for executing the recommendations of the Program Review Report. The department and its supporting curriculum administrators are tasked with seeking funding if the program review recommends new capital investments or operating expenses.

The Program Assessment Report completed in [Spring 2010 for the Criminal Justice Program](#) (Appendix R) provides sample results of the program assessment process. This program assessment began with the DACUM process which produced several curriculum recommendations. The scope of the program assessment also included course assessment plan review, course assessment data, campus offering the courses, general education compliance, program costing, student satisfaction, enrollment trends, and staffing. The assessment produced the following findings:

- Curriculum modifications were recommended including inactivation of certain program options, changes in course pre-requisites, changes in course pay hours, improvements to the criminalistics lab, and creation of additional program options.
- Course assessment instruments were considered viable with the recognition that longer-term longitudinal data were need for determining the effectiveness of the instruments.
- A five-year comprehensive course assessment plan was recommended to be developed with initial focus on learning outcomes of core courses.
- Certain developmental reading courses were needed as pre-requisites, and course assessment revealed the need to incorporate instruction in subject terminology into the courses.
- Expanding the number of online course offerings was not necessary.
- The programs were fiscally sound.
- Program graduates consistently rated the program as “good to excellent” and would recommend it to others, believing that the Program accomplished its objectives
- Program enrollments were maintaining a slight upward trend with low volatility
- Faculty staffing was adequate with the caveat of monitoring for the possible future need for faculty at the York Campus.
- Computer projectors were necessary for classrooms/laboratories used for program courses.

Courses

Improvement of the College’s course assessment process is a goal of the Assessment Strategic Plan (Table 4-4). The procedures for course assessment are also specified in [AP765 - Assessing Institutional Effectiveness of Academic Programs and Courses](#). Assessment data are to be collected on an ongoing basis according to a schedule and procedures determined by the discipline and academic administration. The results are documented in the Program Assessment Report, hence an “assessment of the course assessment” occurs on the five-year program review cycle. If a course is periodically evaluated by an external agency for the purposes of accreditation or licensing, the external agency’s requirements for review are coordinated with the schedule and the requirements specified AP765. Within the context of the program review, the following are documented for the course:

- Structure as detailed in the Form 335;
- Presence of current and sufficient resources;
- Effective pre- and co-requisites to ensure student success;
- Clear, measureable and assessable learning outcomes;
- Appropriate assessments of student achievement of learning outcomes;
- Compliance with the requirements of [AP718 - General Education Core](#) (for a general education course).

Course assessment is being conducted across most departments in the College. The Allied Health fields have the highest number of courses under assessment while other departments are phasing the process in on an incremental basis. The Office of Institutional Effectiveness recognizes that institutionalization of course assessment needs to be improved. Each of the goals in the Assessment Strategic Plan is intended to accomplish this.

The department chairs play a critical role in the integrity of the course assessment process. This includes ensuring the quality and consistency of the curriculum across platforms (e.g. classroom versus distance education) and sites. With the transition to the departmental model since the 2007 Self Study, responsibility for the curriculum has been vested in the departments. Quality of the offerings is maintained via close and frequent departmental communications among faculty, observation of faculty by department chairs, and review of course syllabi by department chairs. In any given course, the assessment instruments are administered in all sections regardless of campus or site, including the College in the High School offerings, and data from all sites are aggregated in assessment reports. Department chair curricular responsibilities also include:

- Coordination of the Review of 335 forms with dept. faculty, updating textbooks and learning outcomes as required, and working with book reps as appropriate.
- Coordination of paperwork for changes to curricula within the department (Forms A, B/335) and representation of the department/discipline positions in governance as needed.
- Leading the department faculty in developing and implementing learning outcomes assessment of the programs and/or courses.
- Recommending committee(s) for course and/or program 5-year reviews.
- Interacting with ceans and College in the High School coordinators to ensure course quality and integrity.

Since the Self Study, the Virtual Campus implemented Virtual Campus Course Assessment Rubric ([Appendix X](#)) and adopted it into the online academy training process. It is used to measure the outcome of online academy and used at the “gatekeeper” for graduates of online academy. Full online courses subject to the Virtual Campus Course Assessment Rubric per [AP772 - Virtual Campus Courses](#). The Virtual Campus Course Assessment Rubric assesses the course and the delivery of the course, it does not assess student learning. Blended courses are subject to [AP711 - Credit Courses and Program Development](#), which puts assessment under the ownership of the Academic departments.

In preparation for application for accreditation through the National Alliance for Concurrent Enrollment Programs (NACEP), the Office of Secondary Partnerships has been conducting a self-study of the CHS program over the last year and a half. The basis of this self-study was the concurrent enrollment program accreditation standards put forward by NACEP. The standards address five areas of program assessment, including curriculum, faculty, students, assessment and evaluation. The College has been making efforts to align with NACEP standards, specifically:

- High school CHS faculty are required to apply for adjunct status and be course qualified;
- Collecting comparative syllabi from the CHS sections and on-campus sections of the same course to compare course content, grading, and assessment elements;
- Departmental verification that NACEP curriculum standards are being met;
- Assignment of faculty liaisons to CHS faculty as required by [AP774 - College in the High School](#);
- Conducting student impact surveys;
- Initiating student matriculation studies.

The student impact surveys in general contained favorable responses regarding effective preparation for college as a result of taking the CHS course, including meeting anticipated expectations in the post-secondary environment. The matriculation studies determine how long the student attended the College, how many students graduated, the need for the student to complete developmental studies courses, how the student performed in the general education sequence, and the student’s major. As conclusions are reached about the CHS Program’s alignment with NACEP Accreditation Standards, and in light of using those standards as the benchmark for a quality program, the College will be reviewing AP774 for appropriate changes.

Recommendations

- 4-1 Procedures need to be revised to ensure the Key Performance Indicators inform Strategic Planning and provide a formal assessment of the planning process.
- 4-2 Resources allocated for institutional effectiveness and assessment of student learning need to be connected to an ongoing budgetary source.
- 4-3 The strategic plan for assessment of student learning and the specific recommendations of the General Education Core Pilot Study Report are affirmed.

5: Linked Institutional Planning and Budgeting Processes

Since the Self-Study, the College has acculturated the mission and vision statements along with the strategic plan into the day-to-day institutional operations. The College's mission illustrates the vital role that community colleges serve in the post secondary educational system:

"In partnership with students, educators, businesses and our diverse communities, Harrisburg Area Community College fosters excellence in the educational, cultural, workforce development and economic growth of the College's service areas."

The College's vision statement, which strategically supports the mission, outlines the fundamental services of student focus, teaching excellence, open access, affordability, transfer, workforce development, and economic community growth:

"Harrisburg Area Community College is an accessible, affordable, high quality, comprehensive community college. The multi-campus college serves as a premier educational and workforce development institution. The presence of quality instruction and cutting edge technology, business and industry collaboration, and a learner-centered environment provides students the necessary knowledge skills and values to compete and excel in a global community."

HACC is recognized for:

- Students excelling in achieving their learning goals;
- Increased enrollment and retention of disadvantaged students;
- Optimum use of current technology in instruction and services;
- A climate of personal attention, respect, and inclusion;
- High quality faculty and staff;
- Collaboration among, staff, faculty, students and the community;
- Leadership identifying and responding to changing community needs;
- Being a regional resource for cultural and artistic expression;
- iTunes U.

Examples of the College's national recognition for iTunesU can be found at <http://www.insidehighered.com/news/2012/01/20/colleges-excited-their-itunes-classes-go-live> and http://www.pennlive.com/midstate/index.ssf/2012/01/apple_pushes_into_education_wi.html.

To further exemplify the mission and vision, the College affords students the opportunity to choose from among nearly 200 associate, career and transfer degrees and certificate and diploma programs in a variety of disciplines in a multi-campus environment. In service to the economic development of its communities, the College makes its resources and facilities available to enhance quality of life through its various continuing education components, it develops credit and non-credit courses for life long learning, a vocational pursuits, and job-skills enhancement.

Specific programs are developed in cooperation with community representatives for such purposes as helping businesses and public agencies incorporate new technologies or systems-management procedures, improving employee well being, upgrading skills of existing employees, or providing entry-level training for new employees.

The multi-campus environment fosters innovative presentations of local culture. For example, at the Harrisburg Campus, the Rose Lehrman Arts Center is home of the Performing Artist Series and the Rose Lehrman Art Gallery. The center also houses college theatre, music and art programs. Each campus inspires its own multi-cultural programming.

Mission, Planning, and Resource Allocation

The College's Strategic Plan is also aligned with the mission and vision promoting a continuous, year-round system by which the College develops, implements, monitors, evaluates, and communicates strategic planning goals and priorities. [AP155 - College Strategic Planning Committee](#), outlines the purpose, definition, and procedures the College follows in development of the plan. The Strategic Plan is supported by six campuses, 22,000 students each semester, 1,828 employees and a \$160,000 budget.

The Strategic Planning Committee, representing all internal constituencies of the College, is composed of five administrators, five faculty, four classified staff, and four students. The Strategic Planning Committee is chaired by the Executive Assistant to the President. Students hold a one-year term of service on the committee and all other members hold three-year, rotating terms. This committee is charged with developing and overseeing each three-year strategic plan, approved by the Board of Trustees, that provides a course of action for implementing the College's mission and vision statements. Members of the president's cabinet serve on the Strategic Planning Committee as ex-officio members.

Since 2007, the College has built a connection between the strategic planning process and the College's budget via the procedures governing the Strategic Plan. The presence of cabinet-level administrators in both the Strategic Planning Committee and the budget process also serve to connect the strategic planning process to the budget. Since 2007, the College has informally linked strategic planning to the College budget in several ways:

- Personnel planning;
- Capital requests;
- Enrollment projections;
- Monitoring of the debt ratio by the Board of Trustees;
- College initiatives linked the Strategic Plan.

Enrollment projections support revenue projections which can affect decisions related to expenses. The expense projections then become a comparison and justification for proposed next fiscal year budget line items. Strategic planning monies previously came out of the operating budget. Most recently, the monies are in a specific Strategic Fund account to allow for monitoring what is being spent on initiatives. [AP155 - College Strategic Planning Committee](#) specifies that Budgeting for new projects, new programs, new personnel, new curriculum development, and other items may only occur if such items are deemed a priority within the College Strategic Plan, as outlined in [AP411 - Annual Budget Preparation - Operating](#) (Appendix C). Annual budget preparation is governed by AP411 and [AP415 - Capital Funds Budget Preparation](#).

The College uses its budgeting procedures and documents to govern the building of capital and operating budgets for the upcoming year. These procedures were last revised in 2002 and 2001 respectively and do not reflect the connection between budgeting and Strategic Planning specified by AP155. To execute the budgeting procedures, the College employs budget preparation timelines. Timelines for the 2012-2013 budget preparation are presented in Appendix Y. Again, these timelines do not reflect the connection between budgeting and Strategic Planning specified by AP155. The primary connection between the capital and operating budgeting efforts and Strategic Planning exists via the Cabinet level administrators working in both arenas.

The College's planning process recognizes the wide input sought from throughout the College which drives the resources allocation process. The College's planning process begins with an analysis of reports which provide metrics. The strategic planning initiatives are guided by those assessments and are designed to move the College toward reaching objectives and targets. The planning process has allowed the College to identify strengths, weaknesses, and opportunities and develop plans and institute policy changes, programs, or both to achieve shared goals. Guided by the planning process, the College allocates resources to areas where performance indicators have indicated the need for improvement. The structure of the strategic plan makes the core priorities clear to the college community and focuses attention, energy, and resources on priority areas. Budget, capital

funding and strategic planning procedures are repeatedly and effectively communicated to the college community, and recent changes to the strategic plan timeline have expanded preparation in the budget process.

Strategic Plan Execution

Execution of each major goal of the College Strategic Plan is assigned to a Major Goal Executive. The Major Goal Executive is an executive level administrator who is assigned responsibility for overseeing achievement of a Major Goal. Within each Major Goal are between five and seven specific sub-goals called Institutional Priority Goals (IP Goals) which are delegated to an IP Goal Coordinator. An IP Goal Coordinator is a Cabinet Member or other administrator who is assigned responsibility for overseeing accomplishment of an institutional priority.

The IP Goal Coordinator convenes a committee who works to determine how the College will accomplish the IP Goal. Committees are staffed according to the scope and needs of the goal. The scope of the committee's work depends on the complexity of the IP Goal. Table 5-1 presents an example from the [2008-2011 College Strategic Plan](#) (Appendix B) to illustrate the execution of the plan in practice. This table shows how the committee is tailored to fit the experience and knowledge necessary to achieve the goal as well as how the expected outcome corresponds to the nature of the goal.

Major Goal	IP Goal	IP Goal Committee Staffing	Outcome
HACC provides learning support services and environments which engage and support all students to ensure their academic, personal, and professional success	Maximize students' access, enrollment and success by implementing a comprehensive Enrollment Management Plan.	Administrators and professionals practicing in academics, student services, campus operations and public relations	HACC will research, develop, implement and update a comprehensive Enrollment Management plan geared to maximizing access to programs and services; supporting student success at HACC; aligning enrollments with the long-term financial plan for sustainability and growth.
	Maximize early intervention strategies for at-risk students to ensure their success	Administrators and professionals in student services with emphasis on those serving at-risk students. Also public relations representation.	HACC will provide an increased number of early intervention strategies for students in identified at-risk populations to aid in College - Wide Retention efforts, and to enhance and promote student achievement, retention and success.
	Ensure universal access to student services through a centralized student technology support system	Instructional and counseling faculty. Technology personnel in student services.	Eliminate our students' frustrations with technology support by creating a defined pathway for all HACC students to gain as-needed access, on- or off-campus, to timely technology support through a centralized student technology support system.
	Develop an Honors Program with select four-year colleges for the best and brightest high school graduates.	Instructional faculty who teach honors courses	To create a cohort Honors Program which would enroll high ability students; to provide a high quality and academically rigorous transfer curriculum; to guarantee transfer to five or six national private colleges located in the region; to provide opportunities for language immersion and study abroad; to promote cohort activities such as trips, lectures and social activities in order to increase learning outside of the classroom and to develop critical leadership skills.
	Create a campus culture that cultivates personal and active engagement through integrated co-curricular and curricular leadership and multicultural activities.	Administrators, faculty, and support staff from student affairs and global education.	HACC will integrate multicultural and leadership learning opportunities into the college-wide culture.

The 2008-2011 Strategic Plan improved the tracking and monitoring of progress toward each of the Institutional Priority goals by implementing an online reporting system where IP Goal coordinators were required to post updates at least every six months. Each major goal executive provided annual summaries of progress toward goals. The web site <http://strategic.hacc.edu/index.cfm?fuseaction=CSP.CSPlan> provided the venue for communicating progress on the Strategic Plan to the community.

When the IP Goal Committees completes their work, implementation of the goal within the College is accomplished by a variety of funding venues. Unit managers, for example, are required to align their operational objectives and budgets to the strategic plan. Funding for summer instructional grants, capital projects, and grants from the HACC Foundation are other ways in which strategic plan goals are funded. Goal achievement is also accomplished via the budgeting process mentioned in the previous section.

The [2011-2014 Strategic Plan](#) (Appendix B) ensured that each of the IP Goals is measurable and linked to the budget. In addition, the process for developing the 2011-2014 Strategic Plan was inclusive because sessions were held at each campus to gather input for the College's priorities. This campus input was considered with the work of the Strategic Plan Committee to develop new institutional goals. Common themes emerged and goals presented in the 2011-2014 Strategic Plan were developed.

Institutional Renewal

As previously described in Chapter 4, the Strategic Planning process is a key component of the College's assessment of Institutional Effectiveness. The Office of Institutional Effectiveness will be incorporating assessment into the strategic planning process. The College's student learning assessment function has been included in the scope of the Office of Institutional Effectiveness as well to provide continuity between Institutional Research and data from the academic offerings of the College. The intent is for the goals of the College's Strategic Plan based on institutional research and student learning assessment results and to use research to inform implementation of the Plan.

The College has performed *ad hoc* assessment activities which are being used to inform the institutional renewal process. For example, the Reorganization Survey and Engagement Surveys mentioned in Chapter 2 cover a broad scope of areas of the College and identified a couple of key areas where improvement could take place. These areas include cross-College consistency, communication and leadership, and intercampus relationships. The College then convened the Efficiencies Task Force (detailed in Chapter 4) to examine the College's organizational structure with the goal of resolving the negative findings of the assessments and providing a framework for more-efficient operation.

From the campus perspective, the Strategic Plan is connected to campus planning in a variety of areas via the Master Framework. [Appendix Z](#) provides the Master Framework for each of the campuses. These documents integrate the implementation of activities for institutional renewal over a several year period and include program plans, facility plans, technology plans, fundraising, and construction activities. The connection between the Master Framework activities and the College Strategic Planning processes is mainly via the Cabinet-level administrators serving in both areas.

Recommendation

- 5-1 Revise the procedures pertaining to Strategic Planning and budgeting to make the link between the two formal. This includes making budget timelines reflect the connection between budgeting and Strategic Planning.

Appendix A: Analysis Tables for Self-Study Recommendations and Middle States Suggestions

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
1: Mission, Planning, and Assessment Recommendations					
1.1: The College should monitor and improve the functionality of the College Strategic Plan Committee and hold managers and the Committee accountable for reporting and updates.					*Details in Chapter 1 *Annual progress assessments conducted in years two and three. *Final review sessions conducted in year three. *Results presented to BOT and follow up discussions. *Final report disseminated to College community. *Addition of identification of Objectives and Tasks as subunits.
1.2: Deans and other supervisory administrators should actively and consistently encourage their faculty and staff to be more involved in both input and implementation of the College's IP Goals.					*Strategic Plan goal managers publicize outcomes internally and externally (see Chapter 1). *Certain budget processes are linked to the Strategic Plan (see Chapter 5).
1.3: The College Public Relations procedures need to be revised to include what types of requests are handled through the PR office, procedures for making a request, and what timelines are required for which types of PR materials.					*Public Relations now incorporated into College Advancement. *Details in Chapter 2.
1.4: An Administrative Procedure should be developed to address the College's content management and the website, providing information on the process for getting information posted on the website, how multi-campus information should be posted, contact information, and timelines.					*The College is currently developing Administrative Procedures to govern web content and social media.
1.5: The College should establish a secure location and implement a system to collect, account for, display, and promote the availability of archival materials.					*AP138 - College Archives was updated in 2009 to specify procedures for management of archival materials. *College has a designated archive area.
1.6: The College needs to develop a way to make information more easily accessible to internal and external constituencies.					*myHACC portal is the common platform for disseminating information to internal constituencies. *Website is the common platform for disseminating information to internal and external constituencies. *Communications enhanced by SKIgrams and Connections Magazine.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
2: Financial, Human, and Physical Resources Recommendations					
2.1: The College should assess the effectiveness of AP145 - Budget Advisory Committee, and the new College Budget Advisory Committee structure (including Regional Budget Advisory Committees) in financial planning.					<p>*See Chapter 1 for details.</p> <p>*AP145 - College Compensation Advisory Committee updated in 2009 to address budget advisory committee issues.</p>
2.2: The College needs to implement program costing models and assess their effectiveness in light of the College's mission and the state's new funding formula.					<p>*See Chapter 1 for details.</p> <p>*PFM Future Perfect software implementation used for personnel planning and long-term budgeting.</p>
*2.3: The College should assess the cause of the ongoing financial loss in the non-credit area and implement processes to make it profitable.					<p>*See Chapter 3.</p> <p>* PFM Future Perfect software implementation.</p> <p>*Noncredit has made significant changes based on assessing their operations effective in FY11/12, including eliminating Community Education courses.</p> <p>*Non-credit internal Audit, April 1, 2011.</p>
2.4: The College needs to develop an evidence-based rationale for full-time/part-time faculty ratios to meet campus needs.					<p>*Growth since the 2007 Self Study and other factors are affecting establishing rationale. Working ratio of 40/60 set and ongoing assessment taking place.</p>
*2.5: The College should assess overhead rates and develop benchmarks for adding administrative positions based on student and faculty population.					<p>*See Chapters 1 and 3</p> <p>*College has developed a formula to calibrate to FT/PT a 40:60 ratio</p> <p>*Argos report is run and used at Campus level for personnel planning.</p> <p>*Multi-camps task force report. Efficiencies task force examining areas where operational efficiency can be improved.</p>

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
2: Financial, Human, and Physical Resources Recommendations (cont'd)					
2.6: The College needs to continue to work with other community colleges, Pennsylvania Department of Education, and legislators to improve funding for capital and operational reimbursements.					<p>*See Chapter 2</p> <p>*Establishment of the Internal Advocacy and Coordination Committee.</p> <p>*Legislative events, such as the College's Annual Legislative Breakfast in the State Capitol every June.</p> <p>*Established a new position, Director, Legislative Affairs, 2010 to establish and cultivate relationships with elected officials at the state & federal levels.</p> <p>*Development of the web site HACctivism to enable students, faculty, administration, BOT and Foundation Board members to lobby members of the state and federal delegation.</p> <p>*Using geospatial technology to raise awareness amongst legislators of the need to increase funding at the state level.</p> <p>*Establishment of the Delegate Body Future Funding Plan Committee working to develop and implement a strategy for dissolution of sponsorship agreement, obtaining a new community sponsor, and amending legislation to reflect current and future sponsorship needs.</p>
2.7: Human Resources should continue working together with the Office of the Vice President of Academic Affairs and Enrollment Management to assess and improve the online recruitment and hiring process based on feedback from applicants, hiring managers, and search committees.					<p>*See details in Chapter 1</p> <p>*AP822 - Employee Recruitment and Appointment updated in 2011.</p> <p>*All positions have templates to maintain consistency across all campuses.</p> <p>*jobs.hacc.edu employee recruitment site improved.</p>

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
2: Financial, Human, and Physical Resources Recommendations (cont'd)					
2.8: The College should continue to accelerate the initial approval process of new and replacement full-time positions (pending budget approval) so that search committees have adequate time to effectively execute the search and selection process.					*AP822 - Employee Recruitment and Appointment updated in 2011.
2.9: The College should improve the mentoring program by ensuring that initial assignments of mentors are made before the semester begins, and by formally assessing the effectiveness of the mentoring program for full-time and adjunct faculty.					*See details in Chapter 1. *AP895 - Faculty Mentor Program updated 2011. *Improvements to HACC 101 and Mentoring Program Guidelines published in Fall 2011.
2.10: Human Resources needs to follow through on plans to assess and update job descriptions College-wide.					*College implementation of the Compensation Reclassification Project.
2.11: The College should create a working group to improve the appraisal process and formally assess the results of this process to date.					*The College Compensation Advisory Committee (CCAC) formed a working group to formally assess the Halogen pay-for-performance issue for non-exempt employees.
2.12: College procedures need to be revised to provide a means for evaluating tenured faculty involving multiple sources of representative information.					*AP872 - Evaluation of Tenure Track Faculty updated 2007-2011 *AP873 - Evaluation of Tenured Faculty updated 2007-2011 *AP874 - Performance Remediation for Tenured Faculty updated 2007-2011
2.13: The College should ensure that all new employees are informed of discipline and grievance procedures during the orientation.					*College Policy 877 - Discipline and Dismissal of College Employees updated 2010. *AP886 - Corrective and Disciplinary Action for Faculty revised in 2009. *AP888 - Corrective and Disciplinary Action for Regular Full-Time and Part-Time Employees revised in 2009.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
2: Financial, Human, and Physical Resources Recommendations (cont'd)					
2.14: The College should continue to prioritize and implement recommendations from the Master Plan, making actual enrollment growth triggers for physical campus improvements at all campus locations.					*See Chapter 5 *Master Framework is the coordination mechanism for comprehensive planning. See Appendix Y.
2.15: At each campus or site, the College is advised to explore adjusting classroom size and class scheduling to achieve a better fit between classroom capacity and class size.					*CollegeNet Reporting obtained for classroom efficiency at the Campus level. CollegeNet implementation initiated in February 2012 with rollout over 2012-2013.
2.16: The College should continue to evaluate laboratory space, particularly in the science area, and determine priorities for laboratory renovations.					*On-going planning and evaluation for laboratory facilities renovations are being handled at the campus level.
2.17: The Harrisburg Campus should implement plans to improve traffic flow, pedestrian safety, and parking facilities as outlined in the Master Plan.					*Added turn lane on Industrial Rd. *Bus stop moved to entrance road. *Increased the parking space in East Lot
2.18: Interior security should be improved at the Lebanon Campus.					*Lebanon Campus renovations completed.
2.19: The College should continue to implement the recommendations of the 2003 facilities assessment.					*Recommendations incorporated into the College Master Framework.
2.20: The College should continue to follow up on to improve communications between the Safety and Security Department and the College community.					*Implementation of e2campus.
2.21: The College should monitor and reassess the performance of Virtual Campus and Instructional Technology and Information Technology Services after projects have been completed and sufficient time has passed to gather reliable performance data..					*Implementation of Academic Technology Advisory Team (ATAT) 2011-2015 Plan. *Monitoring is completed through the ATAT surveys.
2.22: The Learning Technologies Advisory Committee and the Director of Academic Computing Services should develop a method for gathering appropriate information about the various curricular computer lab facilities and assessing their effectiveness and addressing student and discipline needs.					* Implementation of ATAT 2011-2015 Plan.
2.23: To improve the effectiveness of computer training, different avenues should be made available to employees such as posting documentation online and computer-based tutorials.					*Training needs are completed through the ATAT surveys. *A wide variety of approaches and platforms are being used to conduct technology training, e.g. podcasts, Wiki, web conferencing, and online references.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
3: Governance and Administration Recommendations					
3.1: The College should explore the feasibility of a governance organization for administrators and professional staff or modify the mission of Academic Council to address the representation concerns.					*A committee is designing an Administrative/Professional College Organization.
3.2: The College should implement regular assessments of its governing bodies and the whole governance process.					*AP111 - Development and Revision of Administrative Procedures explains role of governance constituencies in procedure approval. *Faculty Senate Constitution revision. *2011 College Engagement Survey assessed governance (see Chapters 2 and 4). *Effectiveness of student governance included in satisfaction survey for Key Performance Indicators.
3.3: The College should continue to monitor and assess changes resulting from the Multi-Campus Task Force Report to determine whether they address concerns related to governance and the one-College concept on governance in a multi-campus setting.					*Multi-campus issues addressed by reorganization (see Chapter 2). *Faculty Organization constitution re-written in 2010. *Classified Organization constitution re-written in 2011. *Student Government Organization constitution re-written in 2009. *Faculty Senate members also serve on College-wide joint committees.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
3: Governance and Administration Recommendations (continued)					
3.4: The College should develop a process requiring the input from and communication to all constituencies of the College in a timely manner when implementing new initiatives.					*myHACC portal used for gathering feedback from the College. Examples include the Efficiency Task Force and the Middle States Periodic Review Task Force. *Implementation of SKIgram and podcasts.
3.5: The College should assess the effectiveness of the new structure for student government at the end of the first full year of operation.					* Effectiveness of student governance included in satisfaction survey for Key Performance Indicators. First survey was Fall 2011, results are pending.
3.6: Complete membership rosters, charges and deliberations of all Task Forces should be published on the College Intranet in a timely fashion, and provisions should be made to include College-wide discussion sessions accessible to all campuses both during the deliberations and as a response to any preliminary reports.					*myHACC portal used for gathering feedback from the College. Examples include the Efficiency Task Force and the Middle States Periodic Review Task Force. *College Web site was updated 2010.
3.7: Changes from the Multi-Campus Task Force Report, including organizational structures, should be formally assessed by a process involving all constituencies over the next two years and communicated to the College community.					*Multi-campus issues addressed by reorganization (see Chapter 2). *College-wide reorganization replaced the Multi-Campus Task Force.
3.8: The effectiveness and efficiency of the Virtual Campus structure needs to be assessed in the next year because of the rapid increase in size and complexity.					* College-wide reorganization (see Chapter 2) determined the structure needs of the Virtual Campus.
3.9: A mechanism should be established to assess the division and campus organizational structures, using agreed-upon timeframes and performance measures.					*See Chapter 2 for details. *College reorganization goal of 2008-2011 Strategic Plan (see Chapter 2). *Reorganization assess by Reorganization Survey of 2010. *Further assessment by Employee Engagement Survey of 2011. *Efficiencies Task Force of 2012. *Work on the Academic Structure based on Reorganization Survey and Efficiency Task Force recommendations.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
4: Services to Students Recommendations					
4.1: The College should continue to assess current recruitment and marketing strategies and materials and update approaches in print and electronic materials as appropriate.					<p>*See Chapter 2 for details.</p> <p>*SEM-L, SEM-R, and SEM-ES replaced DDEM. EM Timeline to centralize communications for College-wide and campus-specific recruitment events.</p> <p>*Implementation of WorkZone subscription web site to facilitate collaboration of marketing plan and materials.</p> <p>*Some advertising campaigns are based on student focus group findings.</p> <p>*Web redesign in 2010, yielding significant increase in number of visitors.</p> <p>*Development of HACC Admissions microsite for prospective students.</p> <p>*Use of social media platforms.</p> <p>*Purchase of the Banner Enrollment Management Suite module for communication plan, materials, and student tracking.</p> <p>*Annual college catalogue moved from print-only to web-based publication.</p> <p>*Implementation of Public Relations Publication database for PDF format program sheets.</p> <p>*Establishment of MyHACC portal as a secured central communication platform for students, staff and faculty.</p> <p>* Marketing Strategy can often be misleading by advertising "get your degree in 2 years". The average student does not get their degree in 2 years.</p>
4.2: The College should identify core outcomes for orientation programs and develop incentives for student attendance so that orientation programs result in similar student outcomes regardless of location.					*College is researching programming via an ad hoc committee for a "freshman experience" model for new student orientation. See Chapter 2
4.3: The College should assess workloads, staffing, and administrative structure in the Records and Registration Offices and make adjustments as needed.					*Establishment of Welcome Center at each campus. See Chapter 4.
4.4: The College should continue to work on improving services to international students.					*Established Office of Global Education, 2010.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
4: Services to Students Recommendations (cont'd)					
*4.5: The College use results of the comprehensive assessment of counseling services, along with the needs identified in this Self Study to improve counseling and advising services to students in the following areas: clear, accurate, and accessible advising information for students and advisors; adequate staffing and advisor loads across campuses and divisions, secure advising communication at a distance, crisis counseling—access or referrals, and a comprehensive assessment process for counseling and advising services throughout the College.					*See Chapter 2 for details. *Many changes to structure and delivery of services have occurred as a result of the Counseling Assessment, 2007. *Counseling Reorganization, 2011 * Zimride statistics and assessment
4.6: The College should continue to implement consistently high quality child care services at all campuses, balancing the costs of this quality with affordability for students.					*Implementation of in-house childcare services to outsourcing this service.
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.					*AP817 - Faculty Tenure updated in 2010.
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.					*SEM replaced DDEM as a College-wide committee. AP still needed because of its role in determining College enrollment management process. See Chapter 4.
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.					*Defined as a 'right' in (Section 1A) of the Faculty Constitution.
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.					*Strategic Plan (2008-2011) Initiative Plan 2A: 'Position HACC faculty at the national & international forefront of educational innovation and teaching excellence.' See Chapter 4. *Faculty Constitution re-writes dissolved the PG&D Committee. See Chapter 2. *Establishment of CITE at each campus. See Chapter 4. *Development of Leadership Academy. See Chapters 2 and 4

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
5: Educational Offerings Recommendations (continued)					
*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.					<p>*Establishment of CITE at each campus. See Chapter 4.</p> <p>*Faculty Organization Rules (Section 3A.ii.j). See Chapter 2.</p> <p>*Development of Leadership Academy. See Chapters 2 and 4.</p> <p>*Funding is campus budget based to support faculty conferences and travel expenses.</p>
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.					*DDEM Committee replaced by SEM to meet 2008-2011 Strategic Plan goal. Curriculum Development not included in SEM. Program development now under the Office of Institutional Effectiveness. See Chapter 4.
5.7: The College should assess student learning outcomes resulting from implementation of Instructional Technology to determine any adverse or positive effects.					<p>*Instructional technology needs are assessed annually, however scope does not include student learning outcomes.</p> <p>*Nursing/RN labs report effective results from Instructional Technology at Gettysburg.</p>
5.8: The College should implement the new general education core Administrative Procedure and assess the effectiveness of the new general education requirements.					*Established General Education core outcomes. See Chapter 4.
5.9: Library faculty should assess the effectiveness of all information literacy instruction with regard to enrollments, student learning, and faculty satisfaction.					*Library faculty have been conducting assessment, results show sessions are good to excellent.
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.					*Assessment being implement by library faculty on a pilot basis.
5.11: The College should continue to examine, assess, implement, and enhance services to identify and retain developmental learners.					<p>*See Chapters 2 and 4.</p> <p>*Developmental Math curriculum revised.</p> <p>*Developmental English curriculum revised.</p> <p>*Math longitudinal studies and outcomes assessments implemented.</p> <p>*Developmental Reading curriculum revised.</p> <p>*Updated Human Development to the Social Sciences Division—need updated</p>

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
					chart.
5: Educational Offerings Recommendations (continued)					
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.					<p>*See Chapter 2 and 4.</p> <p>*Developmental Math curriculum revised.</p> <p>*Developmental English curriculum revised.</p> <p>*Math longitudinal studies and outcomes assessments implemented.</p> <p>*Developmental Reading curriculum revised.</p> <p>*AP763 updated 12/15/11</p>
5.13: The College needs to address the roadblocks identified by the Institutional Priority team before executing non-credit to credit pathways.					<p>* Continued integration of noncredit and credit occurring in many areas of the college including policies and procedures as well as outreach efforts through marketing. See Goal 3b. in 2008-2011 Strategic Plan.</p> <p>*Grant (TAACCCT) to hire three career coaches.</p>
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.					*Assessment done on case-by-case basis by Department Chair who maintains Curricular responsibilities.
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 AP774, College in the High School Program, in light of reports from the research office and faculty liaisons.					<p>*See Chapter 4 for details.</p> <p>*Assessment done on case-by-case basis by Department Chair who maintains Curricular responsibilities.</p> <p>*Data from all sites are included in assessment reports.</p> <p>*AP774 - College in the High School Updated in 2008</p> <p>*In process of gaining accreditation from the National Alliance for Concurrent Enrollment Programs (NACEP)</p>
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.					*Cost analysis performed in 2008, resulting in CHS tuition increase of \$30. See Chapter 4.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
5: Educational Offerings Recommendations (continued)					
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.					*AP772 - Virtual Campus Courses requires assessment of the student experience. *Virtual Campus Course Assessment Rubric is the assessment instrument. See Chapter 4.
5.18: Updates to the College procedures on Distance Education need to be implemented and their impact on educational quality assessed when appropriate.					*AP772 - Virtual Campus Courses requires assessment of the student experience. *Virtual Campus Course Assessment Rubric is the assessment instrument. See Chapter 4.
5.19: The Virtual Campus needs to develop a process to ensure higher return rates and comparability to on-campus offerings for student evaluations.					* Since the Self Study, the Virtual Campus offers prizes for submitting evaluations (sweepstakes), which yielded an increase in return rate, but still below the Campus return rate. Other processes have been tried (such as links posted with exams) without significant increase in return rates. Current process consists of a link on the course homepage, electronic postcards, pop-up announcement in courses, encouragement, sweepstakes incentive; some positive effect.
6: Assessment of Student Learning Recommendations					
6.1: Additional DACUM facilitators should be recruited and all DACUM facilitators should be given initial as well as ongoing professional growth opportunities in order to maintain the integrity of the process.					*Recruitment is an informal process via recommendation by Division Dean or Department Chair or as a result of participation in a DACUM review of their own program. *Vice President of the Academic House oversees the review and approval of programs, courses, and recruits faculty members to serves as DACUM. *DACUM Guidelines are in place to maintain impartiality and integrity. *AP669 - Academic Program Review: The DACUM Process updated 2010.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
6: Assessment of Student Learning Recommendations (continued)					
6.2: The College needs to ensure the consistent implementation of curriculum at all locations.					<p>*See Chapter 4 for details.</p> <p>*Shift to departmental model with department chair job description.</p> <p>*College in the High School and off campus sites included in course assessment.</p>
6.3: The Office of Academic Affairs and Enrollment Management should continue to work with faculty to establish procedures to ensure regular and consistent assessment of learning outcomes across campuses and delivery platforms.					<p>*See Chapter 4 for details.</p> <p>*On-going development of long-term College-wide implementation of student learning assessment processes.</p> <p>*Established Office of Institutional Effectiveness.</p> <p>*College Policy 072: Mission and Goals Statement specifies using continuous assessment in order to promote excellence.</p> <p>*AP765 - Assessing Institutional Effectiveness Of Academic Programs And Courses describes program and course assessment procedures.</p> <p>*AP669 - Academic Program Review: The DACUM Process specifies programs must have an assessment plan.</p>

Middle States Suggestions

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
1: Mission, Planning, and Assessment -- Suggestions					
1. While the College is making strides in tracking the accomplishment of the Strategic Plan IP's (i.e. data at the "back end"), efforts should be made to better utilize College Effectiveness data and environmental scanning data in driving the development of Strategic Goals (i.e. data at the "front end" of the planning process).					<p>*See Chapter 1 for details.</p> <p>*2008-2011 Strategic Plan implemented an online reporting system. IP goals are measurable and linked to budget. 2011-2014 more inclusive with strategy meetings at each campus.</p>
2. The team supports the Self-Study suggestion that "the College should monitor and improve the functionality of the College Strategic Plan Committee and hold managers and the Committee accountable for reporting and updates." Specific attention should focus on methods ensuring that Major Goals and Institutional Priority Goals are effectively documented, monitored, revised (when necessary), and communicated to campus constituencies.					<p>*See Chapter 1 for details.</p> <p>*Annual progress assessments conducted in years two and three.</p> <p>*Final review sessions conducted in year three.</p> <p>*Results presented to BOT and follow up discussions.</p> <p>*Final report disseminated to College community.</p> <p>*Addition of identification of Objectives and Tasks as subunits.</p>
3. The Team encourages the Strategic Planning Committee to use Administrative Procedure AP155 - College Strategic Planning Committee, as a framework for engaging in "periodic assessment of the effectiveness of planning, resource allocation, and institutional renewal processes" (Characteristics of Excellence).					*AP155 - College Strategic Planning Committee is being update to incorporate procedure changes.
4. The College should begin to explore the assessment of institutional effectiveness with more direct measures, as opposed to attitudinal survey data, and these indicators (often referred to as "dashboard indicators") should be routinely shared with the Board of Trustees.					*See Key Performance Indicators in Chapter 4.
5. The College should investigate software and hardware packages that would improve the efficiency of assessment data gathering, analysis, and tracking of College-wide projects such as Strategic Planning and Assessment.					<p>*College procured PFM Future Perfect ARGOS Enterprise Reporting Solution</p> <p>*College is in the process of procuring assessment tracking and reporting software.</p>
6. The College needs to develop mechanisms to ensure that surveys and other assessment instruments are undertaken with a clear purpose, focusing the energy of faculty and staff on assessment for continuous improvement rather than simply continuous surveying.					<p>*Office of Institutional Effectiveness established to oversee all assessment activities.</p> <p>*PQuest software purchase to enable surveys and evaluations.</p>
7. The College should immediately address the archives deficiencies by identifying a specific space that is environmentally secure and AP13 8 should be more widely disseminated and "acculturated" throughout the identified departments, as collection of materials is a major challenge with creating a useful institutional archive.					*AP 138 - College Archives updated to specify a designated archive area.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
2: Financial, Human, and Physical Resources -- Suggestions					
1. A five-year business plan should be developed that incorporates the work of the new Data-Driven Enrollment Management Sub-committee, projected support under the new Commonwealth funding formula, the Facilities Master Plan and the College-wide Technology Plans to determine the overall financial need by campus and the college as a whole.					*Addressed by the College Master Framework (see Chapter 5)
2. The Team agrees with the Self-Study suggestion that "the College should assess the effectiveness of AP145 - Budget Advisory Committee, and the new College Budget Advisory Committee structure (including Regional Budget Advisory Committees) in financial planning."					*AP145 - College Compensation Advisory Committee updated in 2009 to address budget advisory committee issues.
3. The orientation of student workers should be consistent with that for new employees.					*Development of mandatory new student worker orientation at each campus.
4. The College's "one college" philosophy should be balanced and customized to an individual campuses' specific community constituency.					*See Chapter 2 for details. *2008-2011 Strategic Plan Goal 4b Implement a College Reorganization Plan to fulfill HACC's one-college, multi-campus mission *2010 Reorganization Survey and 2011 Engagement Survey assesses results of reorganization. *2011-2014 Establishes Organizational Excellence as a goal. *2012 Efficiency Task Force examines organization.
5. The College needs to clarify the "departmental" organization of the disciplines.					*See Chapter 2 for details. *Academic affairs being reorganized for greater efficiency.
3: Governance and Administration -- Suggestions					
1. The Board of Trustees should increase its participation in external advocacy.					*See Chapter 2 for details. *Campus Advisory Boards Community Relations Committee. *College Policy 021 contains advocacy requirement.
2. The College should continue to address the one-College concept in a multi-campus setting including divisional and/or organizational structures and communicate its findings to the campus community.					*See Chapter 2 for details. *2008-2011 Strategic Plan Goal 4b Implement a College Reorganization Plan to fulfill HACC's one-college, multi-campus mission. *Academic affairs being reorganized for greater efficiency.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
3: Governance and Administration – Suggestions (continued)					
3. The College should continue to improve communication within and between all constituents of the College community and provide a variety of vehicles for addressing college and campus concerns in a collaborative manner with identified modes of assessing value of each vehicle.					<p>*See Chapter 2 for details.</p> <p>*Faculty Organization constitution re-written in 2010.</p> <p>*Classified Organization constitution re-written in 2011.</p> <p>*Administrative/professional organization being formed.</p> <p>*Student Government Organization constitution re-written in 2009.</p> <p>*Faculty Senate members also serve on College-wide joint committees.</p>
4. The College should review the organizational and leadership structure of the College and Community Development staff with the planning of the major gift campaign and in relationship to the branch campuses, with attention to expansion through community development officers who can partner effectively with the campus deans.					<p>*See Chapter 2 for details.</p> <p>*Community Development Officer position created.</p> <p>*Vice President of College Advancement position created and filled.</p>
4: Services to Students -- Suggestions					
1. A master recruitment calendar allowing viewing rights to each campus will allow for better coordination. Also a review of the organization functionally will allow for additional oversight and coordination					<p>*See Chapter 2 for details.</p> <p>*SEM-L, SEM-R, and SEM-ES replaced DDEM. EM Timeline to centralize communications for College-wide and campus-specific recruitment events.</p>
2. A designated person should be assigned to manage data for the college-wide retention plan and other student services operations.					<p>*See Chapter 4 for details.</p> <p>*SEM establishes two committees for enrollment services and retention. Data management included in their charge.</p>
5: Educational Offerings -- Suggestions					
1. It is suggested that the College enhance its efforts to communicate its priorities with respect to the use of faculty travel and development resources. In addition, it is suggested that enhanced opportunities be provided for faculty to report on, share, or assess the effectiveness and contributions of professional activities they attend.					<p>*See Chapter 4 for details.</p> <p>*2008-2011 Strategic Plan established goal to position HACC faculty at the national and international forefront of educational innovation and teaching excellence</p> <p>*Establishment of CITE at each campus in response to 2008-2011 Strategic Plan goal and supported by Academics House of the Faculty Senate.</p>

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
5: Educational Offerings – Suggestions (continued)					
2. The College should develop a clear and concise statement of its philosophy of general education, and it should be published in the College Catalog.					<p>*See Chapter 4 for details.</p> <p>*AP718 - General Education describes general education.</p> <p>*College-wide Assessment Committee will continue to review general education outcomes</p>
3. The College should define student learning outcomes for the general education program, and then state these outcomes in a manner consistent with its other programs and courses.					<p>*See Chapter 4 for details.</p> <p>*General education assessment begun in Fall 2011</p> <p>*See Suggestion 2 above</p>
4. The College should continue to examine, assess, implement, and enhance services to identify and retain developmental learners.					<p>*2008-2011 Strategic Plan goal to establish Developmental Education Plan that increases retention of students in Developmental Courses</p> <p>*AP763 - Developmental Education Advisory Committee</p> <p>*2011-2014 Strategic Plan goal to increase the number of students moving from developmental to certificate and degree completion.</p> <p>*Developmental Math, English, and Reading curriculum revised.</p> <p>*Math longitudinal studies and outcomes assessments implemented.</p> <p>*Case management approach with supplemental instruction, student support services, and intensive advising being considered.</p>
5. All departments, with Library staff input, should assess the nature, extent and effectiveness of information literacy instruction, with regard to student learning outcomes for each program (tied to program assessment), and work collaboratively to address how these outcomes will be met.					*Information literacy improved (see Chapter 4)
6. As the College moves to more blended and hybrid courses, it should actively involve Virtual College instructional design staff and models very early in that evolution.					*College has migrated to Desire2Learn as the sole learning management system. Training for faculty is required to teach online. Within D2L a Faculty Information Center has been established to convey
7. The College should continue to track student persistence by program in addition to location, as many programs are due to move.					*Included in the scope of work of the SEM retention committee (SEM-R)
8. To identify and retain developmental learners the College should assess and improve developmental courses and services, using consistent metrics at all locations and in online courses and within the Virtual Campus,					*See response in Suggestion 4 above.

	Implemented	Implementing	Implementation Needed	Irrelevant	College's Response
6: Assessment of Student Learning -- RECOMMENDATION					
The Team recommends that "The college should develop a documented, organized, and sustained assessment process for individual courses to evaluate and improve student learning", The plan should include "clear, realistic guidelines and timetable, and should be supported by the appropriate investment of institutional resources" (Characteristics of Excellence), With no definitive course or general education student outcomes assessment, the college is unable to document the use of assessment information as part of institutional assessment					<p>*See Chapters 1 and 4 for details.</p> <p>*On-going development of long-term College-wide implementation of student learning assessment processes.</p> <p>*Established the Office of Institutional Effectiveness.</p> <p>*Integrating assessment into the College's culture.</p> <p>*AP765 - Assessing Institutional Effectiveness in Academic Programs and Courses and AP669 - DACUM Process revised to include course assessment.</p>